



NDASP

NDASP NEWSLETTER

September 2016

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NDASP President Sarah How,
Psy. S

President's Corner

Welcome to the new school year 2016-2017! It is always refreshing to start anew in the fall of the year. For some, you may be at the college level starting new graduate classes and for others you may be working with children and teens in a school setting. Wherever you are this fall, I am excited to welcome you to another year of membership and involvement with your North Dakota Association of School Psychologists (NDASP).

This past year has been an exciting for NDASP. As your NDASP Executive Board we have worked to meet our strategic goals. One our of goals is advocacy for our profession. This past fall, President Elect Joe Engler, PR Chair Tamara Waters-Wheeler and myself flew to the NASP Headquarters in Bethesda MD to focus on strategic planning around School Psychologist as School Based Mental Health Providers. We now have created strategic plans as an organization and are advocating for our profession in the state of North Dakota to be seen as being part of the team for children's' mental health and wellness. We want you to know about our strategic plans and how you can stay connected and involved. We now have a Facebook page along with our website.

As a member of our organization, we want you to feel equipped to care for the children, teens, families and staff you work with. For this reason, we began several years ago aligning our conferences with the NASP Practice Model. We know from our graduate training in School Psychology that we are trained in many areas of expertise, but many have barriers to fully implementing all of our training. NDASP is here to help and support you as professionals. Each conference we have we will let you know what area of the NASP Practice Model we will be focusing on. This will help you to build a firm foundation of "Helping Students and Schools Achieve the Best."

This year our fall conference is in Grand Forks, ND. Our theme is:

"School Psychologists as Counselors and Beyond"

We will be holding the conference October 6-7th at the Mark Sanford Education Center in Grand Forks. We want to empower you are school

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Visit our Website

www.ndasp.org

For the latest news in our association

Join us on Facebook

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psychologists, graduate students, professors or other professionals related to school psychologist to advance your professional practice in the area of providing school based mental health services. Our highlight of the conference will be having authors Dr. Lasser and Dr. Plotts share their book, 'School Psychologists as Counselor.' We will also have breakout sessions on October 6th highlighting traumatic brain injury, PTSD, LGBTQ, and student death. We hope you will see this as valuable to your practice this year and join us in Grand Forks.

Thank you for your continued involvement in NDASP. We do not take your membership for granted and want you to know this is your organization. If you have ideas or want to become more involved please contact me. It has been a joy to lead NDASP these past two years as president. In October, our President Elect Dr. Joseph Engler with Minot State University will become our new President. We have designed our organization to have smooth transitions in this role. Dr. Engler has been a key member of NDASP Executive Board for the past two years as President Elect. I am excited to continue to watch NDASP grow and develop as an organization that supports school psychologists in the state of North Dakota. I will continue to serve on the NDASP Executive Board. Thank you for your trust and support these past two years. I hope to see you all in Grand Forks.



NDASP Fall Conference

Where: Grand Forks

When: Oct. 6-7

Visit NDASP website for brochure and details

www.ndasp.org

NDASP Members:

Open Positions

- President Elect
- Treasurer

For members who may be interested in these positions please stay for the business meeting from 5:15pm-6:15pm following the NDASP conference on Oct. 6th.

Seclusion and Restraint

Seclusion and Task Force Summary--Tamara Waters-Wheeler
8-29-2016

A variety of organizations across the state formed a task force led by the ND Consensus Bureau, in order to discuss the issue of seclusion and restraint in the school setting. The task force included entities such as Protection and Advocacy, ND Association of School Psychologists, Family Voices, North Dakota United, ND Department of Human Services and University of Mary Education Department, just to name a few, NDASP members Tamara Waters-Wheeler and Kathy Gewont both served as members of the Task Force. The task force had 5 meetings at which some recommendations were developed for the interim education committee regarding seclusion and restraint. The process was led by Rose Stoeller of the ND Consensus Council and the following recommendations were made by the task force:

- The Task Force supports use of the USDOE, Civil Rights Data Collection (CRDC) definition of physical restraint, mechanical restraint and seclusion.
- The Task Force supports all ND school districts being required to have a policy regarding seclusion and restraint.
- The Task Force agrees that restraints should not be used in a manner that restricts breathing. District policy will be followed in cases of imminent danger such as an active shooter.
- The Task Force supports biannual reporting of select data, gleaned from already mandatory OCR reporting to legislative management.
- The Task Force supports legislators determining what data they want to receive.
- The Task Force supports training for school personnel in the areas of seclusion and restraint.
- The Task Force does not support unfunded mandates and thus, recommends necessary fiscal support for seclusion and restraint training for personnel.

These recommendations will be forwarded to the interim committee for consideration at their next meeting. The continuation of the Task Force will depend on needs brought forth through the Task Force meetings or legislative involvement.

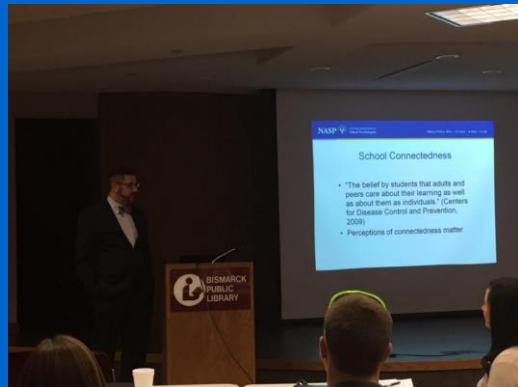


Featured NDASP Member: Loren Houle

For three years, Loren has been a School Psychologist for the South Valley Special Education Unit based out of Hankinson, ND. South Valley serves 11 school districts in 3 counties: Richland, Sargent, and Ransom. In 2009, Loren graduated from the University of North Dakota with a Bachelor's degree in Psychology with a Minor in Deaf Studies. In 2013, Loren graduated from Minnesota State University Moorhead with a Master's Degree in School Psychology and completed his internship with South Valley to obtain his Specialist degree in School Psychology. Loren is a member of NASP and has attended the national conferences held in New Orleans and Seattle. Loren is also a member of NDASP and has attended conferences held over the last three years throughout the state. Within NDASP, Loren has also assisted with the Membership, Newsletter and Public Relations committees.

Loren grew up in Belcourt, ND and is an enrolled member of the Turtle Mountain Band of Chippewa. Loren lives in West Fargo, ND with his wife, Amy, and son, Clarence. Loren and his family are impatiently, or excitedly, awaiting the arrival of their second child which is expected to arrive in September 2016. In his free time, Loren enjoys spending time with family and friends. Loren often hosts cookouts and game nights (board, dice, and card) at his home. Loren also enjoys fishing, playing video games, sports (go Green Bay Packers!), collecting comic books for he and his son, listening to music, and watching movies.

NDASP Spring Conference 2016



Student Advocacy

by Kylie Klassen

The NDASP Spring Conference 2016 was held in Bismarck, ND and featured a presentation and discussion lead by NASP President Todd Savage. The morning session featured a presentation about school psychologists as leaders in the effort to promote positive school climate for all students. The presentation and discussion included issues of power and privilege, cultural differences within the student population, as well as social-emotional learning, resiliency, and the physical and psychological safety of the schools we work in.

The afternoon session revolved around helping transgender and gender diverse students succeed in school and at home. Throughout the presentation cultural differences were discussed. For example, did you know that some cultures currently recognize more than two genders? There are many ways to create a supportive school climate such as acknowledging individuals who are transgender within the school curriculum (i.e. history) as well as creating non-discrimination and anti-harassment policies.





Overall, the conference left all participants motivated to make a difference in their schools to promote a positive school climate. The following resources can be found at the NDASP website under Resources and Links:

Suicide Hotline Cards:

http://www.ndasp.org/uploads/5/2/8/5/5285105/suicide_hotline_cards.pdf

LGBTQ School Climate Brochure:

http://www.ndasp.org/uploads/5/2/8/5/5285105/school_climate.pdf

Fostering Resiliency Article:

<http://www.ndasp.org/uploads/5/2/8/5/5285105/schoolresiliency.pdf>

Article about Depression:

http://www.ndasp.org/uploads/5/2/8/5/5285105/depression_nassp_october_03.pdf

Understanding and Responding to Students who Self-Mutilate:

http://www.ndasp.org/uploads/5/2/8/5/5285105/self-mutilation_march_04.pdf

Mental Health Resources:

http://www.ndasp.org/uploads/5/2/8/5/5285105/mental_health_reources_from_spring_conference_2016.pdf

MSU Student News

Enhancing Relationships: An Investigation of Foster Parent-Child Characteristics
By Braden Mayes

When considering the detrimental life events that children in foster care have endured, and when looking at all the data that indicate poor academic, social, emotional, and behavioral outcomes amongst these individuals, it is imperative we begin to look deeper into ways to enhance their outcomes later in life. Perhaps the first step in doing so is to look at the parenting characteristics of foster parents, and the relationships they hold with their children. Decades of research indicate that the role that parents play in raising their children largely influences children's academic, social, emotional, and behavioral outcomes later in life. For example, being actively involved with their child, securely attached to their child, engaging in positive communication strategies, and employing proper discipline practices are extremely effective parenting characteristics to consider. Therefore, to promote positive outcomes for children who enter foster care, foster parents should embrace effective parenting characteristics and should provide the same loving and nurturing relationships as traditional parents who raise their biological children. In order to ensure this, my goal is to identify whether parenting characteristics differ between foster parents and those of traditional parents in relation to their care for their children. Doing so may identify where foster parents need additional support/training in caring for their children, which will in turn enhance foster child outcomes.

The noteworthy part about this research project is the support I have received from my professors, the university, and other outside

NDASP Members: IN THE KNOW

Visit our website at www.ndasp.org to find out what's happening within our association. Here you can find Executive Board notes and progress updates.

community members. This project is entirely funded by a grant received from Minot State University, and I am working hand-in-hand with a community partner to recruit foster parents for the study. A school district in North Dakota has also expressed enthusiasm in helping recruit traditional parents for comparison. In addition to having the opportunity to conduct the research, I have applied and intend to present my findings at the annual National Association of School Psychologists Convention, which is being held early this spring in San Antonio, TX.

MSU Student News

By Marley Kotylak

ADOS Training at Minot State University

On July 14 and 15, 35 professionals from across the state and MSU School Psychology Graduate Students attended a two-day training from WPS on the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2). The training encompassed a thorough overview of ADOS-2 Administration and Scoring across all five modules, including two live administrations with child volunteers. These live administrations allowed participants to watch an administration, practice recording and scoring data, and then spend time discussing scoring discrepancies with the ADOS-2 Consultant, Jennifer Olson. This was made possible because of our child volunteers, their parents, and the School Psychologists who arranged these volunteers, so I'd like to extend a huge thank you to them!

This training was made possible through a grant Minot State University School Psychology Program Director Dr. Dobrinski was awarded. Through grant funding, Dr. Dobrinski purchased ADOS kits, training materials, and the two-day training for MSU School Psychology Students and North Dakota professionals. Because of this training opportunity, we will have more professionals across the state able to conduct ADOS assessments, which will provide them with information that can inform diagnosis, treatment planning, and educational placement of students exhibiting ASD behaviors. In addition, Graduate Student Participants will enter into their internship placements with one more tool in their toolkit that will help them contribute as members of professional school teams.

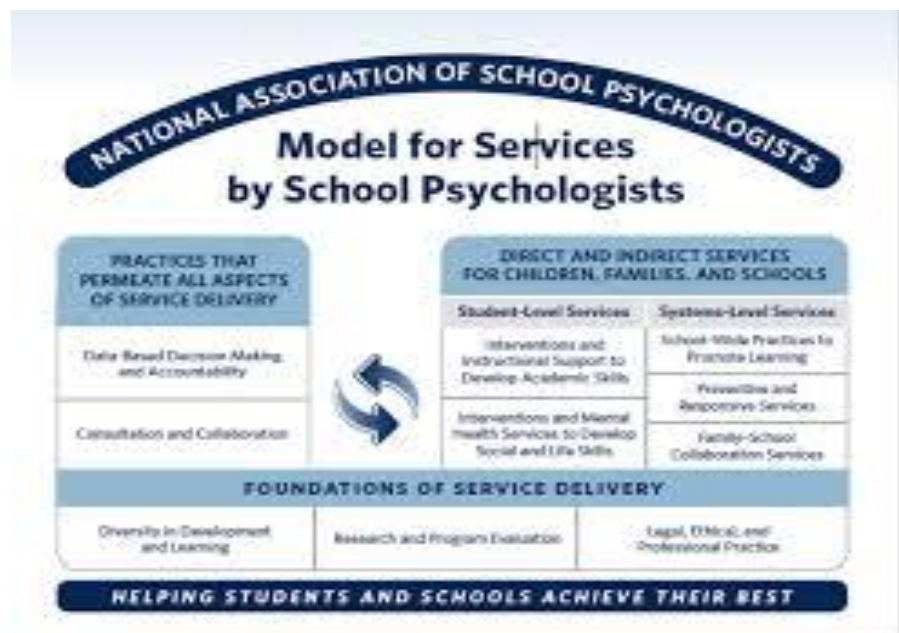
NASP White Paper

School Psychologists: Qualified Health Professionals Providing Child and Adolescent Mental and Behavioral Health Services

Key Points from this article include:

- School psychologists are uniquely trained to deliver high quality mental and behavioral health services in the school setting to ensure all students have the support they need to be successful in school, at home, and throughout life.
- Students were found to be 21 times more likely to visit school-based health centers for mental health concerns than community based centers (Juszczak, Melinkovich, & Kaplan 2003). Therefore, school psychologists can help coordinate school-based services and community-based services to facilitate a wraparound system of care approach to support families.
- School psychologists who maintain competencies consistent with NASP standards are qualified providers of child and adolescent mental and behavioral health services (Follow the NASP Practice Model).
- Mental and behavioral health services exist on a continuum and are increasingly provided within a multitiered system of supports.
- According to the Affordable Care Act, school psychologists who are credentialed at the licensed or certified level are considered mental health service professionals.

To read the full article please visit www.nasponline.org



NASP CONVENTION

NASP 2017 Annual Convention

Save the Date – Before October 3

Save the Date for the NASP 2017 Annual Convention

Join thousands of school psychology professions from across the country in San Antonio, TX, February 21–24, 2017. Learn new skills and strategies, step back and see challenges with a fresh perspective, and bring home recommendations from other practitioners.

Topics will include multitiered service delivery, evidence-based interventions, family–school collaboration, support for diverse populations, and more.

Locate materials to convince your supervisor to approve your attendance, get registration and hotel details, and more at www.nasponline.org/NASP2017.

Between October 3 – November 9 (Early Registration Deadline)

Save \$50 on Registration for the NASP 2017 Annual Convention

Registration is now open for the NASP 2017 Annual Convention, February 21–24, 2017 in San Antonio, TX! Save \$50 when you register by November 9, and be entered to win a registration refund. Find details at www.nasponline.org/NASP2017.

This convention is gives you the opportunity to:

- Look at challenges with a fresh perspective and bring home recommendations from other practitioners,
- Earn continuing professional development (CPD) credit for your national certification or state licensure,
- Enhance your crisis prevention and response capacity with the PREP_aRE curriculum,
- Learn about the latest research in the profession,
- Connect with colleagues about future career opportunities, and
- Shape the future of the profession by mentoring graduate students and early career professionals.

Topics will include multitiered service delivery, evidence-based interventions, family–school collaboration, support for diverse populations, and more.

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