



Seasonal Meeting Tackles Substance Abuse

On a warm if somewhat pollen-filled Friday in May, 24 NHASP members gathered at the Winnepesaukee Yacht Club in Gilford and heard Dan Jacobs, MBA, Psy.D, expound on substance abuse in the school-age population. Dr. Jacobs, an assistant professor at William James College in Newton, MA, in the school psychology department, has long had a professional interest in substance abuse, including a stint as director of the adolescent and adult partial hospital programs at NSMC/Salem Hospital in Salem, MA. His presentation provided a dynamic mix of research and experience, concluding with a critical review of various programs that have been shown to be effective in addressing adolescent substance abuse. Throughout the day, he



also mixed in relevant case studies that will be included in his soon-to-be-published book. It is clearly a topic that is relevant to today's schools.

Dr. Jacobs offered a message of hope and flexibility in dealing with this issue, while noting that school psychologists typically are not directly trained in assessment of substance use disorders. The statistics he presented, based predominately on published Youth Risk Behavior Surveillance System (YRBSS) data, show that adolescents report declining use of all drugs except pot and pills, with minimal use of most substances except alcohol, pot, and pills. He feels that in working with referred youth we should routinely inquire about both their substance use and abuse histories. Dr. Jacobs referenced studies

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Changes to NH Special Education Regulations

by Nate Jones, NHASP GPR Co-Chair

On March 24, 2017 the NH Department of Education implemented an updated set of special education rules (available at https://www.education.nh.gov/instruction/special_ed/). School psychologists need to understand some of these changes as they directly impact some areas of our practice. It is important to note that this article provides a broad overview of changes and practice suggestions, but should not be considered legal advice.

Several specific changes to the timeline for special education evaluations need to be recognized. These include:

- All special education evaluations now have up to 60 days to be completed instead of 45 days.
 - For triennial evaluations, a 30 day extension can be requested.
 - For all evaluations, reports need to be mailed home by the school district at least 5 days before the evaluation review meeting.
- Additionally, at evaluation review meetings, school districts are no longer required to have a special educator certified in the specific area of special education eligibility, if applicable.

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Spring Conference a Winner

Hope to see you next spring!

Our annual spring conference took place on Friday, March 24, 2017, at the Grappone Center in Concord. Paul LeBuffe, MA, of Aperture Education reviewed the latest findings on social emotional learning and growth mindsets with the 139 attendees, reprising a topic he presented at our seasonal meeting in May of 2016.

As Katie Misiasek's article in the Fall 2016 Protocol so aptly noted, this is a crucial body of knowledge for those working in schools, as socially-competent and academically confident learners tend to do well over time. As it was previously, Paul LeBuffe's presentation was well-received and valued by those in attendance. Fortunately, the conference avoided the worst of the late-March winter weather. Ψ

President's Message Winter 2017

by Tricia Raymond

Where does the time go? It's hard to believe that I am half way through my presidential year with NHASP. I am enjoying this opportunity and I am grateful for the hard work of the many NHASP members who find time to participate in board meetings, regional meetings, committees, study groups, etcetera, etcetera!



NHASP co-sponsored a Mental Health Summit with Plymouth State University's Counselor Education and School Psychology Departments where school psychologists, teachers, paraprofessionals, school administrators, counselors, parents and other stakeholders from Maine, Massachusetts, Vermont and of course, New Hampshire, sat down together to discuss how to better address the current challenges regarding mental health services.

In November of 2015, thanks to the efforts of Christina Flanders, NHASP was selected to attend a "State Action Planning and Problem Solving Retreat" at NASP headquarters in Bethesda, MD. Three NHASP leaders spent four days immersed in examining data, identifying areas to address, and developing goals in order to address gaps in mental health services across NH. Attendees of NHASP executive board meetings worked diligently on these goals throughout 2016. We completed all of the action items on our list! Let's revel in that for a moment and review some of what we accomplished.

- Leaders and attendees of board meetings created the NHASP Key Messages document, published in *The Protocol* and disseminated to key stakeholders such as school administrators and special education directors, etc.
- Posted NHASP's Key Messages on our website, nhaspweb.org.

- Disseminated a survey compiled by Katie Eklund and tailored for NH based on questions and concerns raised at the retreat.
- Published—in color—the results of the survey in *The Protocol*.
- Met with Alan Pardy (NH Director of Special Education Administrators) to identify services provided by school psychologists eligible for Medicaid reimbursement to schools.
- Published an article in *The Protocol* regarding billable services for NH school psychologists under Medicaid.
- Posted resources regarding the NH Medicaid to Schools program on nhaspweb.org, accessible by the public.
- Encouraged NHASP Regional Representatives to discuss the NASP Practice Model at regional meetings.
- Posted links to NASP's resources regarding the Practice Model on nhaspweb.org.

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Upcoming NHASP Events

ANNUAL FALL CONFERENCE

Date: Monday, November 6, 2017

Topic: *Differential Diagnosis & Psychopharmacology*

Presenter: Jeffrey Q. Bostic, MD

Location: Portsmouth, NH

ANNUAL SPRING CONFERENCE

Date: Friday, March 30, 2018

Topic: *Fostering Positive Emotions in Children to Promote Academic Achievement & Resiliency*

Presenter: Melissa Reeves, PhD, NCSP, LPC,
NASP President

Location: Concord, NH



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NHASP Election Results

by Christina Flanders, NHASP Past-President

Chris Nelson was elected to a three-year term as president elect/president/past-president of NHASP. Chris is completing his 39th year as a school psychologist and has held many officer positions throughout his professional career, including service on the Ethics and Professional Conduct Committee of NASP.

Chris's general goals as president of NHASP will be to strengthen NHASP's membership numbers, make NHASP relevant to its members' needs, beginning with active committee work, and address legislative and state issues as they affect the field of school psychology in New Hampshire.

Chris's special interests include emphasizing the role of the school psychologist as a comprehensive psychological evaluator, promoting the role as a mental health specialist in the schools, expanding the knowledge for all regarding mental disorders and their effects on learning, and advancing awareness regarding the specialized needs of students in crisis.

In his statement regarding issues facing the association and profession, Chris wrote: "NHASP has a very dedicated and talented board. Having attended a number of NHASP workshops over the past few years, I have had the opportunity to meet many board members. These people work incredibly hard to serve and advocate for school psychologists in our state. I feel that too many of us take for granted that things will get done and that we don't need to participate or get involved. We can't assume that our association will

continue to grow and evolve without more of us participating at the board level. At this point in my career, I feel compelled to give back to the profession that I have enjoyed for so many years in any way that I can. I would be honored to serve as the NHASP president elect."

TREASURER

Alexys Ficek was elected treasurer. She is currently a school psychologist in Berlin Public Schools. In her statement on issues facing the association and profession, Alexys wrote: "I feel the biggest issue facing our association and profession in New Hampshire, as well as our nation, is the opioid crisis. It is impacting students in school and in their home environments. Students are faced with peer pressure to "fit in" and "be popular" through the use of illegal substances. Young children go home from school to find substances occupy their parents' thoughts. Babies are born addicted to drugs, and go through withdrawals after birth. Some infants are weaned off through medications to help decrease withdrawal symptoms. Schools are now slowly beginning to see these effects in Early Support Services. Within the next several years, schools will begin to see the first generation of students born addicted in their Kindergarten classrooms. It seems like a daunting task for school districts, who are already facing severe budget cuts, to be ready to provide a free appropriate public education." Alexys looks forward to joining the Executive Board of NHASP as Treasurer to support the profession of school psychology in New Hampshire. Ψ

NHASP Reception at the NASP Convention

by Jonas Taub

I just wanted to fill you all in on the party, though I suspect that Tari may already have done so as well. We had 28 people present, including 21 NHASP members, plus spouses and NASP guests, including Tom (Washington NASP friend of Cindy and Jim), Joe Gerrard (Alaska - Children's Fund Board of Directors), the Delegate and other member from Rhode Island, and Mark Steege from Maine. So, some good networking, too. Best of all, everyone had a great time and were so appreciative of NHASP paying for the party.



PSU's School Psychology Program Earns Full NASP Approval!!!

by Cynthia Waltman, Ph.D., NCSP

Associate Professor of Counselor Education and School Psychology
Coordinator, School Psychology Program

We received notification on Feb. 1, 2017, from the Program Accreditation Board that PSU's School Psychology Program was granted Full NASP Approval (National Recognition) through September 15, 2021, indicating that our program adheres to the NASP 2010 Standards for Graduate Preparation of School Psychologists. The standards were adopted at the 2010 convention and are now fully approved by the Council for the Accreditation of Educator Preparation (CAEP) Specialty Areas Studies Board.

Accreditations show that universities and programs adhere to the highest standards of the professions. Plymouth State University is accredited by the CAEP "which is a nonprofit and nongovernmental agency that accredits educator preparation providers. CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). CAEP became operational in on 2013." Council for the Accreditation of Educator Preparation (2015) Council for the Accreditation of Educator Preparation Online. Retrieved from <http://caepnet.org/glossary>.

School Psychology is a Specialized Professional Association (SPA) which is a member of CAEP. SPAs include "teachers and other school professionals that teach a specific content area, teach students at a specific developmental level, teach students with specific needs, or provide services to students (e.g., school counselors, school psychologists, or principals)." Council for the Accreditation of Educator Preparation (2015) Council for the Accreditation

of Educator Preparation Online. Retrieved from <http://caepnet.org/glossary>. Each discipline is now required to demonstrate positive learner impact. It is important to note that school psychology is the first SPA to implement this requirement. The other disciplines are looking for guidance from us to share how we do this in our programs.

Being fully approved or nationally recognized means that graduates of our program are automatically eligible for the National Certificate in School Psychology (NCSP), pending earning a passing score (147) on the Praxis II Examination in School Psychology and documentation of the 1200 hour internship. As cited in the National Recognition Report, the reviewers were impressed with how high PSU students score on the Praxis II.

To acquire NASP program approval requires us to demonstrate we adhere to the NASP 2010 Standards for Graduate Preparation of School Psychologists. We need to provide an extensive report documenting exactly how we meet these comprehensive standards. We collect and present data about our program and candidates in aggregated and disaggregated form. Advancing a program through this process requires curricular changes and much university support to implement the changes. We are fortunate that our program has a lot of institutional support in the form of staff and faculty resources, materials, quality space, and excellent library facilities. Most importantly, I find that advancing a program through

"On behalf of the Program Accreditation Board, and the National Association of School Psychologists, I wish to congratulate you and your colleagues on your efforts to develop a strong program. We hope the information we have provided will be of assistance in your continuing efforts to advance your program. If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,
Enedina García Vázquez, PhD
Chair, NASP Program
Accreditation Board"

this process requires flexibility on behalf of our students, site-supervisors, and faculty. The demands are high. The first time I engaged in this process was while working at Southern CT State University. I remember the students singing about "the year the program changed!" to the tune of "American Pie".

The goal of our program is to assure breadth and depth of experiences and integration of knowledge and skills. To this end, we need to demonstrate that our students gain knowledge and experience in all 10 Domains of Practice throughout coursework and during the internship. We want to prepare highly qualified school psychologists to serve our children, adolescents, families, and the school community.

We have made numerous changes to the PSU program over the last four years. The most challenging change was adhering to additional internship requirements. Effective in the 2010 standards is a requirement for interns to complete two comprehensive case studies - one behavioral and one academic - which demonstrate positive impact for the

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PSU

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learner. Depending upon the nature of the case study, it likely aligns with all ten domains of practice. Interns are required to collect and interpret data, collaborate with teachers and parents, conduct a problem analysis, identify and test hypotheses, devise and implement evidence-based interventions as indicated, monitor and statistically evaluate impact. Our students demonstrate that they have acquired the knowledge to be highly qualified school psychologists and that they are skilled in the application of this knowledge. The case studies showcase this knowledge and application.

In response to the recommendations in 2016, we increased practica hours from 50 to 150 hours, significantly modified the internship evaluation form, and advocated for a second doctoral level school psychology tenure-track faculty position. Welcome Dr. Christina Flanders! In the 2017 report the reviewers recognized our strong group of qualified, adjunct faculty. We are indeed fortunate to have such experienced and dedicated adjunct faculty to support our program. Thank you Dr. Leo Sandy, Mr. Jonas Taub, Mr. Peter

Whelley, Dr. Phil Sanguedolce, and Dr. Carmen Reisner. We added a course titled "Principles of School Neuropsychology". We have four assessment courses, and by design, each is taught by a different faculty member. I believe it is important for our students to gain the perspective of four different professionals, and utilize the information to develop their model of assessment representing their orientation.

Although we have earned full NASP program approval, it doesn't mean that we stop looking for ways to improve our program. We are in fact working on several initiatives for further advancement. We remain committed to providing the best learning opportunities for our graduate students so that they will develop into highly qualified school psychologists. We held our Advisory Board meeting in Plymouth on March 10, 5:30 – 7:30 pm. This is an annual event where we share current program developments and discuss ways in which we can improve upon what we are doing. Consumer feedback is very important to us. Please let contact me if you would like to participate. Ψ

Substance Abuse

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out of MacLean Hospital in Belmont MA that have shown pot to be addictive, with regular users showing increased tolerance and withdrawal symptoms on stopping.

According to Dr. Jacobs, youth with the most significant substance abuse problems start in their very early teens, and thus he feels not only that schools are the best place to work on prevention, but that efforts should begin in elementary school with a focus on self-esteem, self-efficacy, and refusal skills. He stated that, "Our best weapon is that we like these kids," adding that those kids that show up for treatment will talk to us, even if we give the Lamb Warning (Nothing you say is confidential and I will tell the judge everything). In discussing the five stages of change (Prochaska and DiClemente), he remarked on recent research by Serafina et al. (2017) that posited a sixth stage, "coerced action," that suggested some adolescents that were not aware they had a problem could still make positive changes in their lives if forced into treatment.

Those that attended were engrossed in the topic despite the warm afternoon and the filling luncheon. There were plenty of questions asked and much information exchanged. All in all, it was a wonderful day spent on the shore of New Hampshire's largest lake. Ψ

Top Reasons To Belong to NHASP

1. Voluntarily submitting to professional ethics.
2. High quality professional development targeted at school psychologists.
3. Regular collegial support through regional meetings.
4. Lending credence to child advocacy efforts at the state and federal level.
5. Sole state affiliate of NASP as well as a NASP-approved provider of CEUs.
6. Highly regarded newsletter, website, Facebook page, and listserv.
7. Post-conference study groups on multiple topics.
8. Early career support group.
9. Really cool pens, brains, and other giveaways at conferences.
10. Satisfy your need for affiliation as well as ours. And thanks!!



Vernal Pool, Norwich VT

NHASP Briefs

In Memoriam

We were saddened to learn in December of the passing of **Fredye Sherr**, longtime NHASP member and a school psychologist for years in the Nashua School District, as well as a few others. Fredye was the association's initial "Affiliate Representative" just after our founding in the mid-80s. She served a three-year term as president elect/president/past-president from 2006-09, as well multiple terms as secretary of the association from 1992-94, and 2001-06. Fredye was a staunch advocate for children and was always a proponent of the NASP Children's Fund; thus, the board has made a donation in her honor to that cause.

A frequent attendee at conferences and board meetings, Fredye could be counted on for her witty and astute comments, invariably accompanied by a smile and a twinkle in her eye. Although she "retired" a few years ago, Fredye continued to work on a case-by-case basis, enjoying the opportunity to fit in work around her family pursuits. Our deepest sympathy goes out to her husband Ken and her family. She will be greatly missed by all of us.

In Memoriam

We were saddened to learn in April of the passing of **Jack Morse**, a tireless friend and supporter of children. Although retired, Jack had continued to involve himself in the work of the association, presenting for us as recently as March of 2016 on managing stress and avoiding burnout.

Both a clinical and school psychologist, Jack specialized in assessment of

children with visual impairments and in the 1980s he provided supplemental training for a number of us in doing that type of evaluation. He had a quiet way of bringing out the best in children and in carefully explaining the results of his work to parents and educators. Through the years, he worked for the Perkins School for the Blind, the Seacoast Learning Collaborative, and Dartmouth-Hitchcock Medical Center.

Jack served the association in many ways, including two three-year terms as president elect/president/past-president (1997-2000 & 2003-06), as well as functioning as our liaison to the New Hampshire Psychological Association and as our certification liaison to NASP. He was twice recognized as New Hampshire School Psychologist of the Year (sharing the award in 1996 with Robert Fossbender and receiving it solo in 1998). Jack also received numerous national awards.

Jack was well-known in the association for his skills of persuasion. If he called you with a request, you pretty much would do it. In honor of his passing, the board has made a donation to his charity of choice (as noted, we could never refuse Jack), the Friends of Acadia. We express our deepest sympathy to his wife Mary, as well as the rest of his family. Jack will be sorely missed.

In Memoriam

We were saddened to learn in early January of the passing of **Teresa Bolick**, a psychologist and author well-known in New Hampshire for her support of children with autism and their families. She was an invaluable resource for those of us helping

families to understand and learn to live with their children. Teresa presented to NHASP at the 1995 Winter Meeting on "Infant and Child Play" and at the 1999 Fall Conference on "Atypical Disorders in Early Childhood." The New Hampshire Psychological Association has named their lifetime achievement award in her honor. Although Teresa was not a member of NHASP, in recognition of all she did for children in the state the board has made a memorial donation in her name to the Doug Flutie, Jr. Foundation for Autism.

Other Business

The board is sending three representatives to the NASP Public Policy Institute this summer. We continue to explore the possibility of hiring a part-time lobbyist to keep us informed about legislation in NH that might affect our work with students.

In lieu of a March executive board meeting, The NHASP **Government and Professional Relations** committee met and held a lively discussion on all things GPR. Anyone interested in sitting in on future meetings should contact Nate Jones or Tari Selig.

NASP Delegate (and past-past-past NHASP President) **Tari Selig** has announced her engagement to be married. A lakeside service in Gilford is planned. Congratulations to Tari and Brian!

Katie Misiaszek, NHASP Student Assistant to the NASP Delegate, has announced her engagement. Katie tells us a Lake Tahoe wedding is in the works. Congratulations!!

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NHASP Briefs

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Kudos to **Kimberley Lessard** for her performance on the May 18 episode of NHPR's *The Exchange*. The topic was the controversial Netflix series "13 Reasons Why." If you missed it live, you can listen to the podcast here:

<http://nhpr.org/post/13-reasons-why-how-talk-about-teen-suicide>

Note that NHPR's webpage on the show provides resources for teens.

The article by Jerrold Pollack on **Nonverbal Learning Disorder Syndrome** in the Fall 2016 issue of the *NHASP Protocol* was reprinted in the Spring 2017 issue of *MASP Matters*, the newsletter of the Maine Association of School Psychologists.

It's **membership renewal** season, as our fiscal year is winding down to its June 30 conclusion. Those renewing in a timely fashion (before July 15) are entitled to a five percent (5%) discount! Such a bargain.

May 1-7 this year was **Children's Mental Health Awareness Week**. Thank you again for all you do on behalf of children!

The NHASP Executive Board continues to work on a position paper regarding **transgender students**. It has been 30 years since the NASP Position Paper on "Rights Without Labels."

Be sure and check out the latest in the series of short videos on the **NASP Practice Domains** that Katie Misiaszek has posted on our website under the Resources link: <http://nhaspweb.org/NASP-Practice-Model>.

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NASP DOMAINS: Select Examples of Professional Practice

Domain 1: Data-Based Decision Making and Accountability

- Using assessment data to understand students' problems and to implement evidence-based instructional, mental, and behavioral health services.
- Using data to analyze progress toward meeting academic and behavioral goals.
- Evaluating treatment fidelity of student interventions.

Domain 2: Consultation and Collaboration

- Facilitating effective communication and collaboration among families, teachers, community providers, and others.
- Using consultation and collaboration when working at the individual, classroom, school, or systems levels.

Domain 3: Interventions and Instructional Support to Develop Academic Skills

- Implementing evidence-based interventions to improve student engagement and learning.
- Working with other school personnel to ensure attainment of state and local benchmarks for all students.
- Sharing information about research in curriculum and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

- Providing a continuum of mental and behavioral health services, including individual and group counseling, behavioral coaching, positive behavioral supports, and parent education.
- Facilitating the design and delivery of curricula to help students develop effective skills, such as self-regulation, planning, organization, empathy, social skills, and decision making.

Domain 5: School-Wide Practices to Promote Learning

- Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services.
- Collaborating with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students.

Domain 6: Preventive and Responsive

Services preparation, response, and recovery. Examples of professional practices include:

- Using knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence.
- Developing, implementing, and evaluating prevention and intervention programs that address precursors to severe learning and behavioral problems.
- Participating in school crisis prevention and response teams.

Domain 7: Family–School Collaboration Services

- Collaborating with and engaging parents in decision making about their children.
- Promoting respect and appropriate services for cultural and linguistic differences.
- Promoting strategies for safe, nurturing, and dependable parenting and home interventions.

Domain 8: Diversity in Development and Learning

- Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services.
- Promoting fairness and social justice in school policies and programs.

Domain 9: Research and Program Evaluation

- Using research findings as the foundation for effective service delivery.
- Assisting teachers in collecting meaningful student data.

Domain 10: Legal, Ethical, and Professional Practice

- Remaining knowledgeable about ethical and professional standards, and legal regulations.
- Assisting administrators, other school personnel, and parents in understanding regulations relevant to general and special education.
- Using supervision and mentoring for effective practices.

<https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains> Accessed 5/26/17

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Bridging the Gap: Meaningful Recommendations to Support Transition to Higher Ed

by: Petra Schaefer, NHASP Member

Even though we call it “higher ed,” the bridge to get there doesn’t have to be uphill for students with disabilities. Indeed, how school psychologists write up a student’s terminal evaluation can go a long way toward smoothing that eventual transition.

The key to this bridge is the student’s transition plan. It must say more than “will attend college.” It should spell out how the school will assist the student by documenting their exit academic functioning level, their area of disability and the accommodations (and possible modifications) needed for a smooth college transition. In addition, the student demonstrates readiness to advocate effectively for themselves, proficiency with technology as needed (meet with Vocational Rehabilitation), and adequate study, social and living skills.

Many colleges no longer require SATs and ACTs. High school records do not include progress on modified curricula for students. This often leaves college admissions, who may not inquire about disability, and disability offices with no way of determining the level of achievement at which the student is performing. This can be especially true for home-schooled students. Up to date psychoeducational and achievement tests (done within three years) are especially important for students going on to take NCLEXs, GREs, etc. with accommodations.

The recommendation section of your evaluation can provide meaningful support to parents and students as they go through the process of college selection. It is important that you suggest the relevant accommodations that colleges must provide (see list below) and separate recommendations (i.e. modifications) that not all colleges provide (see second list below). While parents and student

have gotten better at researching colleges, school teams are most aware of what supports students will need to be successful and this needs to be documented.

School psychologists can bridge the information gap and help parents and students understand what supports they will need to be successful. They can also assist special educators with promoting student readiness in the use of current technology (for example, Reading Ally does not provide college level texts), in helping them develop an elevator speech (e.g., “I have a language-based learning disability and will need books in alternate format, permission to record lectures, and extra time on tests.”), and in supporting important study, study and living skills for students in the last few years of high school.

Colleges that accept federal funds will provide these accommodations to all qualified students:

- ✓ Extra time on testing
- ✓ Breaks during testing
- ✓ Breaks in the classroom
- ✓ Clarification of assignments
- ✓ Clarification of test instructions
- ✓ Technology for reading and writing during class and exams (screen readers and speech recognition software)
- ✓ Low distraction environment for testing/noise cancelling headphones
- ✓ Books in alternative format
- ✓ Reduced course load (this negatively impacts Federal Financial Assistance)
- ✓ Priority registration
- ✓ Room without carpeting
- ✓ Room with window
- ✓ Emotional support animal to be allowed in housing and outdoor areas only
- ✓ Service dog in all areas
- ✓ Medical single

- ✓ Private bath
- ✓ Laptops, spellcheck, and calculator use
- ✓ Note-takers/permission to record lectures
- ✓ Preferential seating
- ✓ Accommodations for low incidence disabilities (sign language interpreters, parking, ground floor rooms, accessible furniture, elevator access, etc.)

The student who requires the following services should seek out colleges or college programs that provide them—often at extra cost:

- ✓ Tutoring
- ✓ Meetings with learning specialists to organize materials and assignments
- ✓ Counseling services
- ✓ Skills courses
- ✓ Remedial reading, writing, and math courses
- ✓ Pre-teaching content
- ✓ Programs for students with particular disabilities
- ✓ Waiver for foreign language
- ✓ Course substitutions
- ✓ Summer bridge program for transitioning
- ✓ Social skills groups
- ✓ Executive skills coaching
- ✓ GPS campus, with scheduling
- ✓ College experience programs for cognitively challenged students
- ✓ Small class size (ask how many lecture halls are on campus)
- ✓ Universal Design campus
- ✓ Wake up calls (medication management)
- ✓ Mentors
- ✓ Humans for scribing and reading

Other options to consider in drafting recommendations may include:

Student would benefit from the gift of time in gaining skills in the following

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Social Emotional Learning

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- Posted creative videos for each domain of the Practice Model on *nhaspweb.org* under Resources, available to members only.

Thank you to Katie Misiaszek of PSU for all her hard work on these videos!

So...what now? Refine our goals and identify new action steps, of course!

NASP has continued the support provided to retreat participants and NHASP leaders. As a result, attendees of NHASP board meetings have recently developed the following goals with NASP guidance:

Professional Development Goal: ***Provide professional development opportunities and resources that reflect the comprehensive role of school psychologists.*** Measured by: A review of learning objectives of NHASP sponsored professional development opportunities to ensure that all of the NASP domains of practice are addressed.

Policy Goal: ***Advocate for policies that reflect the comprehensive role of school psychologists consistent with state credentialing, training, and practice standards.*** Measured by: An increase in educator awareness regarding the role of school psychologists, as evidenced by survey results over one year.

Practice Goal: ***Improve and expand the practice of NH School Psychologists in providing mental and behavioral health services consistent with the NASP comprehensive services delivery model.*** Measured by: An increase in the amount of time that NH-School Psychologists are involved in mental and behavioral health activities, as evidenced by survey results over two years (School Psychologists as Mental and Behavioral Health Providers Survey initially administered in February of 2016).

I hope you noted references to “executive board attendees” sprinkled throughout the paragraphs above. You do not need to commit to a position in NHASP in order to be involved, you only need to be a member to participate in executive board meetings. Come join us anytime!

NHASP leaders have been discussing other ways to make it easier for members to become more involved with the association. Audrey Willis, NHASP Secretary, recently shared a few ideas at the executive board meeting in February. She suggested changing the way we run regional meetings in order to provide more professional development opportunities and naming these “Regional Study Groups” rather than “Regional Meetings.” This would also be a great way for our school psychologists to earn the required ethics credits. Audrey also suggested clearly defining the responsibilities of individual

roles within the executive board, making sure that these roles are manageable. Emily Russell, NHASP Region 7 Representative, suggested seeking out more “train the trainer” opportunities in order to send trainers to different regions within the state.

On a more personal level, I am currently on sabbatical from my position in the Exeter School District (SAU 16). I have started a project on social emotional learning and initiated a pilot of the Devereux Student Strengths Assessment (DESSA) Comprehensive System featuring the Evo SEL module through Aperture Education, thanks to several wonderful teachers at Lincoln Street School. In addition, I am participating in SAU 16’s newly formed Social Emotional Learning and Mental Health Steering Committee. This committee, under the direction of Michael Morgan and Esther Asbell, is charged with improving the ways in which we address the social emotional learning and mental health needs of SAU 16 students *and* staff. If your district has implemented effective interventions for students, staff, or both, I would love to hear from you! I would also like to hear about schools using the DESSA Comprehensive System. We can communicate by email, by phone, or if you are willing, I’d be thrilled to visit your school. Please contact me at traymond@sau16.org. Ψ

Changes to NH Special Education Regulations

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These changes modify NH special education law to align more with the requirements of federal law and eliminate some of the additional protections that had been implemented in our state. The impact of the changes will be seen over time.

The requirement to mail home psychoeducational reports to families 5 days in advance of evaluation review meetings is important to consider. Families

will now be provided potentially upsetting, complex, and/or surprising information without the ability to discuss them directly and immediately. This change highlights the importance of writing reports that present information clearly and in an understandable fashion. In 2013, Robert Lichtenstein from William James College wrote a powerful series on creating consumer driven reports in the NASP Communique newsletter.

The removal of the requirement at a special education eligibility meeting to have a special education teacher certified in the disability area being considered is also important. This change emphasizes the need for school psychologists to be present at evaluation review meetings. Ψ

The High School of the Future

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mindlessness—to burst bubbles and plant seeds. When students experience cognitive dissonance, it allows them to see things from new perspectives. In history, for example, students would not only study a sanitized textbook but also the writings of those who have a left and right wing view on historical events. The school might use Robert Muller's world core curriculum to liberate students from the confinements of their own immediate experiences and understanding. Students would also study world religions and compare and contrast their teachings. Their teachers would have to be caring and nurturing people with high expectations who not only encourage students but also place high but reasonable demands on them. In this school there would be strong parental involvement in the form of collaboration rather than coercion. There would be a child development center where students take a required course in parenting and have to change and feed babies as well as observe them as part of their coursework in child development. This experience would introduce them to the awesome responsibilities of parenting. Students would also take courses in nonviolence, ecoliteracy, media literacy, communication skills, and conflict resolution. Music and art would be highly funded and valued. JROTC would be eliminated and replaced by an adventure-based program and a community service/service learning experience. All students would be required to do service learning where they would be involved in the community and relate their experiences to subjects they are learning. Subjects would not be taught as discreet or episodic units but would be integrated within projects. A lot of time would be spent outside of the classroom where students would be learning in small groups with teachers who are more like coaches. Students, parents, and teachers would be involved in school

governance and all would have an equal chance of doing so through a democratic process. Every student would have an individual educational plan based upon their aptitudes, interests, strengths, and weaknesses all of which would be assessed in depth. This would help students in choosing a vocation that would be a good fit for them. Basically, the curriculum would be socially constructivist where students learn to become problem-solvers—the kind of active and involved citizens that make a democracy viable. Will such a school ever exist? I believe so because we are just coming to realize that good writing, good speaking, good citizenship, quantitative reasoning, an ethical/moral orientation, aesthetic appreciation, critical thinking, service to the community, and social and problem-solving skills are not just for the elite. They are necessary for a strong economy and a kinder and gentler society. Unless we make education the highest national priority, we will continue to experience a failing economy and a general decline in our culture as evidenced by the crudeness of some people aspiring to or holding high offices in government. Ψ

Bridging the Gap

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areas: daily living skills, medication management, remedial courses, speech and language therapy, counseling, mindfulness, etc. prior to attending college

OR

College is not a suitable environment for the student (for those who require 1:1 support, have severe social anxiety, cannot tolerate fluorescent lighting, etc.)

In closing, the keys to success include a comprehensive and effective transition plan, support from Vocational Rehabilitation as needed, and parents/students who have a clear understanding of their student's documentation and recommended accommodations. Students should have practiced necessary technology skills, be prepared with self-knowledge, and self-advocacy skills to provide disability services departments the information they need to determine and provide for a smooth transition and a perfect college fit.

Petra Schaefer, a former school psychologist, is now the Director of Access Resources at Colby-Sawyer College in New London. Ψ

Meet Your Board Members

Audrey Willis is currently the Secretary of NHASP. The 2016-17 school year has been full of exciting changes for Audrey. She began her doctoral studies in the School Psychology Psy.D. program at William James College. She also purchased her first home! Audrey enjoys having a garage (so she doesn't have to clean snow off of her car) and her two corgis, Keiko and Gracie, love the fenced in back yard. Audrey looks forward to serving NHASP as Secretary for the next school year and taking a more active role in government and public relations issues in school psychology.



The High School of the Future

by Leo R. Sandy

I have been teaching undergraduate students since 1971 and the thing that disturbs me the most is how underestimated students are in high school. When they come to college from an experience that retards abstract thinking, censors knowledge, and suppresses critical examination of themselves and their world, they experience culture shock. However, as they proceed through college, many of them blossom because their minds become liberated. This is due for the most part to the academic freedom that professors have and that high school teachers need. When high school students are given a bland curriculum and not provided with problem-solving tasks, they sense that people don't trust them to problem-solve or deal with contradictory information and controversy. For example, the new trigger warning could be a kind of intellectual pampering. As a result, they begin to doubt their own abilities, which, in turn, causes them to have low self-confidence and only go through the motions of learning. That's what I have seen with many first-year college students. They maintain a neutral expression and rarely make comments or ask questions. They want to be anonymous and invisible because they equate passivity with survival. But as they gradually begin to develop trust, they emerge from their self-imposed cocoons ready to engage in the dialogue of learning. It is my sense that high schools are dialogue deficient which is why so many first-year college students struggle to express themselves orally. The exception may be advanced high school placement classes. It is not because these students are incapable of initiating dialogue, but rather because they lack the experience and the courage that comes with such experience. It is interesting that when I assign students to give group oral presentations, the groups



that their classmates rate the highest are the ones who generate the most discussion and present opposing views. When students are spoon-fed information, they don't engage the material in a way that has meaning for them. Knowledge is distant and foreign. Lectures represent

what Paulo Freire calls the "banking system" of education whereby students are assumed to have empty heads to be filled by isolated facts of which 95 percent are soon forgotten. Such an approach, while politically desirable, extinguishes a passion for learning and causes students to use avoidance tactics like skipping classes, defensive tactics like acting out, and survival tactics like cheating. Learning becomes synonymous with passing tests and getting good grades rather than valued in its own right.

I believe that if high schools were more exciting places instead of the factories that most of them are, fewer students would drop out of them and those who enroll in college would come all fired up to learn. They would also come equipped with superb oral and written skills including good grammar, spelling, punctuation, and sentence structure. They would also be more creative, imaginative, aware, and have a good sense of whom they are and where they are going—an identity. Colleges and universities are supposed to assist with the development of students and build on what high schools have done instead of starting from scratch. For example, remedial courses and programs are now commonplace in higher education because so many students are unprepared. If high schools could do their jobs without bureaucratic and undue parental interference, my colleagues and I would see first year students with more inquisitive expressions and frequently raised hands. These students would

express excitement, disagreement, make incisive comments, provide insight to problems, and raise thoughtful questions. They would actually do their reading and come to class eager to raise points about what they had read. I firmly believe that there are no lazy students. There are just students highly motivated not to learn because they have had that natural, inborn desire to learn squeezed out of them by years of inane experiences that Bill Ayers refers to as "schooling", particularly in high school. According to Ayers, "education is about opening doors, opening minds, opening possibilities. School is too often about sorting and punishing, grading and ranking and certifying. Education is unconditional—it asks nothing in return. School routinely demands obedience and conformity as a precondition to attendance. Education is surprising and unruly, while the first and fundamental law of school is to follow orders. Education frees the mind, while schooling bureaucratizes the brain. An educator unleashes the unpredictable, while a schoolteacher sometimes starts with an unhealthy obsession with a commitment to classroom management and linear lesson plans."

If high schools are going to prepare students to enter the world of college or work and be successful in those environments, they are going to have to change radically. First of all, the teachers would have to receive the pay and trust of professionals who model inquisitiveness, scholarship, and service. They would have academic freedom and rigorous tenure criteria so that they would not have to look over their shoulders every time they introduce controversial subjects into the classroom. In fact, they would deliberately introduce controversy because a "pedagogy of discomfort" is needed to shake students from lethargy and

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January 15	Winter