


School Psychology Advocacy Training



Louisiana School Psychology Association
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NASP Government & Professional Relations

NASP Website: www.nasponline.org

Topics for this Session

- NASP Public Policy Design/Current Initiatives
- Basic Advocacy Training
- GPR Advocacy and YOU!
- LA Advocacy Action Planning



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Advocacy in Action: NASP Public Policy Design and Current Initiatives



Building Capacity for Effective Advocacy

- Human & Financial Resources and Relationships
- Advocacy Message & Materials
 - » Foundational
 - » Supporting
- Advocacy Tools
 - » Communication
 - » Software
 - » PAC



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Human Resources

- NASP Leadership (Executive Council, GPR, Communications, Credentialing, Delegates)
- NASP Staff (Director, Professional Policy & Practice; Director, Government Relations; Director, Communications; Director, Professional Development & Standards; Director, Research; Director, IDEA Projects; Manager, Professional Relations)
- Advocacy Networks: School Psychology Action Network (SPAN), State Legislative Teams, Credentialing Point Person
- Local Leadership
- Coalition Partners and External Stakeholders
- **YOU!**



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Financial Resources


- Advocacy Program--Headquarters
 - » Staff
 - » Coalition Dues & Subscriptions
 - » Advocacy Tools and Software
- Advocacy Program Area
 - » GPR Operations
 - » Professional Development (PPI, Convention)
 - » Local Support
 - » Capitol Hill Activities



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Relationships: Current Coalitions & Professional Alliances


- National Alliance of Specialized Instructional Support Personnel (NASISP)
- Committee for Education Funding (CEF)
- Consortium for Citizens with Disabilities (CCD)
- Mental Health Liaison Group (MHLG)
- National Coalition for Personnel Shortages in Special Education and Related Services (NCPS)
- Juvenile Justice and Delinquency Prevention (JJDP)
- Communities & Schools Shared Agenda
- National Joint Committee on Learning Disabilities (NJCLD)
- National Consortium for Child & Adolescent Mental Health Services (NCCAMHS)
- National Safe Schools Partnership
- Children and Disasters Coalition
- School Health Advocacy Coalition (SHAC)
- IDEA Partnership & Communities of Practice
- RTI Action Network Advisory Board & National Center for Response to Intervention Advisory Board
- Elementary and Secondary Working Groups
- National Alliance for Medicaid in Education (NAME) and LEAnet



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Messages & Materials

- Foundational
 - » Mission and Strategic Plan
 - » Ready to Learn, Empowered to Teach
 - » UCLA/NASP Promotion of the 3-Component Model
 - » NASP Practice Model
 - » Position Papers
 - » Framework for Advocacy
 - » Legislative Priorities
- Supporting
 - » Advocacy Roadmaps
 - » Research Talking Points
 - » Publications
 - » Communication Resources (brochures, fact sheets, handouts)



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Tools

- Communication
 - » Website, communities, social media
 - » News Outlets: CQ, NASP Announce
 - » Alerts: Legislative and Advocacy
 - » Professional Development (GW/NASP PPI, Convention, State Trainings, Webinars)
 - » Awards
- Software
 - » Advocacy Action Center (CAPWIZ)
 - » CQ Tracking (legislative tracking)



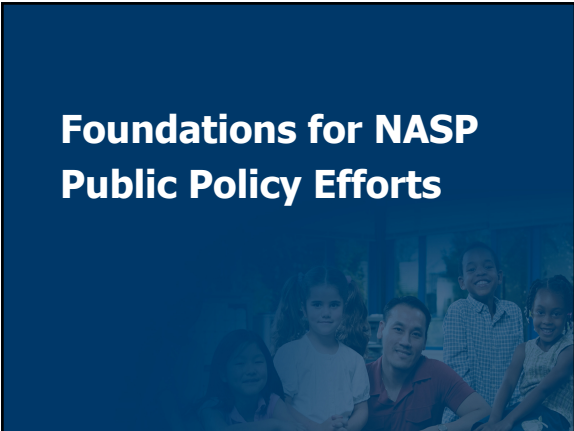
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Overview of NASP Public Policy

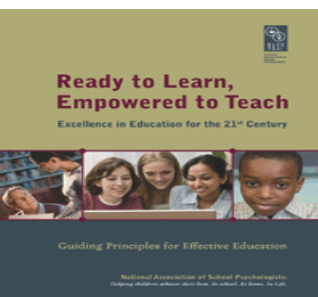




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Foundations for NASP Public Policy Efforts



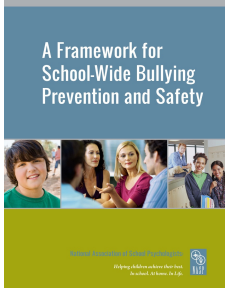
Ready to Learn, Empowered to Teach


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A Framework for School-Wide Bullying Prevention & Safety

- Background, problem statement
- Comprehensive, sustainable approach (based on three-component model)
- Guiding principles
- Steps to implementation
- Role of school psychologist (referencing Practice Model)



A Framework for School-Wide Bullying Prevention and Safety



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A Framework for Safe and Successful Schools

- This joint statement provides a framework supported by educators for improving school safety and increasing access to mental health supports for children and youth.



A Framework for Safe and Successful Schools





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The NASP Practice Model: Model for Comprehensive and Integrated SP Services

Two major sections:


- *Professional Practices* – aligned with 10 domains of practice that are the core components of the model
- *Organizational Principles* – intended to be utilized by organizations that employ school psychologists




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Model for Services by School Psychologists

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY Data-Based Decision Making and Accountability Consultation and Collaboration		DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS	
		Student-Level Services Interventions and Instructional Support to Develop Academic Skills Interventions and Mental Health Services to Develop Social and Life Skills	Systems-Level Services School-Wide Practices to Promote Learning Preventive and Responsive Services Family-School Collaboration Services
FOUNDATIONS OF SERVICE DELIVERY			
Diversity in Development and Learning	Research and Program Evaluation	Legal, Ethical, and Professional Practice	

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST



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NASP Public Policy/ Legislative Priorities




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Public Policy Priorities

- ESEA Reauthorization
- Affordable Care Act/Medicaid Expansion
- Comprehensive School Safety Efforts
- Increasing access to mental health services
- Reducing Barriers to Learning



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NASP ESEA Recommendations

- High expectations with individualized instruction
- Provide sufficient support services to meet the needs of the whole child
- Expand accountability systems
- Build capacity for instructional excellence
- Federal Leadership that facilitates evidence-based practice and fully funded policy
- Adequate education funding at the federal, state, and local level
- Increased access to specialized instructional support services and personnel



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The Affordable Care Act/Medicaid Expansion

- The Affordable Care Act provides for the expansion of Medicaid services to millions of previously uncovered children.
- Children are a “priority population” for the provision of mental and behavioral health services
- Schools are identified as “priority areas” for the provision of services.
- School psychologists are identified as “qualified health providers” for these services



Key Components of ACA

- **Section 5002 Definitions:**
- *“(22) MENTAL HEALTH SERVICE PROFESSIONAL- The term “mental health service professional” means an individual with a graduate or postgraduate degree from an accredited institution of higher education in psychiatry, psychology, **school psychology**, behavioral pediatrics, psychiatric nursing, social work, school social work, substance abuse disorder prevention and treatment, marriage and family counseling, school counseling, or professional counseling.*



Key Components of ACA

- **Section 5203, Subpart 3, Sec. 775**
- *“(B) CHILD AND ADOLESCENT MENTAL AND BEHAVIORAL HEALTH- For purposes of contracts with respect to child and adolescent mental and behavioral health care, the term “qualified health professional” means a health care professional who-*
- *“(i) has received specialized training or clinical experience in child and adolescent mental health in psychiatry, psychology, **school psychology**, behavioral pediatrics, psychiatric nursing, social work, school social work, substance abuse disorder prevention and treatment, marriage and family therapy, school counseling, or professional counseling;*
- *“(ii) has a **license or certification** in a State to practice allopathic medicine, osteopathic medicine, psychology, **school psychology**, psychiatric nursing, social work, school social work, marriage and family therapy, school counseling, or professional counseling; or*
- *“(iii) is a mental health service professional who completed (but not before the end of the calendar year in which this section is enacted) specialized training or clinical experience in child and adolescent mental health described in clause (i).*



Implications for School Psychology

- **Certified** and licensed School Psychologists are specifically identified as members of the Health Care Workforce in ACA, but are not recognized as qualified health providers in some state Medicaid Policy
- Priority for authorized grants within ACA give to communities with large populations of Medicaid eligible children and families
- If states limit reimbursements to licensed only professionals, schools may choose to hire less qualified licensed professionals to deliver school based services to Medicaid eligible students



Comprehensive School Safety and Mental Health Access


- Increasing the number of school psychologists in the workforce
- Increasing access to mental health services at school and in the community
- Promoting effective school discipline policies
- Improving the availability of behavioral/emotional/social/mental health supports for all students
- Promoting evidence based school safety, bullying prevention, and violence prevention policies




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Basic Advocacy Training




- ## Learning Objectives
- Participants will learn the purpose and basic strategies used for engaging in professional advocacy at the local level.
 - Participants will learn how to adjust their advocacy messages to align with the needs and priorities of their stakeholder audiences and educational settings.
 - Participants will learn the key components of effective advocacy campaigns and how to construct effective related messaging.
- 
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- ## Four Big “Take Aways” From Today
- You have the ability—and responsibility—to advocate for your role and services; doing so is good for kids.
 - Advocacy and communication may feel outside your comfort zone; you can do it.
 - There are some fairly basic skills and strategies that contribute to effective professional advocacy and communication.
 - NASP has resources that can help.
- 
- www.nasponline.org/communications


“If you are not at the table, you are on the menu...”




--Author Unknown




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- ## The Problem: “Why do I need to Advocate?”
- There are 139 members of the Louisiana Legislature (105 Representatives, 39 Senators)
 - There are over 50,000 teachers in LA.
 - If only 5% of LA teachers contacted their elected officials, assuming they are all from different districts, there would be **2500 contacts** made about teacher related issues.
 - That’s an average of **18 contacts** per member of the Legislature.
 - Most teachers can afford to say nothing because there are so many of them.
- 

- ## The Problem: “Why do I need to Advocate?”
- continued*
- If twice as many school psychologists advocate (10% participation), given that there are approximately 390** school psychologists in Louisiana....
 - There will only be **39 TOTAL contacts** made to members of the Legislature regarding the issues important to school psychologists.
 - Assuming no duplication, **less than one third** of elected officials may be contacted regarding a SP issue.
 - There are too few of us to remain silent....
 - Why should legislators care about our issues if they are only going to have **39** of us knocking on his or her door?
- 
- **Data extrapolated from 2005 national membership survey

**Are you an Agent of
Change?
or
Are you a Victim of
Circumstances?**




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**The WHAT and WHY of
Advocacy**




What is ADVOCACY?

- *Advocacy is the "act of **pleading** or **arguing in favor of** something, such as a cause, idea, or policy." (American Heritage Dictionary, 2003)*
- *Key issues:*
 - » **Pleading**
 - » **Arguing**
 - » **Taking a position for or against**



**Types of Advocacy Important to
School Psychologists**

- **Professional**
 - » Helping people know who you are, what you do, and why it matters
- **Legislative**
 - » Helping policy makers understand school psychology and infuse us and our services into law and regulation so that it helps students and schools.




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**There are two general ways to
advocate for your role at the local
level:**

- Direct advocacy
- Demonstrating value through action

**Good communication is
essential to both.**



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Levels of Advocacy

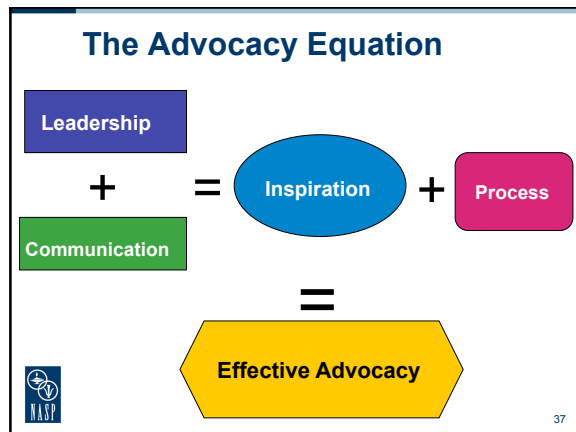
Micro Level:

- Advocating for *individuals* in a system
 - » Examples: Speaking up for a student in a disciplinary hearing; helping a parent understand their son/daughter better
 - » Focus: Practices

Macro Level:

- Advocating for *groups* in a system
 - » Examples: Presenting to the school board in order to preserve school psych positions; working with an elected official to get a bill passed authorizing a new grant program, public policy
 - » Focus: Policies that drive practice. Legislation and Regulation.





Effective leaders build sustainable movements.

The NASP logo is in the bottom left corner, and the number 39 is in the bottom right corner.

- ### Creating a Movement
- A movement starts with a nut/leader who has an idea or vision that they think is worthy of pursuit.
 - The leader needs to be easy to follow.
 - The leader needs to embrace and encourage participation by others.
 - The “first follower” transforms the “nut” into a “leader”.
 - The “second follower” creates the movement.
 - People join a movement so that they are a part of something special (and so they don't feel left out.)
- The NASP logo is in the bottom left corner, and the number 40 is in the bottom right corner.

Leadership Video

- <http://www.youtube.com/watch?v=hO8MwBZI-Vc>

The NASP logo is in the bottom left corner, and the number 41 is in the bottom right corner.

A successful movement is dependent upon having an ethical, visionary leader *and* courageous followers.

The NASP logo is in the bottom left corner, and the number 42 is in the bottom right corner.

Effective Communication



Effective communication is essential to effective leadership and advocacy.



Good communication is responsive to emerging situations and the knowledge needs of key audiences.




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How do people know what you are doing and why it matters?



This is a critical time to promote YOUR value!


- How do you meet the **needs of students at-risk** for school failure?
- How do you ensure **safe school environments**?
- How can you help students who live in **families experiencing economic challenges**?
- How can you help realign services to continue to **support academic progress** even with budget cuts?
- How can you contribute **school climate**?
- How can you help **prevent barriers to learning**?
- What is our role in supporting **data based decision making**?
- Who **recognizes your role** in student success?
- Are **key decision-makers** on your list?



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We need to make the case for ourselves.

No one else will make it for us.





**Time for a Chat....
ELEVATOR CHAT 1**

What are the three most important things you want people to know about the value of school psychologists? (15 minutes)

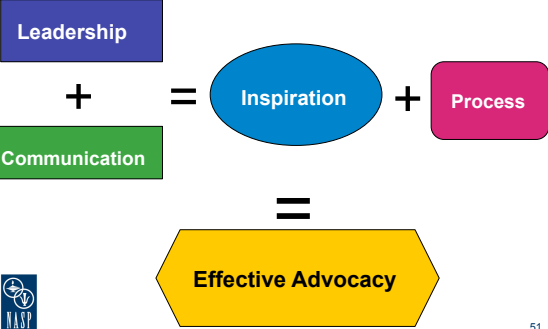




15 Minute BREAK



The Advocacy Equation

Leadership
+
Communication
= Inspiration + Process
= Effective Advocacy

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Inspiration



What do Gumby and you have in common?



Office Playground, Inc.




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Gumby's Qualities

- Flexible
- Helpful
- Optimistic—all is possible
- Honest and pure
- Adventurous
- Fearless
- Loving
- Everybody's friend
- Gumby represents the good in all of us.

—Art Clokey, Gumby's creator, back of the Gumby package




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School Psychologists' Qualities

- Flexible
- Helpful
- Optimistic—all is possible
- Honest and ethical
- Resourceful
- Highly skilled
- Dedicated
- Caring
- Every child's advocate
- School psychologists see the good in all of us.

Hi, what can I do to help?



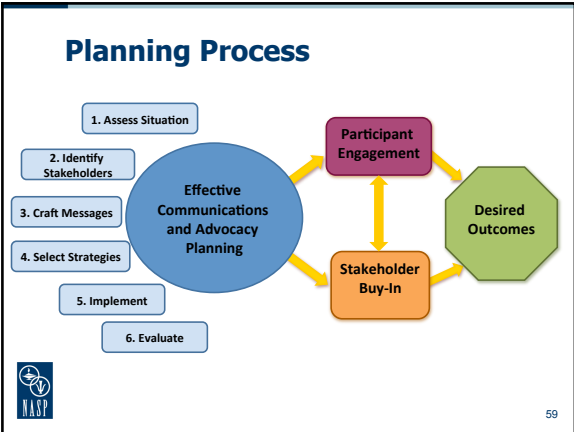
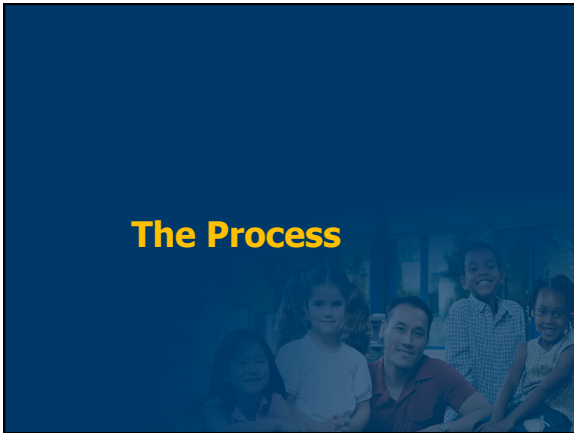
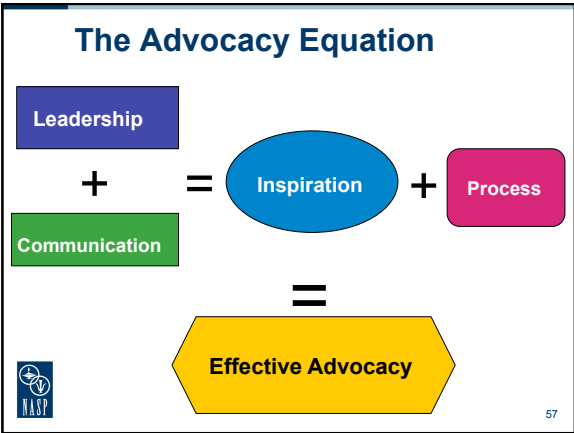


Office Playground, Inc.
Mr. Gumby, EdS, NCSP, School Psychologist 55



Overarching Message

- What you want decision makers to understand:
 - » We are a ready resource to help all students achieve their best.
- What you want decision makers to do:
 - » Tap your school psychologist as a resource to help all students learn.

Three benefits to being intentional and planful about communications and advocacy:

1. Helps you target right audience with right strategies.
2. Helps to organize your thoughts, maintain consistent messages.
3. Easier for target audience to understand, remember, and act.



1. Assess the Situation

Assess Situation

- What are the driving priorities/challenges for your district? (How do you support school safety efforts?)
- What is your objective? (How does this align with district priorities?)
- What are potential opportunities? (New policies/ programs, student need, administrator' s agenda.)
- What are the obstacles? (Time, misperceptions, competing agendas, complex issue.)
- What is your timeframe?
- What are your available resources?
- Who else cares about this issue?

TIP: Identify and collect data that will help make your case.



So, you're a school counselor, right?

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BELGRADE NEWS

Belgrade counselor named School Psychologist of Year

By Michael Tucker, staff writer | 8 comments

Posted: Tuesday, October 28, 2013 9:30 pm

Around the Belgrade School District office, they use the words "brat" and "spiculator" along with "deparator" to describe school psychologist Marshall Prindle and his recent award.

"I've told him to his face since I've been here that he is one of the finest school psychologists I've ever worked with," Curriculum Director Gary Klotz said. "I was thrilled when I found he won the School Psychologist of the Year award because he deserves it."

Prindle won the annual award from the state Association of School Psychologists this weekend.

KELLY FLYNN for State Legislature HD 68

Submit Your News!

We're always interested in hearing about news in our community. Call 388-5101 or click the button to submit news tips, story ideas or people news.

I'm a school PSYCHOLOGIST, not a counselor, DAMN!!!

Andrew Higgins

PSYCHOLOGIST AVAILABLE FOR 2013-2014 school year. (read of about 45 minutes. Now, representing prospective School Psychologists. Contact me via message for more info!)

Heather Adams

My name is Heather Adams and I am responsible for the United States Division of the new website www.belgrade.com which includes Psychologists and Psychologists throughout the United States, offering you a solid opportunity to be contacted and hired by your future Clients in a clear and complete way to a vast number of others.

Happy New Year!


Krist Elliott Allen

Sometimes I call people that I am an educational psychologist. That conversation is the idea that professional applies psychology to education.

2. Identify Your Stakeholders

Who Recognizes Your Role in Student Success?

- Are you engaged at the student, classroom, building, and district levels?
- Who within your school community can identify you or your contributions?
- Are you acknowledged as essential to student success – not just the success of special needs students but of ALL students?
- **Are decision makers on your list?**



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Identify Your Stakeholders



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Internal Versus External Communications & Advocacy

- Internal communications facilitates **DOING**.
- External communications facilitates **SUPPORTING**.
- **They must work together.**



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Internal	Either/Both	External
STUDENTS	Parents	School Boards
Teachers	Other School Staff	Media
Other Student Support Personnel	District Leaders	State Education Groups
Principals	Community Providers	State Legislators
	State Education Leaders	Congress





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Know Your Stakeholders'

Risks/Concerns	Goals/Hopes
	



Building Relationships

- Consider and reach out to key stakeholders and allies as genuine partners
- Emphasize the strengths of each group
- Mention the collaborative work with each other when talking publicly
- Keep the focus upon outcomes for kids and families
- Avoid whining, complaining, or competing with each other





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Avoid “turf battles” that others need to mediate.






3. Craft Messages



The Cowan Interrogation Technique



- Imagine this...
 - » You have a great idea about something related to school psychology.
 - » You venture into Kathy Cowan’s office (NASP Director of Communications) and share your idea.
 - » Here’s the *warm* response you receive:
 - So what?
 - Who cares?
 - Why does *that* matter?
 - What’s the most important thing for people to know?
 - What do you want people to do about it?

In other words the...

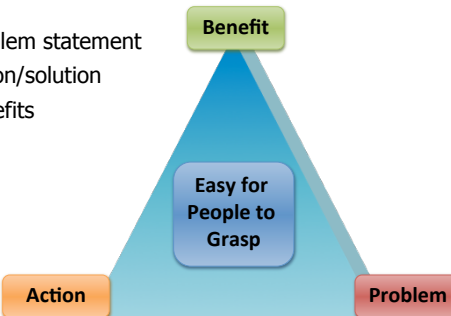

- Why
- What
- WOW!

...factors.


Effective Message Structure

Problem statement
Action/solution
Benefits

Complete Message Example

- **Problem:** Student office referrals for interpersonal conflicts (student-student & student-teacher) are on the rise.
- **Action:** Examining student data will help identify settings and situations where conflicts are occurring and which students are having the most difficulty.
- **Benefit:** I can work with students to teach conflict resolution skills and work with teachers to respond to students in a way that de-escalates problems.



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Overarching Message

- What you want decision makers to understand:
 - » **We support teachers' ability to teach and students' ability to learn.**
 - » **We are a ready resource to help all students achieve their best.**
- What you want decision makers to do:
 - » **Tap your school psychologist as a resource to help *all* students learn.**

Core Messages

1. In the effort to raise achievement for ALL students, your school psychologist is a potentially untapped resource.
2. School psychologists help educators and families use data and evidenced-based approaches to improve teaching and learning.
3. Improve school outcomes by supporting your school psychologists' comprehensive role.

Take 10


- Take 10 minutes to quickly discuss how you could craft *your* message

4. Effective Strategies

Three Types of Strategic Communications & Advocacy

Effective Communications




- Starts with proactive outreach.
- Proactive outreach promotes “Action Requests”.
- Anticipates and facilitates crisis communications needs.



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Proactive Outreach (You offer something. No strings.)

- Increase your visibility (with staff, parents, and administrators).
- Raise awareness and comfort level on an issue.
- Get more involved/be accessible.
- Improve collaboration.
- Disseminate useful information, especially in times of crisis.
- Create environment for decision-maker “buy-in.”
- **Strategies:** school newsletters, parent handouts, brown bag discussions, website content, “good to know” updates for district administrators/school boards.


Clinical Corner: Helping Children and Families Cope with the Economic Crisis

As a new school year begins, parents, educators, and children are full of anticipation for new learning experiences and the opportunity for ongoing professional development. Unfortunately, you will be engaged in a new world of challenges in our country. Over the past few months, we have learned that our nation's workforce, education, and health care systems are all facing significant challenges. We need to focus on the most important things to do for our children, our families, and our communities. If you have a child, you are not alone in your concerns. We need to focus on the most important things to do for our children, our families, and our communities. If you have a child, you are not alone in your concerns.

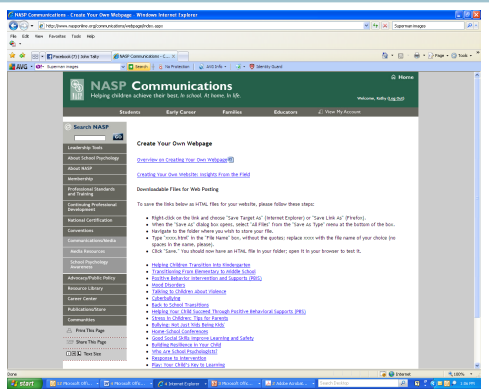
What is a School Psychologist?

School psychologists provide a range of services including the following:

- Collaboration with school staff and parents to provide effective interventions for learning and behavior problems.
- Individual and group counseling to help students overcome problems that interfere with learning and behavior.
- Direct training for students in social skills, self-esteem, and other essential life skills.
- Identification of learning strengths and areas in need of intervention, and assessment of social-emotional development and school behavior development leading to an intervention plan.
- Training for school staff and parents on a variety of educational and mental health interventions.
- Assessment to facilitate access to community resources.
- Implementation of programs that improve our schools and promote safe, effective learning environments.




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School Psychology Awareness

- **What did you do to celebrate School Psychology Awareness Week?**
 - » Annually the 2nd week of November
 - » Theme: “We are All in! Teams Work!”
 - » Possibilities in Action Partners colleague recognition program
 - » Student POWER Award recognition program.
 - » Gratitude Works Program



www.nasponline.org/communications



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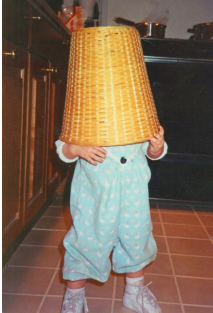



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Advocacy Through Action

1. Take off your stealth mask. Be visible:

- » Touch base with your principal on a regular basis
- » Participate in initiatives around accountability, school climate, drop out prevention, etc...
- » Attend staff meetings, staff development for teachers/administrators, and/or PTA meetings.
- » Volunteer for key district level committees (e.g., disproportionality)

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Advocacy Through Action

2. Be a personal trainer.

- » Offer to conduct a staff training.
- » Help others look and feel good about what they do.

3. Show me the data!

- » Offer to help your principal review school-wide data.
- » Help teachers collect and analyze data.
- » Facilitate data chats.
- » Show how data are integral to school reform, effective instruction, school climate, etc.
- » Think broadly about how your data expertise can help you get to the table.



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Advocacy Through Action

4. Build Professional Relationships

- Meet with key stakeholders.
- Share articles, materials, and resources.
- Cosponsor trainings and workshops.
- Recognize and be sensitive to turf issues.

5. Share your expertise.

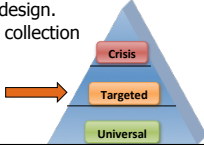

- Suggest policy and practice improvements (like alternatives to out-of-school suspension.)
- Research topics of importance to effective school leadership. Share with your principal.
- Help schools analyze data and make data based decisions.



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Action Request (You need and offer something.)

- **Need (examples)**
 - » Protect role/positions.
 - » Program support or implementation.
 - » Reallocation of funding for new or expanded programs.
- **Offer (advocacy through action)**
 - » Improved collaboration/realignment of support services.
 - » Crisis support for students and teachers.
 - » Participate in planning/program design.
 - » Conduct needs assessment/data collection and evaluation.
 - » Conduct in-service training.

Key Advocacy Activities: Action Request

- Communicate with members, administrators, and elected officials.
 - Personal Visits
 - Emails, letters, faxes
 - Phone calls
- Actively participate in coalitions with allies
- Coordinate local/national efforts. Generate support for the issues.
- Train and empower grassroots advocates.
- Assist with the development of legislation or administrative policy.
- Testify at hearings or present at board meetings.




NASP Position Papers

Frequently cited:

- Appropriate academic supports to meet the needs of all students
- Appropriate behavioral, social, and emotional supports to meet the needs of all students
- Importance of school mental health services
- Ensuring High Quality, Comprehensive Pupil Services.
- Identification of Students with Specific Learning Disabilities
- Necessary use of the title “school psychologist”

www.nasponline.org/about_nasp/position_paper.aspx



Crisis Management Goals

- Professional crisis
 - » proposed cuts to school psychologist positions
- Legislative crisis
 - » change in Medicaid rules excluding SPs from billing
- Public relations crisis
 - » bad press coverage, editorial
- Crisis involving school, district, or community
 - » school shooting, suicides, natural disasters, etc.
- Integrated part of response; rapid response; regular communications with “home base”; designated spokesperson; media (proactive, provide experts, materials, op-eds).

Table Talk

What are some examples of proactive outreach and action request tactics that you have seen used in schools?

(15 minutes)

Communications Basics

Implementation Phase

Make It Easy for People

- Lead with the point (improved outcomes).
- Keep students at the center.
- Be relevant (know your audience).
- Be concise.
- Use audience appropriate language.
- Avoid acronyms/technical language.
- Use bullets to the extent possible.
- Resonate.


Resonate

- Appeal to emotion as well as intellect.
- Use “social math,” not just statistics.
- Put a “face” on the issue. Tell stories, not just facts.
- Be a good listener.
- Need a clear “call to action”
 - » Don’t allow (or expect) your target audience to guess what you need

Statistics Versus ...


Youth Risk Behavior Surveillance
Percentage of students responding regarding behavior during 12 months preceding survey:

	YRBSS 2003*	Middle School Survey 2003**
1. Seriously considered attempting suicide	16.9	20.6
2. Made a specific plan	16.5	13.4
3. Made an attempt	8.5	9.7
4. Made an attempt requiring medical attention	2.9	—

 Lieberman, Poland & Cassel, 2006 103


... “Social Math”

- For every 100-200 youth that attempt suicide, one child succeeds.
- For every three youths who attempt suicide, one goes to the hospital and two go to school.

 Lieberman, Poland & Cassel, 2006 104


Facts Versus ...

Children who are bullied or ostracized can suffer serious emotional and academic difficulties.

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... Personal Stories

“A student who had been bullied once asked me, “Do you know what it is like to feel that you are hated by everyone the first day you enter kindergarten?” This young man had composed a journal filled with his dark and sad reflections on life. The last page was filled with one phrase repeated again and again: “I decide who lives and who dies.” Luckily, there is good news with this young man. Through significant emotional support and alternative strategies for education, he graduated last year. He hugged me on graduation day, thanking me for believing in him. He told me that his greatest joy was not in graduating, but in the fact that his mother hugged him, telling him how proud she felt.”

 --John Kelly, U.S. Senate Briefing Testimony, 2006 106


When they get it, they really get it!

“I am extremely fortunate to have the opportunity to work with a true child advocate in our school psychologist, Dr. Terry Molony. Dr. T., as I call her, is an integral part of our school leadership team.... Terry interacts with our student population on a regular basis to provide the academic, behavioral, and emotional support that our students need. She is quick to offer guidance and support to our faculty as well. She is the guiding force behind our school wide PBIS program, our school’s pilot of the RTI process, and the newly formed positive psychology club.”

 —Kwame Morton, MEd, Principal, Cherry Hill Public Schools, NJ, Congressional briefing on school climate, November 10, 2009 107


Communicating With Officials

- Prepare talking points and distribute handout/packet
- Try to make a personal connection
- **Listen. Listen. Listen!** Find out what issues your official is concerned about, and offer help if appropriate
- Tell them about specific services you provide and students you know who need or are benefiting from school psychological services

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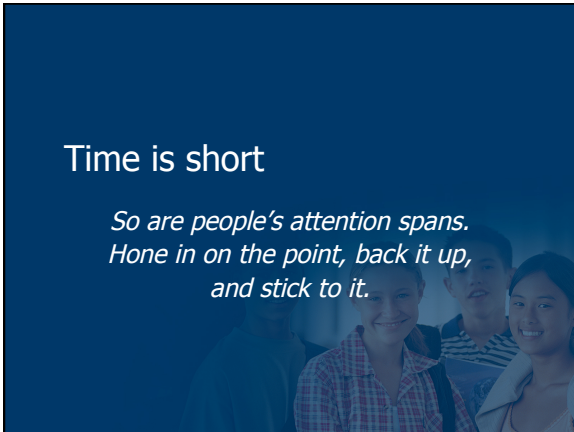
Communicating With Officials

- Invite officials to visit your school (Keep inviting them until they agree!)
 - Be sure they learn more about what you do and how students benefit
 - Seek administrative/district approval if outside officials are visiting
 - Nominate officials for *GPR Special Friend of Children* or *Outstanding Advocate* awards
 - If appropriate consider presenting them with a *Possibility in Action Partner Award*
- Organize and conduct communication campaigns, including email writing campaigns, telephone contacts
- Organize and conduct group visits (e.g., "Day at the Capitol", school board presentations) with officials
- Prepare sample policy (legislation, school board policies, etc.). Work for its introduction and passage.



Time is short

So are people's attention spans. Hone in on the point, back it up, and stick to it.



REMEMBER.....

Effective communication & advocacy are responsive to:

Emerging and priority situations

Knowledge needs of individual audiences




GPR Activities and Resources




How can I be an "Advocate in Action"?

- 1. Educate your members about NASP's national & local priorities**
 - Learn and Promote NASP Practice Model
 - Print Advocacy in Action articles in state newsletters
 - NASP display table at local conventions
 - Promote use of NASP Advocacy Materials (Roadmaps, research points, communication materials, etc.)
 - Link Louisiana's webpage to NASP webpage
- 2. Strengthen your grassroots advocacy network**
 - Identify GPR committee reps, SPAN committee, credentialing reps
 - Develop methods for rapid communication
 - Link to NASP resources (Advocacy in Action)
 - Participate in Legislative Tracking teamwork
 - Set a Louisiana Advocacy Plan and ADVOCATE!



How can I be an "Advocate in Action"?, continued


- 3. Participate in SP Promotional Activities and Events**
 - National School Psychology Week
 - Passage of a Resolution Supporting the Work of School Psychologists
 - PAC Principal Tools
- 4. Build Relationships**
 - Coalition partners (organizations)
 - Louisiana Education Agency Leaders
 - Local Education Agency Leaders
 - Building Level Principals
 - Psychology Licensing Boards



How can I be an “Advocate in Action”?,
continued

5. Build your Advocacy Capacity and ADVOCATE!

- Participate in the 2014 GWU/NASP PPI
- Sponsor a GPR training
- Sponsor advocacy sessions and activities at your local convention
- Encourage members attending NASP convention to participate in advocacy sessions and activities
- Develop a Louisiana Advocacy Plan. Request technical assistance from GPR as needed.
- Nominate outstanding advocates (external stakeholders and school psychologists) for GPR awards




The 3 Major Parts to an Advocacy Agenda:


Knowing
Preparing
Doing

Building an Advocacy Agenda

The “Knowing” Stage

Building an Advocacy Agenda


- What are the core beliefs that drive you?
- What are the concerns?
- Are these shared beliefs and concerns?
- What are the most important messages associated with these issues?
- Who else cares about these issues?



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Are You and Your Local Association on the Agenda at the various levels?

- Do you and your colleagues make a difference in students’ lives?
- Are you all engaged at the student, classroom, building/district level?
- Who within your school community can identify you and your colleagues contributions?
- Are school psychologists in Louisiana acknowledged as essential to student success?



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**Building the “Grassroots”
Capacity for Advocacy
“PREPARING”
Getting Ready for the
“Doing” Stage**



**The “Doing” Stage is Dependent Upon
Three Big Things:**

1. Establishing Leadership for Advocacy:
 - Building a GPR team with the right people who have a shared vision, mission, and purpose.
2. Setting up communication and advocacy networks
3. Developing advocacy skills



**Key Components in Forming an Effective
Local Legislative/GPR Committee**

- Local associations must work to obtain time & concerted effort commitments of several people (Lone wolves are much less successful and tend to burn out)
- Local associations must commit financial resources to advocacy
- GPR members must be knowledgeable, dedicated school psychologists committed to improving services to children and schools



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**Key Components in Forming an Effective
Local Legislative/GPR Committee**

- GPR members must have the time & desire to share the burden of the numerous tasks required to make the committee work
- GPR members must have the ability to sustain the effort over several years (continuity is critical)



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**Key Components in Forming an Effective
Local Legislative/GPR Committee**

- Choose a chairperson
- Choose committee members, and recruit younger and diverse members
- Establish a clear vision or mission statement
- Develop a specific and time-sensitive legislative or public policy agenda



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**Key Components in Forming an Effective
Local Legislative/GPR Committee**

- Create an effective communication system capable of responding rapidly to issues
- Set up an information system that increases the association leadership & members’ awareness of the GPR/ Legislative Committee mission & current critical issues



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Key Components in Forming an Effective Local Legislative/GPR Committee

- Build relationships with advocates & related professionals
- Join pertinent coalitions
- Utilize information-
dissemination systems to inform policy makers about the work of school psychologists in the community & state (highlight effective programs)



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Desired Personal Characteristics of Committee Members

- Action-oriented personality
- Good oral & written communication skills
- Interest in or desire to learn the political process
- Experience (work/volunteer) in legislative/political process



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Desired Personal Characteristics of Committee Members

- Personal ties to legislative/political/government circles
- Patience, enthusiasm & sense of humor
- Knowledge of the legislative process
- Pride in work & professional role
- Involvement supported by family
- Access or geographic proximity to government activity



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Desired Personal Characteristics of Committee Members

- Comprehensive knowledge of the practice of school psychology and evolving policy issues
- Professional interest in advancing the state association
- Representative of diverse cultural, geographical & community interests
- Effective school, child & family advocates



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Desired Personal Characteristics of Committee Members

- Strong advocates of professionalism & program development
- Freedom to leave work setting for governmental relations activities
- Computer/E-mail access and expertise (Internet, Blogs, Twitter)



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Desired Personal Characteristics of Committee Members


- Access to telephone, cell phone, texting capability, & fax machine
- Access to photocopying equipment & materials
- Involvement supported by colleagues, supervisors, & administration



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Engaging in Advocacy

The “Doing” Stage - Raising the Profile of School Psychologists within Louisiana



Plan for Activities of Local Legislative/GPR Committees

- Monitor legislative & government activity (Also includes judicial monitoring)
- Establish a working relationship in the name of the profession with legislators & their staff
 - » Present school psychology and pupil service viewpoints by engaging in direct lobbying & personal communication, including email, in-person visits, telephone calls, letters
- Engage a letter-writing campaign



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Plan for Activities of Local Legislative/ GPR Committees


- Information dissemination - Local & national school psychology publications, reports, news releases & articles, & research data)
- Arranging site visits for legislators & policy makers
- Working to get legislation passed
- Sponsor a briefing
- Host a “Lobbying Day” for members



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Building Professional Relationships



- Write articles for the journals/newsletters of other organizations
- Invite members &/or officers of other associations to belong to your organization
- Recognize & be sensitive to turf issues



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Building Professional Relationships

- Emphasize the strengths of each group
- Keep the focus upon outcomes for kids & families
- Avoid whining, complaining

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Identify and Reach Out to Key Stakeholders and Allies

- Parents/students
- Teachers/other personnel
- Administrators
- Community service providers
- Pediatricians
- Policymakers



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Build your Louisiana SPAN Network

- Identify and Contact your local SPAN Contact
- Find out how you can coordinate activities and assist them with their efforts.
 - » A complete list of SPAN Contacts and contact information is available at <http://www.nasponline.org/advocacy/spancoordinators.pdf>



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Build your Local SPAN Network & Communicate with NASP

- Help provide transition training when new people step into key positions
- Communicate with NASP whenever there is a change in your local advocacy leadership team (e-mail Allison Bollinger, NASP Professional Relations Manager: abollinger@naspweb.org)



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Communicate, Communicate, Communicate....

- Develop a grassroots e-mail tree with your state association's members' names, addresses, phone #'s, e-mail address, federal legislators, local legislators, and any personal ties with policy makers



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Key Activities in the "Doing" Stage

Communicating with elected officials

- » Personal Visits
- » Emails, letters, faxes
- » Phone calls
- Assisting with the development of legislation
- Testifying
- Actively participating in coalitions



Communicating with Elected Officials



Request a Meeting with Legislators

- *In coordination with your local association*, request a meeting with your elected officials working in the general assembly
- Don't be discouraged if you are only able to get a meeting with a legislative aide
- Local office vs. capital visits



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Communicating with Legislators

- Tell a personal story related to legislative issues
- Volunteer to work in a legislator's campaign
- Attend Town Hall meetings and speak about our issues
- Arrange to meet federal or local legislators at their home offices



145

Communicating with Legislators

- Invite legislators to visit your school (Keep inviting them until they agree!)
 - Be sure they learn more about what you do & how students benefit
 - Seek administrative/district approval



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Communicating with Elected Officials

- Organize & conduct communication campaigns, including email writing campaigns, telephone contacts
- Organize & conduct group visits (e.g., "Day at the Capitol") with legislative & government officials
- Prepare legislation - Work for its introduction & passage



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Communicating with Elected Officials

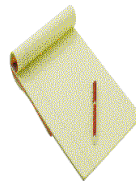
- Prepare & offer written &/or oral testimony to those charged with preparing relevant legislation
- Develop & maintain accurate rosters of legislative & government officials
- Send a follow up "thank you" note to the person you met with



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Communication Tools

Write (e-mail) elected officials.....



- State that you are a constituent
- Personalize the letter
 - » State your position, where you live (mailing & email address), work address
- Begin your e-mail with the proper salutations (title, name, address)
- Construct a letter that is clear in purpose & offers concise arguments for your position



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Write (e-mail) elected officials.....



- Identify legislation, law or regulation by name & number
- Tell a personal story that relates to the issue



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Write (e-mail) elected officials.....

- Approach the addressee in a positive non-threatening manner (provide constructive criticism)
- Offer your personal assistance & that of your association to gather additional information
- Make certain that your e-mail reaches the right person(s) in a timely fashion
- Ask for a response
- Write a thank-you e-mail



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Call Legislators

- Calling congressional legislators can take as little as one minute, but the impact of several phone calls on an important issue can result in millions of dollars for needed programs important to our schools
- You can also visit Louisiana's general assembly website to find the names and phone numbers of local elected officials



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Local Level

- Be involved in the administrative process as much as possible
- Nominate and recruit school psychologists for official boards, committees, & task forces
- Be involved with other professional and public/consumer organizations



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Local Level

- Organize & participate in coalitions of educational, mental health, & related human services
- Assist groups in legislative concerns of mutual interest
- Enlist support of groups for legislative concerns of mutual interest



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Local Level

- Prepare & disseminate information, including -
 - » General public relations pieces, Issue & position papers, Summaries of model programs, General legislative platform, Research documents
 - » Write articles for local newspapers




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Testify on Behalf of a Bill


- Coordinate testimony with your state association. Messages must be on point and consistent.
- Visit your state's capitol and testify for a bill that is important to our profession
- Testifying usually requires that you appear at the designated meeting room shortly before the hearing begins and sign up to testify



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Testify on Behalf of a Bill

- When it's your turn, you will typically have 3-5 minutes to offer oral comment for or against a bill
- Be concise & on topic
- Prepare talking points in advance and present your comments in written form for the record at the completion of your turn (Written testimony must sometimes be submitted in advance)





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Coalitions

A union of organizations seeking similar ends. A vocal source of information & power. A coalition unifies groups & prevents the fragmentation of forces that share common goals.





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Coalitions mean better outcomes for children.....

Joining efforts with other organizations -

- creates a stronger force that wields greater political strength
- elevates the stature & influence of your organization among legislators & government
- Increases numbers of those advocating for same issues
- provides more effective & complete services to children, youth, & families



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Joining a coalition.....

- Invite yourself to the table
 - » Most groups are happy to have more members
- Get your local association's name out there
- Build relationships with allied organizations



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- Become involved with coalition activities & “sign-on” to letters
- Learn from organizations with more advanced advocacy efforts in place
- Increase opportunities for combined advocacy efforts



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When to form coalitions....

- What is the specific “need” that is not addressed?
- Are there resources available to meet the “need”?
- Is the solution to the “need” shared by multiple organizations?



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- Would the expertise of potential partners best fill the “need”?
- Is the political climate appropriate for developing partnerships?



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Avoiding Coalition Pitfalls

- Not all coalitions are created equally... be strategic in your involvement.
- How is the coalition organized?
 - » Mission, vision, goals, activities?
 - » Strategic plan?
 - » Structure: regularity of meetings, dues based, events and activities, leadership
 - » Visibility and appearances

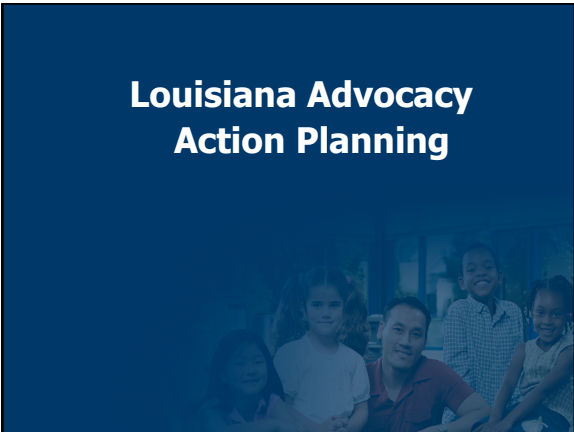


Barriers to coalition building....

- Turf issues, autonomy, & control
 - » Organizations indirectly involved may feel threatened
- Lack of congruence of organization goals & legislative agenda
- Inability to coordinate funding sources




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Louisiana Needs & Initiatives (Part I)


- What are the main issues at stake in Louisiana?
- What has been done to address these issues?
- What needs to be done to address these issues?



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Developing a Louisiana Plan (Part II)


- Develop a plan to influence target audiences
- Develop a plan to form effective coalitions
 - » Identify key groups



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Developing a Louisiana Plan


- Develop a plan for an internal communications network
 - » Phone tree
 - » Fax tree
 - » E-mail groups
 - » listserv



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Developing a Louisiana Plan


- Develop a plan for improving your local association's public relations
- Message Development & Delivery
 - » Identifying & crafting your message
 - » What is the need you are addressing?
 - » Why should people care?
 - » Who will communicate your message?



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Developing a Louisiana Plan

- » Selecting spokespersons: Choose the best person to testify at legislative hearings
- » Activating & energizing grassroots volunteers
- » Using a lobbyist
- » Other issues: Political Action Committees (PACS), ethical issues
- » Establishing an advocacy budget and timelines



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Implementing the Louisiana Plan

- Group Report
 - » Synthesize & prioritize state GPR activities
 - » commitment & timelines



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BREAK – 15 MINUTES



Louisiana Advocacy Action Planning –



- What are the top 3 legislative priorities for Louisiana?
- Split into 3 groups and develop an Action Plan for Louisiana.
 - » Target audience
 - » Do you need coalition?
 - » Current resources
 - » Message development
 - » Implementation



Just the tip of the iceberg... To explore further, contact:

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The future and the possibilities are bright for school psychologists.

But what your future becomes is determined by you.



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Final Questions or Comments?

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