

A SEASON FOR CHAMPIONS

Andrea Clyne, PhD, LP

Immediate Past President, NASP

Texas Association of School Psychologists

Fall Convention, 11/7/24



MY BACKGROUND

Family

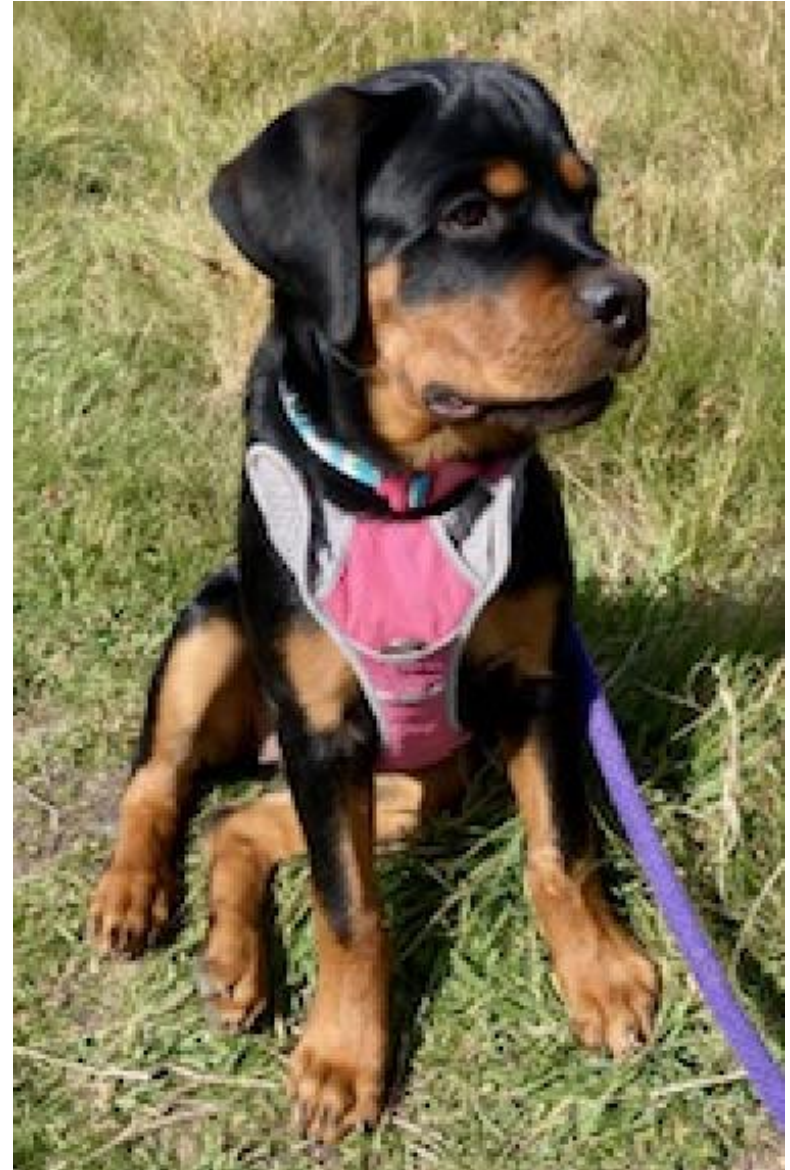
Practitioner in CO

Clinical practice

CSSP Board (2000-2020)

NASP (2014-2021; 2022-2025)

Adjunct @ DU



LEARNING OBJECTIVES

Explore your identity as a school psychologist and reaffirm a deep purpose in your work.

Learn ways to cultivate your agency as a champion for children and youth.

Identify practices that will empower you and sustain you through difficult seasons.



Limitations and Considerations

I am a practitioner, not a researcher. I always strive to be evidence-based in my work.

The information and ideas I am presenting today come from my own experiences and knowledge of best practices rather than through my affiliation with NASP as the Immediate Past President.

I have no commercial ties to topics being discussed today.

There are no guarantees that suggested strategies will be effective in every case.

MEETING THE MOMENT: A SEASON OF SOCIETAL CHALLENGES

Pandemic, anxiety, income loss

Hunger and food insecurity

Racism and discrimination

Gun violence

LGBTQ+ rights/safety

Climate change

Polarization, culture wars

Educator fatigue

War in Israel/Gaza



"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



**EVERY CHILD DESERVES
A CHAMPION...**

**THANK YOU
FOR BEING
CHAMPIONS
FOR
CHILDREN!**

***you continue to serve the public
with courage and compassion***

***you are really good at solving
problems***

***you are highly educated and
knowledgeable***

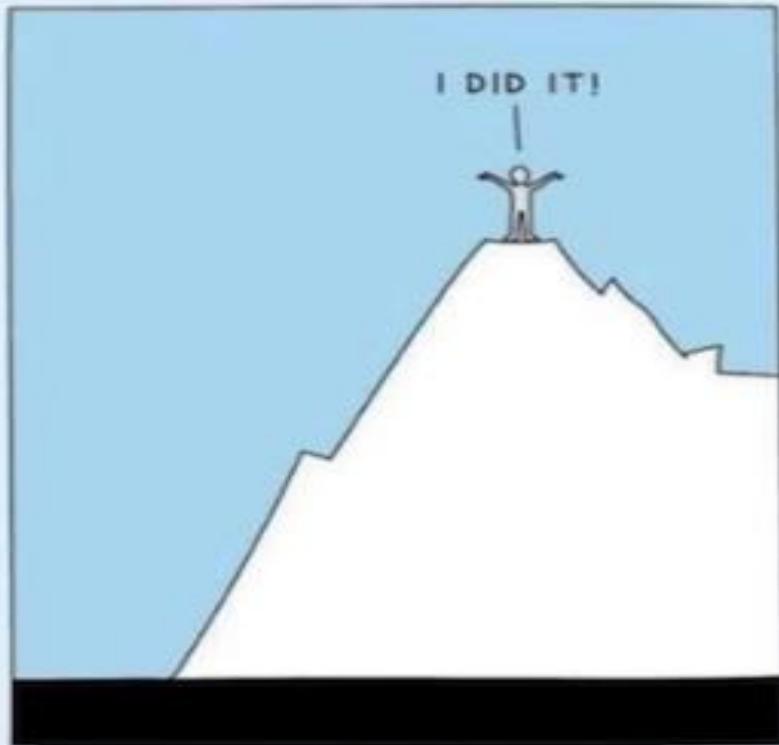
***you are hanging in there and
showing up***

none of this is easy

***you deserve many thanks for
doing this every day!***

SCHOOL PSYCHOLOGISTS HAVE STRENGTH

THE STRENGTH WE'RE
TAUGHT TO ADMIRE



THE STRENGTH WE
SHOULD ALSO ADMIRE



LIZ FOSSLIE



**WHO ARE WE AND WHY ARE
WE HERE?**

AFFIRMING YOUR PURPOSE



Why did you choose this field?



What are some meaningful moments or *wins* that encourage you in your work?



What would you like to find more time for in your work?

WHAT CAN WE TELL PEOPLE ABOUT WHAT WE DO?

SCHOOL PSYCHOLOGISTS

support students' ability to learn and
teachers' ability to teach.

THEY ARE EXPERTS IN



Learning



Behavior



Mental Health



School Systems

THEY PROVIDE

- Academic and behavioral interventions
- Mental health supports
- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response



THEY SUPPORT

- Struggling and diverse learners
- Academic achievement
- Positive behavior and mental health
- Safe and supportive learning environments
- School-family-community partnerships
- School-wide data-based decision making



THEY SERVE IN

- Public and private schools
- Early childhood centers
- Universities
- Juvenile justice facilities
- Clinics and hospitals
- Independent practice



RECOMMENDED RATIO

1 school psychologist per 500 students

Lowering barriers to learning is critical to
children's success in school.

Contact your school psychologist to find out
how they can help.

School Psychologists:
Helping Children Thrive • In School • At Home • In Life
www.nasponline.org

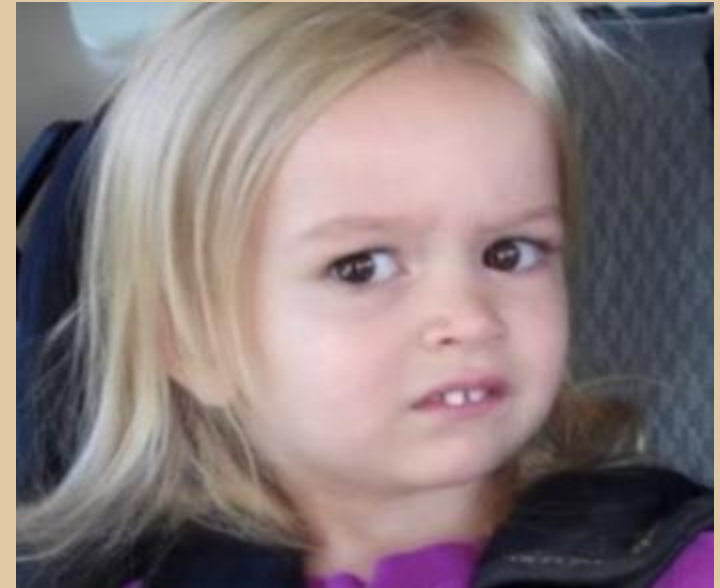
NASP
NATIONAL ASSOCIATION OF
SCHOOL PSYCHOLOGISTS

NASP 2020 PRACTICE MODEL

Our standards
clarify what
we are
trained to do.

Ready to help. Let's work together.





Possible reactions when the Practice Model is mentioned...



MEETING THE MOMENT: YOUTH MENTAL HEALTH

IN 2023

4 in 10 high school students experienced **persistent feelings of sadness or hopelessness.**

2 in 10 students **seriously considered attempting suicide** and almost **1 in 10** students **attempted suicide.**

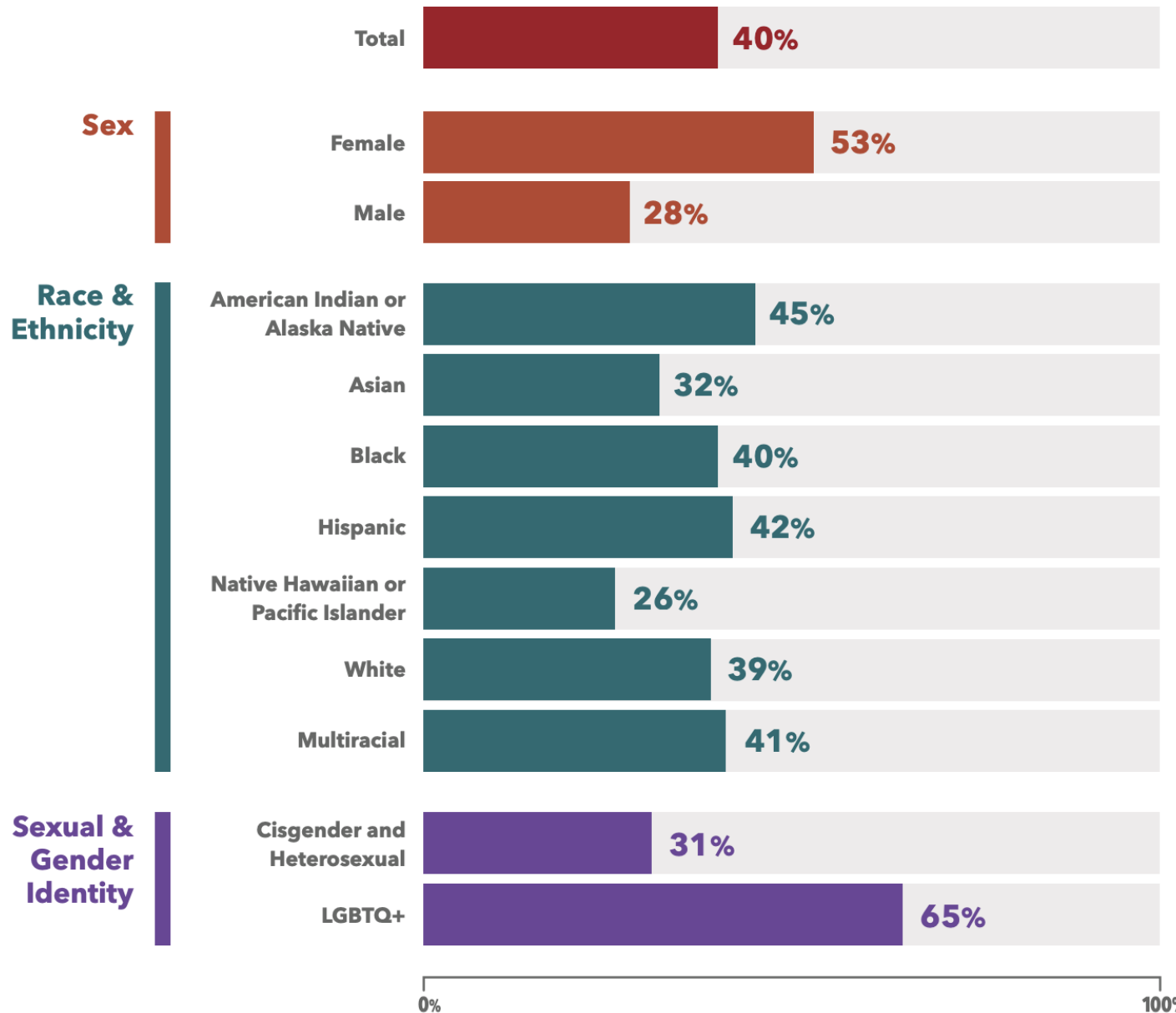
39% of LGBTQ+ young people seriously considered attempting suicide in the past year – including 46% of transgender and nonbinary young people. LGBTQ+ youth of color reported higher rates than White peers.

CDC, 2023; Trevor Project, 2024

Percentage of High School Students Who

Experienced Persistent Feelings of Sadness or Hopelessness During the Past Year, by Demographic Characteristics, United States, YRBS, 2023

SADNESS OR HOPELESSNESS



LGBTQ+ Youth

39% of LGBTQ+ young people seriously considered attempting suicide in the past year – including 46% of transgender and nonbinary young people. LGBTQ+ youth of color reported higher rates than White peers.

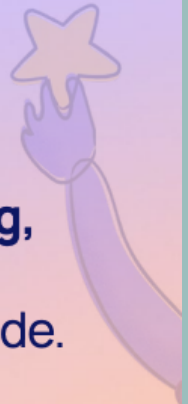
Nearly half (49%) of LGBTQ+ young people ages 13-17 experienced bullying in the past year, and those who did reported significantly higher rates attempting suicide in the past year than those who did not experience bullying.

50% of LGBTQ+ young people who wanted mental health care in the past year were not able to get it.



50%

More than half (54%) of transgender and nonbinary young people found their school to be gender-affirming, and those who did reported lower rates of attempting suicide.



54%

From 2021 to 2023

The percentage of **female students** who **missed school because of safety concerns** increased from **10% to 16%**.



The percentage of **Asian, Hispanic, and White students** who were **threatened or injured with a weapon** at school and who **missed school because of safety concerns** increased.

YOUTH RISK BEHAVIOR SURVEY DATA
SUMMARY & TRENDS REPORT: 2013–2023

SAFETY & SCHOOL
ATTENDANCE

From 2021 to 2023

Hispanic students experienced **decreases** in multiple measures of **poor mental health** and **suicidal thoughts and behaviors**.



The percentage of **female students** who **felt persistently sad or hopeless** decreased.



The percentage of **Black students** who **attempted suicide** and who were **injured in a suicide attempt** decreased.

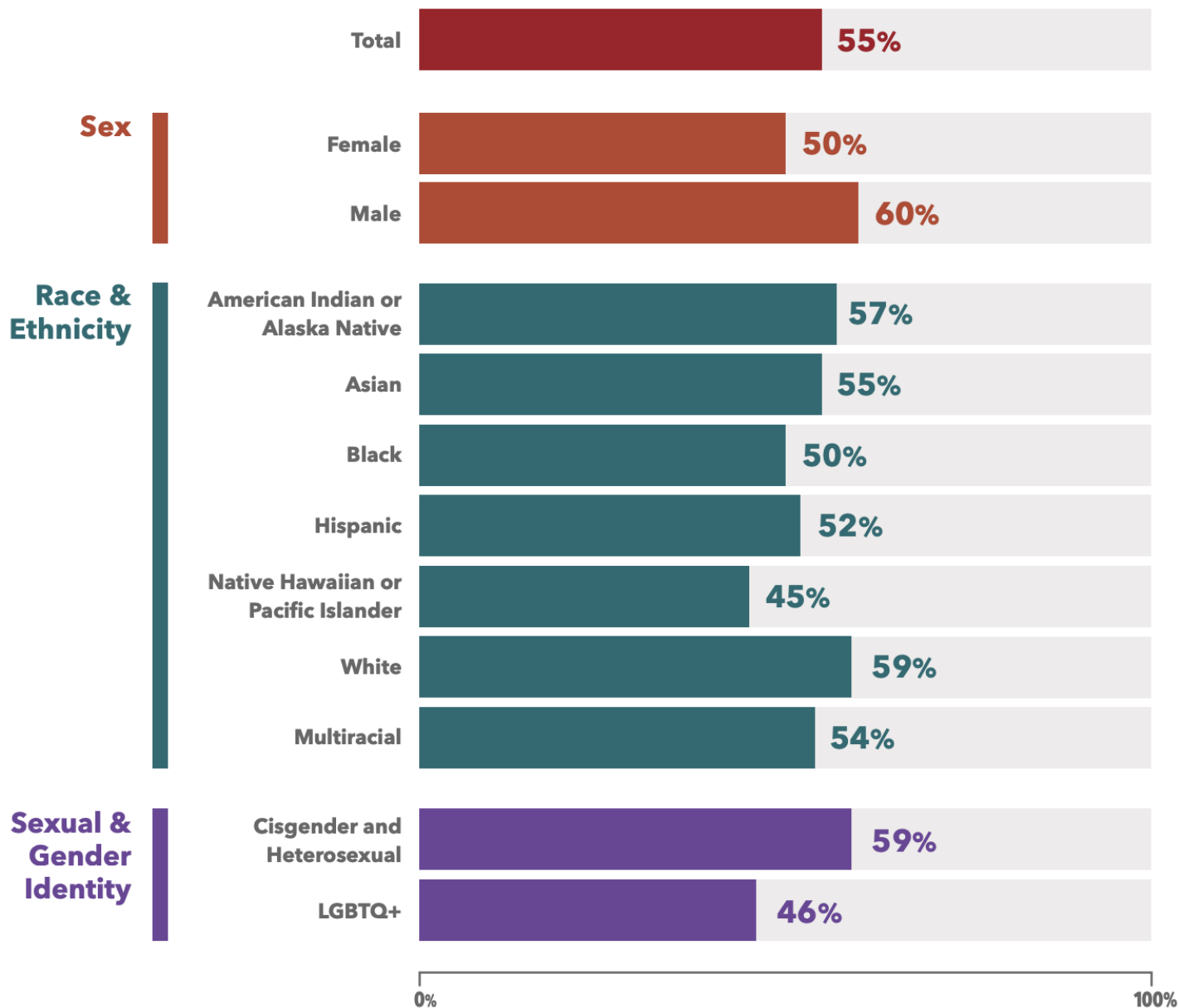
YOUTH RISK BEHAVIOR SURVEY DATA
SUMMARY & TRENDS REPORT: 2013–2023

POCKETS OF IMPROVEMENT

SCHOOL CONNECTEDNESS

Percentage of High School Students Who

Felt Close to People at School, by Demographic Characteristics, United States, YRBS, 2023



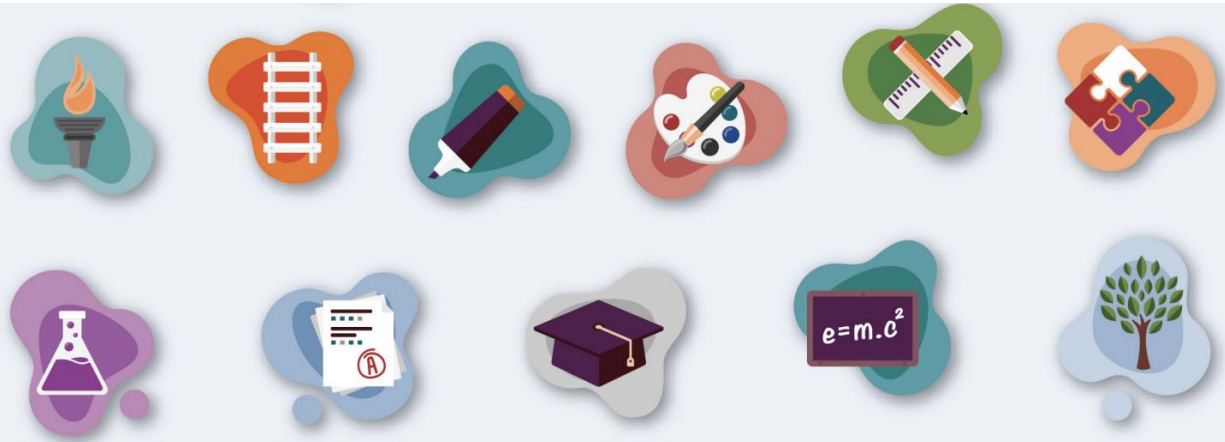
ACTIONS TO IMPROVE ADOLESCENT HEALTH & WELL-BEING

Promote mental health in schools.

- increase students' mental health literacy
- promote mindfulness
- promote social, emotional, and behavioral learning
- provide psychosocial skills training and cognitive behavioral interventions
- support staff well-being

Ensure quality health education, access to needed services, and safe and supportive learning environments.

Increase connectedness for young people at school.




Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders

December 2023

Division of Adolescent and School Health (DASH)
National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP)
Centers for Disease Control and Prevention (CDC)

How to Get Started Resource




This [resource](#)  [PDF – 2 MB] provides practical tools designed to help you **1) Reflect** on what your school or district is already doing to promote mental health and well-being, **2) Prioritize** strategies and approaches from the Action Guide to fill gaps and strengthen what is already in place, and **3) Plan for Action** to implement the strategies and approaches.

 Download Tool

Presentation and Communication Template



The slides included in this [presentation template](#)  [PPT – 9 MB] can be adapted and used to help you communicate to key partners (e.g. school staff, district administrators, school boards, parent groups) about your plans for implementing strategies and approaches from the Action Guide.

 Download Tool

Agency confers the wherewithal to impact positively on this psychological and social reality. It reflects hope and self-direction.

Jagers, et al., 2021

CULTIVATING YOUR AGENCY AS A CHAMPION FOR CHILDREN AND YOUTH



PROBLEMS THAT GET US STUCK IN THE MUCK

What are some of these for you?

What makes the job so hard
sometimes?

What drains your energy?





WHEN YOU'RE STUCK IN THE
MUCK, WIDEN THE LENS!

AGENCY & MATTERING

Mattering is the feeling of being valued and having personal significance to others.

Flett, 2021



DOES WHAT I DO MATTER? DOES ANYONE EVEN KNOW WHAT I DO?

- Start with nurturing your relationships & community.
 - ← Principal, AP, Special Ed, Gen Ed Teachers, Classified
- Communicate about areas of interest related to larger educational issues (learning, development, equity, etc.).
- Develop a reputation of being a leader, being positive, being open.
- Create opportunities, volunteer to help, judiciously.
- Consider giving a talk (trauma-informed, behavior, etc.)

SMALL STEPS CREATE HOPE



CAN I TAKE SMALL STEPS TO ADDRESS A SYSTEMIC PROBLEM?

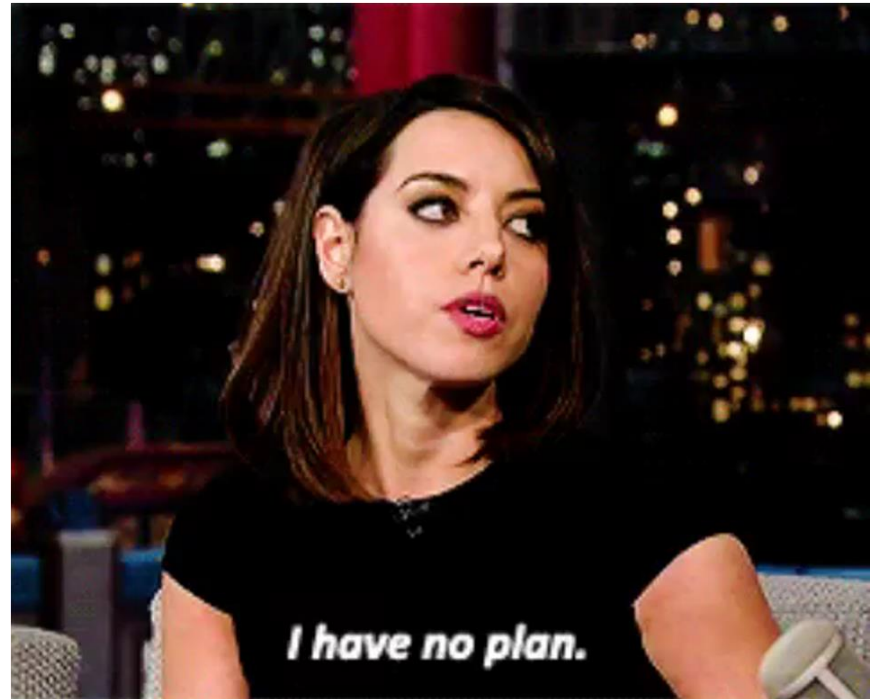
- Climate Surveys
- Creating an inclusive, welcoming environment
- Special ed programming
- Parent population - how to engage in healthy and effective ways
- Intervention menus - social-emotional-behavioral, academic

Helping others helps you



MY PERSONAL EXPERIENCE |
WITH THIS...

YOU MUST BE
ORGANIZED

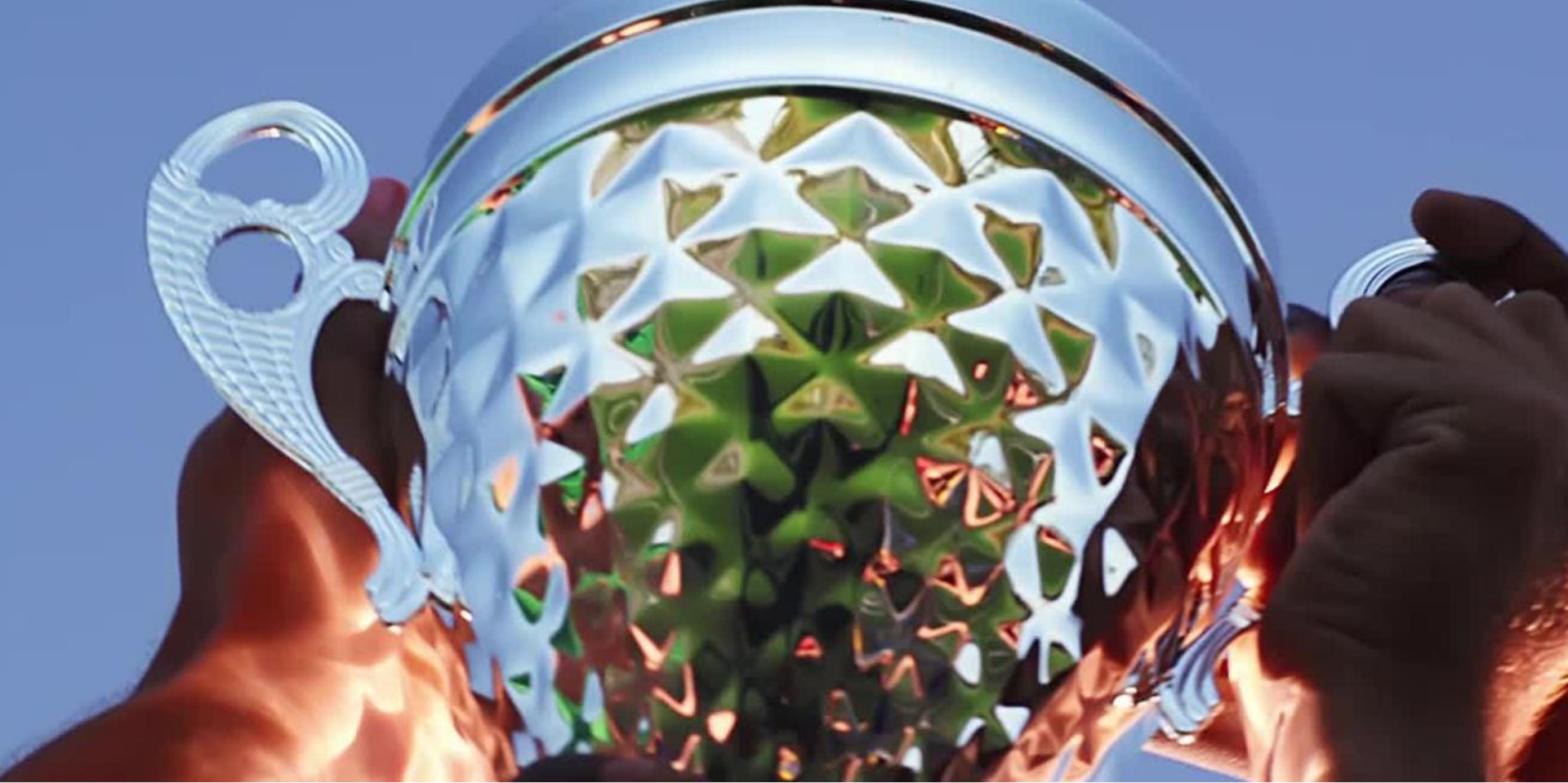




YOU CANNOT BE A
PERFECTIONIST |



**PRACTICES THAT WILL
EMPOWER AND SUSTAIN YOU
THROUGH DIFFICULT
SEASONS**



**CHAMPIONS AND
WELLNESS** |

MAINTAINING WELLNESS

???



PAY ATTENTION TO SIGNS...

Compassion Fatigue

Secondary Traumatic Stress

Vicarious Traumatization

Burnout

COMMON SYMPTOMS

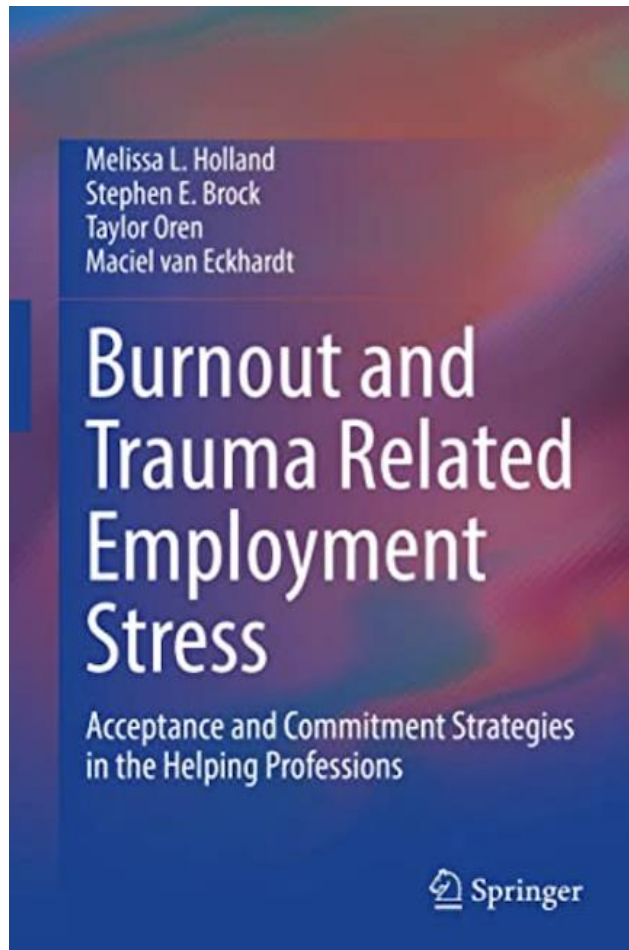
- Physical exhaustion, chronic fatigue
- Sleeping problems, eating issues, drinking
- Increased startle response, inattention
- Joint/muscle aches, headaches, stomachaches
- Increased anxiety, worry, nightmares
- Emotional numbness, depersonalization
- Social withdrawal
- **Increased conflict in relationships; irritability**
- Hopelessness, dread, helplessness

SECONDARY TRAUMATIC STRESS, COMPASSION FATIGUE, AND BURNOUT: WHO ME?

- FRANCI CREPEAU-HOBSON

Suggestions from Bruce Perry's work on the Neurobiological Impacts of Trauma:

- Foster your relationships & social supports
- Mindfulness combats anxiety & depression
- Set intentions for how you want to show up today, being more compassionate to yourself and others
- Walking (repetitive & calming; exercise)
- Practicing gratitude



CONSIDER USING ACT STRATEGIES AS A COMPONENT OF WELLNESS PROMOTION

October 2021

ACCEPTANCE & COMMITMENT STRATEGIES



Acceptance &
Mindfulness
Strategies +



Commitment &
Behavior Change
Strategies =



Psychological
Flexibility is the
Goal

the
THRIVING
School
Psychologist



4 STEPS TO BETTER TIME MANAGEMENT,
LOWER STRESS, AND MORE IMPACT IN YOUR
SCHOOL COMMUNITY – BEYOND TESTING

By Rebecca Branstetter, Ph.D.

Illustrations by Amber Kelner

**REBECCA
BRANSTETTER**

**AVAILABLE ON AMAZON
AND AS A FREE DOWNLOAD**

***BEYOND SELF-
CARE SUNDAY:
FOUR
SURPRISING
WAYS TO
PREVENT
SCHOOL
PSYCHOLOGIST
BURNOUT BY
DR.
BRANSTETTER
(AUG 2021)***

“Burnout for school psychologists rarely looks like phoning it in - in fact, it's often the opposite - it's overworking and feeling underutilized.”

Burnout Prevention Strategy Tips

- 1. Thriving school psychologists eliminate and streamline bureaucracy.*
- 2. Carve out time for a small passion project that aligns with a bigger need at your school.*
- 3. Make a plan for connecting with other school psychologists.*
- 4. Practice self-compassion in addition to self-care.*

EDUCATOR EXHAUSTION AND BURNOUT: BUILDING A SUPPORTIVE STAFF CARE CULTURE

Educator and caregiver exhaustion and chronic stress can significantly increase when pervasive societal stressors occur concurrently (e.g., a pandemic, economic challenges, systemic racism, school safety challenges). Because of the continuing nature of these stressors, schools must take action to promote resiliency and reduce burnout among teachers, school psychologists, counselors, and other caregivers. School leaders must actively strive to build a culture that encourages school personnel to prioritize personal well-being.

WHAT CAN SCHOOLS DO SYSTEMATICALLY?



- Create a 'shout out' wall of gratitude notes.
- Designate calm spaces in school buildings for adults to go when a 'brain break' is needed.
- Build in peer supports (e.g., teacher peer pairing, buddy classrooms, adequate substitute pools whenever possible).



- Provide professional development emphasizing educator/caregiver self-care (e.g., use of calming self-talk strategies and visualization).
- Provide opportunities outside the school to connect or learn (e.g., district-wide programs, support and time for staff membership participation in state or national associations).





- Provide regular time at staff meetings for open dialogue about common realities and creative solutions (e.g., How will we recognize chronic stress and fatigue in ourselves or colleagues and what can be done to assist? How will we address the 'glamorization of busyness' that is so common and reinforced in the workplace?).

- Recognize that individuals from minoritized backgrounds may carry much or all the burden for being the ones to speak up for their unique support needs, placing them at higher risk for burnout. To assist with that challenge, schools must proactively recognize the need for and value of, and provide space for, educator/caregiver affinity groups (e.g., BIPOC, LGBTQ+, persons of other diverse backgrounds).



For additional guidance, visit
<https://www.nasponline.org/care-for-caregivers>

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NASP 

NATIONAL ASSOCIATION OF
School Psychologists

ALMOST
EVERYTHING
WILL WORK
AGAIN IF YOU
UNPLUG IT FOR
A FEW MINUTES,
INCLUDING YOU.

- ANNE LAMOTT





JUDGE EACH DAY NOT BY THE HARVEST YOU
REAP BUT BY THE SEEDS YOU PLANT.

WILLIAM A. WARD

NASP UPDATES

NASP STRATEGIC GOALS 2022-2027



Advancing workforce shortage solutions




**Expanding implementation of the
NASP Practice Model**



**Advancing social justice for
all children and youth and within the
profession of school psychology**

WORKFORCE SHORTAGE SOLUTIONS

NASP will work towards a high-quality and diverse school psychology workforce that meets the critical demand for school psychological services.

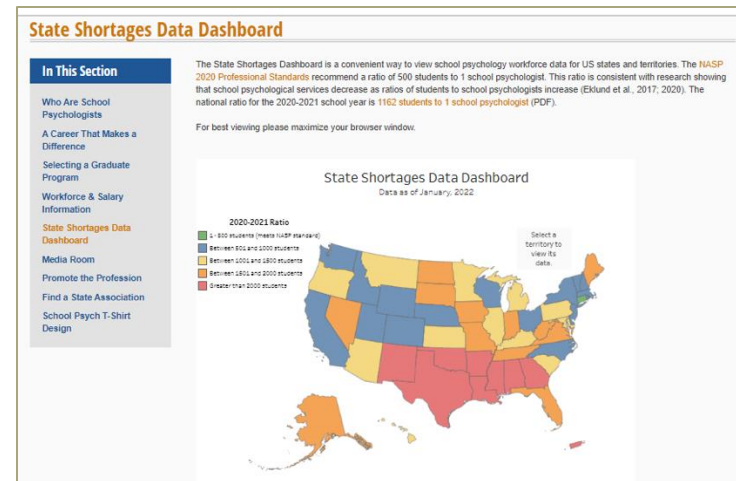


WORKFORCE SHORTAGE SOLUTIONS

Tools:

- Shortages Resource Guide
- Advocacy tips/key messages
- Shortages dashboard
- Model legislation
- Mentorship program
- Interstate Compact

The screenshot shows the NASP website's 'Shortages in School Psychology Resource Guide' page. The header includes the NASP logo and navigation links. The main content area features a central image of a woman presenting to a group of people. To the left, there is a sidebar with 'In This Section' containing links for Recruitment, Retention Strategies, and References. To the right, there is a 'Model Legislation' section with text about reviewing and utilizing model legislation, and an 'Exposure Project' section. The page also includes a search bar and a 'Go' button.



<https://www.nasponline.org/shortages>

NASP MENTORSHIP PROGRAM

Supports retention and collegial connection

Tailored matching based on mentee's needs

Opportunity for group mentorship

Dedicated online community

Ability to earn CPD



INTERSTATE COMPACT FOR SCHOOL PSYCHOLOGISTS (ICSP)

- Improves certification/licensure portability and mobility
- Eliminates the need to pursue individual state credentials across multiple states
- Enhances access to services
- Strengthens state certification and licensure
- Maintains state regulatory authority



About

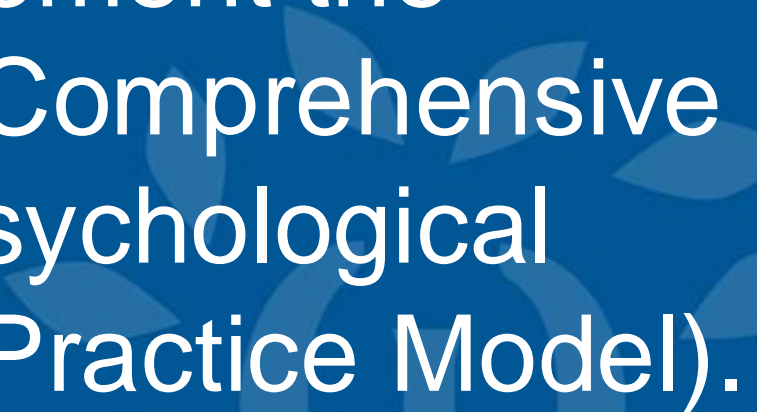
The Council of State Governments (CSG) is partnering with the Department of Defense (DoD) and the National Association of School Psychologists (NASP) to support the mobility of licensed school psychologists through the development of a new interstate compact. This additional licensing pathway will facilitate multistate practice among member states and reduce the barriers to license portability.



<https://compacts.csg.org/compact-updates/the-interstate-compact-for-school-psychologists/>

NASP PRACTICE MODEL

School psychologists and school systems will implement the NASP Model for Comprehensive and Integrated Psychological Services (NASP Practice Model).



NASP PRACTICE MODEL



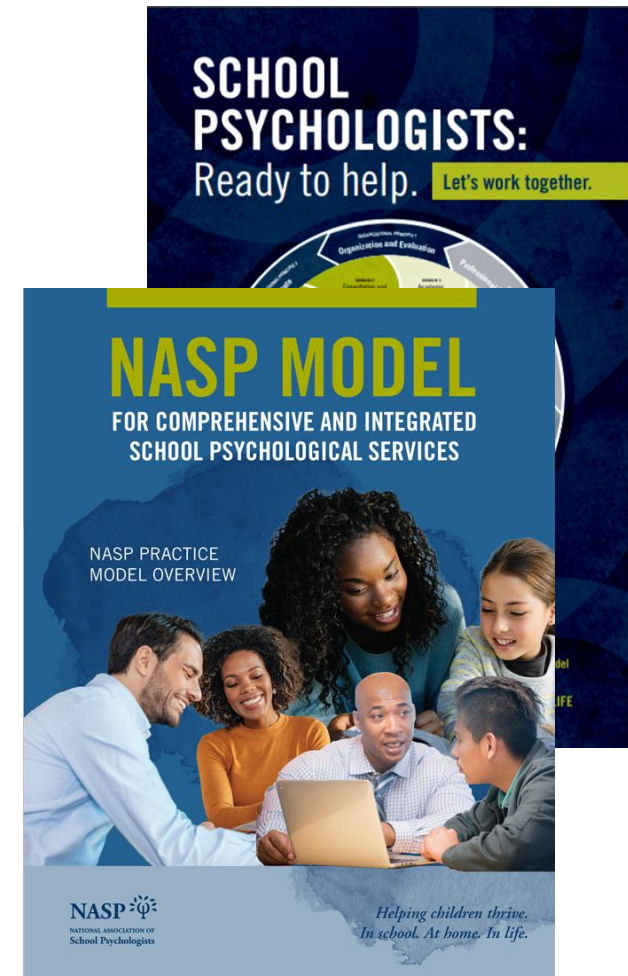
- Incorporates 6 Organizational Principles
- Reinforces conditions necessary to practice comprehensive role
- Delineates 10 Domains of Practice

**Recommended Ratio
1:500**

www.nasponline.org/standards/practice-model/

NASP PRACTICE MODEL RESOURCES

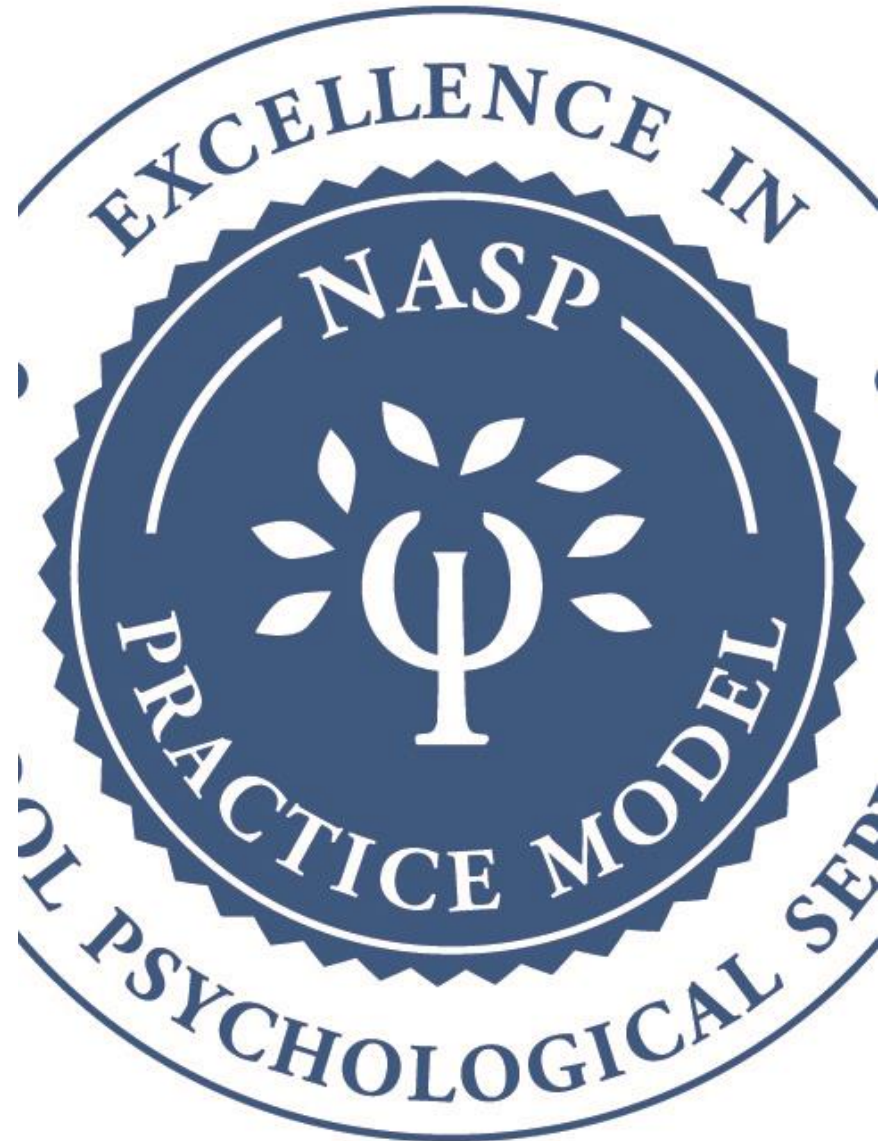
- Implementation Guide
- Advocacy tools and key messages
- Promotional resources
- Overview webinars
- Graduate education guidance for integrating the model into practicum and internship
- State association supports



www.nasponline.org/standards/practice-model/

EXCELLENCE IN SCHOOL PSYCHOLOGICAL SERVICES (ESPS) RECOGNITION PROGRAM

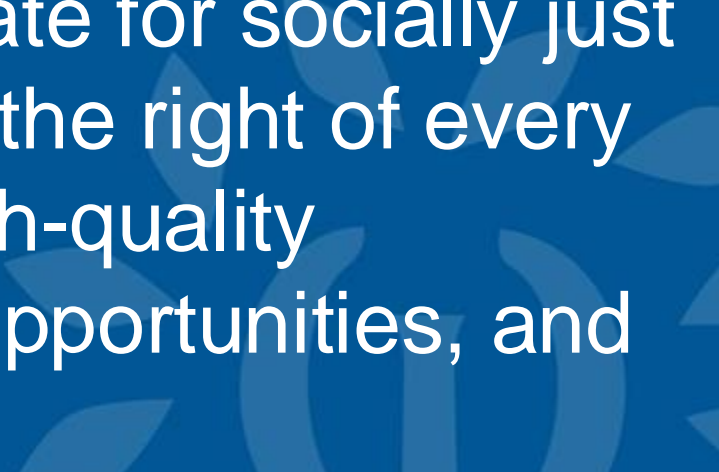
- Structured self-evaluation tool
- Method to facilitate change
- Mechanism to raise the profile of school psychologists
- Tool to advocate for more effective organizational structures and supports
- Incentive benefits
- Formal, public recognition
- 4 levels of recognition to highlight improvement



www.nasponline.org/standards/practice-model/

SOCIAL JUSTICE

School psychologists will have the self-awareness and critical consciousness to engage in and advocate for socially just practices that protect the right of every student to receive high-quality educational access, opportunities, and experiences.



SOCIAL JUSTICE AND EQUITY

- Social Justice definitions
- Annual Social Justice Book Read
- EDI Podcast Series
- Town Halls
- Resources for Difficult Conversations
- Resources to Amplify Student Voices
- Lesson Plans, Discussion Guides, CQ series

www.nasponline.org/social-justice

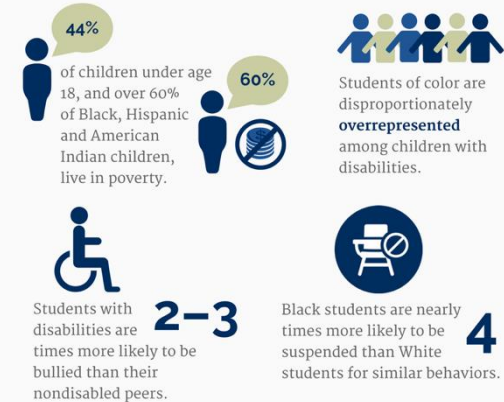
#SP4SJ

SCHOOL PSYCHOLOGISTS PRACTICE

SOCIAL JUSTICE IN SCHOOLS

School psychologists work to promote safe, welcoming learning environments for **ALL** students.

SOCIAL JUSTICE MATTERS



SCHOOL PSYCHOLOGISTS CAN

Recommend strategies to reduce disproportionate practices



Design culturally responsive interventions

Conduct culturally competent assessments and consultation to reduce disproportionate special education referrals



Provide comprehensive mental and behavioral health services to meet the needs of ALL students

APPLIED NASP PRACTICE MODEL DOMAINS



Consultation and Collaboration (Domain 2)



Schoolwide Practices to Promote Learning (Domain 5)



Diversity in Development and Learning (Domain 8)

The NASP Practice Model encompasses 6 Organizational Principles and 10 Domains of Practice that enable schools to maximize school psychological services.

www.nasponline.org

NASP
NATIONAL ASSOCIATION OF
SCHOOL PSYCHOLOGISTS

NASP ADVOCACY VOICE

Leading on Critical Issues

#NASPadvocates

FOR IMMEDIATE RELEASE
NASP Statement
 March 3, 2023
 NATIONAL ASSOCIATION OF
 School Psychologists
 Contact: Katherine Conner, Director, Communications • 301-261-1888 • kconner@nasponline.org

NASP Opposes Censorship in Public Education

Bethesda, MD—The National Association of School Psychologists (NASP) joins other K-12, higher education, and parent and family organizations expressing deep concern over efforts to misstate parents' rights as an unworkable to hinder our public K-12 schools' and universities' ability to provide a comprehensive, factual, and inclusive education to all students.

NASP firmly believes that families and educators want the best for children and work tirelessly toward that goal. We are committed to caregivers work together as co-parents in our public schools. In effect is embedded throughout schools the views of all families in the authentic family engagement actions. Parents and families' specific lessons or participation

Unfortunately, this right is being "right" to eliminate any book, disagree, even when the vast available to their children as a represent the diversity of the case, subsets of student and Additionally, we know from government and never resolve

We remain alarmed at continuing to a well-rounded, uncessary marginalization of LGBTQ+ early identification and early development, and prevent the professionals when they need community members at the local school boards, state gov to make decisions based on eeds of specific groups of s

NASP firmly believes that ce inclusion of developmentally racism, equity, cultural respo identity. Critical thinking and

NASP Opposes Censorship in Public Education
 For Immediate Release from the National Association of School Psychologists

FOR IMMEDIATE RELEASE
NASP Statement
 May 12, 2023
 NATIONAL ASSOCIATION OF
 School Psychologists
 Contact: Katherine Conner, Director, Communications • 301-261-1888 • kconner@nasponline.org

NASP Applauds Bicameral, Bipartisan Introduction of Bill to Address Critical Shortages of School Psychologists

Bethesda, MD—Yesterday, Congressmen Brian Fitzpatrick (R-PA) and Jared Golden (D-ME) joined Senators Jeanne Shaheen (D-NH), Todd Young (R-IN), and Kevin Cramer (R-ND) to reintroduce the "Mental Health in Schools Excellence Program Act" in both chambers of Congress. The National Association of School Psychologists (NASP) commends the bill sponsors for their leadership in introducing this legislation, which will improve access to school mental health services for America's children and youth by encouraging students to pursue a career in school-based mental health.

"Schools play a critical role in meeting the mental and behavioral health needs of children and youth. Equipping schools to meet the mental and behavioral health needs of students must be a top priority as we address the ongoing youth mental health crisis," said NASP President Celeste Malone.

Mental health problems can interfere with students' academic achievement, behavior, social-emotional development, engagement, and overall well-being, as well as potentially affect individual or community safety. One in five students will experience a mental health problem that requires support, yet approximately 80% of them will not receive the necessary services. Of those who do receive services, the vast majority access them at school. Research shows that students are more likely to receive mental health services if they are offered at school. School psychologists and other school-employed mental health providers are specially trained to provide services in schools, which vastly enhances their effectiveness. This includes school-wide prevention and wellness promotion, assessment and evaluation of needs, individual and group counseling, consultation with teachers and administrators, and crisis intervention and recovery supports such as trauma informed supports and suicide risk and threat assessments.

"Unfortunately, we are facing a shortage of these professionals, which is impeding schools' ability to meet the growing needs of students and their families," continued Malone. "We applaud the bill sponsors for their leadership in introducing legislation that will help increase the pool of professionals appropriately trained to support our children's learning and mental health in schools."

This legislation is a critical step toward addressing the shortage and improving access to services by providing matching grants between the Department of Education and eligible graduate institutions to cover the cost of attendance for students who commit to 5 years of service in the field, post-graduation. The Department may contribute up to 50% of the cost of attendance for a participating student, of which the graduate institution would match the other 50%. If enacted, NASP believes this comprehensive, multipronged legislation will make a remarkably positive, long-term impact on students, schools, and communities.

NASP urges other Members of Congress to support this legislation in the immediate and long-term interest of our children and country. For more information on how school psychologists work with teachers, administrators, families, and other providers to support students' mental health and learning, visit www.nasponline.org.

NASP Applauds Bicameral, Bipartisan Introduction of Bill to Address Critical Shortages of School Psychologists
 For Immediate Release from the National Association of School Psychologists | www.nasponline.org | 301-657-0270

Advocacy Action Center



Make your voice heard. NASP's Advocacy Action Center is a one-stop shop for you to advocate on the policy issues that matter to school psychologists by writing or calling your congressional representatives.

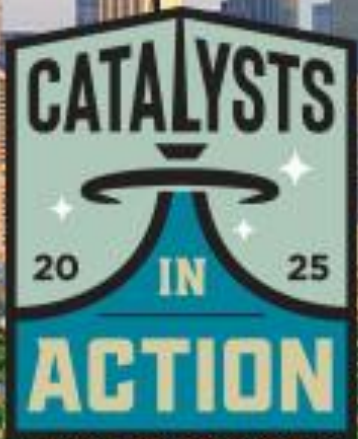
NASP
Policy Playbook

NASP
 NATIONAL ASSOCIATION OF
 School Psychologists



NASP 2025

ANNUAL CONVENTION



February 18–21, 2025
Seattle, WA

ADVANCED SKILLS INSTITUTE

<https://www.nasponline.org/asi>



- Learn applied skills to add to your practice
- For seasoned school psychologists looking for advanced training
- Two-day online event plus on-demand access
- Provides NASP-approved CPD



dr.aclyne@gmail.com



RESOURCES/REFERENCES

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Youth Risk Behavior Survey Data, CDC, 2023