



## Nashua's Jan Martin Honored as School Psychologist of the Year

by Fredye Sherr

We salute Jan Martin, chief school psychologist for the Nashua School District, who has been named **NHASP School Psychologist of the Year**. Jan came to the Nashua district from a clinical setting at Community Council, the greater Nashua mental health center. She brought keen diagnostic skills, not only regarding mental health issues, but also around cognitive skills and their relationship to academic learning. From the beginning Jan's focus has been on providing the most effective educational services to every child with whom she works. She demonstrates an expertise in working collaboratively with parents, teachers, and administrators in a culturally and economically diverse city.

Given her well-integrated skills, it is not surprising that Jan was named chief school psychologist more than ten years ago. In this capacity she coordinates her district's behavioral support and autism/Asperger's programs. She advocates for best educational practices beyond the parameters of special education. Several years ago Jan initiated training for the district's fifteen school psychologists in identifying students' individual learning patterns with an emphasis on identifying student strengths as well as areas of challenge. She has provided the school psychology staff with opportunities to learn about RtI and its usefulness, both for individual students and larger populations. The school psychologists in turn shared these skills with teacher teams, resulting in teachers becoming more willing to implement and evaluate a variety of teaching strategies prior to referring a student for special education services.

Being chief school psychologist in a

city as large as Nashua comes with other challenges, not the least of which is trouble-shooting when conflicts arise either at the school or district level. No matter what the circumstances, Jan remains unflappable—even in the most contentious of situations. Always striving for the best result for the child, Jan successfully employs every conceivable counseling and negotiating skill needed to achieve a successful resolution. She brings a calm, problem-solving approach to the table, which smoothes the way for parents, teachers and administrators to work collaboratively.

As if being chief school psychologist for a city that boasts 12 elementary schools, 3 middle schools, and 2 high schools is not enough, Jan is the district facilitator for the implementation of the NH Department of Education's Follow the Child initiative. Here she works with teachers and administrators district-wide to identify all factors that influence student performance, including educational environment, social and emotional issues, cultural dynamics, and cognitive functioning. The task is to develop a plan to unite the district in improving student learning and performance.

Jan's advocacy and concern for children extends beyond the daily demands of her job. She serves on the executive board of Community Council and is working with a Department of Education committee to develop guidelines concerning student restraint. She also serves on the DOE's School Psychology Advisory Board and has actively participated on the NHASP Response to Intervention Task Force, which developed guidelines for using RtI to identify students with learning challenges. Last, but certainly not least, Jan serves on the Hillsborough

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County Child Advocacy Center board of directors. She is most passionate about the Center which interviews children who may have been sexually assaulted or who may have witnessed a sexual assault, homicide, or domestic violence. Jan is proud of the fact that this organization has provided support services to more than 1,000 children to date.

All told, Jan is the consummate model for school psychology as it should be practiced. She has solid skills which she keeps current. She shares her expertise with colleagues and her influence extends district-wide and beyond. She sees the big picture, advocating not only for individual children, but for all children. NHASP has put Jan's name forward for recognition as NASP's School Psychologist of the Year. The award announcement will be made at the NASP Convention which will be held in Boston, February 24-28, 2009. We celebrate Jan Martin in our state and hope that she gets the national recognition that she deserves as well. ☺

# School Psychologists as Leaders

by Raina Chick

As I begin a year of leading NHASP, I have to ask myself, "Whatever possessed me to do this?" When leadership is an option, why is it that we choose to be leaders, to take on the added responsibilities, the additional time and tasks? Why do we stick our necks out, expose ourselves to criticism, and court dissension? Why do we bother?

Each of us in school psychology faces these same questions. Every school psychologist has the potential of taking a leadership role within their educational setting. Often, whether one does or not is a personal choice. For those in academia and those who work regionally, leadership may be a natural element of their interactions and influence. What about those of us who are assigned within a school or small district? It is more demanding to be a leader than to simply go through the motions, so why should each one of us strive to lead the way? The answer, of course, can't be grasped completely, but it surely lies somewhere in the land of caring. If we care enough to want to make things better, we will step forward.

This is a critical time for school psychologists to take a leadership role, as schools across the state address the systems changes inherent in tiered intervention models. We have much to offer in the development of Response to Intervention systems. For one thing, we are often in a position to see the bigger picture. We can help in putting all the pieces together. As school psychologists, we have a tremendous knowledge base for the development of RTI systems: understanding of problem solving teams, data analysis, curriculum based

measurement, functional behavior assessments and positive supports, research in reading achievement. School psychologists have the ability to work collaboratively with educators to translate research into systems and practices that improve outcomes for kids. Let's not squander the opportunities we have at this time.

So, what makes a school psychologist an effective leader? How does one go about influencing and enhancing the educational setting? David Shriberg Ph.D. of Loyola University Chicago gave a presentation at the NASP Conference in New Orleans, Defining Leadership in School Psychology: NASP Member and Leader Perspectives. (The materials can be accessed on the NASP website.) In a research study of leadership within the field, he identified five primary characteristics that describe effective leaders among school psychologists. These were (1) treats others with respect, (2) widely regarded as ethical, (3) widely regarded as competent, (4) strong working relationship with teachers, and (5) works well in teams. If we ever wonder what we can do to be more effective, this is wonderful guidance. It's also a great list for self-assessment and reflection.

As we start another school year, let's take pride in our profession and in our abilities to contribute to the bigger picture of school improvement. And, in our spare time, we can still save the world—one kid at a time. ☺

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## Editor's Voice

# Not Quite What I Was Planning

by Betty Lenehan

**Six-word Memoirs:** *I'm a fan of succinct writing.*

That's why I enjoy reading poetry and the New York Times. Both manage to say something with every word. I came across a really fun book the other day about this concept and I had to buy it. Not Quite What I Was Planning: Six Word Memoirs by Famous and Obscure Writers (Fershleiser and Smith, Eds., Harper Perennial, 2008). The legend goes that Ernest Hemingway rose to the challenge to write a story in six words: "For sale: baby shoes, never worn." How's that for a powerful window into a life? Hence the origin of the 6-word story and the start of an interesting fad. Here is a sampling of my favorite pithy memoirs from the book:

*Followed yellow brick road.  
Disappointment ensued.  
Still lost on road less traveled.  
Bad brakes discovered at high speed.*

Recent doctorate means overeducated and underemployed.

*Birth, childhood, adolescence, adolescence, adolescence, adolescence.*

*Afraid of everything.*

*Did it anyway.*

*My life's a bunch of almos.*

*Found great happiness in insignificant details.*

*Grading AP essays, I crave Tolstoy.*

*Caring for parents. Life is circular.*

*Little bit Lucy, tempered by Ethel.*

*World backpacking decade ends with minivan.*

*Still trying to impress my dad.*

*Named Hope. How else to be?*

*Type A personality. Type B capability.*

*Learning disability. MIT.*

*Never give up.*

*Age eleven: became a middle child.*

*Good, evil use the same font.*

*Never a bridesmaid; always a bride.*

*Right brain working left brain job.*


*Married for money.*

*Divorced for love.*

*and finally,*

**On the seventh word, he rested.**

**Six-Word Announcement:** *School psychology evolves, likewise The Protocol.*

Change is good and now that I've been editing this newsletter for seven years, it's time to pass it on to someone else. I will finish out this year, but with next summer's issue, I will be bowing out as Editor. Hopefully there will be a fresh voice and new eye volunteering to take over what has been a very satisfying job. Definitely it is a team effort, with the Executive Board generating articles, news, and issues for discussion, with our frequent contributors—e.g. Audrey O'Neill, Bob DePaolo, and with Anne Breault neatly putting together the finished product and sending it out. The editor's task involves soliciting articles, selecting timely content from other sources and state newsletters, and proofreading and editing copy. It's all done over the internet, which makes the job many times easier than in the old days. If you enjoy reading the Protocol, please consider volunteering to help edit it. You can start working with me now to get the hang of it gradually or you can wait until next summer and I'll mentor you through that issue. If you want to find out more about the commitment, please feel free to email me at [rosypose@comcast.net](mailto:rosypose@comcast.net) or call me at 224-9499. 

## SAVE THE DATE!

New One-Day Format  
Friday, October 24, 2008

## NHASP's Annual Fall Conference

The Frank Jones Center  
Portsmouth, NH

## A Cautionary Tale

by Fredye Sherr, NCSP, Past President

Summertime and the living is easy, or at least easier. I'm finding though that I need to actually schedule time to rest and relax. You see I tend to carry on a fine family tradition of "keeping busy." I realized this when I went to visit my 89 year-old father in New Jersey last week.

Dad had owned a business in which he worked an amazing 17 hours a day 24/7, taking off only on Christmas day and for an annual week hunting in Pennsylvania. He retired early, probably when he was 58. After about 6 months, he began "working" again, restoring homes damaged by fire. He also taught himself to do stained glasswork and caning. The latter because he wanted to restore a highchair used by my grandmother and mother for his soon to be born first grandchild. Dad "retired" again and did some traveling. Then at age 72 he opened a summer business on the boardwalk. There he was working again arriving at 10:00 AM and closing up shop at 2:00 AM the next day. He finally retired at 80.

On my most recent visit I noticed that Dad had had several large limbs removed from the towering oak trees in his yard. He had taken a chain saw and would work a little bit each day cutting wood for the winter. Now, he does have heat in his home, but really enjoys the glow of a fire on a cold night. Dad would intersperse his wood cutting with trips to trim his hedge, managing to clip about 10 feet per day. He slowly climbed a ladder, trimmed a bit, got down, moved the ladder, and continued trimming. Offers to help, but he'd have none of it!

This is the same man who worried about what I would 'do' when I retired. Given the model of my father's work ethic, is it any wonder that I took him seriously and booked in every minute of my time? Recently my husband and I were looking back at some old, pre-retirement calendars for historical information. As we looked through the calendar, my husband asked, "Why are there empty spaces back then, but our calendar is entirely filled in now?"

He's right, of course. I've managed to fill in almost each and every day with some sort of 'work,' volunteer or to-do list things. Indeed, the one thing that I've left off of my calendar is real down time; time to think without the self-imposed pressure of having to do something.

So I'm resolving right now to do what I've often counseled others to do—actually schedule in that time. Maybe time to sit quietly on the deck of our cottage in Maine watching the loons, or to go exploring in the nooks and crannies of the lake or walk along a damp Atlantic beach at low tide. Such times provide necessary pleasures and we must be careful to incorporate them into our lives. I think that this may be particularly true for school psychologists, who generally go out of their way to support others, but may not give essential attention to self-care. I guess I say this to all of you as a cautionary tale. Take time to enjoy the simple pleasures in life. As the summer winds down do some assessing. Have you taken some time to do things that truly rejuvenate your spirit? If not, it's not too late. Find those things and do them. And as you return to your schools in the fall, remember to take time for yourself throughout the school year. It's what gives us the strength to do what needs to be done.

As for me, I'm off to Maine for a bit. It has been an honor to serve as the NHASP president over the past year. I've learned so much and met so many of you dedicated professionals. I hope that I have served you well. I will certainly be around to support Raina Chick, our newly elected President.

**Editor's Note: NHASP owes Fredye a debt of gratitude for her hard work on our behalf as our association President this past year. You have truly gone above and beyond, Fredye, and we thank you.**

## Membership in NHASP Makes Good Sense Renew Yours NOW!

All NHASP memberships expired 7/1/08 unless renewed before then. Renewal notices were sent via email this year. If you ignored the emails and waited for a dues bill to be mailed to you, that's not going to happen. (Remember, NHASP is going green!) So if you have not yet renewed, please send in your 2008-09 dues **today**. Print your membership form from the NHASP website:

[www.nhaspweb.org](http://www.nhaspweb.org)

Here's a few reasons why it makes good sense to renew...

1. NHASP newsletter, The Protocol, is published four times a year.
2. Membership Directory published yearly facilitates networking with colleagues.
3. Employment Information
4. Participation in the School Psychologist of the Year Award
5. Advocating for professional issues, such as state certification standards, and children's issues
6. Access to information about current professional issues in the state
7. Support for recognition of School Psychologists' expertise as an essential component of the school community.
8. Regional Support Group meetings for collegial support.
9. Regular Executive Board Meetings-open to all members.
10. Strong Professional Standards
11. NHASP Library - books, journals, video and audio tapes
12. Annual NHASP Scholarship
13. Fall Conference
14. Winter Meeting
15. Spring Conference
16. Continuing Education Opportunities through reduced Conference/ Workshop costs in NH and other state school psychology associations throughout the Northeast NASP region.
17. Collaboration with child-advocacy organizations
18. Representation on NH CAN (Children's Advocacy Network)

NORTHERN NEW ENGLAND SCHOOL PSYCHOLOGY CONFERENCE  
PORTSMOUTH, NEW HAMPSHIRE

FRIDAY OCTOBER 24, 2008

**HIDDEN DANGERS:  
Helping Families and Educators**

**Marcel LeBrun, Ph.D.**  
**Plymouth State University**

The New Hampshire Association of School Psychologists is pleased to welcome Marcel LeBrun, Ph.D., of Plymouth State University, to our Fall Conference. Dr. LeBrun will address **HIDDEN DANGERS: Helping Families and Educators** understand what makes children and adolescents dysfunctional in a school environment and how to deal with it.

Dr. LeBrun is familiar to many of us in his roles as faculty member in education at PSU and his work with the NH Center for Effective Behavior Interventions and Supports. He has also recently published a book, **Student Depression**, which has been very well received.

This workshop conference will focus on investigating the influences and impacts of internalizing behaviors (i.e. depression, sexual orientation) and externalizing behaviors (i.e. aggression and violence) in school settings. The focus will be on solving the mysteries of what makes children and adolescents dysfunctional in a school environment.

The day will be divided into 3 sessions:

Session 1 will focus on the impact of depression in school settings. Specific guidelines for successful intervention will be presented.

Session 2 will deal with violence and aggression and its warning signs, function, and pathology. Participants will learn to develop a Behavioral Support Plan for students with these behaviors, following a model that uses many of the behavioral strategies presented.

In Session 3, participants will be introduced to the AWARE Professional Reflective Model developed by Dr. Lebrun. Participants will participate in small group discussions for the last part of the conference day. Participants are encouraged to bring one or two current cases with which to begin using the AWARE Strategy as part of their assessment and intervention plan.

**Look for your conference brochure in the mail and register early, as space is limited and we anticipate this will be a very popular conference.**

**NHASP's New and  
Improved  
Conference Schedule**

Last year NHASP established a Conference Committee, and one of its first tasks was to examine our overall conference strategy and schedule. For many years NHASP has sponsored a two-day fall conference, the Northern New England School Psychology Conference. It was (relatively) recently relocated from the traditional Portsmouth/Durham site to Concord, in response to concerns about space and finances. Meanwhile a second, one-day conference in the spring was initiated, in Concord, which focused on reading.

After considering a variety of issues, the NHASP Conference Committee agreed to reorganize our efforts and to sponsor two conferences each year.

In the fall, there will be a *one-day* Northern New England School Psychology Conference. Its focus will be clinical issues and it will draw an audience of psychologists and counselors from the region. The fall conference will be held in the Portsmouth area, in order to be more convenient to practitioners from New Hampshire, Massachusetts, and Maine.

In the spring, there will be a *one-day* NHASP Conference. Its focus will be academic and instructional issues and it will draw an audience of educational specialists, teachers, and administrators, as well as school psychologists. It will be held in Concord.

We hope that this new format will help to meet the wider range of interests and professional development needs that exist in the current field of school psychology.

# A Broader View

*DePaolo's new book connects diverse fields*

by Audrey Myerson O'Neill

## ***Evolution, Information, and Personality: Toward a Unified Theory of the Psyche.***

by Robert DePaolo. Universal Publishers, 2007

Most of us slog along from day to day, solving the problem on top of the stack at the front of the desk. Colleague Bob DePaolo, whose desk is piled as high as any, has looked farther, as witness his recently published book, *Evolution, Information, and Personality*.

DePaolo has read widely in the sciences and was troubled by the discontinuity between causes in physical science and causes in his professional field. Since people are part of the physical world, he reasoned that explanations of the physical world should also apply to human beings. The book integrates the physical universe, prehistory, and personality and therapy into a unified system. It introduces theories that may be new to the reader in a user-friendly way. It is highly original in connecting diverse fields of study and reaching new conclusions.

Evolutionary psychology came on the scene around 1980, and those whose undergraduate education was earlier have some catching-up to do. It is a way of looking at human behavior as having developed over a long period of time and influenced by prehistoric conditions. DePaolo points out that evolution is about more than adapting to the environment. It is also about insulating oneself from the environment and changing the environment.

Information theory was more of a challenge to this reader. DePaolo explains information theory in a way the theory-challenged can appreciate.

The *information* in information theory is not the stuff we take in by seeing, hearing, reading. It is a signal that is distinct from a nondescript background. The two smallest possible "bits" of information, 1 and 0, can be arranged either in random order or in a pattern. Random arrangement does not convey information, only patterns do. Upon this foundation he builds the universe.

The topics most of us are reading for—personality, therapy—are built up from a beginning universe "without form and void" (as Genesis 1:2 describes it). Randomness, complete absence of any pattern, is called entropy—the mess from which everything started and to which everything tends to return. There was energy present, the fixed amount of energy in the universe that always remains the same, but it was unfocused.

From entropy, by chance variation, a pattern emerged. This change set off larger changes toward ever-more complexity, information content, and focused energy. One such change was the emergence of life. Larger and more complex animals came into being. It is adaptive for an animal to be larger and more complex, because size and complexity forestall entropy longer.

The human brain evolved before civilization, and DePaolo begins discussion of personality with primates. Primates have a long adolescence and reproduce before becoming fully mature, so pass on to the next generation adolescent qualities

including play, curiosity, and creativity, that are essential to human progress. He points out two crucial evolutionary phases for the development of personality. One came when environmental changes in Africa drove our humanoid ancestors from the trees to the flatlands. In this unaccustomed and uncertain situation, the brain needed information-seeking qualities for adaptation. Primates developed a rudimentary sense of *self* to be able to separate themselves from the environment, and *personality* for a sense of continued existence amidst change. The situation also led to the ability to generalize about what worked and what didn't, and to internalize rules. DePaolo calls humans the rule-making primate. He also finds in this phase the origin of some types of psychopathology, which were then helpful in coping with danger and uncertainty.

Another crucial phase came when climate changes forced migratory prehistoric humans to settle down and develop agriculture. The size of the human community increased greatly, from about 150 to about 30,000, and people had to adjust to the change. The rules that worked best in this new situation were broad, general ones that allowed variation.

Broad rules that allow for variation are a central theme in the book. Rules—patterns—break down over time unless renewed, so change within the broad pattern renews rules and

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enables them to survive. He calls the *psyche* a complex of rules that allows the person to continue to function as an individual.

What was useful in one life-situation can be problematic in another. Human progress has outstripped evolution, and the brain that developed to meet the needs of prehistoric times does not always hold up to contemporary civilization.

DePaolo finds causes of pathology in exhaustion, changes in environment, and the complex electrical circuitry of the human brain, which easily gets out of whack from charges jumping from one circuit to another. He feels that therapy should deal with lifestyle as well as symptoms, and try to refocus people's energy and establish, or re-establish, their broad general rules that include change.

Most non-fiction books begin relatively easy, increase in difficulty peaking in the chapter before the last, and finish at a comfortable level. Like the curriculum. The first half of the book was more difficult for this reader, probably because it is about unfamiliar topics, while the second half slid into my comfort zone. At first I stumbled over some common words that information theory uses in a way opposite from ordinary language: words we associate with good for "bad" things and vice versa. *Redundant* is usually a negative term, but in the distinction between pattern and entropy, *redundant* is "good," because a signal repeated is no longer random. *Equilibrium*, usually a positive term, represents entropy and is "bad." *Noise*, which we usually consider a signal, means entropy or randomness—absence of any signal.

*Evolution, Information, and Personality* is not a self-help book, yet I found its message useful in feeling my best from day to day. DePaolo finds the threats to mental health to

be exhaustion—how many of us can attest to that?—and failing to maintain a balance between schedule and change. Working too long sends me into a tizzy. I used to see this as a personal failing, but this book made it universal and respectable. Now when I get tired doing something, I switch to a different activity—refocus my energy. Projects drive me into a rut. In the interest of getting it done, I do the same thing every day for a month or more. The book gave me a good reason to take a day every week to do something else. It even justified going out of town occasionally and seeing something different. This is an old idea, but seeing it as part of a theory made a difference.

*Evolution, Information, and Personality* is an effort to place psychology—and especially personality and therapy—within the framework of the natural sciences, and to place personality within the perspective of long historical development. This sheds a different light on human problems and leads to some different recommendations for dealing with them.

Although reading it (as the author said of writing it) is not exactly a walk in the park, the reward is a broader view to bring to the tests, IEPs, DSM diagnoses, and evidence-based considerations that make up our daily lives. It brings back the excitement psychology once held for us before we got bogged down in the details.

We hope this voice is heard.

*Audrey Myerson O'Neill is a school psychologist and writer who lives in Plymouth, NH. She is a frequent contributor to the Protocol.* ☺

## Mark Your Calendar: NASP is Coming to New England!

by Fredye Sherr, NCSP

***NASP's 2009 Annual Convention will be held in Boston!*** Yes, that's right. In Boston! According to my recollection, it's been at least 25 years since Boston has hosted the conference and it looks very much like Boston is planning to make up for lost time by hosting one of the best conferences yet.

Expand your knowledge, improve your skills, and connect with colleagues in educational and social settings. Develop your knowledge and skills with **renowned experts on important topics** such as school mental health, linguistically and culturally responsive practice, and RTI for academic and behavior problems. You will be able to choose from more than **900 presentations**, workshops, posters, and special events. Take the opportunity to network with colleagues to **share and compare ideas** on the changes challenges, and opportunities in our profession. And then, of course, there are always opportunities to experience the best of Boston from **famous historic landmarks to world-renowned museums and musical institutions**. Oh, did I mention that there are hundreds of **outstanding restaurants and bars**? And, of course, that NHASP time-honored tradition of getting together as a group and enjoying some frivolity. In fact we'll have to plan something special this year.

So mark your calendars for the 2009 NASP Convention!

**Feb. 24-28, 2009, at the  
Marriott Copley Place and  
the Sheraton Boston**

For more information, go to the NASP website at [www.naspweb.org](http://www.naspweb.org). See you in Boston! ☺

# Scholarship Award a Split Decision

by Fredye Sherr, NCSP, Past President

With the re-instatement of the NHASP Scholarship Award for the 2008-2009 school year, the scholarship committee received more applications than ever before. All of the applicants were at different places in their graduate programs, just beginning their studies while others were involved in internships. Each candidate presented compelling evidence to support their worthiness to be chosen as award recipient. In the end the committee decided to split the award between two equally qualified candidates: Kelly Mooney and Yesenia Schuler.

Ginny Harvey, Ph.D. sponsored Kelly who is a graduate student working toward her CAGS at U. Mass. Boston. She lives in Marstons Mills, MA with her husband and two young sons. Kelly holds undergraduate and graduate degrees in social work and manages to juggle her personal and family lives with academic and professional careers. She has worked as a family support coordinator for families with children diagnosed with mental retardation and as a court clinician conducting evaluations in juvenile court. Kelly is looking forward to a career in school psychology which will build on her background as a strengths based social worker with that of a collaborative evaluator who emphasizes the use of evidenced-based practice in schools to enhance the academic, social, emotional, and behavioral growth of students.

Yesenia Schuler, who grew up in New York City in an Hispanic family, now lives in Gilford, NH, and is working toward her CAGS at Plymouth State University. Leo Sandy, Ph.D. sponsored her. She comes to her graduate studies with a background as a special educator, a field in which she currently works. She has volunteered to be a member of the special education math committee which reviews currently available supports and determines what is needed to meet the needs of those students who struggle in math. While involved in her studies, Yesenia has take a strong leadership role. During 2007-2008 she took on the responsibilities for being the very

first NASP student leader and she will continue in that position for the 2008-2009 school year. As the NASP student leader, Yesenia disseminated information regarding careers in school psychology to local high schools. Additionally she worked with other graduate students to create a survey to assess graduate student interests and concerns. The results of the survey will give direction to the NASP student leadership group at Plymouth State University. Yesenia will also address graduate students just entering the program in their Foundations of School Psychology class to make them aware of student professional resources, including NASP and NHASP. She has a strong interest in promoting multicultural diversity and increasing effective supports for culturally diverse students. Yesenia knows that a career in school psychology will support her desire to be an agent for positive change and to support diverse students in reaching their potential.

While the members of the scholarship committee congratulates these two scholarship recipients, they want to also recognize all of the graduate students who applied by granting them a yearlong membership in NHASP. This membership will enable them to become more familiar with the real practice of school psychology in our state as well as to access state association conferences, not only in New Hampshire, but throughout the northeast region. ☺

## Help Wanted:

Half-time (.5) school psychology position available in the Nashua (NH) Schools. The position involves providing a full range of services including evaluation, counseling, and consultation. Interested parties should contact:

**Jan Martin, Chief School Psychologist**  
**Nashua School District**  
**603-594-1066**  
**[martinj@nashua.edu](mailto:martinj@nashua.edu)**

*Delegate's Report*

# A Very Busy Season at NASP

by Nate Jones, NASP Delegate for NH

I've just returned from my first Delegate Assembly as your New Hampshire NASP Delegate in San Jose. First, I want to thank the NH membership for giving me this opportunity. The NASP leadership is certainly a motivated, energetic, and hardworking group. The organization continues to push towards our goals and find new ways to support the practice of school psychology. There were also a number of discussions that I want to pass along to you.

NASP continues to post an ever increasing amount of information on the **website**. If you have not visited [www.nasponline.org](http://www.nasponline.org) recently, do so today and click on the *Resource Library* tab on the right side. There is a wealth of information available in easily downloadable PDF format you can access through your NASP membership. If you want even more information, NASP has started to produce many of their publications on CD, including the new [Best Practices V](#).

The **2009 convention in Boston** is generating a lot of excitement and plans are being finalized (<http://www.nasponline.org/conventions/index.aspx>). There is an important piece of news about the Boston conference. Starting this year, you will need to register for the conference before you are able to access the NASP discounted room rate. The convention will be held at the Marriott Copley Place (educational meetings) and the Sheraton Boston (workshops), which are entirely connected by interior mall spaces. This is a fantastic opportunity for all of us in NH to participate in high quality professional development and meet school psychologists from all around the country.

Another piece of important **NCSP news** you may have already heard. Starting with NCSP renewals in 2009 and later, you will need to have at least 3 hours of training in ethics or professional practice. You will also need to have 25 hours of NASP or APA approved training credits as part of your total 75 hours. More information is available at <http://www.nasponline.org/certification/>

[index.aspx](#). Both the annual convention and the summer conferences will provide sessions that meet these criteria. Additionally, remember that NHASP is an approved NASP professional development provider so you will continue to be able to earn these important credits at our state conferences.

Our 2008-2009 president Gene Cash has selected '**difference makers**' as his presidential theme. NASP will be providing rewards for individuals nominated by a school psychologist as a *difference maker*. This person could be a teacher, parent, school support staff, related service provider, or community member who you feel has made a significant difference in the lives of children. Also, there will be a separate reward for school psychologists who are considered to be *difference makers* by their colleagues. The campaign will be written about in the [Communiqué](#) and I will provide more information on this program as it becomes available.

On the **advocacy front**, NASP is actively working with both presidential candidates, as well as continuing our efforts with local, state, and federal leaders. Our director of public policy, Stacy Skalski, and the GPR committee is active and has had several recent successes. In recognition of this important work, NASP has added a public policy fellow position in the central office. This position is designed for an early career professional and offers a remarkable opportunity for someone interested in public policy. Contact Stacy at [sskalski@naspweb.org](mailto:sskalski@naspweb.org) for more information. I urge you to visit the NASP advocacy page to learn more about this important part of our work at <http://www.nasponline.org/advocacy/index.aspx>.

NASP has worked for many years with the American Red Cross Disaster Mental Health Network. Thanks to the efforts of many individuals, in particular our outgoing assistant executive director Ted Fienberg, the Red Cross now considers school psychologists as important

participants on their response teams. This is a significant accomplishment and will allow school psychologists to further expand our important role in children's mental health.

Finally, I want to give an update on the **MLA** situation. By now, most of you are familiar with the controversy surrounding the American Psychological Association's new Model Licensure Act (MLA). If not, please visit <http://www.nasponline.org/standards/apamla.aspx> for more information on this important issue regarding our right to use the term "school psychologist." The APA MLA task force will be meeting in October to continue their discussions and the organizational leadership may vote on the MLA as early as next August. Excitingly, the National Education Association has recently given their formal support to NASP for maintaining the title exemption for school psychologists in the MLA. It continues to be important to maintain our local vigilance regarding this issue.

Thanks again to all the school psychologists in New Hampshire. I am excited to be your NASP delegate and will work to both bring important information to you and to represent NH concerns at the national level. Thanks to all who have either joined NASP or renewed their NASP membership for 2008-2009. If you have not, I strongly urge you to join today. NASP is a member-driven organization and our strength is in our numbers. The resources you have access to are unbeatable and NASP is the organization fighting for us on everything from the MLA to RTI to mental health parity and mental health in the schools. ☺

Don't forget to check out our website at [www.nhaspweb.org](http://www.nhaspweb.org) for the most up to date information on upcoming meetings, conferences and more!

# Consider the Whole Child When “Leaving No Child Behind”

by Stephen E. Brock, Ph.D. NCSP

Excerpted with permission from California's *CASP Today*, Spring, 2008

Data from a variety of sources confirm that today's urban public school students achieve at levels significantly below that of their national peers in both reading and math. Among the many efforts to address this achievement gap, one of the most prominent is the federal No Child Left Behind (NCLB) Act of 2001. The Act's four pillars are: (a) increased accountability for educational outcomes, (b) greater state and local control, (c) the use of proven instructional methods, and (d) increased parental choice. While no one would argue against the law's intent to ensure that all children progress academically, it is absolutely essential that we do more than focus on academic instruction and achievement test scores. If we are to make certain that no child is left behind, we must consider the whole child, including his or her mental health.

Recently, attention has been drawn to the issue of posttraumatic stress disorder (PTSD) among urban children and youth. This issue provides but one example of the importance of addressing students' mental health needs when ensuring that no child is left behind, particularly within high-risk populations. PTSD is a serious anxiety disorder that can develop after “exposure” (i.e. experiencing, witnessing, or learning about) to a “traumatic event” (e.g. actual or threatened death or serious injury, or other threats to one's physical integrity). Primary symptoms include persistently re-experiencing the trauma, avoiding reminders of the traumatic event and numbing of general responsiveness, and becoming overly alert.

Estimates are that just over 25% of children and adolescents in the general population will be exposed to a traumatic event at some point in their lives and, that of this number, 6 – 10% will develop PTSD. However, up to 80% of urban youth may be exposed to


a traumatic stressor, and up to 30% will develop PTSD! Serious mental health challenges like PTSD have a significant negative effect on academic achievement and many other areas of daily functioning including behavior and inter-personal relationships. This high rate of PTSD among urban youth may help to explain the lower academic achievement observed among these young people (relative to the general population).

The good news here is that there are well-established treatments, generally classified as cognitive-behavioral therapies that have been proven to effectively treat PTSD. Unfortunately, far too many youth with PTSD and other serious mental health problems go untreated. Availability of services is grossly inadequate and social stigma is still associated with mental illness. The U.S. Surgeon General has estimated that while one in five children and adolescents will suffer from a mental health challenge, only 30% will receive treatment. Emphasizing this point is a survey authorized by the New York City Board of Education, which reported that only about one-third of their school children with PTSD following the 9/11 attacks sought any treatment. Similarly the widespread lingering effects of Hurricane Katrina on children (and adults) and their inability to get care have been well-documented. Consequently, it is not surprising that school personnel in impacted areas continue to report significant increases in academic and behavior challenges among the students they serve.

Clearly the challenges we face as we strive to prevent struggling children from being “left behind” goes beyond finding the best reading and math curriculums. We must first ensure that they are available for learning by assertively addressing their mental health needs. For many, we will be most successful if

we do so within the school environment. Schools are accessible and familiar to children and their parents, which is especially important for high-risk populations and in encouraging parental involvement. Moreover, services provided by school-based mental health professionals are cost effective, prevention-oriented, and appropriately linked to learning and the educational process.

Recognition of the need to increase schools' capacity to address these issues is growing. While NCLB currently does not emphasize mental health, Congress is considering a number of bills as a part of NCLB reauthorization that would expand such school-based services.....These are important steps toward addressing the large numbers of youth with serious mental health challenges and as such deserve our support.

...Unfortunately, in some cases school psychologists find themselves limited to testing students for special education program eligibility, making it challenging to provide the other essential services that for many students might be the only mental health support available.....Failure on our part to address mental health as a part of education will sentence many at-risk youth to failure in school and potentially in life. If we truly want to ensure that no child is left behind, we must ensure that all children have access to adequate school mental health services that focus on prevention, engage families, and support learning. Doing so will require not only increased funding, but will also require some school districts to recognize their school-based mental health professionals as able to do much more than what has been traditionally expected of them. 

*Stephen E. Brock, Ph.D. NCSP, is a professor at California State University Sacramento, and a former president of CASP.*

*Audrey's View*

# Paper and Stone

by Audrey Myerson O'Neill

## Which lasts longer, paper or stone?

I used to want, when the time came, a granite stone with my name and two dates, but I have changed my mind.

My interest in genealogy began with a bright high school boy from a very poor family, and the New Hampshire belief that anyone with one drop of American Indian blood can go to Dartmouth free, because Dartmouth was founded as a mission to the Indians. Dartmouth Admissions says this is not true, one has to be a tribe member. Still, tribes take in new members periodically, so it is possible to become a member.

I began writing letters to Vermont towns, enclosing a \$3 check in each. They were very good about sending birth and marriage certificates, none of which said a word about race. (Old New Hampshire records are available in the Vital Records Research Room in Concord.) When the trail grew cold, I sent for town histories interlibrary loan. Finally a reference book, *New England Marriages prior to 1700*, showed that in 1644 an ancestor married a girl with a question mark in the space for last name. All the other marriages listed the bride's last name. I reasoned that she was the Native American.

That student never did get to college. He graduated and started his own business and has been quite successful over the years.

If I could dig up a student's roots, why couldn't I dig up my husband's? Bob's mother was what my immigrant parents called "an American," and genealogy is easiest with U.S. sources. But Bob's home state, Indiana, is far cry from Vermont. Not even her birth records were available. "The courthouse burned down."

The trail led to the National Archives in Waltham, Massachusetts. Eventually we took a roots trip to Martinsburg, West Virginia, where his mother's mother's family, the Middletons, farmed during the Revolution, and Xenia, Ohio, where they pioneered west. Roots trips are fun because the destination is so personal, and the local people do not know what a tourist is. Public libraries have typewritten manuscripts and privately published family histories unavailable elsewhere. From Deed Books and maps with lot numbers in the Berkeley County, WV, Courthouse, we found the Middleton farm.

According to a list of "patriots" of the American Revolution, farmer Tom Middleton gave four bushels and a peck of wheat to the soldiers, and they gave him a piece of paper saying that if they won, they would pay him what seems like a greatly inflated price. That piece of paper found its way to the Virginia State Archives, where for a few dollars they sent me a copy. Bob suggested that Tom might also have given wheat to the British when they came through carrying guns.


The place nearest Tom's farm marked as a cemetery on the quadrangle map was a small enclosure set off by a wire fence inside a tree nursery. I had packed large sheets of newsprint and black crayons for gravestone rubbings, but there were no stones. West Virginia native stone does not make good markers.

Tom's son Bethuel married a Gano girl, and at age 55 went west to Ohio with his wife and 15 adult children and their spouses to settle in a spot near Xenia that is still called Middleton's Corners. Bethuel was buried in the Eleazer Methodist Cemetery, but we found few stones remaining—vandalized.

The Martinsburg Public Library had a thick volume titled *Gano*, starting with Etienne Guesneaux, born 1590 in Puilboreau, France outside LaRoche. He was probably the father of the Etienne who left France when becoming a Protestant was hazardous to your health. Bob learned he was not the first in his family to leave the church. In 1661 Etienne arrived in America and became the first of a long line of Stephen Gano's. Bob never told another Frenchman joke.

Bob claimed not to care about family history, but on Bastille Day he said, "I'm glad Etienne left before that happened. They would have killed him." He had been a bourgeois, a maker and seller of stoves.

My old country ancestors are buried in small nations once part of Russia, their stones inscribed in a language I do not know, possibly also vandalized. Yet a cousin recently sent some hundred-year-old papers which a Plymouth State University professor from Russia translated. There was a copy of my great-grandparents' marriage record.

Stones are missing, but paper records and their microfilm copies live on. I do not need a stone because my name is in the census records in the National Archives, and paper lasts longer than stone. 

### Reference:

Torrey, C. A. (1985) *New England marriages prior to 1700*. Baltimore: Genealogical.

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#### **Deadlines for Submission**

Upcoming issues of Protocol will have the following deadlines for submission of articles, news and announcements:

<u>Deadline</u>	<u>Issue</u>
October 15	Fall
January 15	Winter
April 15	Spring