



Children with Incarcerated Parents

Advanced Human Development
Plymouth State University 2018

by Shelby Flannery

Having a parent or both parents incarcerated causes hardship on the child. They need resources and support to get through this tough time and can often be confused as to why a parent is missing. I will explore the potential issues the child could face, a deeper look into how this affects the child and how helping professionals can provide support.



that are incarcerated with a strong support group, they have behavior and academic empowerment programs.

CHILDREN WITH INCARCERATED PARENTS

There are an increasing number of children with an incarcerated parent in America today. The number comes to 2.3 million children (Martone, 2005). These children are labeled as having a predisposition to ending up in prison themselves. They can be treated differently in school and by peers, which will have a negative effect on the child. While the parent is behind bars the child is missing out on time being loved and having the sense of security that a parent brings. Having strong supportive parents play a major part in the development of a child.

Programs for Children:

Angel Tree Program: Connects parents that are incarcerated with their children by delivering Christmas gifts.

Sesame Workshop: Has activities for children when they are having a tough time while a parent is incarcerated.

SKIP, Inc.: Provides children who have parents

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Parental love is important in development, but for this to happen the parent needs to be present (Martone, 2005). When a child's parent or parents are incarcerated the sense of abandonment comes into play and it can be traumatizing for the child. These children often go unnoticed as needing extra support and care because our society does not put an emphasis on the needs of these children. In many instances the current caregiver does not disclose the location of the missing parent due to shame or guilt. The child will also not want to share the location of their parent for the same reasons.

For very young children incarceration is a foreign concept and it is extremely difficult for them to understand. To them all they know is that their parent is missing and they are confused as to why (Martone, 2005). The child still has a strong love for their parent, but with a parent missing they do not know if the love is reciprocated. If a parent is incarcerated for an extended amount of time they are missing out on key milestones in the child's life. When a parent re-enters the child's life

Plymouth State to Host 5th Annual Supervision Institute

by Cynthia Waltman

Plymouth State University will host the 5th Annual Supervision Institute at the Sheraton Hotel in Portsmouth, NH on July 13th and 14th. The two-day training offers participants in the fields of school counseling, school psychology, and clinical mental health counseling an opportunity to learn supervision models and approaches when working with student practicum and internship students.

This year's professional trainers include: Dr. Melissa Luke from Syracuse University and Dr. Joan Struzziero from University

of Massachusetts, Boston. The cost for the training, which includes a one-night stay at the Sheraton, meals, and snacks, is \$125 per person. This opportunity is being funded by the HRSA 2017 Behavioral Health Workforce Education Training grant awarded to PSU's Counselor Education and School Psychology Department.

For more information and to register, please contact Sara Donahue via email at sjdonahue@plymouth.edu. Please note: space is limited so be sure to register soon.

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President's Message

by Christopher J. Nelson, MA, NCSP



Greetings Fellow NHASP-ITES

Well, we're entering the final stretch of another school year. For many of us, the next few weeks will pass in a blur. Too many cases to finish, too little time to do them, too many hours at home completing reports. But, we knew what we were getting into when we signed on. Sad to say, my reports aren't looking half as good as they did last fall.

It was great seeing so many NHASP members at the NASP Conference in Atlanta. A number of executive board members attended the Regional Leadership Meeting for all of the New England states. Those attending included Ryan Long, Terry Dwyer, Tari Selig, Jonas Taub, Brittany Morely in addition to me. We were able to take back a number of new ideas that we'll be instituting next year as part of our strategic plan. Jonas Taub arranged a great get-together for NHASP members at a local establishment that was very well attended. Thanks Jonas!

NHASP has had another excellent year, thanks to the hard work of your executive board. We've had two very successful conferences (Dr. Sam Ortiz last fall and recently Dr. Marilyn Montiero in the spring) that were well attended and highly rated. Your conference chair Terry Dyer deserves a lot of credit for her hard work in dealing with the venue staff, ironing out many details with the speakers, and generally making sure everything ran smoothly. Thanks Terry! We also put on another great mini-skills workshop featuring our own Tari Selig (also our NASP delegate), Nate Jones, and Travis Bickford who presented on risk assessment. One of NHASP's strategic goals for next year will be to focus on school safety issues, and this workshop was timely in addressing related issues.

There is so much work that goes on behind the scenes that most NHASP members are unaware of. Your current treasurer, Brittany Morely, has recently hammered out our budget for next year. I'm happy to report that we are in excellent shape in the financial end of things. She prepares a monthly expense report for the board and generally deals with all the expenses incurred by our association. Brittany typically handles the money associated with workshop registration and this can be a little time-consuming at times. She has done a

fantastic job! Brittany has decided to step down at the end of the school year, so this will be an office we need to fill. If you're interested, please contact me (cnelsonnhasp@gmail.com) or past president Jeff McNish (jmcnishnhasp@gmail.com) for more information.

Our NASP delegate Tari Selig keeps us well informed on what's happening with regards to NASP. I'm sure many of you have read her monthly "NASP News from your State Delegate" emails. So much great information – she is a fountain of knowledge! Nate Jones has been working on a position paper for NHASP regarding the issue of school psychologists in New Hampshire and diagnosing in the schools. It is nearing completion and you'll be hearing more about this soon. Nate also acts as our governmental liaison and he represents (and reports back) to the NHASP board on many important issues facing our profession. Katherine Sheffer is our secretary and she has been doing a great job in her first year in this position. Tricia Raymond handles our membership – you'll be hearing from her soon if you haven't already regarding renewing your membership for next year. Please do it now while your reminded of it.

Both Past President Jeff McNish and President-Elect Ryan Long have made my year as president go smoothly. I am so grateful for their support and good counsel throughout the year. I know that Ryan will be a fantastic as president next year – so many new and innovative ideas! He's already hard at work revising and fine-tuning our strategic plan. Jeff has been working on nominations for awards (e.g., School Psychologist of the Year) as well as finding candidates for open board positions. And, of course, there's Leo Sandy, our newsletter editor. He's not as invisible as he thinks. As you read this and other articles in the Protocol, please think of the hours he spends putting together such a great reflection of our members and our association. If you haven't contributed to the Protocol, why not give it a try? The next issue of the Protocol will be coming out in mid to late summer.

As I continue on the Executive Board next year as Immediate Past President, I ask you to please contact me with suggestions for how to better support our members. I have enjoyed serving each of you as the public leader of our

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shared, statewide Association and have been deeply humbled by the experience.

Thank you for all you do to support children in New Hampshire.

Chris Nelson
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Autism Conversations

A Framework for Assessment and Intervention Across Age and Ability Levels

by A. Terese Dwyer

Have you ever wondered how to begin the narrative with parents, peers, staff, on Autism? Dr. Marilyn Monteiro is the person to turn to. Being able to understand what effective tools are to individualize a student's diagnosis is the power of your narrative. Monteiro suggested the following Autism Spectrum Narrative:

Emphasize areas of strength and differences; this helps to teach us to "translate" or reframe negative labeling. Instead of "obsessive," "OCD," and "hyper," Monteiro presented this positive translation: ...*The student organizes and regulates by creating and maintaining predictable routines, including movement routines.* By using a descriptive reframe you shift the conversation from the negative to a focus on describing the form and function of the behavior routines. Describing the form and function of routines then leads to creative ways to use those patterns to teach deficit skills. For example, when building with Legos, it becomes three-dimensional, visual, low-load language and social thinking; the function becomes organizing activity, regulating activity, and blocking out incoming sources of stress (language, social, and demands made by others). When we shift the narrative from the story of autism to the story of the individual, and shift the narrative from the global criteria to the singular presentation, we actually have an authentic conversation/narrative of the individual student where developing plans, (educational, social, and life skills,) can meet their needs.

What are the best practices autism evaluation behavior rating scales?

- Childhood Autism Rating Scale 2 (CARS2-ST and CARS2-HF)
- Social Responsiveness Scale-2 (SRS2)
- Autism Spectrum Rating Scales (ASRS)
- Gilliam Autism Rating Scale-3 (GARS-3)
- Behavior Assessment System for Children-3 (BASC-3)

What are the best practices autism team evaluation tools?

- Autism Diagnostic Observation Schedule-2

(ADOS-2)

- Monteiro Interview Guidelines for Diagnosing the Autism Spectrum-2 (MIGDAS-2)
- Psychoeducational Profile-3 (PEP-3)

Monteiro presented the diagnostic challenges for school evaluators, which included telling the story of the individual child who is being evaluated rather than the story of ASD. It is important for the school psychologist to be familiar with the full range of ASD differences in development and use a range of diagnostic rating scales, tests, and interview techniques to gather diagnostic information. In order to tell the story of the individual student being evaluated, the school psychologist must learn and use descriptive language that shifts the story from global criteria deficits to the student's individual brain style strengths and differences. Monteiro's approach of "Brain Style Strengths and Differences," includes looking at the child from the following perspectives:

Organization:

- Link visual schedules to their interests (Pokemon, Minecraft, trains, animals, etc.);
- Talk less and show more while telling using visual supports (schedule, first/then" cards, etc.);
- Employ an organizational notebook with systematic adult coaching to master routine of using it throughout the day to help them manage their materials and behavior during transition times,
- Organize work with visual step-by-step maps;
- Provide alternative ways to show mastery of academic content to written work.

Regulation:

Develop a self-regulation scale using a metaphor of interest to the student (weather, timeline, etc.) that is linked to words, actions, feelings, and strategies to self-regulate and to increase the student's awareness of and ability to regulate their reactivity;

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Book Review

Tutti's Promise by K. Heidi Fishman

"A novel based on a family's true story of courage and hope during the Holocaust"

by Jonas Taub

As I slide deeper into retirement, I am finally beginning to address my "one day I'll read these books" pile. At the top of that pile was *Tutti's Promise*, a recently published book receiving great acclaim. It also happens to be written by the wife of esteemed NHASPer, Dave Smith. As a Jew, and as a school psychologist and a fan of Dave, I was highly interested in this new work. *Tutti's Promise* is an outstanding book, an amazing story, and a powerful instructional tool for its target audience of middle school children.



written – middle school children. The simple language and understanding of this young girl make the experiences and context real in a gentle but relentless way that will make the personal, cultural, and historical meaning of the Holocaust very real for the middle school reader.

Heidi has written a remarkable book. I would love to be a fly on the wall in classrooms where children are going to read, study, and discuss this book and the Holocaust. Heidi has made it simple, clear, and real for them to read and comprehend.

Of course, it is Tutti's story that is so remarkable. It is a story of family cohesiveness, love, hope, chance, and luck in a world where these were being destroyed daily. I am certain that my mother's two sisters, with their husbands and two children each, clung together with love and hope, even as the gas flowed or the bullets took their lives with the other Jews in the center of their Polish town. In a way,



Heidi Fishman about to speak to 1200 middle school students about the Holocaust

I have grown up steeped in the stories of Holocaust - relatives (aunts, uncles, cousins) who perished in the camps, those who survived, some whom I knew better than others, and those, including my parents (each 12 y.o. at the time) and their families who had the foresight and good fortune to have left while they still could. I have also grown up with the seemingly unending history and literature of the holocaust as a piece of my cultural identity. It is both overwhelming and numbing. While each story is unique, the common themes and events are ever present.

The more, lately, I have been drawn to stories that speak to the humanity, courage, and resilience of the Jews, as well as of those others who found, or maybe even stumbled upon the courage of their greater being. Not surprisingly, this focus on strength, hope, and resilience has become central to my professional practice, as well. *Tutti's Promise* most certainly falls in this category, without ever mincing the horror of what was happening, and the horror of what this young girl (5 years old at the start of WWII) experienced, as seen through her young eyes.

But mostly, I was constantly brought back to the audience for whom this book was

the story of the survivors tells the story of those who died, as well. It is the story of every refugee, every victim of genocide and slavery, every family trying to survive in an insane time. The story needs to be told, again and again, now no less than any time before. Heidi has provided a powerful tool for teachers. Let's hope they use it.

Thank you to K. Heidi Fishman for writing and sharing your mother's story, and for doing so in such a meaningful and loving way. I encourage my colleagues to read this book and share it with the principals, curriculum coordinators, and teachers in their schools. I am certain they will appreciate having a fresh, new tool with which to approach this important topic.

Jonas Taub is a mostly retired school psychologist who is looking forward to more reading, travel and music in his new role. Ψ

Notes from the Field

"New Underwear"

When I was in training at Boston University to become a school psychologist, we had a guest speaker come to class who was a practicing school psychologist. He told us about an incident he experienced that contained a very important lesson for those of us who must interpret human behavior. A teacher noticed that one of her first- graders was constantly putting his hands in his pants so she referred him to the school psychologist who asked the boy if he knew why he was putting his hands in his pants. The boy replied in the affirmative and then said that he was doing it because his underwear was too tight. After the school psychologist consulted with the boy's mother, she bought him underwear that fit and this appeared to solve the problem. It's always important that we as school psychologists get the whole story before jumping to conclusions. Of course, that holds true for everyone.

"She'll Get Another One"

I once tested an elementary school boy who told me that his parents were getting a divorce. When I expressed empathy for his plight, he said, "No problem, she'll just get another one." This is the most powerful case of obsolescence I have ever heard!

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Autism

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Use systematic sensory regrouping breaks planned into their day in a proactive way; Introduce the concept of “train my brain” to teach adaptive coping skills routines.

Social Skills and Self-Determination Narrative:

- Develop a notebook about the students that contains all of their tools, and include the student’s personal narrative in the notebook - a narrative about themselves and life, skills, talents and goals;
- Use social scripts, comic strip conversations, video modeling, and guided practice to support the student’s development of social skills with peers;
- Provide planned, systematic opportunities to practice targeted social skills, as well as consider reverse inclusion with peer role models.

A few interesting facts brought to our attention on Friday:

ASD is no longer a “low incidence” disability. According to the 2018 reports from the CDC, the current prevalence rate is 1 in 59: 1 out of 37 boys, and 1 out of 151 girls are diagnosed with ASD; that is a 15% increase in prevalence since 2012.

Did you know:

- Forty six percent of children identified with ASD have average or above average intellectual abilities.
- Co-occurrence with one or more non-ASD developmental, psychiatric, neurological, chromosomal, and genetic disorders is 83% (CDC 2014)
- Current medical research indicates a genetic component
- Current research suggests not a single condition, but rather a group of related disorders with similar symptoms but different causes
- High-functioning students with autism spectrum differences are at risk of being misdiagnosed or unidentified in the school setting.

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The Schools That Teens Want And Need An Article Review

by Leo R. Sandy

Karen Niemi (2019) wrote an article entitled *Teens Want Schools That Nurture Their Social and Emotional Development*. She began her article by stating that

Today’s students are passionate about their communities and their future, and they have a unique perspective on how high-level decisions affect the day-to-day life of the school. These insights are vital as we create an education system that will empower future generations to tackle some of the biggest challenges facing American society, such as inequity of opportunity, violence (including school shootings), and increasing divisiveness in our communities and our political life

She stressed that students who are engaged authentically in their own learning are more likely to take ownership of that learning. She said that this gives them a sense of *agency* – “the ability to make choices and take actions that affect one’s own trajectory and influence the wider world.” Agency is a partner to *voice* whereby when students are given a voice, they are more likely to follow it up with action or agency. The sequence is thought (conscious awareness of a problem and accompanying strong feelings) > language (speaking out about the problem) > action (doing something about the problem). The implications for education are evident. We must not avoid critical and controversial issues in classrooms to obtain a *pedagogy of comfort*, and we must avoid what Paolo Freire called the *banking system* of education whereby students sit passively and memorize facts presented from a *sage on the stage*. We also must provide experiential learning whereby students can connect what they are learning in the classroom to what is actually happening in the real world outside of the two-by-four (two pages of a book and four walls) classroom. Service learning is one learning strategy that has shown most promise.

Neimi stated what I have been saying for years – that we need to listen to students – their opinions and ideas on ways to solve problems

that affect them. Students are motivated and empowered when they are able to share power. We have to remember that from about age 12 on, students are able to engage in formal operational thinking as described by Piaget. They can think hypothetically, abstractly, and in a relativistic way. However, they can only do so if a curriculum promotes such thinking as in a *pedagogy of discomfort* whereby difficult topics are raised and critically analyzed (problematized).

Neimi reported on a recent survey given to high school students that focused on social-emotional learning. The survey asked students to report on the possible consequences to them if they had attended a high school that met the criteria for social-emotional learning.

Students stated that attending an SEL school does or would do the following:

- Improve teacher-student relationships (72 percent current students, 68 percent recent graduates)
- Improve relationships with friends/other students (67 percent current students, 71 percent recent graduates)
- Reduce bullying (63 percent current students, 64 percent recent graduates)
- Learn academic material (69 percent current students, 64 percent recent graduates)
- Prepare for college (76 percent current students, 69 percent recent graduates)
- Learn real-world skills for after high school (74 percent current students, 70 percent recent graduates)
- Prepare for jobs/careers (73 percent current students, 67 percent recent graduates)
- Prepare for giving back to the community (66 percent current students, 64 percent recent graduates)

When asked about how their own former schools had supported social-emotional learning, “fewer than half of young adults believed that their school did a good job helping them develop key SEL skills.”

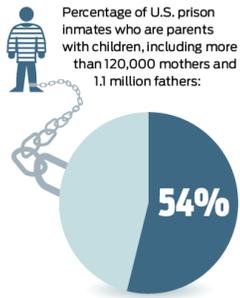
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Children with Incarcerated Parents

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their absence can have negative effects. The chart below shows the increasing rate of prisoners who have children. Over the course

Bound by blood: Children of incarcerated parents



Source: Pew Charitable Trusts, 2010

1 in every 28 children — or 3.6 percent — has a parent incarcerated. That's a total of 2.7 million children, up from 500,000 in 1980.



BY RACE

African American children
1 in 9
11.4%

Hispanic children
1 in 28
3.5%

White children
1 in 57
1.8%

of sixteen years the number increased by 79%.

DEVELOPMENTAL ISSUES

Children who have incarcerated parents can experience certain problems such as feelings of abandonment, loneliness, shame, guilt, sadness, anger, resentment, eating and sleeping disorders, poor academic performance, and disruptive behaviors. When a child's parent becomes incarcerated they often experience the same sense of loss as if their parent had passed away. This can be confusing mentally for a child because there is no grieving process, and the child does not receive the same support they would receive if their parent passed away (Harris, Graham, & Carpenter, 2010). These children also lose their sense of security, especially when their primary caregiver is incarcerated. In many cases the primary caregiver will be the mother and there are an increasing number of women being sent to prison.

One of the stereotypes our media has portrayed is that incarcerated individuals are not fit for society, or acceptable caregivers. This causes the children of incarcerated parents to not receive the support that other children would receive if they were separated from their

parent for another reason, such as divorce. Our society also has the mindset that if a parent is incarcerated, then the children will likely follow that path. With interventions and care for these children this can be avoided.

Another aspect to consider is that when a parent goes to jail there is often family restructuring. There could be a loss of income, moving, and being cared for by a relative. Incarceration can happen suddenly, and this loss of security can cause mental hardships on the child. School aged children can also experience shame or guilt at school, resulting in poor academic performance, and acting out (Harris, et al, 2010).

When parents return home from being incarcerated this will also take a toll on the child. Parents can have a hard time reestablishing their bond with the child, often feeling ashamed that they were unable to care for the child. The child can also have less respect for the parent, lowering the parent's authoritative position. When the parents return there is a restructuring time here too. Relocation, changing in caregivers, and income issues will all affect the child (Harris, et al, 2010).

intervene would be.

Mentoring for these children is an intervention where the child is given a mentor and the mentor does activities and has personal meetings with these children. Mentoring can be an awesome intervention when a child loses a parent to incarceration (Wildeman, Haskins, & Poehlmann-Tynan, 2018). A mentor can provide support, be a positive role model, monitor the child's behavior, and give the child a sense of security. This type of program is set up for children in Philadelphia geared specifically towards children with incarcerated parents. After the children and mentors had met for a year, 82% of the caregivers reported that the child had increased self-confidence, improved academically, had better behavior in school, and improved their outlook on the future (Wildeman, Haskins, & Poehlmann-Tynan, 2018).

The number of women in prison has been increasing at a rate **50% HIGHER** than men since 1980

There are many programs that are either state-run or community-run to help children with parents in prison. The goals of these programs are to help the child keep a strong relationship with the parent, develop coping strategies, and provide support for

the current caregiver of the child. Certain communities offer transportation to these children so they can visit with their parent in prison. Other organizations try to strengthen the parent-child bond by arranging for constant mail communication and videoconferencing (Harris, et al, 2010). The programs that help children cope work by trying to take the stereotype away from prison. Teaching the children that their parents made a mistake, but they are not "bad" people, can be powerful for a child to cope. In Illinois they have a program where the children of incarcerated parents meet and play games, do leisure activities, and engage in sports. The purpose of this is to teach the children that they are not alone and other children are also facing this issue. In communities where many children have parents behind bars support groups for children can occur at school. For teenagers,

Bill of Rights for Children of Incarcerated Parents

I have the right...

1. to be kept safe and informed at the time of my parent's arrest.
2. to be heard when decisions are made about me.
3. to be considered when decisions are made about my parents
4. to be well cared for in my parent's absence.
5. to speak with, see and touch my parent.
6. to support as I face my parent's incarceration.
7. not to be judged, blamed or labeled because my parent is incarcerated.
8. to a lifelong relationship with my parents.

Source: San Francisco Children of Incarcerated Parents Partnership

INTERVENTIONS

Helping professionals can provide interventions to those children who have an incarcerated parent. When choosing an intervention, the child's age, gender, and culture need to be considered (Wildeman, Haskins, & Poehlmann-Tynan, 2018). Another aspect to look at is how stressed and traumatized the child is and when the appropriate time to

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The Schools That Teens Want And Need NHASP Executive Skills Study Group Completes Another Successful Year

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- Current students presented with the same survey reported as follows:
- Knowing how to get along/work with people different than you (19 percent current students, 17 percent recent graduates)
- Feeling confident in yourself (21 percent current students, 16 percent recent graduates)
- Understanding other people's feelings/views (17 percent current students, 15 percent recent graduates)
- Knowing how to solve disagreements in a positive way (16 percent current students, 15 percent recent graduates)
- Understanding your own emotions and why you feel different emotions (13 percent current students, 14 percent recent graduates)
- Dealing with difficult situations in your life (12 percent current students, 12 percent recent graduates)
- Knowing how to deal with stress (12 percent current students, 11 percent recent graduates)

Clearly, these results represent a wakeup call and strongly indicate that high schools need to do a much better job in advancing the social and emotional development of students. Since school psychologists play a full-service role in schools, and because social-emotional development is a major focus of our work, it behooves us to lead the effort, in collaboration with others, to help make high schools places where students can develop as fuller human beings.

Neimi referred to the *CASEL Guide to Schoolwide SEL* as a manual to guide the efforts of change agents to integrate SEL into classroom instruction and academic curricula as well as “into the larger school community, informing administrative policies and practices, school climate, family-teacher interactions, and out-of-school time.”

The ultimate goal is to have students “become more engaged, more caring, and more contributing members of society.” High school faculty need to ask about the kind of adults we want our young people to turn out to be. SEL appears to be a very promising vehicle for ensuring more highly developed adults – those

who are more likely to be strong contributors to a civil society. Students do not live in a vacuum, and a curriculum worth its salt should not make that assumption.

[Karen Niemi](#) is president and CEO of the Collaborative for Academic, Social, and Emotional Learning (CASEL), which defined SEL more than two decades ago. Today, the nonprofit is collaborating with leading experts and support districts, schools, and states nationwide to drive research, guide practice, and inform policy.

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(Karen Niemi is president and CEO of the Collaborative for Academic, Social, and Emotional Learning (CASEL), which defined SEL more than two decades ago. Today, the nonprofit is collaborating with leading experts and support districts, schools, and states nationwide to drive research, guide practice, and inform policy.)

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by Peg Dawson, Ed.D.

One of the perks of a NHASP membership is the opportunity to participate in a long-running study group devoted to the topic of executive skills. We have met for more years than I can count and group members have come and gone, although there's core group that have been there from the beginning. While NHASP members are welcome, over the years we have expanded the group to include teachers, behavior specialists, school counselors, and OTs, as well as the occasional school administrator, with participants coming from both New Hampshire and Massachusetts.

In the beginning, we spent a lot of time “admiring the problem,” but in the last 3 years or so, group members have turned ideas into action, and I've come to think of the group as an “incubator” for experimenting with ways to introduce executive skill interventions into school. Just to highlight a few:

Felicia Sperry, school psychologist in the Oyster River Schools, has developed a set of “Train Your Brain” lessons for 3rd and 4th graders. She has shared her lessons, books and video links with group members. She also shares wonderful anecdotes. My favorite is her story about passing a child in the corridor at Mast Way and having the child say to her proudly, “Ms. Sperry, my amygdala is doing great today!”

Danya Sklar, a school psychologist in Littleton, Massachusetts, has been working with the 7th grade teachers at her school to put in place routines to address some of the executive skill challenges of middle school. This year, for instance, teachers agreed to post outside their classrooms (on bulletin boards, dry erase boards or with pictures taped to the window of the classroom door) lists of the materials students need to bring to class

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Children with Incarcerated Parents

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they can engage in activities to educate people about what it is like to have an incarcerated parent, and advocate for policy reforms (Harris, et al, 2010).

Filial therapy is another intervention that was studied. This included the incarcerated fathers and their children. Filial therapy is a type of play therapy; when the fathers were able to see

send someone to rehab instead of jail if they are being incarcerated due to a drug problem. Investing in substance abuse centers, and mental health centers within communities could help lower the crime rates (The Sentencing Project, 2017). This would work because substance abuse is a large cause of incarceration and mental illness is

a main factor causing substance abuse. If a parent is incarcerating training social workers, caregivers, and police on the impact it can have on a child can reduce trauma and stress. After incarceration programs could be set up to provide a smoother re-entry process for the

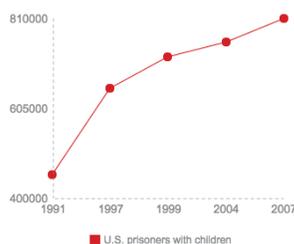
individual to lower the stress levels in the household. (The Sentencing Project, 2017).

In 2003 the San Francisco Partnership for Incarcerated Parents published the above Bill of Rights for children's physical and security needs to be met at all times.

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The number of prisoners with children under 18 went up 79% between 1991 and 2007.



their children, they were taught certain ways to play with their children. The type of play was geared towards 3-7 year olds and the goal was to strengthen the parent-child relationship. The incarcerated fathers were taught empathy and acceptance and skills to be able to encourage their children. Therapists would then provide feedback to the fathers and set goals for the next time they saw their children. This study was completed throughout a ten-week period with 16 children and their fathers, at the end of the study the children had an increase in their self-concept scores (Wildeman, Haskins, & Poehlmann-Tynan, 2018).

There are interventions that can be set up to reduce the negative outcomes of incarcerations. Alternative sentencing is an option for non-violent offenders (The Sentencing Project, 2017). This would allow the parent to stay with the child and receive the treatment that they need. An example of this would be to

NHASP Executive Skills Study Group

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that day. Students coming prepared to class has become the norm. Those same teachers, during their advisory group on Friday, have students spend 10 minutes cleaning lockers. The corridor fills with busy students, and Danya reported that “the kids with neat lockers help the kids with messy lockers.”

Dolly Powell, a New Hampshire school psychologist, has been working with the same group of kids for two years. When they were second graders, they spent time setting goals and devising strategies to improve response inhibition and sustained attention. Her work continued with the group in third grade, now focusing on mindfulness meditation practices. She emailed me a couple of months ago to say that she begins the group asking each child to name something they're thankful for (practicing gratitude is an important element of mindfulness). At one session over the winter, Dolly asked a little boy named Austin what he was thankful for. This was the child who struggled the most in second grade and for whom it took months before he was willing to commit to working on a goal (his goal: stop interrupting during math class). Austin's answer: “I'm thankful for my goals.”

Eileen Beliveau, an occupational therapist from Pelham, met with a group of middle school students with executive skill challenges over the course of several months last year. She began the group by having them all complete an executive skills questionnaire and their results became the focus for discussion and strategy generation. She said the way she began the group was by asking kids to think and talk about their executive skill strengths. These are kids who by middle school tend to feel pretty beaten down by their executive skill challenges. By focusing on strengths first, she helped build capacity and self-confidence and then the group was willing to look productively at their areas of challenge.

Although I don't work directly with kids

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In Memory of Dr. Michael R. Tramon- te, NHASP Member

by Leo R. Sandy

My first contact with Mike was in the mid 70s after I was hired as a school psychologist for the Lowell, MA school district. I had only one year of experience as a school psychologist in two small towns in New Hampshire so I was very apprehensive about my new position in a large, urban school district on the first year of Ch. 766, the newly enacted special education law. The district had several school psychologists to cover all 25 schools so that added to the bigness and complexity. In the interim, someone advised me to call Mike who was the senior school psychologist at the time. I did so to try to allay my anxiety and have several questions I had answered. When I talked to him, I found him to be very empathic, reassuring, and encouraging, and afterward I felt a huge burden had been lifted from my shoulders. I think I could have even tried to climb Mt. Everest based on the self-confidence I gained from our short conversation. He was so down-to-earth and receptive. He answered all my questions and offered any support and help that I might need when the new school year started. His kindness and optimism are just what I needed at the time. I worked with Mike for almost 10 years and he was every bit the person I expected him to be. He was a consummate professional, a great collaborator, and one of the most caring and compassionate persons I had ever met. Any time a problem came up, I would ask myself, "What would Mike do", and that would usually solve the problem. Mike was also a very selfless person who always put others first and asked about how his colleagues and their families were doing. He was a spiritual person never talking about his religion but always walking it. Service was a huge part of Mike's life beginning with a tour in the military and then going on to becoming a crisis counselor for the Red Cross Disaster Unit that covered natural disasters around the country. In response to a crisis, Mike would drop everything and go where there was a need. I can only imagine how comforting he was to those who lost



1943-2019

relatives, pets, homes, and possessions. We both got our doctoral degrees at Boston University but not at the same time. His research focused on married, resigned priests. He held the position that these priests should be brought back to the church to continue their work as they would bring something very positive to and missing from the church. I had left the Lowell School District in 1983 and then began teaching at Rivier University in 1984. Sometime after that, Mike retired from Lowell and joined me on the faculty at Rivier where he was a beloved and highly respected professor. Despite the fact that he taught for only a few years, he was granted emeritus status when he retired. My wife and I have maintained contact over the years with Mike and his wife Josephine ("Jo"), often meeting once a year to have lunch. Mike was most pleased about our annual Lowell Special Education reunion started two years ago. Mike and Jo raised two wonderful children, Michael Jr. and Michelle. Someone like Mike who has touched so many hearts and minds is not easy to part with but our memories of him will sustain those of us he affected. He left the earth a better place because of his presence and actions here. He also left a bit of himself in his family members and those he served in crises or in the classroom and community, as well as those fortunate enough to have had him as a friend and colleague. Ψ

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for the most part, I work with schools and teachers around the country and am able to share what I've learned from all the dedicated teachers out there putting ideas into practice. My favorite story this year came from Sandy Moldonado, a 6th grade English teacher at a private school in Texas. She turned her most challenging class around by explaining to them "goal directed persistence" and having each student name the grade they wanted to earn in her class the 3rd marking period. She then helped students identify obstacles that might get in the of them achieving their goal as well as strategies to overcome the obstacles. She reported in an email to her learning specialist: *It has now been 9 weeks since you introduced me to the idea of goal-directed persistence. The results I have seen in this class are phenomenal. They are now the most on-task class with the highest percentage work completion rate and 90% of the students consistently come to class prepared. For Quarter 3, I had no failing grades in this class and 85% of that class achieved their grade goal on their summative.*

These are just a few examples of the wisdom and experience shared by group members. The group meets every 6 weeks or so during the school year at the NEA-NH offices in Concord. If you would like to join the group next year, email me (dawson.peg@gmail.com) and I'll put you on my meeting notification list. I'll put together next year's schedule some time in August. All are welcome!

Ψ



Children and Visual Media

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of deregulation. When our children are so distracted from these problems because of their preoccupation with visual media, they will not develop to be the problem-solvers of the future. One of the saddest things I witness on a regular basis is children texting or engaged with their tablets while in restaurants and other places. Instead of having conversations with their parents, they are living a life of missed opportunities. I recommend that parents listen to the song, *Cats in the Cradle*.

When children are engaged with visual media, the question becomes what are they not doing? They are not playing board games with family members, not playing outside, not reading, not imagining, not creating, not developing social skills and not caring about anything important. (http://kidshealth.org/parent/positive/family/tv_affects_child.html)

“For the past 20 years, studies have linked excessive TV viewing to childhood obesity, poor brain development, lagging educational performance, sleep disturbances and diminished physical activity” (<http://news.discovery.com/tech/is-television-harmful-for-children.html>)

People are quick to blame teachers for our lagging national achievement scores but they don't consider what teachers have to work with and the kinds of kids that are being sent to school every day unprepared to do the tasks required of them. It is impossible to keep a boat afloat when more water is going into it than is being bailed out of it. All one has to do is look at the practices of effective parents to see what needs to be done. These parents spend quality time with their

children, eat at least one meal a day with the entire family, engage in table conversation, read with their children, have strict TV rules, supervise homework, do not overstructure their children's lives, play with their children, know their children's friends, have reasonable and enforceable rules for the family, balance nurturing with demandingness, explain things to their children, and watch TV with their children helping them process what they are watching. They value education and transmit those values to their children. They are also involved with their children's education. There is just no substitute for good parenting.

The future of our society and planet is dependent upon the quality of the children produced. Unless we put limits on visual media for children – not only what they watch but how often they watch it - we could be courting disaster, and such disaster will be gradual and less noticeable and therefore all the more insidious. The worst thing is that, like mass shootings, the erosion of intellect and imagination will become normalized.

Readers may say that these things are well known so why bother repeating them but unless they are repeated, they will fall out of consciousness, and with that will involve a lack of action to deal effectively with the problem. School psychologists can do their part by providing workshops for parents, writing articles in their school newsletters, contacting their legislators, running for political office, speaking to school boards, and developing media literacy programs. Silence is the voice of complicity.

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Children and Visual Media

by Leo R. Sandy



A recent CNN reported that “screen time has more than doubled for children under 2 years old since 1997; a study published Monday in the journal *JAMA Pediatrics* found, with time spent in front of a TV as the main driver despite a changing screen landscape” (<https://edition.cnn.com/2019/02/18/health/kids-screen-time-tv-study/index.html>).

Visual Media have affected children in both positive and negative ways. When appropriately used, visual media (TV, video games, etc.) can enhance learning. When used in excess and/or with inappropriate content, they can also destroy imagination and creativity and prematurely expose children to inappropriate content. When used in balance with other activities such as physical play, drawing, reading, talking and spending time with family and friends, the negative side effects of these media can be minimized. I remember testing a child who told me that he never went outside once during a Christmas vacation. All he did was watch TV and play video games the entire time. I'm sure his parents would not classify this case as child neglect or abuse but, in a sense, it may border them. Given the lack of movement associated with visual media, it is no wonder that childhood obesity has reached epidemic proportions. Society pays dearly for the unwitting mistakes of many parents such as the cost of providing medical care for childhood diabetes that extends to adulthood. Another problem with visual media is that they prevent the development of imagination and the ability to fantasize aggression. Because of its visual nature, these media leave nothing to the imagination, and when imagination isn't exercised, it just doesn't develop. Imagination serves as a filter for impulses and when such a filter is weak or nonexistent, impulses like aggression get expressed directly and unmuted. Thus, the rash of school shootings that have plagued our society in recent history (for which there seems to be no end in sight), as well as other forms of violence, should come as no surprise.

This is not to say that visual media are the primary cause but they appear to play a large role. For the past 8 years, congress has not even addressed the epidemic of gun violence in fear of offending the NRA. Radio, books, and even Hitchcock horror movies all have provided for the development of imagination but these things are either relics of the past or becoming so as in the case of books and the coming demise of newspapers. Today's children are exposed to fast moving visual images and sound bites that they cannot process because of the rapidity of exposure. This leads to fragmented and superficial understanding of things, and decision-making that is based on missing information and perception. In terms of video games, the violence is over the top, leaving nothing to the imagination. For example, people are decapitated with blood gushing from the place their heads once were. With video games, as the games get more complicated, more deadly weapons are introduced, and when the player has reached the highest level of the game with record kills, the next level of the game could involve real human victims. In these games, violent behavior is either rewarded or not punished thereby initiating the modeling process for its viewers. I refer to Bandura's research in this regard. Col. Grossman, a retired Army Ranger and expert on videogame violence, has asserted that we are teaching our children to become killers given that the video games children play are similar to the ones the military uses to train soldiers to fire their weapons on the battlefield. However, the military video games have safeguards such as losing points for killing civilians. The video games children play have no such safeguards.

Basically, children spend too much time with visual media because it keeps them distracted and out of their parents' hair thereby easing the difficult work of parenting. What parents don't understand, however, is that these strangers in their house are molesting their children albeit in a seemingly innocent way. “The American Academy of Pediatrics (AAP) recommends that kids under 2 years old not watch *any* TV and that those older than 2 watch no more than 1 to 2 hours a day of quality programming” (http://kidshealth.org/parent/positive/family/tv_affects_child.html). Kids Health reported that

two-thirds of infants and toddlers watch a screen an average of 2 hours a day

kids under age 6 watch an average of about 2 hours of screen media a day, primarily TV and videos or DVDs

kids and teens 8 to 18 years spend nearly 4 hours a day in front of a TV screen and almost 2 additional hours on the computer (outside of schoolwork) and playing video games

The first 2 years of life are considered a critical time for brain development. TV and other electronic media can get in the way of exploring, playing, and interacting with parents and others, which encourages learning and healthy physical and social development.

Children who consistently spend more than 4 hours per day watching TV are more likely to be overweight.

Kids who view violent acts are more likely to show aggressive behavior but also fear that the world is scary and that something bad will happen to them (today, school psychologists report that anxiety among children is on the rise).

TV characters often depict risky behaviors, such as smoking and drinking, and also reinforce gender-role and racial stereotypes

As kids get older, too much screen time can interfere with activities such as being physically active, reading, doing homework, playing with friends, and spending time with family (http://kidshealth.org/parent/positive/family/tv_affects_child.html)

Another negative outcome of excessive exposure to visual electronic media by children is their disconnection from nature. At a time when rain forests are being destroyed all over the world, when air and water are continually being polluted, when animals suffer horribly from factory farming conditions, and when food is mass-produced, it is of critical importance that children be reconnected to nature and help solve some of the problems that the degradation of nature is causing such as high cancer rates and asthma. Unless children's conscious awareness is raised about these issues, they will, as adults, keep looking the other way as big corporations dump toxic materials into our rivers and air in the name

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July 15	Summer
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