




**The Power of One: Connecting with Students, Making a Difference**

ISCA/ISPA Conference 2016

Dr. John Kelly  
NASP President-elect

**NASP**   
NATIONAL ASSOCIATION OF  
SCHOOL PSYCHOLOGISTS



I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.

(Brené Brown)

**NASP**   
NATIONAL ASSOCIATION OF  
SCHOOL PSYCHOLOGISTS

*Helping Children Thrive • In School • At Home • In Life*

## Relationships are Different from Interactions

### Relationships:

- Have emotional connections
- Endure over time
- Have special meaning between the two people
- Create memories and expectations in the minds of the people involved

**NASP**   
NATIONAL ASSOCIATION OF  
SCHOOL PSYCHOLOGISTS

*Helping Children Thrive • In School • At Home • In Life*

## Research Findings on Early Social Emotional Development

- Babies are born to connect with other humans.
- Babies discriminate sounds of language very early.
- Babies recognize their parents' voices.
- Babies seek physical and emotional equilibrium.
- Babies are predisposed to signal their needs to someone who will help them survive.
- The infant's early brain development is designed to connect the newborn with other human beings around him who will provide care.
- The brain grows through the experiences the infant has with the world. Parents and other important adults are that world.

## Function of Attachment

- Survival, safety, and protection
- Support and a secure base for the development of:
  - Cognitive development
  - Ego/sense of self
  - Resilience
  - Bonding
  - Self-regulation
  - Social development

## Three Major Elements of Social Emotional Wellness in Children



- Forming close and secure relationships
- Experiencing, expressing, and regulating emotions
- Exploring the environment and learning

## As School Psychologists and School Counselors

- The relationships that we build with children, families, and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.
- Parents and other colleagues are critical partners in building children's social emotional competence. We should all work together to ensure children's success and prevent challenging behavior.

## Benefits of Positive Relationships for Children with *Challenging Behaviors*

- Children with the most challenging behaviors especially need these relationships, and yet their behaviors often prevent them from benefiting from those relationships.
- Adults' time and attention are very important to children, and we need to be sure that we are giving them that time and attention at times other than when they are engaging in challenging behavior.

## Jennifer Tachell, ISCA Newsletter Winter 2016

- “Sometimes the safety of a predictable routine and a relationship with a caring adult in the building are the only things that get a struggling student out of bed and through the doors of the school.”

## Emotional Bank Account – Steven Covey

- All relationships have a kind of imaginary “emotional bank account.”
- When you do something to make another person feel good, you make a deposit.
- When there is conflict, the relationship feels less positive. At least one person feels less connected. This would be a withdrawal from the emotional bank account.
- As long as the overall total, or “balance”, of your account is positive over time, you will feel close, or connected, to the other person.

## Making Deposits with Children

- How do you build relationships with the children in your school?
- Think of the children with challenging behaviors you currently have or have had in the past – how can you make deposits with them?

## Responsive engagement

- Builds on respectful relationships and sensitivity to the uniqueness of each child and family
- Requires understanding that the most effective learning experiences are based on children’s strengths, abilities and interests
- *Characterized by a caring presence*

## Attuned Engagement

- Is a characteristic of a responsive relationship
- Involves alert awareness, being receptive and connected to both individuals and the group and responding accordingly

## In Practice

Respectful relationships and responsive engagement occur when professionals:

- demonstrate cultural competence in their interactions with children and families
- give priority to warm, respectful relationships between professionals and children
- ensure that children experience continuity in their experiences and relationships

## In Practice (cont.)

- Encourage and support children to have respectful relationships with other children and to teach and learn from each other
- Interact with children to extend their learning in a variety of ways
- Listen and respond to children with full attention

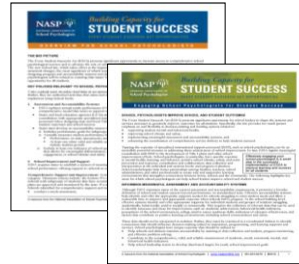
## Making Individual Deposits

- Call a child's parent in front of them to say what a great day she is having or send home positive notes.
- Call a child after a difficult day and say, "I'm sorry we had a tough day today. I know tomorrow is going to be better!"
- When a child misses school tell him how much he was missed.
- Write on a t-shirt all the special things about a given child and let him/her wear it.
- Play with children, follow their lead.
- Acknowledge children's efforts.
- Give them the gift of your time.



All Aboard the ESSA Train!

## Every Student Succeeds Act (ESSA) Implementation Resources



- Significant opportunities for school counselors & school psychologists
  - Emphasizes mental health, school climate and safety, MTSS, and comprehensive assessment/accountability
  - Resources include handouts for SPs and decision-makers, podcasts, funding opportunity information, etc.
  - **SP & SC involvement in state and district policy and regulatory decision-making is critical**
- <http://www.nasponline.org/essa>

### Key ESSA Definition: *Specialized Instructional Support Personnel (SISP)*

**Specialized Instructional Support Personnel** means "(i) school counselors, school social workers, and school psychologists; and (ii) other qualified professional personnel... involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services ...) as part of a comprehensive program to meet student needs."

- Replaces "pupil services personnel"
- Is intended to reflect the similarities between pupil services (as defined in ESEA) and 'related services' as defined by IDEA
- ESSA explicitly references (and in some cases mandates) specialized instructional support personnel and services more than 40 times in policies regarding state and district school improvement plans; identifying and supporting students most at risk of school failure; improving student literacy; addressing school climate and school safety; supporting the mental and behavioral health of students, among others.

### Key ESSA Definition:

*School Based Mental Health Services Provider*

- **School-based mental health services provider:**  
"...includes a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents.

**NASP** NATIONAL ASSOCIATION OF School Psychologists

# ESSA in Idaho

Supt. of Public Instruction Sherrri Ybarra  
(September 2016)

**August 2016**

- accountability system – new agreement during the August 2016 State Board meeting
- IDE will give feedback to the USDOE on its proposed regulations for some sections of the law, including planning and accountability and assessment.
- IDE is working to draft State Plan.

**October 2016**

**IDE will Publish Draft**

- The IDE is partnering with the OSBE, will continue to give feedback to the USDOE on proposed regulations, starting with assessment regulations.
- IDE will begin to draft plan to take children and begin seeking feedback on the **IDE State Plan**.

**December 2016**

- IDE will hold public feedback forums across the state of Idaho to get feedback on the **IDE State Plan**, and incorporate that feedback where possible.

**January 2017**

- IDE will open the plan for public review in December 2016 or January 2017.
- IDE will seek plan approval at the State Board of Education meeting in December 2016 and from the Governor's Office.

**February-April 2017**

- IDE will incorporate feedback where appropriate and submit the final plan for approval to the State Board of Education.
- IDE will then submit the final plan to USDOE in March 2017. IDE will have back from the USDOE within 30 days.
- After incorporating feedback from USDOE, Idaho's plan will be approved and go into effect July 1, 2017.

All current posted information can be found on the Idaho State Department of Education's IDE website.

## Don't be left at the station, get your seat on the train

Thank you for being on this journey with me!

“TOO OFTEN WE UNDERESTIMATE THE POWER OF A TOUCH, A SMILE, A KIND WORD, A LISTENING EAR, AN HONEST COMPLIMENT, OR THE SMALLEST ACT OF CARING, ALL OF WHICH HAVE THE POTENTIAL TO TURN A LIFE AROUND.”  
— LEO BUSCAGLIA

jkellyphd62@gmail.com

# NASP

Helping Children Thrive • In School • At Home • In Life