Volume 38 Issue 2 WSASP.org Spring 2017

Mission Statement: Uniting school psychologists to support all students through advocacy, leadership and professional development.

Vision Statement: School psychologists are an integral and dynamic force in fostering student success

WSASP

SCOPE

WSASP

WSASP President
SCOPE Editor
Dr. Laurie Harrison

Content

President's Message	Page 1
WSASP Spring Lecture Series	Page 3
Why I love being a School Psychologist	Page 4
Update: Governmental and Public Relations Committee	Page 5
Update: Mental Health Committee	Page 6
Letter to the Editor: Discrepancy vs. Professional Judgment: Enlightenment on the Highway	Page 8
How to Contact your Area Representative	Page 9
Third Annual Summer Institute for Secondary Psychologists	Page 10
Proposed New Disorder for the new DSM— Educational Staff Associate Disorder (ESAD)	Page 11
Review of Clock Hour Procedures	Page 12
Research Request on Suicide	Page 12
2017 WSASP Fall Conference	Page 13
Nominations for Fall Conference Awards	Page 14
Upcoming WSASP Elections	Page 16
WSASP Leadership	Page 18

Attention Members:

WSASP & WEA working together to build contract language for school psychologists throughout the state of Washington. See President's Message for details.

President's Message

The true realities of being a "boots on the ground" school psychologist is generally at odds with our true passion to effectively support children in school. It is clear to me that we are in the situation that teachers were at one time, when they were expected to take care of every aspect of school. But with strong advocacy from an educational union, many of those duties were handed off to support personnel. Teachers today, may have multiple preps, but the expectation is that they are paid to teach. There have been many days, I wished I was being paid to be a school psychologist, and then had the opportunity to do so.

I am truly excited that I have had the opportunity as your president to advocate for you and our profession this year. I have hope on multiple fronts. First, through our ESA Behavioral Health Coalition, we have had the opportunity to present to the state associations for administrators and school board members. In addition, on

(Continued on page 2)

President's Message continued

February 28th, I, and several members from WSASP, Tracy Pennington, President-Elect, and our Governmental and Public Relations (GPR) Co-Chairs, Carrie Suchy and Sherri Bentley met with Superintendent Chris Reykdal, Michaela Miller, Deputy Superintendent , Mona Johnson, Director of Student Support and Doug Gill, Assistant Superintendent for Special Education. We had requested the meeting to discuss school psychologists, our roles in the school, the need for social-emotional curriculum/training, and possible funding sources which include Title IV, and Medicaid. Superintendent Reykdal was supportive and action-oriented. Mona Johnson became our liaison, and put us into contact with Shanna Muirhead, Program Manager, School-Based Health Care Services (SBHS) at the Health Care Authority (HCA) and Andrea Cobb, Executive Director for OSPI's Center for Improvement of Student Learning (CISL). We met on April 3rd, and truly had an excellent discussion regarding school psychologists, some of our challenges, and the process to accessing more funding. Ms. Cobb has been tasked to develop a protocol for Integrated Student Support Services. Our work on the ESA Behavioral Coalition had already made it into the private meetings at OSPI, and has helped structure the dialogue about who we are and what we bring to the schools. I know, I hear frequently from school psychologists that they would like the expanded role, but, there is truly no time to implement and/or sustain this role. Which brings me to another front in which I feel hope.

I had the opportunity to address contract language for school psychologists at the 2017 Washington Education Association (WEA) Representative Assembly, April 16th. Referenced below is the exact verbiage. My intent had multiple prongs. First, to provide the opportunity for every school psychologists (not just WSASP members) to have voice regarding good contract language. Second, that these results could provide an overall "rule of thumb" to guide district associations. Third, the survey could individually address contract language that school psychologists would like to have in their own respective districts. Fourth, raise awareness and initiate (for most districts) an actual conversation between educational association presidents with their own school psychologists. Fifth, to utilize the resources of WEA to support members who have been paying dues for years. Finally, for WSASP to build a stronger working relationship with WEA.

Here is the following language that passed:

> "The WEA will work directly with the Washington State Association of School Psychologists (WSASP) to jointly develop a survey regarding contract language for school psychologists across the state of Washington. This would include, but not be limited to, reviewing the WSASP draft survey, providing advice on survey language, and them implementing the survey. The goal is to survey every Washington school psychologist, with the support of education association presidents, by October 30th, 2017.
>
> Aggregated survey returns will be used to provide statewide recommendations regarding contract language for school psychologists, no later than January 15th, 2018.
>
> Using existing media WEA will share these results with respective education association presidents, and other interested members, so the data can be used during contract negotiations."

Our state association is very clear about the trials and tribulations of being a school psychologist. We know about work load issues, the need for ongoing professional development opportunities, advocating for solid legislation and continuing to build collaborative relationships with pertinent stake holders. Remember, although we small in size, with focused intent we can change world.

The Spring lecture Series is available online , so even if the dates have passed you can still accumulate clock hours for all sessions!

The Washington State Association of School Psychologists

is pleased to announce the

2017 Spring Lecture Series

- All talks will be live. This allows for interaction that leads to a higher level learning experience; you can ask your questions in real-time.
- The series cost has been reduced, consistent with our mission to bring the best possible professional development to our members.
- GoTo Webinar will continue to be used. You can access this system on your computer, tablet, or phone.
- We have limited the talks to four days to help reduce the impact of the talks on your schedule. 3 hrs. per session, 24 total clock hours.
- These are NASP approved clock hours; WSASP continues to be a NASP approved professional development provider.

Abstracts will be available shortly on website (www.wsasp.org)

Registration Type	*Fee*
WSASP Members:	$200
Non-WSASP Members:	$300
School Psychology Students	$75

Date	*Time*	*Presenter*	*Topic*
January 27, 2017	9am-12pm	John Murphy, Professor of Psychology University of Central Arkansas	Solution-focused Counseling in Schools (Part I)
	1pm-4pm	Steve Hirsch, School Psychologist Shoreline School District	School Psychology in the 21st century: Objective data/Subjective Decision-Making
February 17, 2017	9am-12pm	Carolyn Buzanko, Clinical Psychologist Koru Family Psychology (Alberta, Canada)	ADHD Assessment
	1pm-4pm	John Murphy, Professor of Psychology University of Central Arkansas	Solution-focused Counseling in Schools (Part II)
March 24, 2017	9am-12pm	Linda Raffaele Mendez, Associate Professor of Psychology University of South Florida	CBT Techniques in Schools
	1pm-4pm	Kathy McNamara, Associate Dean, Prof. of School Psychology Cleveland State University	MTSS Implementation
April 21, 2017	9am-12pm	Kevin Kalikow, Psychiatrist New York Medical College	Medications and Diagnoses Commonly seen in Schools
	1pm-4pm	Jennifer Rose, School Psychologist Loyola Community & Family Services, Chicago	SEL Screeners

What I love about being a School Psychologist

Rosalie (Jenny) Marsh, M.A., Area Rep. 10
School Psychologist of the Year
Othello School District

I was drawn to school psychology because of the experience I had working right after graduation (1980) at a residential facility for children with disabilities. I would administer academic tests to the students to update Individualized Education Plan goals. During my Master's program, I was exposed to the tests used by special education teachers as well as school psychologists. I did not become a school psychologist until 20 years later when our district saw a need for another school psychologist to better serve the needs of our students. I was accepted and earned an endorsement through the Eastern Washington University/Washington State University consortium. There are many aspects of school psychology that I enjoy, but what I love about this profession is the continuous learning from other professionals, our school psychologist organizations, and from the students, teachers and parents that we interact with on a daily basis. These contacts make it easier to want to work as a school psychologist.

Laurie Engelbeck, Ph.D., NCSP, Area Representative 1C
Issaquah School District

I love that this job is a good fit with my love of helping students, my fascination with psychological assessment and my Obsessive Compulsive Disorder tendencies. I love working with my teams, the collaborative problem-solving process, and constant learning. This job is never boring. Each evaluation is like trying to solve a mystery. Every year there are new students to get to know, new challenges, and many opportunities for creative thinking. And then, when I am getting burned out and don't want to do anymore evaluations, the end is in sight and we get a break. My advice to other school psychologists: Develop systems to stay organized (it helps if you have a little OCD), and reach out to other colleagues for support and advice, both in your building and among other school psychologists. This job is too hard to try to do it all alone!

We need a Webmaster to support our website - wsasp.org

If interested please email contact@wsasp.org

All registration fees for professional development provided by WSASP will be paid for, which includes Fall Conference, Spring Lecture Series and the Secondary Summit

A Message from your Governmental and Public Relations Committee

By Carrie Suchy, NCSP, SPAN Representative, WSASP GPR Co-Chair

Since we last spoke to members at the 2016 WSASP Fall conference, the GPR Committee has been busy. Between federal and state legislative activity, election results, mailing post cards, and working on the ESA Behavioral Health Coalition, there has been a lot to do.

At the 2016 Fall Conference members filled out over 200 post cards to their not-yet-determined elected representatives! GPR worked after the election results to get all of those addressed to the appropriate representatives, as well as the new Superintendent of Public Instruction and Lt. Governor. When the legislative session began, GPR was busy watching bills proposed, and following movement of bills identified as points of interest for WSASP members. We are now working to prepare materials to mobilize membership to respond to specific bills that are still active in the House or Senate. We had a very encouraging meeting with Superintendent Chris Reykdal and a team of his staff recently. See the President's Message by Laurie Harrison in this issue for more information about our meeting. WEA has assigned a lobbyist to help the ESA Behavioral Health Coalition, and she works with us as well to make sure we are as effective as we can be. She recently said that this legislative session, which is scheduled to end in April, will likely go through to June, so be prepared for a long session.

Sherri Bentley (GPR co-chair, a past president of WSASP, and Co-Representative for Area 5) and Alex Franks-Thomas, (a member of GPR and the other Co-Representative for Area 5) planned an amazing first annual Statewide Week of Action, culminating in a Hill Day in Olympia on Friday, March 17th. This event provided daily advocacy actions that could be done at home, and made available training on how to advocate effectively via a webinar or an in-person training. As we continue our advocacy work this session, bills of interest to members are described on the Advocacy Action Center page, as well as regularly updated information on where each bill is in the process of becoming a law, and the GPR's plans on how to respond to each bill.

Nationally this has been a busy few months as well. The National Association of School Psychologists (NASP) is in regular contact with GPR through our President and myself as the School Psychology Action Network (SPAN) representative. NASP has requested our participation in work focused around the Every Student Succeeds Act (ESSA) bill. Initially it regarded passing it in the last session, and now fighting to defend it. Senator Murray worked hard to pass this bill and continues to work for us in defending it. More recently, NASP has asked that we respond to threats to Medicaid funding represented in the healthcare replacement bill that was recently considered.

Meanwhile, the ESA Behavioral Health Coalition, members of which presented at the Fall Conference, is hard at work educating various stakeholders about the value of our positions, and a collaborative model of services. We have representation on an OSPI workgroup focused on Integrated Student Support Services. Erin Romanuk, President of School Social Workers, is a member of the ESA Behavioral Health Coalition. We presented at the state associations of administrators and school board members, and most recently at the School Nurse's conference. In addition, we are preparing to present a the OSPI Student Support Conference in May. The Coalition is also working on the next step for this group, or phase two, where we hope to focus more on how to build effective collaborative groups between ESA Behavioral Health providers in addition to continuing to advocate for appropriate working conditions and the supports that our students need. We support one another on legislation of interest to one another, as we know our voice is louder when we work together.

Please visit the Advocacy Action Center at WSASP.org, like WSASP on Facebook, and join the WSASP group on Facebook for regular updates and action requests! If you have any interest in participating in GPR further, please email gpr@wsasp.org.

Mental Health Committee

Tricia Parker, M.Ed., NCSP, ABSNP, 2016 Best Practices: Intervention
Toppenish School District

The Mental Health Committee was formed last spring and since has adopted mission statements in alignment with the National Association of School Psychologist's position on our expanded role regarding the delivery of mental health in the school-based setting. We have educated the membership about this committee through two SCOPE articles and a joint presentation at the 2016 Washington State Association of School Psychologists (WSASP) conference in Skamania along with members of the Professional Development (PD) committee and Government and Public Relations (GPR) committee.

As the last SCOPE article addressed, there seems to be confusion and frustration by members as to what an expanded role in the delivery of mental health actually looks like, or could look like, especially with so many existing barriers limiting our professional practice in direct student services. What I have personally tried to do the past year as chairman of this committee is to understand the efforts/ positions of other committees surrounding this topic including PD, GPR, and Ethics. An enormous amount of work has been done, and continues to be done, especially by the GPR committee with its fierce advocacy for social-emotional learning and the Integrated Student Support Services model. Integrated Student Services (ISSS) is truly an effective best practice as an in-house wrap around model. This model currently exists in my area through Catholic Family Services but is very difficult to access.

As WSASP continues to discuss and moves towards a more unified understanding of an expanded role, it would be possible now for a School Psychologist's practice to include the ISSS model as presented by the GPR Committee at WSASP and elsewhere around our state. This model is well within the scope of our current practice and our collective and individual trainings as Educational Staff Associates, and versions of this model currently exist and are in practice in some districts and schools around our state. Our professional development efforts may want to focus on this model and how we can advocate for funds from the Every Student Succeeds Act (ESSA) in implementing it at a district level and individual buildings.

Perhaps there are members who believe we need to be offering more than the above mentioned model, including direct student support. I am not one who advocates for an expanded role in mental health delivery beyond the scope of our training and ethics. In other words, I do not believe a School Psychologist should be offering direct counseling/therapy in which establishing a therapeutic alliance is the end goal, whether or not there is a clinical diagnosis in mind. There are serious ethical obligations that would take consideration and extensive training. I wholeheartedly encourage all School Psychologists to work toward an understanding, developing more comfort with, and making a commitment toward, interfacing with our licensed mental health colleagues within our communities -- including psychiatrists, psychologists, mental health counselors, independent social workers, and psychiatric nurse practitioners. Such consultation and interfacing would be consistent with a working ISSS model.

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Letter to the Editor

Discrepancy vs. Professional Judgment: Enlightenment on the Highway

Steve Hirsch, PhD, NCSP, Area 3 Co-Rep, Shoreline School District

Over the past 30 years or so as a school psychologist I have received and read many e-mails, the most common of which asks the question, "When are we supposed to use Professional Judgment?" I (along with other, more knowledgeable folks) have recently authored a guidance paper that appears on the Washington State Association of School Psychologists (WSASP) website. While we didn't get it wrong, the guidance paper perpetuates the notion that there is "professional judgment" for eligibility ala Washington Administrative Codes (WACs). Somehow this type of Professional Judgment is different from the professional, or maybe 'clinical' judgment, that is used in our everyday decision-making. The guidance paper makes a point of noting that there are three instances where the WACs refer to Professional Judgment; the implication being that those are the only times Professional Judgment is to be officially implemented. Our traditional notion of Professional Judgment is that it is primarily used when our 'discrepancy criteria' doesn't match our observational data (be it from teachers, ourselves, or state assessments).

Well, while driving to work (that's usually where my epiphanies surface), it dawned on me that we are perpetuating a myth; the myth being that Professional Judgment is to only be used officially (when the category of Specific Learning Disability eligibility is at stake), when our multiple sources of data don't match the discrepancy table criteria. I believe that Professional Judgment is Professional Judgment, be it when you decide on eligibility, decide which test of cognitive functioning you choose to use today, or even decide if a student response should be queried. Professional Judgment is used EVERY single time you make a professional decision! There is no qualitative difference between the Professional Judgment you use when determining eligibility and the Professional Judgment you use when you decide to give both parent and teacher a Behavior Assessment Scale of Children (BASC) form.

Plain and simple, Professional Judgment is when you incorporate all available data to make the best decision possible. The more data you collect, the more likely it is that there will be conflicting data somewhere in your stack. It is always your and the team's responsibility to prioritize the available data with some sources trumping other sources.

So, when you are about to pen an e-mail (do you 'pen' e-mails?) asking if a particular 'case' is one that should be resolved with Professional Judgment, my answer is 'YES' - no matter the particulars.

(Continued on page 9)

Letter to Editor of Scope: Discrepancy vs. Professional Judgment: Enlightenment on the Highway

As an aside, think about it - if your student's discrepancy meets the eligibility criteria in, say, math but their grades have been good, their state standardized test scores are at standard, and all data from the achievement standardized testing would indicate no need for Specially Designed Instruction, would you still provide them with a math Individualized Education Plan (IEP)? Of course not: the achievement measure was superfluous in this case. So what about the converse? The discrepancy criteria is not met but the student has never achieved a passing grade in math (and is, in fact, taking algebra and failing for the 2nd time despite an additional algebra support class), has never passed a state standardized test (even at level 2), and indicated that he never understood math despite good reading and writing skills. It was always JUST math! Would you argue to place this student in special education with a math IEP? I would. My comprehensive data makes the standardized achievement testing superfluous. Bottom line: comprehensive data trumps standardized test results in all situations. The standardized testing is superfluous. Its all Professional Judgment!

How To Contact Your Area Representative

Area Represented	Name	Email
1 A	Annemarie Hutson & Ashley Burchett	Area1A@wsasp.org
1B	Jo Callaghan & Melanie Hodapp	Area1B@wsasp.org
1C	Susan Fischback & Laurie Engelbeck	Area1C@wsasp.org
1D	Steve Gill & Rebekah Hereth	Area1D@wsasp.org
2	Danielle Howell-Hanson	Area2@wsasp.org
3	Gail Omdal & Steve Hirsch	Area3@wsasp.org
4	Jill Davidson & Donna Guise	Area4@wsasp.org
5	Alex Franks & Sherri Bentley	Area5@wsasp.org
6	Justin Smith & Kelly Horowitz	Area6@wsasp.org
7	Gahlya Auel	Area7@wsasp.org
8	Elizabeth Willis & Kim Rockey	Area 8@wsasp.org
9	Chris Smead & Michael Kirlin	Area9@wsasp.org
10	Jenny Marsh & Valerie Herron	Area10@wsasp.org

Third Annual Summer Institute for Secondary Psychologists

Friday Aug 18 at the beautiful Sun Mountain Resort in Winthrop, WA

After two successful institutes, we are going for three. Isn't it about time that you went to a conference where the workshops focused on issues that we secondary School Psychologists worry about and deal with? Imagine spending the day with psychologists who share the same concerns you have: graduation, discipline, 504 plans, transitions, long-term impact of early trauma, and designing multi-tiered systems of support with teachers who are primarily concerned with delivering their content (be it Biology or Geometry). And imagine doing this in a beautiful 4-star resort each year!

2017 Workshops

1. ***Restorative Justice- an alternative to suspension/expulsion***

Nicholas Bradford- Founder, National Center for Restorative Justice - 9:00 a.m. - 12:00 p.m.

Nicholas Bradford is passionate about conflict. He doesn't view conflict as a bad thing, but as an opportunity to dive deep into the root causes and develop some skills around how we deal with conflict in our daily lives. He's had years of experience working with youth around conflict. He has taught in behavior programs in schools, worked with young men returning from prison, and has built and facilitated ropes course experiences.

Are you tired of seeing your students with IEPs routinely suspended or even expelled? There are alternatives! This workshop will not only introduce the concept of restorative justice but address the issues around implementing such a model. Mr. Bradford currently is working with several districts in the state (Seattle, Highline, Tacoma) to implement such models.

2. ***An in-depth discussion around the Manifestation Determination*** **- 1:00 p.m. - 4:00 p.m.**

Carl Corbin, General Counsel, of the public law firm School and College Legal Services of California.

The objectives of this presentation will be to review the laws and regulations pursuant to the federal Individuals with Disabilities Education Act ("IDEA") with a detailed discussion of discipline for special education students and the appropriate completion of a manifestation determination meeting. The workshop will be delivered through the use of a Power Point presentation; excerpts from legal decisions and other supplemental materials will also provided.

Breakfast and lunch will be provided.

Registration: on-line soon at www.wsasp.org. WSASP MEMBERS, Please log into your account/renew your membership in order to register at the member rate.

- General Registration (non-member): $200
- General Registration (WSASP member): $100
- Student/Retired (non-member): $75
- Student/Retired (WSASP member): $40

7.0 Clock Hours available: Free for WSASP members,

COMMENTARY

PROPOSED NEW DISORDER FOR THE DSM – Educational Staff Associate Disorder (ESAD)

By: Phil Koester, WSASP Ethics Chair

Educational Staff Associate Disorder (ESAD) will likely fall under the category of personality disorders.

Professionals have supported the inclusion of this disorder in the next Diagnostic and Statistical Manual of Mental Disorders (DSM). Please make public comment before 2020.

ESAD- Proposed diagnostic features: It takes at least six of eleven, and impaired functioning (often over timelines) to meet the criteria for this disorder:

Educational Staff Associates with this disorder:

1. Seem to work mostly in schools, specifically in IDEA governed special education programs.
2. Have triage deficits: Demonstrate exaggerated, irrational, and compulsive levels of importance on time and timelines, over all else. For example, there could be a fire and potential loss of life, but they are more concerned with the time and timelines for evaluating the problem and for coming up with a plan. They are at risk of burning up in the fire.
3. Often report having nightmares with people yelling: "No you can't do that," and "You are out of compliance," or "You missed the timelines."
4. Overuse of a unique colloquial conversational style that few others can understand - They speak predominately in acronyms such as: "He has LEP with ASD on an IEP," or "She has either SLD or ADHD but needs FAPE and LRE, send a PWN," or "He's been suspended and needs an MDR, an FBA, and a BIP, ASAP." (ASAP- see # 2 – irrational focus on time).
5. Have a tendency toward bipolar thinking; i.e., Child Find violation - "Need to find and identify more kids" and/or "Too many identified -need to exit some kids."
6. Report being suspicious (maybe even paranoid) when people in the administrative ranks give them a compliment or say something positive. They report they usually only hear from these folks when something is wrong. This is obviously irrational; people in leadership positions know better.
7. Often report that nobody understands what they do, nor how complicated it is.
8. Often give exaggerated and unbelievable accounts of the work environment such as: "I work in a closet with the nurse or SLP," or "I have to walk 3 blocks to use a copy machine and wait in line," or "I do nothing but paperwork and I don't have a desk," or "they can't afford a desk, chair, bookshelf, or cabinet so I carry my office with me in this case and work in my car." When asked about their supervisor, they've been known to say, "What supervisor?....I have a supervisor?" Frankly, that's all just unbelievable in a modern, first-world, work environment!
9. Demonstrate elevated and irrational anxiety and fear every time they hear the word "monitoring." They think (irrationally) that something bad is coming next!
10. Repeat the same things over and over, for example: "He's eligible," or "He's DNQ (see #4 acronyms)," or "No, the standard error does not refer to the same math mistake," or "The P in PBIS stands for positive not punishment." (Again see #4 - use of acronyms).
11. Constantly explaining to people that 50% of the population is below average and compulsively placing people in this category when they need to hear it more than twice to understand it.

Review WSASP Clock Hour Request Requirements

Susan Ruby, Ph.D., NCSP, Past President

We have updated our clock hour request process to be more automatic and have recently approved regulations for events that qualify for clock hours.

- WSASP provides clock hours to groups providing significant professional development for school psychologists.
- Professional development should provide knowledge and skills pertinent for school psychologists. Clock hours cannot be provided for a business meeting, break or meals/snacks.
- Approved functions must provide a minimum of three hours of professional development; this may be across a period of sessions if needed.
- If the function is only three hours, the instruction must be provided in one session.
- Clock hour events must provide a minimum of three participant learning objectives.
- Clock hour events must include an outside speaker or outside attendees. All district level trainings that do not include either an outside speaker or outside attendees are encouraged to seek approval for district-offered clock hours (not WSASP clock hours).

To request clock hours, visit http://www.wsasp.org/Clock-Hours for more specifics. The link on the page will take you to http://www.forms-wsasp.org/survey-for-hours-approval/ to request a vote for approval. Once a majority in our quorum has approved an event, the person requesting approval will receive a link for a roster. Participants sign in at the event on laptops or tablets. When the event ends, they will receive an email to evaluate the event and a link to request clock hours. If they are not WSASP members, they will activate a PayPal link to pay $2/clock hour requested. For more information, email Susan Ruby at clockhours@wsasp.org.

Research Opportunity on Suicide:

My name is Nora Gerardi, M.S. and I am a doctoral student in School Psychology at St. John's University. I am conducting my dissertation study which examines the suicide risk assessment and management practices among mental health practitioners. This study is supervised by Dr. Mark Terjesen and the study is approved by the St. John's University IRB.

Suicide is the 10th leading cause of death in the United States; alarmingly, among older children and adolescents, suicide is the second leading cause of death. Suicide rates have been increasing for every age group over the past several years, and as such, this study seeks to understand risk assessment and management practices among practicing mental health providers.

This study will identify patterns in risk assessment and management practices and inform training needs at the graduate and continuing education level.

The study will take approximately 30 minutes. https://stjohns.az1.qualtrics.com/jfe/form/SV_6nfTZOe3g1LpLtX

Thank you for your time, participation, and assistance with the identification of suicide risk assessment and management patterns.

You may forward any questions to Nora Gerardi at nora.gerardi09@stjohns.edu.

This year's conference will feature the following sessions:

- A Keynote by Dr. John Kelly, President-Elect of the National Association of School Psychologists
- Adverse Childhood Experiences •
- Networks for Life Suicide Prevention workshop
- Ethics
- Language Development and Oral Language Specific Learning Disabilities
- Spanish/English Language Dominance in Special Education Assessment
- How to advocate for our profession …and more!

Registration for Fall Conference will be open by May 31, 2017.

Interested in presenting at the conference? Contact conference@wsasp.org

Interested in being a vendor at the conference? Contact finances@wsasp.org

For lodging and other up-to-date information, go to www.wsasp.org/Fall-Conference

WSASP Awards Fall 2017 Nominations

Do you know a school psychologists that stand out as using best-practice interventions, excellence in assessment, is an exceptional collaborator or has given their time and energy to further our state association? Do you work for a district, department, or agency that exemplifies school psychology service delivery? Review our award descriptions below and nominate them for a WSASP Award.

Louisa Thompson Award:
These awards recognize individuals for outstanding service to the Association. The award was set up in honor of L. Thompson who was one of the primary persons in establishing WSASP. She held multiple leadership roles in school psychology and was recognized for her dynamic personality, extraordinary drive and determination from the beginning of her career in 1967 until her sudden and unexpected death in 1982. She received the NASP Special Presidential Award in 1980, and in 1981 was named the WSASP Psychologist of the Year. The recipient must be a member of WSASP and one whose contributions, commitment, quality of service and accomplishments represent those of L. Thompson. This award contrasts with the School Psychologist of the Year Award in that it focuses on the boundless variety of the Association affairs rather than on direct services to children teachers and parents. The selection committee shall include the Immediate Past-President, President and at least two previous Thompson Award winners or School Psychologist of the Year Award winners.

School Psychologist of the Year Award:
This award may be awarded to a School Psychologist who demonstrates excellence across a broad range of domains, which may include assessment, intervention, consultation, education supervision research/ evaluation, and advocacy for their clients, community, or profession. The nominee should have personal characteristics, which include high ethical standards, effective interpersonal skills, and a dedication to improving conditions for children, families, schools, and communities. Nominees will need to have been trained as School Psychologists and be primarily engage in the practice of School Psychology in Washington State during the year prior to receiving the award.

Best Practices Awards:
These awards may be given in the following categories:

- Assessment,
- Intervention,
- Consultation,
- Education/Supervision
- Research/Program Evaluation

Individuals trained as School Psychologists and who are engaged in primarily in the practice of School Psychology in Washington State are eligible. Possession of the NCSP or state certification in School Psychology shall be evidence that a person has completed School Psychology training. The practice of School Psychology is considered to be the application of psychological knowledge to resolving school problems. School Psychologists who are primarily Involved in the training and supervision of School Psychologists are considered to be eligible for these awards.

(Continued on page 16)

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- **Inform intervention strategies** by identifying areas of impairment to focus on
- **Inform diagnoses and determine service eligibility** with the RSI as it is compatible with impairment criteria in the DSM-5 and IDEA/ADA
- **Obtain age specific information** with separate RSI Forms to assess children and youth
- **Align with the World Health Organization's (WHO)** functional impairment framework with scales that represent domains identified in the WHO's International Classification of Functioning, Disability, and Health (ICF)

Learn more at MHS.com/RSI

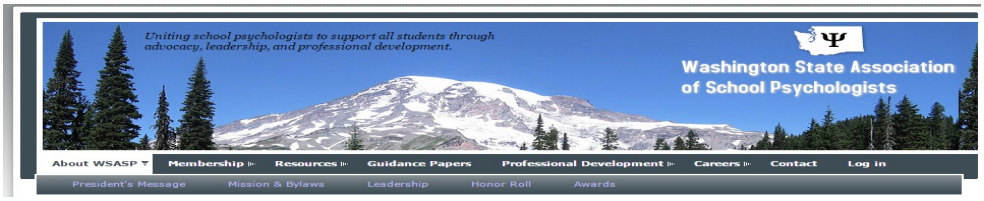
MHS® ASSESSMENTS

Awards Continued

School Psychology Services Award:

This is an award which may be given to Departments, schools, districts, clinics, hospitals, or other corporate entities, which exemplify effective School Psychology practice in assessment intervention, consultation, education supervision, or research/evaluation. It is intended that the district/agency equivalent of the School Psychologist of the Year award, that is a model of best practices delivered broadly by psychology departments to the school. The district/agency must employ individuals trained as School Psychologists, be involved in the delivery of psychological services in Washington state to children and families in educational settings, or the delivery of psychological services to school staff and administrators to resolve schooling-related problems.

Please submit nominations using the WSASP website: http://www.wsasp.org/Awards



Upcoming WSASP Elections

Every spring the WSASP board that represents and serves you holds elections. This year, the positions up for election are the President-Elect, Secretary, and several Area Representatives (1A, 1C, 3, 5, 7, and 9). The President-Elect position is now nominated through the WSASP board, per the bylaws the board revised in 2015. Other positions are nominated through the membership. We send out a call for nominations (you may have already received an email, or will be receiving one soon) to the membership, asking you to nominate someone that you think might be a good fit for these positions. All nominees must be members of WSASP and School Psychologists. Descriptions of the roles (and what districts the different areas serve) will be included in the email and Survey Monkey. Many of the current Area Representatives in those positions are willing to stay in their roles and so have essentially nominated themselves. However, we are looking for 2 people per Area, to share the position. We encourage you to consider colleagues for these positions. After nominations have been received, ballots will be sent via an email and the voting process will occur on Survey Monkey later this spring. We look forward to hearing back from you on these important decisions regarding who you want to serve you on your WSASP board.

Dr. Brown:
What School Psychologist Need To Know About Selecting Academic Interventions.

Evaluating Academic Interventions And Interpreting Progress/Data Graphs.

Dr. Christner:
The Essence Of Improving Mental And Behavioral Health With Youth.

A 3D Approach To School-Based Mental Health: Data, Dissemination, Delivery.

CBT For Depression And Mood Disorders.

Clinical Diagnosis For School Psychologists: Basics Of DSM5 And ICD10.

Dr. Kelly:
NASP Presidential Theme Of School Psychologists Creating Caring Connections.

Social-Emotional Learning And Interventions.

OCTOBER 5-6 2017
ASPA FALL CONFERENCE

The Alaska School Psychology Association Fall 2017 Conference Presents:

SELECTING THE RIGHT ACADEMIC, BEHAVIORAL, AND SOCIAL-EMOTIONAL INTERVENTIONS AND MEASURING EFFICACY.

ASPA FALL CONFERENCE
BP Energy Center 900 E. Benson Blvd. Anchorage, AK 99508

www.akschoolpsych.org

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Area Representatives	Diversity Scholarship: Diana Sidari	EWU Student Representative Resident: Veronica Glanville
Area 1A: Annemarie Hutson & Ashley Burchett	Communications: Jamie Chaffin & Laurie Harrison	EWU Student Representative Respecialization: Rachelle Mattingly-Gore
Area 1B: Jo Callaghan & Melanie Hodapp	Ethics & Professional Practice: Phil Koester	SU Student Representative: Hope Ewing
Area 1C: Susan Fischback & Laurie Engelbeck	Assessment: Katherine Blair	CWU Student Representative: Candy Villanueva
Area 1D: Steve Gill & Rebekah Hereth	Retention & Recruitment: Jamie Chaffin	UW Student Representatives: Kelly Regan & Nicole Garrie
Area 2: Danielle Howell-Hanson	Professional Development: Steve Hirsch	
Area 3: Gail Omdal & Steve Hirsch	Mental Health:	
Area 4: Jill Davidson & Donna Guise	NASP Delegate: Pam Hamilton	
Area 5: Alex Franks & Sherri Bentley	NASP SPAN Representative: Carrie Suchy	
Area 6: Justin Smith & Kelly Horowitz	NWPBIS Liaison: Susan Ruby	
Area 7: Gahlya Auel		
Area 8: Elizabeth Willis & Kim Rockey		
Area 9: Chris Smead & Michael Kirlin		
Area 10: Jenny Marsh & Valerie Herron		

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~Approximately 600 school psychologists & other educators currently subscribe to the SCOPE~

1) The services or products offered (advertised) shall provide potential direct and/or indirect benefit for school psychologists; children; and/or families. Benefits are not to be limited to the field of education.
2) The advertisements must be in good taste, meaning suitable for viewing by children and otherwise non-offensive i.e. non-sexist, nonracist, etc.
3) The company purchasing the advertisement space must be an established company in business for over five years and with known products. If the company's status does not meet this criteria, WSASP may require a catalog of products or services offered; a sample of products offered to preview; and/or references of prior service recipients. If the product/services are judged to be of likely benefit, the account will be accepted.
4) Product and service accounts are to be encouraged. Paid political advertisements and paid public policy statements will not be accepted unless approved by the executive board.
5) The Scope Editor will use the above guidelines to accept or decline advertising accounts.
6) The Scope Editor will refer questionable accounts to the WSASP executive board when the guidelines above aren't sufficient to make judgment.
7) The WSASP executive board reserves the right to reject any accounts deemed below our standards of professionalism or of possible detriment to our Scope readers or association. The WSASP Board has approved these guidelines for organizations or individuals interested in advertising in our newsletter.

*** For rates and conditions please email: SCOPE@wsasp.org**