



SCOPE

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2001/2002 Association Calendar

WSASP Board Meetings:

September 22, 2001 - Yakima School Dist.
December 1, 2001 - Federal Way
February 23, 2002 - Yakima School Dist.
May 11, 2002 - Federal Way

Summer Retreat

August 20, 21, 2002 North Bend

Conferences

October 12-14, 2001 WSPA Fall Conf.
November 1-3, 2001 WSASP Fall Conf.
February 26 - March 2, 2002 NASP Conv.

Scope Deadlines

Winter Issue: November 15
Spring Issue: March 15
Welcome Back to School Issue: June 15

President's Corner

Written by Gail Hasbrouck, M.Ed., NCSP

Welcome

The beginning of this year has brought us all great sorrow...and new hope that we can work together to create a peaceful world for our children. For the WSASP Board, the year started off with a Summer Retreat on August 16-17. After working closely with this talented group of area representatives and officers to develop a new strategic plan, I am optimistic that a lot will be accomplished during the next year. The mission of our organization is two-fold: to promote the educational and mental health needs of all children and youth; and to promote the interests of and to advance the profession of School Psychology. This year, the board will be focusing on three primary goals:

- ◆ *Communicate effectively within our board, with our members, and with the public*
- ◆ *Recruit and retain members and their active participation in the organization*
- ◆ *Advance the standards of the profession of member school psychologists*

In order to further the mission of the Association, the board will be working to maintain and increase communications within the board, with our members, and with the public. Representatives, committee members, and officers are actively involved with many positive activities that relate to the mission and purpose of the organization. Our goal is to increase the frequency of our communications to our members and the public regarding our advocacy efforts at a local, state, and national level. We will continue to communicate with the Special Education Directors who are supporting release time for our area meetings and professional development activities. The expansion and updating of our website will be a top priority this year. An electronic Scope newsletter will be piloted this year also. To support our members in self-advocacy, information will be disseminated with strategies for increasing members' visibility and participation in districts and communities. We will continue to work toward increasing and expanding the role of school psychologists as educational and mental health professionals by communicating information, to our members and to the public, about model service delivery systems within our state where school psychologists are viewed as a valuable resource for systems and individuals.

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Welcome New Board Members

Anna LaSalle, Ph.D., WSASP Treasurer

Anna LaSalle is currently employed as a school psychologist for the Spokane Public Schools. She received her Bachelor's Degree from the University of Washington and attended graduate school at the University of Texas at Austin and Syracuse University. Anna earned her Ph.D. in school psychology from Syracuse University in 1999. In addition to her full-time school psychology position, Anna serves as a trainer for the Washington Education Association's Special Education Training Cadre and is enrolled in the Leadership Formation Program at Gonzaga University where she is earning her superintendent credentials. Anna's areas of professional interest include implementing school based intervention teams to develop, monitor, and evaluate interventions for students who are struggling academically and/or behaviorally; and applying the disciplines of systems thinking to the school context.

Janine M. Jones, Ph.D., NCSP,

Training Program Liaison, Chair, Department of School Counseling and School Psychology, Seattle Pacific University. Janine has been in Seattle, WA since July 1999 when she began teaching in the School Psychology Program at Seattle Pacific University. Prior to living in Seattle, Janine spent the last eight years working with children and families in a variety of settings. These settings have included school districts, community mental health centers, school based mental health clinics, private practice, and university settings. Janine is currently a Licensed Psychologist, a Nationally Certified School Psychologist, and has the ESA certificate in School Psychology. As the university representative of the WSASP board, Janine hopes to assist the organization in addressing training needs and the impact of the shortage of school psychologists.

Allen Johnson, M.S., Ed.S., Area 2 Representative

I am presently a resident of Washington and a homeowner in Chelan WA, I am married and the father of two children, aged 13 and 38. I have spent 28 years in the field of School Psychology. I am currently certified and hold standard School Psychology certification in several states including Connecticut, New York, Virginia, West Virginia, Florida and Washington. I am also permanently certified to teach and practise (or practice) as an Educational Psychologist in the British Commonwealth, having spent five years as an School/Educational Psychologist in the Cayman Islands. My School Psychology positions in Washington include the Chelan, Quincy, Bridgeport, Entiat, Mansfield and Orondo School Districts. I have also been a Coordinator of School Psychological Services in W. Virginia and Florida. My educational background includes B.S. from Baker U. and U. of Kansas, M.S.(Sec. Ed.), U. of Bridgeport (Ct.), M.S.(School Psychology), U. of Bridgeport, State Certification Program, State U. of N.Y at Albany, Ed.S.(Virginia Tech U./James Madison U.)and Ed.D. program in School Psychology, Virginia Tech U. My dissertation work at Virginia Tech was in

the area of "Burnout/Job Satisfaction" in School Psychology. My past and present professional memberships include several state School Psychology associations including WASIP as well as NASP, APA Division 16), NEA, and the International School Psychology Association. My hobbies, when time allows, include writing, reading, travel, sailing, scuba diving, swimming, and tennis. I am looking forward to serving my colleagues this year as the Area 2 Representative in any capacity that will hopefully help to strengthen us as a profession.

President's Welcome *continued from page 1*

Currently, WSASP has 400 members out of approximately 800 certified school psychologists statewide. Our goal is to strengthen the organization by increasing this number by 25%. This year, a special task force will be working on several strategic initiatives for responding to the diverse needs and interests of our members. Although school psychologists share common values relating to child advocacy, it is acknowledged that we have diverse educational philosophy and ideology. As part of our strategic planning process, core values were established that address the divergent views of our professionals. We will embrace both traditional and non-traditional research-based approaches to school psychology. We especially want to encourage innovation and creativity in an era of education reform where our unique skills and knowledge can serve as a valuable resource for systems and individuals seeking to improve the learning experiences of all children. Our recruitment and retention committee will continue its work on the Blueprint for Recruiting School Psychologists that was presented at the summer retreat. WSASP has been invited to participate on a newly formed WEA Task Force that will deal with issues surrounding ESA shortages.

Our third goal is to advance the standards of the profession of our members. Advancing the standards of our profession has always been a primary purpose of the organization. However, with school psychology shortages and education reform, there is increased pressure to compromise standards. Our vision of becoming valuable resources for systems and individuals will be furthered by raising our standards through awareness and professional development. This is not a time to cave in to short cuts and quick fixes. WSASP is represented on the Professional Education Standards Board by Carol Coar. It is expected that ESA standards will be addressed in the fall of 2002.

Since it's inception in 1979, WSASP has been a 501(c)(3) non-profit organization. The organization is fiscally sound, starting the year with more reserves than in the past. This year, the board has established a relationship with a CPA firm to standardize our internal operations and tax processes. The budget for this year has been aligned with our

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School Psychologists as Mental Health Care Providers

Written by Gail Hasbrouck

In response to a public crisis in mental healthcare for infants, children, and adolescents, a *National Action Agenda* was developed at the *Surgeon General's Conference on Children's Mental Health* in Washington D.C. on September 18 and 19, 2000. Schools are optimal places to develop academic and social/psychological competence of children. School psychologists have unique training and are in a key position to coordinate the efforts of teachers, families, administrators and mental health service providers to foster positive mental health of children and youth.

"In the United States, one in ten children and adolescents suffer from mental illness severe enough to cause some level of impairment (Burns, et al., 1995; Shaffer, et al., 1996). Yet, in any given year, it is estimated that about one in five of such children receive specialty mental health services (Burns, et al., 1995). Unmet need for services remains as high now as it was 20 years ago. Recent evidence compiled by the World Health Organization indicates that by the year 2020, childhood neuropsychiatric disorders will rise proportionately by over 50 percent, internationally, to become one of the five most common causes of morbidity, mortality, and disability among children."

The major challenge identified at the Mental Health conference is the recognition by our nation that mental health is a critical component of children's learning and general health. Principles guiding the development of the report include a commitment to: 1) promoting recognition of mental health as an essential part of child health; 2) integrating family,

child and youth-centered mental health services into all systems that serve children and youth; 3) engaging families and incorporating the perspectives of children and youth in the development of all mental healthcare planning; and 4) developing and enhancing a public-private health infrastructure to support these efforts to the fullest extent possible.

National Action Agenda Goals:

- 1 Promote public awareness of children's mental health issues and reduce stigma associated with mental illness.
- 2 Continue to develop, disseminate, and implement scientifically-proven prevention and treatment services in the field of children's mental health.
- 3 Improve the assessment of and recognition of mental health needs in children.
- 4 Eliminate racial/ethnic and socioeconomic disparities in access to mental healthcare services.
- 5 Improve the infrastructure for children's mental health services, including support for scientifically-proven interventions across professions.
- 6 Increase access to and coordination of quality mental healthcare services.
- 7 Train frontline providers to recognize and manage mental healthcare issues, and educate mental health providers about scientifically-proven prevention and treatment services.
- 8 Monitor the access to and coordination of quality mental healthcare services.

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President's Welcome *continued from page 2*

strategic objectives in order to support our three goals. In addition to an allocation for an expanded website, executive and area representative travel will be increased to cover the cost of our volunteers' travel. It is proposed that additional money will be allocated for a membership drive and student scholarships. The electronic version of Scope will be piloted this year in order to save money in the area of printing and mailing expense. For those of you who do not have email, we will continue to send a hard copy version of the newsletter.

The Association has a great Fall Conference planned for you in Olympia. Mark your calendars for November 1st, 2nd, and 3rd! Dr. Howard Knoff, University of South Florida, will present a pre-conference workshop on Project Achieve as well as a keynote address on Organizational Development, Strategic Planning, and the School Reform Process. Pam Eakes, President and Founder of Mothers against Violence in

America, will present on Saturday. Other workshop presenters will include, Dr. Fredrick A. Schrank, Ph.D., ABPP, Vice President of Riverside Publishing and Founder of the Woodcock-Munoz Foundation and Pat Steinburg, WEA KEYS. Please see the enclosed schedule of events for a complete list of speakers and workshops.

Finally, I would like to welcome our new board members and thank the many talented WSASP volunteers for their contributions and commitment to the mission of the organization. I would also like to thank our members for entrusting the Executive Board with your membership fees, for participating in our activities, and for telling us about your needs and concerns. *Without our member school psychologists, we would not have a purpose. Without our strategic planning group, we would be without a compass, and without our many volunteers, this ship would not set sail.*

Thank You !

Children's Mental Health in Washington State

"In the recent legislative session, although Senate Bill 5211, addressing mental health services for children did not pass, the legislature appropriated \$ 140,000 to study children's mental health over the coming year. With this funding, Washington will take an essential first step toward meeting children's mental health needs. The provision will allow for an assessment of children's mental health needs in Washington, and our state's capacity to serve these needs.

The results of the study will provide the groundwork with which Washington may improve the mental health system for children." Children's Alliance Bulletin, July 7, 2001

Washington State Resource Guide

Children's Alliance is a member based advocacy organization dedicated to helping children and families by changing public policies and priorities. The work of the Children's Alliance and its members has resulted in reduced hunger, improved health, and greater safety for Washington's children. Sign up for membership with Children's Alliance at www.childrensalliance.org.

The Children's Alliance Parent Power: Resources for Kids and Families (Available in Spanish as of August 1, 2001) www.washingtonparentpower.org

Human Services Policy Center University of Washington Evans School of Public Affairs <http://hspc.org/index.html>
Current publications/press releases include:
News release, July 5, 2001: While Rates Decline, Number of Washington's High Risk Kids Increases.

Impact of Emotional and Behavior Problems Among Washington Children (Washington Kids Count).

The Facts of Life for Children of Color in Washington (Washington Kids Count)

Impact of Peer Substance Abuse on Middle School Performance in Washington State (Washington Kids Count).

National Resource Guide

National Association of School Psychologist's on-line publication center www.nasponline.org Click on Summit Materials: School Violence and Mental Health. Also click on NASP's National Mental Health and Education Center. For advocacy, see National Association of School Psychologist's Advocacy Center www.nasponline.org/advocacy

School Psychologists: Providing Mental Health Services for Children & Youth <http://www.naspcenter.org/spmhprov.html>

Greenberg, M.T., Domtrovich, C., Burmbarger, B. (1999). Preventing Mental Disorders in School-Age Children: A Review of the Effectiveness of Prevention Programs. Center for Mental Health Services (CMSHS) U.S. Department of Education <http://www.prevention.psu.edu/resources.html>

Policy Leadership Cadre for Mental Health in Schools <http://smhp.psych.ucla.edu/policy.htm>

The Center for Mental Health Services, A Component of the Substance Abuse and Mental Health Service Administration. www.mentalhealth.org.

Discrimination and Stigma - do you know the facts? Find out on <http://www.mentalhealth.org/stigma/factsheet.htm>

Discrimination and stigma poster, "Know Me as a Person." www.mentalhealth.org/stigmaposter.htm

June 2001 Seattle Summer Institute

It was a week filled with new challenges and rewards for the school psychologists, teachers, and administrators who attended the Seattle Summer Institute. Scott Poland and Rich Leiberman shared a wealth of practical information, solutions, and strategies on Crisis Prevention and Intervention based upon their extensive experiences with the NASP National Emergency Assistance Team and the National Organization of Victims Assistance. Poland and Leiberman engaged participants in crisis response role-play situations and small group breakout sessions.

"Excellent and timely information that will be very useful for our high school district."

"Exceptional presenters – engaging, humorous, knowledgeable"

"Updated information was exceptional. Very helpful to a High School building or safety committee for students and staff."

On day three of the Institute, Washington's leading experts on violence prevention lead breakout sessions on systemic approaches to violence and suicide prevention. WSASP wishes to thank the outstanding contributions of Deborah Ruggles, Sue Eastgard, Craig Apperson, Karen Kane, Lee Ann Gibbs, Chris Manassa, and Jan Reinhardtson. Special thanks to Rich Leiberman and Scott Poland for sharing their expertise with colleagues in Washington State. The Seattle Summer Institute was sponsored by the WSASP and the Seattle Summer Institute. This event was made possible by the work of WSASP volunteers Tom Delaney, Kristin Guest, and Judy Hawkes. Special thanks go to Kay Bisse, School Psychology Program Instructor, Seattle University, for coordinating this event.

National Association of School Psychologists

Professional Conduct Manual

Principles for Professional Ethics

Guidelines for the Provision of School Psychological Services

The contents of this booklet are standards documents that were approved by the Delegate Assembly of the Association on July 15, 2000, in Durham, New Hampshire.

This document was prepared by the Professional Standards Revision Committee

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NASP Publications

4340 East West Highway, Suite 402, Bethesda, MD 20814

Or can be found on the NASP website: www.naspweb.org

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PREFACE

The National Association of School Psychologists (NASP), founded in 1969 as a not-for-profit organization, is the world's largest association of school psychologists. The mission of NASP is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service. Consistent with its mission, NASP has adopted and promotes an integrated set of comprehensive standards for preparation, credentialing, and professional practice in school psychology.

- ◆ *Guidelines for the Provision of School Psychological Services*
- ◆ *Principles for Professional Ethics*
- ◆ *Standards for the Credentialing of School Psychologists*
- ◆ *Standards for Training and Field Placement Programs in School Psychology*

National Association of School Psychologists Professional Conduct Manual

The first of these policy documents appeared in 1972, with the adoption of *Guidelines for Training Programs in School Psychology*. Ethical principles were first adopted in 1974. In 1978, NASP adopted "standards" for credentialing, the provision of services, and training. In addition to serving as a model for individual states, *Standards for the Credentialing of School Psychologists* serve as the foundation for the National School Psychology Certification System (NSPCS), established by NASP on January 1, 1989. Of necessity, national credentialing standards for school psychologists must be consistent with national training standards. NASP training standards were initially approved by the National Council for the Accreditation of Teacher Education (NCATE) in 1982 for the review and accreditation of school psychology programs at the sixth-year/specialist and doctoral levels. In 1988, NCATE began to accredit education "units" (i.e., the administrative unit that houses professional education programs, typically the college of education), rather than programs. Concurrently, NCATE authorized the review of programs by professional member associations such as NASP for whom standards had been approved by NCATE. Consequently, only programs reviewed by NASP since 1988 can be identified as being "NASP Approved." Ethical principles articulate the standards of NASP regarding the conduct expected of a professional school psychologist. Guidelines for the provision of services are intended to inform both the profession and the public of the hallmark of quality services that should be the goal of every school psychologist and every school psychological services delivery unit. Consequently, both documents are of major importance in defining the field and in promoting excellence in the services provided by school psychologists. Standards for training and for credentialing, ethical principles, and guidelines for practice have undergone review and revision several times since their initial adoption. The policy documents included here represent the most recent revision and were adopted by the Delegate Assembly of NASP on July 15, 2000.

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Professional Conduct Manual *continued from page 5*

Procedures for Revision and Adoption of Standards In accordance with NASP policy, all NASP standards are reviewed every five years. The most recent review and revision was initiated in January, 1998, with a strategic planning process relative to all association standards. Because of their interrelatedness, all NASP standards (Hereafter, for ease of communication, if the phrase "all standards" is used, it will refer not only to standards for credentialing and training, but to ethical principles and guidelines for practice as well.) were revised concurrently. To ensure consistency, as well as participation by a broad range of interested constituencies, all four sets of standards were revised using a three-tiered structure. Level I consisted of a 15-member Professional Standards Revision Committee that was responsible for soliciting and considering recommendations for revision of the standards, as well as reactions to drafts of revised standards. Although primary responsibility for the actual drafting of language was assigned to subgroups, all 15 members of the Committee were responsible for deciding what revisions were to be incorporated into each set of standards. The following persons served on the Professional Standards Revision Committee: Rhonda Armistead, Sawyer Hunley, George Batsche, Cornell Lane, Steven Coolahan, Joseph Prus, Michael Curtis, Daniel Reschly, Margaret Dawson, Jean Tanous, Fred Grossman, Nancy Waldron, Patti Harrison, Gordon Wrobel, Patricia Howard. Level II was titled the Development Group and included 43 members who were asked to critically review each draft of the revised standards and to provide the Committee with reactions and recommendations for further modification. The Development Group was carefully constituted to provide representation from a wide range of interested constituencies. The membership reflected gender and geographical balance, as well as representation for members of minority groups, university faculty, practicing school psychologists, state consultants, parents, and students. Membership also included representation based upon roles within NASP (e.g., state delegate, delegate representative, officer, program manager, committee or board chair/editor) and roles in other relevant organizations (e.g., Division of School Psychology of the American Psychological Association [APA], Council of Directors of School Psychology Programs [CDSPP], Trainers of School Psychologists [TSP], parent advocacy organizations, and state school psychology associations). The following persons served in the Development Group: Eric Andreassen Josephine McCall Leigh Armistead Jeffrey McNish James Batts Deborah McVey Travis Bonner Kathleen Minke Philip Bowser Leslie Munson Lakeisha Bush Jack Naglieri Andrea Canter Karen O'Brien Deborah Crockett Pamela Oksman Beth Doll Lynda Thompson Palacek William Donelson Joseph Perry Ruth Fodness Fred Provenzano Michael Forcade Mary Jo Quinlan Ginger Gates Robert Rhodes Jerrold Harrenstein Deborah Rose Arthur Hernandez Susan Safranski Lee Huff Anastasia Skalski Jack Kamins Anastasia Skalski Judith Kaufman Julie Staesnick John Jones James Talmadge Richard Mainzer Lynn Thies Antigo Martin Caroline Wandle Michael Martin Barbara Bole Williams Level III was titled the Reaction Group and included the entire leadership of NASP, as well as that of several other interested constituencies (Division of School Psychology of the APA, CDSPP, TSP) from whom input, reactions, and recommendations were solicited. The faculty of every identifiable school psychology training program were included in this group.

Professional Conduct Manual for School Psychology

Following the strategic planning process, the Committee formulated a set of directions for proposed revisions. Those directions and potential revisions were presented to, discussed and approved by the NASP Delegate Assembly in July 1998. Subsequently, all members of the NASP leadership and all members of the Development Group were invited to submit recommendations for revision of all standards. Announcement of the revision of standards and an invitation to provide recommendations for revision were published in the NASP *Communiqué*, which has a circulation of more than 21,000, including all association members, as well as a large number of interested constituencies. Recommendations for revision also were formally solicited from NCATE. Based on input received, consideration of the school psychology literature, and national studies of demographic characteristics and professional practices in school psychology, drafts of revised standards were completed and disseminated to all members of both the Development Group and the entire NASP leadership. In addition, drafts of revised standards were posted on NASP's website and commentary was invited. Reactions and implications for further revision were discussed with the NASP Executive Council in January 1999. A subsequent draft of each of the revised standards was again disseminated to the Development Group. Reactions were used to further refine the revised standards. Furthermore, in order to solicit and consider the perspectives of any interested person, the draft revisions of standards were announced and input solicited through NASP's website and also announced in the *Communiqué*. Open sessions were held at the 1999 NASP convention for the purpose of soliciting recommendations regarding the revisions. In addition to announcement in the convention program, a letter was mailed to all university training program directors/coordinators notifying them of the revision of training standards and inviting them and their faculty to the open session at the convention. The proposed revisions also were discussed by the NASP Executive Council and Delegate Assembly in April 1999. Using all input received, another draft of revised standards was developed and disseminated in July 1999. In addition to commentary, each respondent was invited to also indicate agreement or disagreement with each specific standard. Widespread support for the proposed standards was received. Despite strong support for the proposed standards, every comment and recommendation

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received was considered by the committee. Some suggestions lead to further refinement of the standards. For example, the development of expanded descriptions of domains of school psychology training and practice were developed and included with the training standards in an appendix. The most recent drafts of the revised standards were again disseminated and posted on the Association's webpage. Respondents were invited to comment and to express agreement or disagreement, as well as to provide recommendations for change. Proposed standards were again presented to the NASP Executive Council in January 2000 for discussion. Having received widespread support, the proposed standards were presented to the NASP Delegate Assembly in April 2000 for the first formal reading prior to consideration of adoption (NASP policy requires that standards be presented to the Delegate Assembly for two formal readings in order to be adopted). The proposed standards were presented to the NASP Delegate Assembly for the second formal reading in July 2000. *Guidelines for the Provision of School Psychological Services*, *Principles for Professional Ethics*, *Standards for the Credentialing of School Psychologists*, and *Standards for Training and Field Placement Programs in School Psychology* were each adopted by unanimous vote of the Delegate Assembly on July 15, 2000. The following dates should be used for implementation of the standards: *Guidelines for the Provision of School Psychological Services*, effective July 15, 2000; *Principles for Professional Ethics*, effective January 1, 2001; *Standards for the Credentialing of School Psychologists*, effective January 1, 2005; *Standards for Training and Field Placement Programs in School Psychology*, effective January 1, 2002.

Please see the next edition of the SCOPE for Part II of the "Professional Conduct Manual for School Psychology"

National Association of School Psychologists

Principles for Professional Ethics

I. INTRODUCTION

The formal principles that elucidate the proper conduct of a professional school psychologist are known as *Ethics*. By virtue of joining the Association, each NASP member agrees to abide by the *Ethics*, acting in a manner that shows respect for human dignity and assuring a high quality of professional service. Although ethical behavior is an individual responsibility, it is in the interest of an association to adopt and enforce a code of ethics. If done properly, members will be guided toward appropriate behavior, and public confidence in the profession will be enhanced. Additionally, a code of ethics should provide due process procedures to protect members from potential abuse of the code. The NASP *Principles for Professional Ethics* have been written to accomplish these goals. The principles in this manual are based on the assumptions that 1) school psychologists will act as advocates for their students/clients, and 2) at the very least, school psychologists will do no harm. These assumptions necessitate that school psychologists "speak up" for the needs and rights of their students/clients even at times when it may be difficult to do so. School psychologists also are constrained to provide only those services for which they have acquired an acknowledged level of experience, training, and competency. Beyond these basic premises, judgment is required to apply the ethical principles to the fluid and expanding interactions between school and community.

There are many different sources of advice for the proper way to behave; local policies, state laws, federal laws, credentialing standards, professional association position statements, and books that recommend "Best Practices" are just a few. Given one's employment situation and the array of recommendations, events may develop in which the ethical course of action is unclear. The Association will seek to enforce the Ethical Principles with its members. NASP's *Guidelines for the Provision of School Psychological Services* are typically not enforced, although all members should work toward achieving the hallmarks of quality services delivery that are described therein. Similarly, "position statements" and "best practices" documents are not adjudicated. The guidance of the *Ethical Principles* is intentionally broad to make it more enduring than other documents that reflect short-term opinions about specific actions shaped by local events, popular trends, or recent developments in the field. The member must use judgment to infer the situation-specific rule from the general ethical principle. The lack of a specific reference to a particular action does not indicate permission or provide a defense against a charge of unethical practice. (For example, the document frequently refers to a school psychologist's relationships with a hypothetical "student/client." Because school psychologists work in a wide variety of settings, there is no single term that neatly identifies the "other" individual in the professional relationship. Therefore, one should apply *Ethical Principles* in all professional situations, realizing that one is not released from responsibility simply because another individual is not strictly a "student" or a "client.") The principles in this manual are organized into several sections as a result of editorial judgment. Therefore, principles discussed in one section may also apply to other sections. Every school psychologist, regardless of position (e.g., practitioner, researcher, university trainer, supervisor, state or federal consultant, administrator of psychological services) or setting (e.g., public or private

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school, community agency, hospital, university, private practice) should reflect upon the theme represented in each ethical principle to determine its application to her or his individual situation. For example, although a given principle may specifically discuss responsibilities toward “clients,” the intent is that the standards would also apply to supervisees, trainees, and research participants. At times, the *Ethics* may require a higher standard of behavior than the prevailing policies and pertinent laws. Under such conditions, members should adhere to the *Ethics*. Ethical behavior may occasionally be forbidden by policy or law, in which case members are expected to declare their dilemma and work to bring the discrepant regulations into compliance with the *Ethics*. To obtain additional assistance in applying these principles to a particular setting, a school psychologist should consult with experienced school psychologists and seek advice from the National Association of School Psychologists or the state school psychology association. Throughout the *Principles for Professional Ethics*, it is assumed that, depending on the role and setting of the school psychologist, the client could include children, parents, teachers and other school personnel, other professionals, trainees, or supervisees. Procedural guidelines for filing an ethical complaint and the adjudication of ethical complaints are available from the NASP office or website (www.aspweb.org).

II. PROFESSIONAL COMPETENCY

A. General

1. School psychologists recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing services. They must continually obtain additional training and education to provide the best possible services to children, families, schools, communities, trainees, and supervisees. 2. Competence levels, education, training, and experience are declared and accurately represented to clients in a professional manner. 3. School psychologists do not use affiliations with persons, associations, or institutions to imply a level of professional competence that exceeds that which has actually been achieved. 4. School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. 5. School psychologists refrain from any activity in which their personal problems or conflicts may interfere with professional effectiveness. Competent assistance is sought to alleviate conflicts in professional relationships. 6. School psychologists know the *Principles for Professional Ethics* and thoughtfully apply them to situations within their employment setting or practice. Ignorance or misapplication of an ethical principle is not a reasonable defense against a charge of unethical behavior.

III. PROFESSIONAL RELATIONSHIPS

A. General

1. School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for children, their families, and the school community. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists accept responsibility for the appropriateness of their professional practices. 2. School psychologists respect all persons and are sensitive to physical, mental, emotional, political, economic, social, cultural, ethnic and racial characteristics, gender, sexual orientation, and religion. 3. School psychologists in all settings maintain professional relationships with children, parents, and the school community. Consequently, parents and children are to be fully informed about all relevant aspects of school psychological services in advance. The explanation should take into account language and cultural differences, cognitive capabilities, developmental level, and age so that it may be understood by the child, parent, or guardian. 4. School psychologists attempt to resolve situations in which there are divided or conflicting interests in a manner that is mutually beneficial and protects the rights of all parties involved. 5. School psychologists are responsible for the direction and nature of their personal loyalties or objectives. When these commitments may influence a professional relationship, school psychologists inform all concerned persons of relevant issues in advance, including, when applicable, their direct supervisor for consideration of reassignment of responsibilities. 6. School psychologists do not exploit clients through professional relationships or condone these actions in their colleagues. No individuals, including children, clients, employees, colleagues, trainees, parents, supervisees, and research participants, will be exposed to deliberate comments, gestures, or physical contacts of a sexual nature. School psychologists do not harass or demean others based on personal characteristics. School psychologists do not engage in sexual relationships with their students, supervisees, trainees, or past or present clients. 7. Dual relationships with clients are avoided. Namely, personal and business relations with clients may cloud one’s judgment. School psychologists are aware of these situations and avoid them whenever possible. 8. School psychologists attempt to resolve suspected detrimental or unethical practices on an informal level. If informal efforts are not productive, the appropriate professional organization is contacted for assistance, and procedures established for questioning ethical practice are followed: a. The filing of an ethical complaint is a serious matter. It is intended to improve the behavior of a colleague that is harmful to the profession and/or the public.

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There are many different sources of advice for the proper way to behave; local policies, state laws, federal laws, credentialing standards, professional association position statements, and books that recommend “Best Practices” are just a few. Given one’s employment situation and the array of recommendations, events may develop in which the ethical course of action is unclear. The Association will seek to enforce the Ethical Principles with its members. NASP’s *Guidelines for the Provision of School Psychological Services* are typically not enforced, although all members should work toward achieving the hallmarks of quality services delivery that are described therein. Similarly, “position statements” and “best practices” documents are not adjudicated. The guidance of the *Ethical Principles* is intentionally broad to make it more enduring than other documents that reflect short-term opinions about specific actions shaped by local events, popular trends, or recent developments in the field. The member must use judgment to infer the situation-specific rule from the general ethical principle. The lack of a 14 specific reference to a particular action does not indicate permission or provide a defense against a charge of unethical practice. (For example, the document frequently refers to a school psychologist’s relationships with a hypothetical “student/client.” Because school psychologists work in a wide variety of settings, there is no single term that neatly identifies the “other” individual in the professional relationship. Therefore, one should apply *Ethical Principles* in all professional situations, realizing that one is not released from responsibility simply because another individual is not strictly a “student” or a “client.”) The principles in this manual are organized into several sections as a result of editorial judgment. Therefore, principles discussed in one section may also apply to other sections. Every school psychologist, regardless of position (e.g., practitioner, researcher, university trainer, supervisor, state or federal consultant, administrator of psychological services) or setting (e.g., public or private school, community agency, hospital, university, private practice) should reflect upon the theme represented in each ethical principle to determine its application to her or his individual situation. For example, although a given principle may specifically discuss responsibilities toward “clients,” the intent is that the standards would also apply to supervisees, trainees, and research participants. At times, the *Ethics* may require a higher standard of behavior than the prevailing policies and pertinent laws. Under such conditions, members should adhere to the *Ethics*. Ethical behavior may occasionally be forbidden by policy or law, in which case members are expected to declare their dilemma and work to bring the discrepant regulations into compliance with the *Ethics*. To obtain additional assistance in applying these principles to a particular setting, a school psychologist should consult with experienced school psychologists and seek advice from the National Association of School Psychologists or the state school psychology association. Throughout the *Principles for Professional Ethics*, it is assumed that, depending on the role and setting of the school psychologist, the client could include children, parents, teachers and other school personnel, other professionals, trainees, or supervisees. Procedural guidelines for filing an ethical complaint and the adjudication of ethical complaints are available from the NASP office or website (www.naspweb.org).

“Printed with Permission of the National Association of School Psychologists”

Excerpt’s From John McDonald’s Professional Advocacy manual (October, 1999)

Getting Visible

A familiar rule to any school psychologist practicing consultation is to be visible to your consultees. The hard thing is to be visible at all levels where action may later be necessary – building, district, city, country, state, national. Not every psychologist can be visible at the broader levels, but to not be visible means to be unknown, and then having an uphill struggle when action at that level is attempted. Primary-grade children doing sociometric ratings often forget to rate children who are not in the room that day. I do not know if adults would do the same, but I find it motivating to believe they would. Woody Allen said 90% of life is about showing up, and the same could be said for political advocacy.

It is possible to be too intrusive, but that is less likely at the state and broader levels. It is easy to underestimate the power of being present and seen in a place. Participate, as it seems useful and enjoyable to you.

Be seen in your buildings. Smile at staff and greet them by name, no matter how bad your day has been. Visit the staff

room before and after school if these are gathering times there. Eat lunch with staff. Visit classrooms. Offer to help staff when possible. Participate in staff activities – picnics, pre-workday basketball games, TGIF get-togethers, etc.

Be seen by parents. Join your building’s PTA, and attend meetings as possible. Volunteer for school activities, such as being a science fair judge or serving on site-based management teams.

Be seen by your district(s). Volunteer items for school newsletters. Attend school board meetings. Ask questions, and volunteer to describe your program and the programs you assist with. It’s possible to ask questions that will earn you points with certain groups, including district staff and administrators.

Participate in staff organizations within your District, such as the union. Attend meetings. Volunteer for activities that

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will allow members to get to know you, e.g., being a building representative, working a telephone bank, working a booth at a community festival, etc.

Be visible in your community. Smile at familiar people in places you frequent. Learn their names. One supermarket in Poulsbo has all staff wear a tag with their name and hometown on it, a great conversation starter. Write letters to the editor of your paper, and offer to write columns. Send news about your program and school psychology to the newspaper. Scan your community paper for community meetings, particularly those involving issues you are passionate about. Do not overlook your interests outside of school psychology – a fellow church member, fishing buddy, or neighbor may be a great resource in helping on a school-related issue. Join community groups and activities: churches, book clubs, etc.

Bargaining

Psychologists have many skills and interests that should make them effective at contract negotiation. The Washington Education Association provides bargaining training to its members. Contact the WEA office for a current course schedule (33434 – 8th Avenue S., Federal Way, WA 98003-6397 (253) 941-6700). Becoming a negotiator can enable you to stretch your professional skills, makes you a valued member of your union (especially if you do it well), builds your social network, and can help educate other union members about school psychology issues.

Actual contract bargaining is done by a team usually chosen by the local's Executive Board. The team can only negotiate for members of the bargaining unit, and there can be many bargaining units within a district. In North Kitsap, for example, school psychologists are part of the same bargaining unit as teachers, but school nurses are not. Teachers, paraprofessionals, administrators, secretaries, and bus drivers are all in different bargaining units in this district. All may be part of the same regional UNISERV, and may meet for joint strategizing under UNISERV auspices.

Most contracts in Washington state districts are for two-year periods, although some cover three years. The bargaining team is usually selected at least six months prior to the start of formal negotiations. Prior to starting formal negotiations with the school board, there are internal negotiations that occur within the bargaining team. Team members have usually been chosen because they represent specific interests within the bargaining unit, as well as for being skilled at bargaining.

Contracts are complex documents covering many issues. The union bargaining team usually starts from the position that gains in previous contracts need to be preserved, and problems encountered in the current contract need to be corrected. They may have good reasons to suspect that the District will attempt to revisit gains won in the past. Prob-

lems with working conditions usually involve cost items or time, and since time is money, the District's budget will usually be a major issue. The school board's team is likely to be most concerned with holding the line on costs. Understand that your issues will be considered by the negotiating team in light of what those issues do to past gains for everyone in the bargaining unit. Negotiations are stressful for negotiators, and when people are stressed, they don't listen or reason as well as when they are not stressed. An issue which seems obvious to you may not be so obvious to your reps on the negotiating team. Again, the time to introduce your issues to union reps is much earlier than negotiations.

There is an interesting asymmetry in negotiations. The bargaining unit's team members are directly affected by the contract, and are likely to be passionate about specific contract issues. The school board's negotiators are usually not the school board members themselves. They are often members of other bargaining units (such as administrators) whose units will be on the other side during that unit's negotiations. There is usually one member who is an attorney specializing in contract negotiations. The advantage for school psychologists is that passion is usually on their bargaining unit's side.

The school board's team members may personally be sympathetic to issues raised by the bargaining unit's negotiators, but are legally committed to the school board's position. The union's team may also include specialists from UNISERV or WEA staff.

Bargaining is similar to mediation. One side makes an opening statement of changes they want to make in the contract, followed by rebuttal from the other side. That side then makes an opening statement, followed by rebuttal by the other side. There may be a team caucus between statements so that the other team's statement or rebuttal Self-Advocacy can be studied.

In some districts, bargaining proceeds in a cooperative manner. In other districts, it proceeds in an adversarial manner. It is probably naïve to assume negotiations can proceed in a completely cooperative manner. Both sides have different interests. If a contract is to be reached that adequately deals with those interests, neither side can "give away the store".

The contract that results is usually the product of many compromises. There are compromises made within teams during internal negotiations as interests are prioritized and conflict among competing interests is resolved. There are additional compromises during external negotiations, as the other side may propose solutions to disagreement that change the initial proposal. Communication with interest

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Getting Visible *continued from page 10*

groups at this time may be impossible, although teams have the right to bring in anyone they want into negotiations. If the bargaining team agrees to include your proposals in negotiations, make sure they understand the primary issue and why you have written the language you have. Emphasize how the language serves the majority of the bargaining unit well.

Make yourself available to be called into negotiations if needed. After the contract is negotiated, it must be ratified by the school board and the members of the bargaining unit. This is by no means assured. There are likely to have been changes from what the school board and bargaining unit members initially wanted. If they can be convinced that the current deal is the best offer under the circumstances, they will ratify. If not, they will ask the team to return to the table. The current contract usually is the contract in place until the new contract is ratified by both sides.

The District and the union may agree to disagree, and to re-

open negotiations on the disputed issues at some short-term future date. Most commonly, this is to reopen negotiations on the specific issues the next year. Either side may widen discussion to other issues in the contract at that time, but if they do so they know that the other side may re-open the whole contract as well.

In advocacy for others, it's necessary to remember to take care of yourself. You cannot be an effective advocate if your needs aren't met. This means taking care of yourself physically by eating right, getting enough exercise and recreation, and by getting enough sleep, especially when you are engaged in advocacy work where the stakes are high. That kind of advocacy tends to involve long, tense hours in places that may be far from home. You will be uncomfortable enough in such circumstances – make sure you are otherwise as comfortable as possible.

John McDonald's Complete Advocacy Manual will be available at the WSASP Fall Conference registration desk.

WSPA Fall Convention 2001

Tacoma Sheraton from Friday to Sunday, October 12-14, 2001.

The theme is **Rethinking Relationships: From Intimate to Global Connections.**

- Dr. Arthur Jones will deliver the Friday morning keynote, *The Transforming Power of Music: Guidance from African American Ancestors in Spirit, Relationships, and Social Change.*
- Dr. Robin LaDue will present the evening keynote, *The Journey to the Healing Circle*, with two of her award winning videos (Travels in Circles and The Little Fox).
- The Saturday morning keynote will be the *Nature of Love* presented by Dr. Robert Sternberg. We are fortunate to also have him present the *Nature of Hate* in the afternoon.
- Sunday, we offer *Legal and Ethical Risks and Risk Management in Professional Psychological Practice* with Dr. Youngren from APAIT.

We are very fortunate to have so many skilled psychologists among our members who are generous with their time and expertise.

We have two afternoons of workshops, Friday and Saturday, with offerings on:

- *Advanced Psychotherapeutic Skills for Working with Client Grief and Loss Issues* with Drs. Katz, Gordon, and Benjamin,
- *Lesbian Relationships* with Drs. Clunis and Green,
- *Facilitating Relationship and Resilience in Older Adults* with Drs. Carter and Sanders and Ms. Franklin and Ms. VandenBerghe,
- *Co-parent Counseling: Legal and Therapeutic Strategies for Working with Divorced/Separated Parents* with Drs. Wood and Benjamin,
- *The Inner Art of Self-Defense: Modeling Protection for Victims of Childhood Trauma* with Dr. Thomas,
- *Confidentiality* with the WSPA Ethics Committee,
- *Restructuring the Marital In-Between: A Martin Buber Based Marital Therapy* with Drs. Bradley and Ingersoll,
- *Multicultural Counseling* with Dr. Ledesma-Jones, and *Public Safety* with Dr. Tracy.

Plan to join us for an educational and inspiring convention!

Maria P. P. Root, Ph.D.,
President-elect and Convention Co-Chair
Robin LaDue, Ph.D.,
Convention Co-Chair

Pam Eakes, President and Founder of Mothers Against Violence in America, to Address Psychologists at Fall Conference: Wide Awake in America

While bullying may be a hot-button issue in the press right now, it has been on MAVIA's agenda since our beginning. That is because bullying is a form of violence and a violence that has pervaded the life of almost everyone. Bullying knows no bounds, no restrictions or demographics. It happens in every school, in every state, in every neighborhood. For every lawmaker, educator, and even parent who dismisses bullying as a part of life – even a rite of passage – there are far many more that know the lasting, painful effects of this violence.

Proof of this was incredibly apparent after *People Magazine* ran its "Special Report on Bullies" in the June 4, 2001 issue. In the article titled, "Disarming the Rage," MAVIA is featured for our work in addressing this epidemic, and SAVE is featured as one of the means of doing so. Also featured is our SAVE

Program Director, Jenny Wieland, and MAVIA board member, author, and Harvard clinical psychologist, Dr. William Pollack. Since the article ran, MAVIA has received hundreds of emails and phone calls from people who wanted to share their story, seek direction, or thank us for our work. Bullying was the thread that tied them all together.

MAVIA is doing our part to lead the way in bullying prevention, education, and legislation. In Washington state, MAVIA participated in the Attorney General's Task Force on Bullying and helped to craft legislation that would mandate that schools recognize bullying as a form of violence and address it as such. To find out more information about this legislation and what your state may be doing, view the Task Force report titled, "Protecting Our Children" at our web site

www.mavia.org.

Nationally, at the invitation of Rep. Sheila Jackson Lee (D-TX), Pamela Eakes, president and founder of MAVIA, was one of four panelists at a June briefing for the Congressional Children's Caucus titled, "Bullies in the schoolyard: A mental health crisis." And at a grassroots level, MAVIA continues to teach children the social and assertive skills to change bullying behavior through our award-winning, and ever-growing program, SAVE. We are also building a bullying resource center that will be accessible on our web site www.mavia.org.

While no one knows when the sensationalism of bullying may wear off in the press, we can tell you that MAVIA's work with bullying prevention will continue as long as the violence does.

NASP 2001 Strategic Planning Summit & Delegate Assembly

Report for WSASP Executive Board Retreat, August 16th –17th, 2001

Written by Tom Delaney, NASP Delegate

I had the opportunity to attend the NASP Strategic Planning Summit and Delegate Assembly meetings, July 19 to 22nd in Denver. The Summit was the kickoff event for NASP's yearlong strategic planning, which will set priorities for the five-year plan for the future direction of the association. The Delegate Assembly, which is the policy making body for NASP, consisting of one representative from each state and presided over by the NASP President, Charlie Deupree, meets twice a year.

Strategic Planning Summit:

The Summit interspersed several panels, one of school psychologists in expanded service roles and one panel of consumers of school psychological services, with breakout sessions where discussions and elucidation of issues occurred. Many of these issues appeared to center around demographic changes (or the lack of them), professional practice issues, and consumer perceptions regarding visibility and service standards. Michael Curtis provided survey research results on trends within the field.

Demographically, the field has aged considerably and the number of female school psychologists has increased. There

has been little change in the highest degree earned. Some of the demographic changes have not been responsive to stated NASP efforts and policies. There has been a decrease in the renewal rate of NCSP's, to the point where only approximately 51 percent of those who obtained the NCSP renew it. Also, the field continues to be unrepresentative of the population with regard to ethnicity, despite NASP efforts to date. There appears to have been an increase in doctoral licensure but no change in non-doctoral licensure.

Professional practice standards, meanwhile, have improved with respect to ratio's of school psychologists to students. There has been a decrease in special education initial and reevaluations, but a dramatic increase (over 25 percent) in time spent related to special education. There have also been corresponding decreases in consultation, individual and group counseling, and inservice work. Finally, there has been little change in supervision: Most school psychologists are supervised by someone with no school psychology training or experience.

Consumers were represented by a principal, a parent, a teacher and a school board member reported a lack of

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NASP 2001 Strategic Planning Summit & Delegate Assembly *continued from page 12*

visibility by school psychologists, spotty or inadequate professional conduct standards, and poor accessibility.

NASP's involvement with the National Emergency Assistance Team and the general topic of violence prevention and intervention has drawn considerable positive attention to the organization and to school psychology. Similar large scale, focused efforts are felt by many to be needed.

President's Goals:

These issues will be among the many addressed during the course of the strategic planning process. This process will include discussions at the NASP regional meetings (the West Regional is October 5-7th), as well as discussion and action to be taken at the next Delegate Assembly in Chicago, during the conference February 26th-March 2nd.

Charie Deupree addressed the group and gave his goals, which include:

1. Assistance to States
2. Membership Retention
3. Strategic Planning
4. Fiscal Responsibility

Delegate Assembly:

In addition to hearing presentations from the NASP Program managers, selecting the site for the 2006 conference (Anaheim), and adopting the budget; the assembly adopted position papers on Interagency Collaboration to Support Mental Health needs of Children and Families (new), Preventing and Responding to School Violence (revision), Effective Parenting: Positive Support for Families (revision), and Corporal Punishment in Schools (revision). Several more papers are anticipated to be ready by the Chicago meeting. These include Advocacy for Appropriate Services for all Children (new) and Rights without Labels (new). The Rights

without Labels endorses many of the concepts of our SRSD effort and may be an important paper to support our efforts. It may also be critical in obtaining federal level support for non-categorical alternatives to the present system.

The assembly discussed, but defeated, the CSPA credential proposal (Credentialed School Psychology Supervisor). This was a proposal to certify school psychology trainers. Most delegates felt that, while it had been carefully worked on, it could add to the concerns over recruitment and shortages of trained school psychologists, without necessarily solving the supervision problems.

Elections revisions were made in order to avoid the necessity of costly runoffs in instances where there are contested ballots.

The GPR Advocacy group gave a major report on **Health Care and Mental Health in the Schools**, which stressed NASP's emphasis on viewing school psychologists as health care providers and encouraging schools to organize efforts to secure federal grants available in this area.

The **NASP Approved Provider Program**, which is being piloted in our state, was also discussed. This is an effort to ensure high standards for continuing education. This is an effort to insure quality continuing education and recognition for members.

Fred Provenzano, from our state, gave a presentation on the **2002 Chicago Convention**. The site will be accessible to major shopping and art galleries through an underground mall area. I strongly encourage anyone to attend. Chicago is a wonderful area, with an incredible array of experiences and is a very friendly and cosmopolitan city.

VOTING RESULTS for the WSASP Board

Treasurer:	Anna LaSalle
Secretary:	Carol Senske
Area 1A:	Gary Newell
Area 1C:	Judy Hawkes
Area 2:	Allen Johnson
Area 3:	Ellen McIrvine
Area 4:	<i>Vacant</i>

*The mission of our organization
is two-fold to promote the educational
and mental health needs
of all children and youth;
and to promote the interests of
and to advance the profession
of School Psychology.*

WSASP ANNUAL FALL CONFERENCE 2001 • November 1 - 3, 2001

West Coast Olympia Hotel • Olympia, Washington

"School Psychology: Meeting Challenges of the 21st Century"

Thursday, Nov. 1st: Pre-Conference Workshop

9:00 – 3:30 **Creating Safe Schools: Developing School-Wide Discipline and Behavior Management Programs That Work**
Dr. Howard Knoff, University of South Florida

5:30 Hospitality hour

Friday, Nov. 2nd:

7:30 – 8:30 Registration and Continental Breakfast

8:30 – 10:00 **Keynote: Organizational Development, Strategic Planning, and the School Reform Process**
Dr. Howard Knoff, University of South Florida

10:00 – 10:30 Break

10:30 – 12:30 **WORKSHOPS**

Reintegration to School Following Concussion and Mild Traumatic Brain Injury (mTBI)

Dr. Chris Ladish, Mary Bridge Children's Hospital, Pediatric Neuropsychology

SRSD Update: Resources and Future Directions

*Debra Hawkins, Dr. Scott Stage, Mary Browning,
Jodi Sheppard; SRSD Project*

Student Risk and Threat Assessment

Dr. Eric Johnson, Institute Director, Oregon Forensic Institute

12:30 – 2:30 Lunch and banquet

Keynote: Wide Awake in America

Pamela Eakes of Mothers Against Violence in America (MAVIA)

Membership meeting, awards ceremony, prize drawings

2:30 – 4:30 **WORKSHOPS**

Asperger Syndrome: Differential Diagnosis & School Based Strategies

*Dr. Felice Orlich, UW Center on Human Development and Disability: Clinical Training Unit;
UW Autism Center*

Connecting the IEP to the General Education Curriculum

Ben Ewing, Ewing Solutions, L.L.C.

2:30 – 5:30 **Multicultural Assessment (3 hours)**

Dr. Julie Brown, Portland State University; Vancouver School District

4:30 - 5:30 PEAB Trainers and members meeting

5:30 **Hospitality Hour !!!**

Saturday, Nov. 3rd:

8:00 – 8:30 Registration and Continental Breakfast

8:30 – 10:00 **Keynote: A Primer of CHC Theory: The Psychometric Framework for the WJ-III**

Dr. Fredrick Schrank, Woodcock-Munoz Foundation

10:00 – 10:30 Break

10:30 – 12:30 **WORKSHOPS**

KEYS: An integrated Approach to Whole School Change

Pat Steinburg, Washington Education Association

The Wechsler Individual Achievement Test, Second Edition (WIAT-II):

Administration, Scoring, & Interpretation

Dr. Dorothy Blanchard, Psychological Corporation

Students Against Violence Everywhere: An Empowerment Program to Help Kids Prevent Violence

Cheryl Drewell, Students Against Violence Everywhere (SAVE)

12:30 – 2:30 Executive Board meeting

We Hope You Can Join Us !

For registration information contact Kim Bahrenburg, Phone: 360-867-0669, Fax: 360-867-1243. email: wsasp@aol.com.

School Violence and Safety

Written by Gail Hasbrouck

The U.S. Department of Education and the U.S. Department of Justice gather and analyze statistics on youth violence. Between 1983 and 1993 statistics showed a rise in overall lethal youth violence, with a peak in 1993. There are some indications that the number of violent incidents has decreased since the early 1990's. The leading cause of death in children is accidents. The second leading cause of death is homicide and the third is suicide. Indicators of School Crime and Safety (2000) report shows that less than 1% of violent deaths occur at a school. Thus, school is the safest place that a child can be. However, one violent death at school is unacceptable.

Violent Deaths at School and Away from School July 1, 1997 through June 30 1998

Indicators of School Crime and Safety (2000)

- There were 60 school-associated violent deaths in the United States. Forty-seven of these violent deaths were homicides, 12 were suicides, and one was a teenager killed by a law enforcement officer in the line of duty.
- Thirty-five of the 47 school-associated homicides were of school age children. There were a total of 2,752 homicides of children ages 5 through 19.
- Seven of the 12 school-associated suicides were of school age children. There were a total of 2,061 suicides of children ages 5 through 19.

There are numerous factors that are correlated with youth violence, including child abuse, ineffective parenting, and violence in the home, media violence, poverty, prejudice, and substance abuse. However, access to guns has had a significant impact on lethal youth violence. *"Ten children die each day from gunfire in America, approximately one every 2-1/2 hours."* Children's Defense Fund (2001).

Children's Defense Fund, (2001)

- Gunfire killed 3,761 infants, children, and teens in 1998, dropping below the 4,000 for the first time since 1988. Although the number of young victims was the lowest in ten years, the death of each one is a tragedy.
- Of all the children and teens killed by gunfire, 58 percent were victims of homicide and 33 percent died from suicide. Guns remain the most common method of suicide for children. Accidental shootings accounted for most of the balance of the gun deaths of children.
- Gun violence is an equal opportunity disaster. Of the nearly 84,000 children and teens killed by gunfire between 1979 and 1998—61 percent were White and 36 percent were Black.
- Homicide is the third leading cause of death among all children ages 5 to 14, and the leading cause of death among Black youths ages 15 to 24.
- In 1998, more children and teens died from gunfire than from cancer, pneumonia, influenza, asthma, and HIV/AIDS combined.
- The number of children and teens killed in the United States since 1979 is 36,000 more than the number of soldiers killed in battle in Vietnam.
- Between 1979 and 1998, 563 American military personnel were killed by hostile action. During that same period 2,042 children under age 5 were killed by firearms, almost four times as many.
- In the United States, firearms outnumber children by a margin of almost three to one. There are approximately 75 million children and teens under 19 and nearly 200 million firearm in the United States.

Although there have been some indications that youth violence has declined since the peak in 1993, there are other indications that youth violence is remaining at stable levels. Confidential reports by youths themselves show that the number of young people who acknowledge having committed serious, potentially lethal acts of physical violence has remained level since 1993. Multiple homicides at school have increased. The Columbine High School tragedy, in April of 1999, was the impetus for the recent *Surgeon General's Report on Youth Violence* (2001). The report summarizes an extensive body of research, clarifies trends in youth violence, and identifies factors that increase the risk that a young person will engage in violent behavior. The study, *"Protecting Teens: Beyond Race, Income and Family Structure* (2000), considers the results of the congressionally mandated National Longitudinal Study of Adolescent Health, which involved more than 90,000 teenagers around the country. Together, these reports summarize an extensive body of research on violent youth behavior. In summary, they cite family connectedness, peer group relationships, and success in school as the three most significant factors influencing the likelihood that a young person will engage in violent behavior. In addition to identifying specific risk factors that can lead to

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School Violence and Safety *continued from page 15*

violent behavior, the reports also identify protective factors, such as self-esteem, that can be instilled in youth in order to prevent violence behavior.

It is no secret to teachers that violent behavior in youth is influenced by environmental, social, physical and mental health factors. So why should schools have a role in violence prevention? According to Scott Poland, Past President of the National Association of School Psychologists (2001), "*Because that(school) is where the kids are.*" Schools have a primary responsibility and opportunity to prevent violence among children and youth. School safety is the first priority in order to protect children and staff from harm. Schools need to have a comprehensive violence prevention and response plan in place. In addition to physical safety issues, children need a safe and supportive emotional environment in order to learn.

Effective violence prevention programs focus on identifying and eliminating risks and building protective factors in children. These approaches provide at-risk children with the necessary physical and mental health resources, behavioral interventions, skills development, and academic supports. *Early Warning, Timely Response: A Guide to Safe Schools and Safeguarding our Children: An Action Guide* was produced at the request of the President, Secretary Richard Riley, and the Department of Education and Department of Justice to provide research-based, practical help for creating safe learning environments and addressing objectives of high academic achievement (Center for Effective Collaboration and Practice of the American Institutes for Research and the National Association of School Psychologists, 2000). Effective programs or approaches have the following components:

- Support multidisciplinary mental health teams (composed of school psychologists, social workers, and school counselor) that conduct assessments, counsel troubled students, and consult with school staff and parents on interventions
- Employ mental health and pupil service personnel to implement specific programs such as peer mediation, conflict resolution, anger management, social skills training, and problem solving.
- Encourage students to recognize potential threats and inform appropriate adults.
- Promote norms that are antithetical to violent behavior and connect schools to positive social institutions that support non-violent solutions to problems.
- Minimize both the availability and acceptance of weapons and their use.
- De-stigmatize mental illness and create a culture in which children are comfortable enough to seek help for their problems.
- Emphasize high academic achievement and emotional competence.
- Create a climate of caring respect in which every student is valued.
- Promote collaboration between parents, educators, service providers, and students.

Earl Warning, Timely Response references numerous resources for schools including violence prevention curriculum and school-wide approaches. Some research-based violence prevention curriculum include *Second Step, Violence Prevention Curriculum for Adolescent*, and *Take Back Your School Violence Prevention Program, and Stop and Think*. A systems approach to positive behavioral support is supported by the research of Hill, Colvin, and Ramsey (1995), Sugai (1999), and Knoff (2000). Integrated, school-wide approaches to positive behavior support that emphasizes increasing student performance in social skills, academic achievement, and parental involvement has shown a reduction of office referrals, a decrease in out-of-school suspension, a significant decrease in the retention of students, and a significant increase in the number of student who scores above the 50th percentile (Knoff, 2000).

Secret Service Report: Preliminary Findings showed that incidents of targeted violence at school are rarely impulsive. The attacks are typically the end result of an understandable and discernible process of thinking and continuum of behaviors. The *FBI's Characteristics of Violent Offenders* states that all violent offenders have been bullied. Other characteristics of violent offenders have included social inadequacy and intolerance. Bullying is an insidious behavior that is too often rationalized and tolerated in schools, "*he is just being a boy*" or, "*well, that's how boys establish their pecking order.*" Some individuals, including school staff, dismiss bullying as a rite of passage. Bullying cuts across all socioeconomic and demographic boundaries. In a special report entitled "Special Report on Bullies" *People Magazine* (June 4, 2001) featured an article titled, "Disarming the Rage," Mothers Against Violent in American is featured in this special report for their grassroots, state, and national work at addressing the problem of bullying. At the invitation of Rep. Sheila Jackson Lee (D-TX), Pamela Eakes, president and founder of MAVIA, was one of four panelists at a June, 2001 briefing for the Congressional Children's Caucus titled, "Bullies in the schoolyard: A mental health crisis." MAVIA teach children the social and assertive skills to change

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School Violence and Safety *continued from page 16*

bullying behavior through their SAVE program. MAVIA is building a bullying resource center on their web site. Scott Poland, President, National Association of School Psychologists, was another panelist at the Congressional Children's Caucus. Dr. Poland makes the following key points in congressional testimony (2001):

- Put children first and provide mental health services
- Recognize all children and many adolescents do not understand the finality of death
- Reduce firearm access to children and prosecute adults who do not safeguard their guns
- Reduce the excessive amount of media violence and eliminate glamorization
- Add 30 minutes to school every day for problem solving, anger management and violence prevention
- End the conspiracy of silence that allows weapons and drugs in schools
- Emphasize training and responsibility for parents
- Stop sending students home from school early in the afternoon
- Develop after-school programs for everyone
- Building teacher-student relationships
- Recognize that all children need
 - 1) three or more significant adults in their lives in addition to parents;
 - 2) a sense of safety and belonging in the home, school, and community;
 - 3) three or more hours of organized activity weekly
- Stop building massive schools! (smaller schools have lower rates of violence)
- Make each student feel important

These are our children . . . they are our future. Early intervention and prevention is a much better alternative than building very high fences.

Youth suicide and lethal violent deaths can be prevented. When I hear that a school has adopted a "no tolerance" policy, I am concerned that the school has no systematic, proactive approach in place. Although necessary under certain circumstances, punitive discipline or incarceration produce little positive change in behavior. The cost of a year's stay in federal prison is between \$40,000 and \$50,000. To continue with reactive approaches to youth violence instead of addressing the origins of the violence — the toxic environment that breeds violence — is truly creating a nation at risk. Schools have an opportunity and a responsibility to influence the positive social emotional development and academic success of our children.

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Violence Curriculums and Prevention Resources

Second Step available from Committee for Children

172 20th Avenue
Seattle, WA 98122
800-634-4449

Violence Prevention Curriculum for Adolescence Education Development Center

55 Chapel Street
Newton MA 02160
Phone: 617-969-7100

Take Back Your School

Violence Prevention Program (Grades 6-12)

Orracle Educational Videos

1374 Madison Avenue
Memphis, Tennessee 38104
800-542-9243 www.orracle.net

Mothers Against Violence in America (MAVIA)

511 East John Carpenter, Suite 700
Seattle, WA 98122
Available on World Wide Web at www.mavia.org.

American Association of Suicidology

Suite 302, 4201 Connecticut Avenue N.W.
Washington DC 20008

National Association of School Psychologists (NASP) National Emergency Assistance Team (NEAT)

4340 East West Highway, Suite 402
Bethesda, Maryland 20814
301-657-0270 fax: 302-657-0275 www.naspweb.org

National Education Association (NEA) Crisis Communication Tool Kit

1202 6th Street N.W.
Washington D.C. 20036
212-822-7200

National Organization for Victim Assistance (NOVA)

1757 Park Road N.W.
Washington DC 20010
1-800-TRY-NOVA (1-800-879-6682)

National School Safety Center (NSSC)

141 Duesenberg Drive, Ste. 11
Westlake Village, California 92362
805-373-9977-Voice 805-373-9277 Fax

Students Against Destructive Decisions (SADD)

P.O. Box 800
Marlborough, Massachusetts 01752
877-SADD-INC

Violence Prevention Play

Bang, Bang You're Dead by William Mastrosimone
www.bangbangyouredead.com

Poverty or Ethnic Difference is Not An Excuse for Low Achievement

Researchers have now identified 30 or more schools with African-American and Hispanic students from low-income families where class means are at grade-level or above in reading and math at 4th grade.

For more information go to the following websites:

<http://www.edtrust.org/documents/dispell.pdf>

<http://www.ed.gov/pubs/urbanhope/index.html>

<http://www.noexcuses.org>

www.washingtonpost.com/wp-dyn/articles/A51868-2001March24.html

Practitioner Profile: Interview

Kenneth B. Greff, M. Ed, NCSP *School Psychologist, Bothell High School*

Interview by Gail Hasbrouck

“Tell us about yourself.... How did you come to be a school psychologist?”

As I begin the 2001-2002 school year, I am celebrating my 26th year in education. I started teaching at age 22, right after completing my BA at WWU. The employment climate in the state at that time (the mid 70's) was very tight in education. While my initial goal had been to become a 5th grade teacher, I had completed a double major to include special education and, as predicted by the advisors in the college placement office, the few teaching jobs that were open at that time were in special education. My first teaching assignment was in a self-contained class for Behaviorally Disabled students at a Junior High which was located directly in the flight path to Sea-Tac Airport. It may have been a blessing that the following spring I was laid off along with 150 other teachers from that district as the levies had failed there as well as in many districts across the state.

It was during that first year of teaching that I became acquainted with the profession of school psychology. As a first year teacher, I learned that when the school psychologist appeared with folders in her hand that it meant I was getting a new student.

I was very impressed with the concern that she showed for each student and the care she demonstrated in providing a comprehensive profile of information upon which I could then attempt to build a program for the new student. I also soon came to appreciate the consultation opportunity which was provided in the weekly visits from the school psychologist to my classroom, as she seemed to provide an oasis of clarity and breadth of perspective in the midst of the jungle of stress and confusion which I confronted daily as I attempted to provide some semblance of meaningful education for 18 adolescents identified as Behaviorally Disabled. Following that experience, I decided that I would like to try and have that same kind of positive impact on educators and students that I had experienced with the school psychologist who had worked with me during my first year of teaching.

“Tell us about your educational and professional background.”

After that initial year teaching, I went back to WWU to complete a Master's Degree in Special Education. I then took a job teaching high school special education students and managing a vocational training program at Bothell High School. That same fall I was accepted to the School Psychology program at the University of Washington. I completed a second M. Ed, this time in Educational Psychology at the U of W, over the subsequent 3 years going part time and summers while I continued to teach. In April of 1980, after completing my certification, I started my practice as a school psychologist. I have continued my

practice in the Northshore School District since that time, and have served Bothell High School as the School Psychologist since the Fall of 1980. School assignments have varied from year to year, with a peak of 3 high schools in the mid 1980's to various configurations of elementary schools and high schools. As the National Certification in School Psychology program was introduced by NASP in 1989, I was among the group of currently practicing school psychologists included in the initial group who obtained certification as Nationally Certified School Psychologists. Additional training includes National Community Crisis Response Team Training with the National Organization for Victim Assistance.

“Describe your current Position”

At present I am the full time School Psychologist at Bothell High School, where I am also the Student Services/Counseling Dept. Chair. School enrollment is around 1550 students grades 10-12 with approximately 180 students with IEP's. This role configuration allows the opportunity to design and implement a student services model which teams counseling, school psychology, nursing, readiness to learn, drug/alcohol counseling, career counseling, and school administration in a network of services with the intention of streamlining, and coordinating delivery of support services to students. While the responsibilities of Dept. Chair complicate the already busy demands placed on my role as school psychologist, the opportunity to participate in the school wide reform process as a dept. chair in a large high school provides an opportunity to take a systems approach to application of educational psychology. This allows me to locate office space in the Counseling/Career Center which provides easy access for the students, and presents a clear message to students that access to the school psychologist is readily available. As a result, a significant portion of my work is in response to student self-referral. We have taken a problem solving and prevention approach in addressing concerns about student achievement, safety and security, harassment and bullying, and “destructive decisions.” I am co-chair of the building Climate and Culture Committee, and in my 6th year as advisor to the Student Conflict Mediation Team. I also serve as a member of the district Post Trauma Psychological Crisis Response Team.

“What are your special areas of Interest?”

I have specialized my practice in working with adolescents. Particular areas of interest include working with under-achieving, non-handicapped students, identification and treatment methods for ADHD, counseling and intervention, with chronic emotionality and depression, and youth suicide prevention. I have been very impressed by the work of Scott Poland and other colleagues taken an increased interest in looking for effective methods for prevention of harassment and violence in schools.

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Practitioner Profile: Interview *continued from page 19*

“What is your ideal job description of a school Psychologist?”

I believe that school psychologists are at their best when they earn the respect of the students, parents teachers and administrators, in the buildings where they work. I believe that school psychologists are at their best when they are accessible directly to students, when they are able to listen to and interpret the needs of their clients for the educators and parents who have come in search of new answers for how to help. I believe that school psychologists are at their best when they can select and utilize appropriate measurements and clinical observations to bring new insight into how to help a student improve their school achievement. I believe that school psychologists are at their best when they

are able to bring insight through interpretation of the science of psychology into decisions of educational design in the schools that they serve. I believe that the ideal job description of a school psychologist would be in a school that recognizes and provides the opportunity for the school psychologist to be at their best.

How do you see the profession of School Psychology changing in the future?

As in much of Education, the future is about change. We have an opportunity to be at our best and impact change in a proactive way that enhances learning for students. Change in school psychology will mirror our effectiveness in implementation of that best practice.

WSASP Welcomes Fredrick A. Shrank, Ph.D., ABPP to Washington State

Technical Bulletin on WISC-III/WJ III ACH Ability/Achievement Discrepancy Calculations Available

Ideally, ability/achievement discrepancy scores should be obtained from actual discrepancy norms obtained from co-normed cognitive and achievement tests. However, some tests that are used for calculating ability/achievement discrepancies are not co-normed. When using a pair of tests that are not co-normed, certain precautions must be taken when calculating ability/achievement discrepancies. This is the case when using the *Wechsler Intelligence Scale for Children-III* (WISC-III) and the *Woodcock-Johnson III Tests of Achievement* (WJ III ACH) to calculate ability/achievement discrepancies. Intellectual ability/achievement discrepancy estimates obtained when using the WISC III and the WJ III ACH must be corrected for regression error.

An assessment service bulletin is available that outlines a step-by-step procedure and includes a reproducible worksheet for calculating ability/achievement discrepancies between these two test batteries. The procedure is based on correlations between the measures obtained from a broad sample of non-referred individuals (n=252) aged 6-2 to 16-10. The correlations were subsequently corrected for restriction in range to obtain the best approximation of the values that can be assumed for the population parameters defined by both measures. The predicted achievement scores obtained using the outlined procedure contain a correction for regression error. The correction for regression allows professionals to determine the difference, in standard score points, between measures (such as a difference of 15 or 22 points). For educational agencies that utilize a criterion for significance that is expressed in terms of standard deviation units (such as $+1.5$ SD), the procedure includes an additional step. This step is a calculation utilizing the standard error of the estimate (SEE) of the discrepancy score distribution, which is the appropriate standard deviation to use for the intended purpose. The bulletin is called “Assessment Service Bulletin Number 4: Calculating Ability/Achievement Discrepancies Between the

Wechsler Intelligence Scale for Children-III (WISC-III) and the *Woodcock-Johnson III Tests of Achievement* (WJ III ACH).” It may be obtained by calling Riverside Publishing at 1.800.323.9540 or by downloading the bulletin from the following website: www.woodcock-johnson.com.

Washington Professional Educator Standards Board Update

This last school year, you read the article on how this board was created (legislation) and what areas the board was mandated to deal with (alternate teaching routes and teacher testing). The legislative body and other education oriented groups have given us very positive input on the work that has been accomplished. If you have the opportunity, I invite you to come to a meeting to see how well you are being represented by educators along with the voice of a parent and a business person. What is best for students academic achievement in our state while supporting the educators who work with them is how we look at each issue.

At this time, I am chairing a subcommittee along with Karen Simpson, SLP, that is looking into the issues of: Compensation for years of service outside the educational arena for ESAs. The area of equity around the issue of ESA national certification and teachers national certification since nationally certified teachers are compensated for reaching that level of expertise. Both of these issues were brought before the legislative body this last session, and the result was a letter from Senator McAuliffe and Senator Finkbeiner asking our standards board to review the issues and provide recommendations and guidance on these to OPSI, SBE and the Legislature. Please call or e-mail me ([ccoar@tacoma.k12.wa.us](mailto:cocar@tacoma.k12.wa.us)) with any input you have on these issues.

Nominations for Awards to be Presented at the Fall 2001 Conference

From Keith Mars, Immediate Past President & Awards Committee Chairperson 2001-2002

WSASP yearly presents awards to individuals and/or organization for their outstanding efforts towards promoting school psychological services. Below is a review of the award categories:

LOUISA THOMPSON Award

The individual receiving this award is recognized for his/her 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 19800, and in 1981 was named the WSASP Psychologists of the Year.

Criteria: 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 Psychologists 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.

Selection: 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

The individual receiving this award is 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 client's community and/or profession. The nominee should have personal characteristics that include high ethical standards, effective interpersonal skills and a dedication to improving conditions for children, families, schools and communities.

Criteria: The recipient must have been trained as a school psychologist, be primarily engaged in the practice of school psychology in Washington State during the year prior to receiving the award and be a member of WSASP. Nominees should exemplify contribution, commitment, quality of service and accomplishments as stated above (Three reference letters are required for this nomination).

Selection: The selection committee shall include the Officers of the Association and at least two previous School Psychologist of the year Award winners.

BEST PRACTICES Award

Awards may be given in the following categories: Assessment, Intervention, Consultation, Education/Supervision and /or Research/ Program Evaluation. Awards are given to individuals who describe explicitly and clearly a recommended best practice or an innovative practice likely to be effective and the degree to which the practice has/will overcome barriers to effective practice.

Criteria: The recipient must have been trained as a school psychologist, be primarily engaged in the practice of school psychology or involved in training and supervision of school psychologists in Washington State during the year prior to receiving the award and be a member of WSASP. Nominees should exemplify contributions, commitment, quality of service and accomplishments as stated above.

Selection: The selection committee shall include the Immediate Past-President and Area Representatives of the Association.

*Acceptance of a Best Practices Award obligates the finalist to give a presentation regarding the practice at an Association Fall Conference. A paper presentation or panel discussion may meet this obligation. The association will pay the conference registration fee and regular compensation for invited speakers.

SCHOOL PSYCHOLOGY SERVICES AWARD*

This award may be given to departments, schools, districts, clinics, hospitals or other corporate entitles that exemplify effective school psychology, practice in assessment intervention, consultation, education, supervision or research/evaluation. It is intended to be the equivalent of the School Psychologist of the Year award.

Criteria: 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 school-related problems. Nominees should exemplify contributions, commitment, quality of service and accomplishments as stated above.

Selection: The selection committee shall include the Officers and Area Representatives of the Association.

*Acceptance of a School Psychology Services Award obligates the finalist to give a presentation regarding the practice at an Association Conference. A paper presentation or panel discussion may meet this obligation. The Association will pay the conference registration fee regular compensation for the finalist and a maximum of one other presenter.

NOMINATION/APPLICATION PROCEDURES - All nominations/applications must be submitted no later than October 20, 2001. All nominations/applications must be submitted in writing and sent to the following address:

Keith Mars
7901 Onyx Ct. S.W.
Tacoma, WA 98498

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Nominations for Awards *continued from page 21*

Application must include the following:

- Individual/Agency being nominated for Award
- Award Category
- Detailed rationale statement for nomination.
- Supporting documentation (e.g. individual resume for nominee, listing accomplishments, research support) as indicated within each category. (Note: At the discretion of the award committee, additional information may be requested).

If you have any questions regarding the awards process, please contact me at the following email address or phone numbers:

Keith's email: Schoolsike@aol.com

Home phone: 253-588-9834

Work phone: 253-571-2265

RSVP

Written by Vicki Potts

The goal of RSVP Washington is to address shortages of special education and related services personnel statewide by using a systematic approach for the recruitment (and retention) of an adequate supply of qualified and committed special education professionals in Washington State. We are funded by the Office of the Superintendent of Public Instruction, Special Education Division to provide services to our local school districts across the state. Our offices are in the College of Education and Professional Studies, Black Hall, Central Washington University.

Free Employment Data Base: <http://www.rsvp.washington.org>

The biggest impact to the state as a whole is the interactive, on-line recruiting tool utilized by many school districts across the state. The RSVP Washington free, interactive employment data base continues to grow. Strategies and technologies continue to improve. We annually recruit at targeted locations in-state and out-of-state, depending on the area of personnel shortages in highest need. For example, we recruited in Vancouver, B.C., two years ago at the interannual conference. And we recruited this past year

at the California School psych conference. In addition we attend major national conferences as well.

Conditional Awards in Special Education (CASE) Annually we are allocated a specified amount for CASE awards. We conduct a competition to provide awards to students enrolled in college and university preparation programs in special education and related services professions. When they finish their degrees, recipients are obligated to enter school service for a specified number of years (depending on the amount of the award) or to repay the funds with interest. The application process is competitive and is annually announced on our web site in October. At that time, the priorities for the coming year are determined, the time lines provided and the applications are available for downloading.

This past year, the following awards were given to school psychology students to encourage them to enter school service. The total amount awarded was 21% of our CASE allocation for 2000-2001.

	Amount	University	Term	Press Release
1	\$1,600	Seattle University	One quarter	Seattle - North Central Outlook
2	\$1,600	Seattle University	One quarter	Issaquah - Issaquah Press
3	\$2,400	Seattle University	Academic year	Kent - South County Journal
4	\$2,500	Seattle University	One quarter	Seattle - University Herald
5	\$2,500	Seattle Pacific University	One quarter	Kirkland - Kirkland Courier
6	\$2,500	Seattle Pacific University	One quarter	Olympia - Olympian
7	\$2,500	Seattle University	One quarter	Seattle - Queen Ann Magnolia News
8	\$2,500	Seattle Pacific University	Academic year	Lakewood - Lakewood Journal
9	\$1,500	Seattle University	One quarter	Edmonds - The Enterprise

*Total \$19,600 or 21% of CASE Allocation for 2000-01

If you would like additional information, call or email:

Linda Lynch, Director
509.963.1425
Lynchl@cwu.edu

Vicki Potts, Program Coordinator
509.963.1425
Pottsv@cwu.edu



School Psychologist in Washington, D.C.

President Bush nominated Dr. Robert Pasternack, New Mexico's State Director of Special Education (and a school psychologist), to be Assistant Secretary for Special Education and Rehabilitative Services (OSERS). The Senate in mid-July confirmed Dr. Pasternack.

OSEP Learning Disabilities Summit

Dear Colleagues: The US Office of Special Education Programs is pulling together a group of professionals for a presentation: LEARNING DISABILITIES SUMMIT: BUILDING A FOUNDATION FOR THE FUTURE. This will be held August 27-28, 2001 in Washington, D.C. This is a by invitation only event.

The white papers being presented are:

- Early Childhood/Early Identification
- Historical Perspective
- Alternative Responses to Interventions
- Clinical Judgements
- Classification Approaches
- Approaches to Decision Making
- Discrepancy Models Processing Deficit Models
- Is LD Real?
- Is There a Benefit?

I believe the "Rethinking Special Education for a New Century" and these white papers will frame the reauthorization of IDEA 97. This reauthorization will probably take place within the next two years. I encourage all school psychologists to read these materials when they become available so we as school psychologist can become players in determining our own destiny. We need to be fully aware of the issues and current research so we can advocate for changes that will help us and be good for students. I have already sent out the URL for the "Rethinking Special Education" report. As the white papers become available I will post their URL to the listserv. Just in case you missed it: This report is available online at: <http://www.edexcellence.net/> In PDF format: http://www.edexcellence.net/library/special_ed/special_ed_final.pdf If you keep checking www.ideapractices.org I am sure they will have the papers for download as soon as they are available.

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**WSASP, 425 members strong.
Everyone counts!**

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Olympia, WA 98502

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