
Washington State Association of School Psychologists



Scope Newsletter

Jennifer & Cory McIntyre, Editors, Spring 2002, Volume 24, Issue 3

May is Mental Health Month

**"Be the difference you wish to see in life."
--Mahatma Gandhi**

Reducing the stigmas attached to mental disorders is difficult. This May, let your schools and communities know that *Mental Health Matters – Now More Than Ever*.

Messages

- Mental Health is essential to children's overall health and well being.
- September 11 has affected children and teens as much as adults.
- By spending time talking with their children, parents provide vital emotional support.

Suggested Activities:

- Write articles on children's or teen's mental health for the local school newsletter or newspaper.
- Sponsor an essay contest in local schools on children's mental health issues.

Childhood Depression Awareness Day

What can you do? This year on May 7, emphasize to children and teens that *Mental Health Matters*. Proudly wear a green ribbon to draw attention to childhood depression, and use activities in the NMHA guide that are tailored to reach specific populations. See the National Mental Health Association website for more information: www.nmha.org/may/index.cfm

Ethics and Professional Practices Report

Test Security vs. Parent's Rights to Information: What do we share?

By: Sean Whalen, M.A.

School psychologists sometimes experience conflicts about whether or not they should provide test protocols to parents for review. Ethical standards from APA and NASP, copyright law, FERPA, and IDEA intersect to create a difficult path for school psychologists to navigate. This issue was addressed in a recent, two-part article in the NASP Communiqué. This article is highlighting the information in these articles and other sources.

Conflict usually arises when parents or others wish to review test protocols. School psychologists may feel uneasy about this due to concerns over test security and copyright issues. However, the laws that govern our practice clearly indicate that parents have a right to some form of access to educational records. For example, section 99.10(c) of the FERPA regulations provides that an educational agency is required "to respond to reasonable requests for explanations and interpretations of [educational] records." IDEA reiterates FERPA with regard to parent access to educational records.

Test protocols and answer sheets are explicitly included in the definition of educational records. Test protocols contain personally identifiable information about the student, which includes them in this definition. Ethical standards for school psychologists require that we maintain appropriate records, with the rule of thumb being that another professional should be able to meaningfully use our records to provide service. Because of this we cannot dodge this issue by not placing personally identifying information on protocols. The risk is too great that files could get confused, making the records useless to ourselves and to others. Furthermore, it is appropriate to maintain records that can be reviewed for error in scoring or interpretation by other professionals. For this reason we cannot ethically destroy protocols while the information contained in them is still considered useful and valid. Thus, we must include test protocols appropriately as part of the educational record. However, the law does not state that we must give copies of protocols to parents. We must provide access to the records and respond to requests for explanations and interpretations. School psychologists may review the records with parents and offer explanation and interpretation of test scores and results, using the protocol as a tool to clarify and guide the explanation. Ethical standards actually encourage this practice, as we are placed under the obligation to ensure that information is not misused.

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Message From the President By Gail Hasbrouck

This has certainly been quite a year of tragedy and triumph. September 11 is still fresh in our minds as we face the challenge of imminent budget cuts across the state. My first reaction to the news of the state budget cuts was a feeling of having the wind knocked out of me. However, I expect that we will survive by tightening our belts and focusing our efforts. Perhaps we will do more than merely survive. In the January, 2002 issue, US News and World Report featured School Psychology as one of the eight most secure career tracks in the United States!

The national tragedy has brought a spotlight onto crisis prevention and response. There has been an infusion of funding for mental health counseling (\$10m) as a result of September 11. Education reform has brought a renewed focus on decreasing the achievement gap of our disadvantaged children using research-based instructional practices. The early work on the reauthorization of IDEA has seen a consensus among school psychologists and virtually all key stakeholders on the need to reexamine the way that we approach the identification of children with learning disabilities. In response to the need for early intervention, the Bush administration has increased the federal budget for early reading programs by more than \$286 million. Overall federal funding for special education programs is up 17% from the 2001-2002 allocations. However, Bush's 2003 budget threatens to cut funds for mental health counseling services. Our Association needs to be advocates to ensure that legislators understand how important these funds are, especially in light of the anticipated need for mental health services and the increase in depression amongst adolescents.

School Psychologists have unique training in the development, implementation, and evaluation of early intervention programs. Your local school districts will be deciding on how to allocate their early reading grants and their safe and drug free school money so you will need to promote early reading intervention, mental health services, and special education services at the local level. The Association wants to help you with your advocacy efforts and is planning a 2002 Fall Conference theme of "Risk Resiliency" with keynote speaker, Diane Smallwood, NASP President. Other conference highlights include, "Culture of Poverty," and a presentation from Doug Gill, Washington State Special Education Director and President's Commission on Excellence in Special Education.

Your WSASP leadership views these changing and challenging times as a window of opportunity. We are working with key stakeholder groups at a state and national level with the expectation that *we will strengthen support* for children's educational and mental health services and the field of school psychology. However, our leadership team needs your support to make this happen. Please join our efforts by renewing your membership this spring.

Ethics and Professional Practices Report Continued

NASP (2000a) ethical standard IV-E-1 further requires that "school psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine the use of the device. School psychologists are responsible for the security requirements specific to each instrument used." In light of this, the following recommendations are made to practitioners:

- 1) School psychologists should maintain test protocols that are current and valid. As a rule, if a protocol was used to make an eligibility or placement decision and/or is referenced in a current report it should be kept. School districts should develop procedures for destroying test protocols that are no longer considered valid or current. If you cannot produce a protocol you may have to redo testing if the scoring, interpretation, or validity of a test is challenged.
- 2) School psychologists are encouraged to keep protocols in a file under their direct control or in a secure location separate from the "central file." Test security limits who should have access to the protocol, and keeping them separate keeps the central files concise and helps to preserve security. A note should be made in the central file that a separate file exists. This will protect professionals from accusations of hidden files or honest omissions when a file is requested for review.
- 3) If a parent requests a copy of a protocol, a school psychologist should try to use the opportunity to meet with the parent, review the testing, and interpret the findings. If the parent refuses or is unable to meet, then the recommended response is to agree to forward copies of the protocol to another professional of the parent's choosing who is qualified to administer, score, and interpret the test in question. This maintains test security and allows for unbiased interpretation of the record for the parent.

Readers who have further questions are encouraged to review the following:

American Psychological Association (1992). *Ethical principles of psychologists*. Washington, DC: Author.

Canter, A. (2001) Test Protocols, Part I: Right to Review and Copy. *NASP Communique*, 29(7). (available online at <http://www.nasponline.org/publications/cq297protocolsI.html>)

Canter, A. (2001) Test Protocols, Part II: Storage and Disposal. *NASP Communique*, 30(1). (available online at <http://www.nasponline.org/publications/cq301protocolsII.html>)

National Association of School Psychologists (2000a). *Principles for professional ethics (revised)*. Bethesda, MD: Author. (available online at www.nasponline.org)

National Association of School Psychologists (2000b). *Guidelines for the provision of school psychological services (revised)*. Bethesda, MD: Author. (available online at www.nasponline.org).

Wright, P. & Wright, P. (2001) *Wrightslaw: From Emotions to Advocacy*. Hartfield: Harbor House Law.

Wright, P. & Wright, P. (1999) *Wrightslaw: Special Education Law*. Hartfield: Harbor House Law.

This article is the first in an ongoing of Q&A articles presented by the Ethics and Professional Standards Committee. Future questions should be addressed to the chair of the committee, currently Sean Whalen (spwhalen@nventure.com or swhalen@fife.k12.wa.us)

Area 2 News

By Allen Johnson



The first Area 2 meeting of 2001-02 was held at the North Central ESD in Wenatchee on February 4. Approximately fifteen School Psychologists and four Special Education Directors were in attendance. The A.M. session was devoted to a presentation and discussion led by Ron Hertel, Director of Interagency/Services Delivery Linkages at OSPI. A number of administrative staff from the Childrens' Mental Health Services in Wenatchee also participated in the discussion. The P.M. presentation on "Bullying in the Schools, from Research to Intervention" was conducted by Betsy Minor-Reed and Judy Dubuque of North Central ESD who had developed this presentation for the IDEAS Conference in Spokane. This was a high interest presentation with lots of Q & A.

Allen Johnson, Area 2 Representative, lead a discussion on recruitment and retention issues and explained a new survey that he has developed. The survey is based on a comprehensive Recruitment and Retention study done by the Oregon Department of Education's [Office of Special Education](#) and [Teaching Research](#) at Western Oregon University. For more information and resources see <http://www.tr.wou.edu/rfp/index.htm>. The Area 2 survey results are presently being analyzed and a second survey is being designed for distribution at our May meeting. The survey is available to other Area representatives and may prove helpful in providing information to districts that are experiencing significant difficulties in retaining School Psychology staff as well as in the hiring new staff.

Relocation of WSASP Office

For the last eight years, the WSASP office has been located in Olympia at the home of Kim Bahrenburg. Kim resigned as office manager in November. The WSASP board thanks Kim for her service to the Association and wishes her the best. Several proposals for office management are being reviewed by the board and a final decision regarding the location of the new office will be made some time this spring.

In the interim, and for future reference, all board members, area representatives, and committee members can be contacted directly through the WSASP website. From the www.wsasp.net homepage, select *All About WSASP*. Click on *Executive Board* and select *Officers*, *Area Representatives*, or *Non-Voting Members*. To talk with a Committee chair or member, click on *Committees*. By clicking on any board member's name, an email message box opens up. You can then type your message and press *send*. All board member phone numbers are listed in this section as well.

Member Services



An electronic version of Scope was piloted at the beginning of February. If you did not receive February Scope it is because we do not have your email address. To update your email address and to receive a copy of February Scope, please send your email address to Gail Hasbrouck ghasbrouck@nwinfo.net. To increase communication with our members, on electronic Scope will be sent out bi-monthly. A hard copy Scope will be mailed to members four times per year.

Substitute House Bill 2415

Substitute House Bill 2415 passed the House unanimously on February 13 and the Senate unanimously on March 4. The bill has now been filed with Governor Locke for signature. The Bill allows school districts to hire as principals those persons who hold an administrator certificate and either an ESA certificate or a teaching certificate; previously, a teaching certificate was required. The person hired will have had to demonstrate successful school-based experience in an instructional role with students. How this will be defined will be determined when OSPI revised certification requirements in line with SSB 2415. For a copy of the Bill as filed, see www.wsasp.net, Alerts and Updates.

NASP CLOCK HOURS FOR ALL SCHOOL PSYCHOLOGISTS

The Washington State Association of School Psychologists is sponsoring OSPI Clock Hours for the NASP 2002 Convention. These clock hours are offered FREE OF CHARGE to Washington State school psychologists. Membership dues subsidize the material cost of processing these hours--actual labor is volunteered by the Professional Development Chair, a member of the WSASP Executive Board. For procedure for applying for clock hours, contact Jacquie Jensen at jacquejensen@usa.net or by phone at 425-513-0450.

2002 Washington State Association of School Psychologists Fall Conference "Risk Resiliency"

November 7, 8, 9
Westcoast Yakima Gateway Hotel
North 9th Street, Yakima, WA
Conference Chair: Pat Kramp
jkramp@charter.net

Conference Highlights:

Diane Smallwood, President, National Association of School Psychologists

Culture of Poverty Workshop by ESD 105

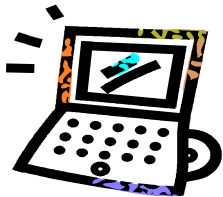
Doug Gill, OSPI Special Education Director,
Presidential Committee on Excellence in
Special Education

Look for Downloadable Registration Form at
WWW.WSASP.NET

White House News Release, March 22, 2002: Paige Introduces New Enhancing Education Through Technology Program

In an effort to improve student achievement through the use of technology, U.S. Secretary of Education Rod Paige announced that states could apply for grants under the new Enhancing Education Through Technology (ED Tech) program. The Ed Tech program is included in the *No Child Left Behind Act* and provides \$700 million for FY2002 to the states and territories. For a copy of the application and information on the goals and purposes of the program, visit the department's website at www.ed.gov/offices/OESE/esea/regsandguidance.html.

Technology Tips for School Psychologists



Webopedia features an online dictionary and search engine for computer and internet technology. <http://webopedia.internet.com/>

NEA's "On Technology" website featuring "Etools" and "Etools 2000" www.nea.org/technology/

Websites to Bookmark:
Internet and Assistive Technology: <http://www.specialednews.com/technology/technology.html>

National Center for Education Statistics: <http://nces.ed.gov/>
See March 7, 2002 Children's Reading and Mathematics Achievement in Kindergarten and First Grade

Indicators of School Crime and Safety 2001

BUSH'S SPECIAL ED COMMISSION MAKES A PLAN BUT NEEDS MORE TIME

January 20, 2002 WASHINGTON -- The [President's Commission on Excellence in Special Education](#) laid out its plan to evaluate the successes and failures of special ed in the United States last week, but with six task forces each needing to gather input from the special ed community and meet publicly at least once, the commission says it will not make President George W. Bush's aggressive April 30 deadline for a final report. The group has asked the president to extend his deadline to sometime in June.



Kicking off the project with a public meeting in the nation's capital, the 19-member commission created subcommittees to address accountability systems, research, professional development, finance, student assessment and system administration. The group also approved a slate of nine meetings in nine different U.S. cities, each addressing a different aspect of the special ed system. The next meeting, for example, will be held February 25 through 27 in Houston and will examine ways in which current special education programs are effective. The group will meet four times in March and three more times in April, then hopes to approve its report at a final meeting May 30 in Washington.

At the initial meeting, members of the [Council for Exceptional Children](#) urged the commission not to rush to change a system that has yet to be fully tested for effectiveness. The CEC, one of the special ed community's chief lobbying groups, argued many improvements could be made by fine-tuning the way states implement the federal Individuals with Disabilities Education Act. Other problems may be a matter of state policy, not warranting the interference of federal lawmakers.

Division in Congress over whether and how to change various provisions in IDEA was a critical reason attempts to dramatically increase federal funding for state special education programs through the Elementary and Secondary Education Act failed. With IDEA up for reauthorization this year, Bush is counting on the commission's report to guide the administration in negotiations with Congress over potential changes to the law. However, CEC argued that some changes made to IDEA in 1997 have yet to be fully implemented, since official U.S. Department of Education guidelines did not become available until spring of 1999 or later. *Reprinted Courtesy of Special Education News.*

"The Demise of I.Q. Testing for Children with Learning Disabilities."

View Robert Pasternack's slide show from the National Association of School Psychologists Convention in Chicago is available at www.wsasp.net Alerts and Updates. Robert Pasternack is a former school psychologist, current Assistant Secretary of Education to Rod Paige. To order an audiotape of Dr. Pasternak's distinguished lecture, William Pollack's general session, Responding to Tragedy: A Town Meeting, or other lectures and workshops, contact Gaylor Multimedia Incorporated at 615-641-6411 Fax 615-641-6412 for an order form.

WEA Task Force News

The WEA Task Force on recruiting and retaining special education personnel and ESAs has completed a survey of over 17,000 special ed and ESAs. On April 12 & 13, the task force will be interpreting the survey results. There are three school psychologists who are serving on the task force including Gail Hasbrouck, WSASP President, Dan Brown, Deer Park School District, and Cheryl Garvey, Kennewick.

Governor Locke Proclaims May 13 – 17 School Psychology Week

*An original of the proclamation can be viewed on the
WSASP website at www.wsasp.net*

READING PROBLEMS SLOW LEARNING; LEARNING PROBLEMS SLOW READING

January 18, 2002 Supported by research showing that kids who do not learn to read early in school encounter other learning challenges more often, the Bush Administration has made reading a focal point of its "No Child Left Behind" education plan. Bush wants all kids reading by the end of third grade, a significant challenge considering the 2000 National Assessment of Educational Progress reports that 37 percent of the nation's fourth graders are reading below basic level. According to NAEP guidelines, that means more than a third of the students tested could not show that they understood the overall meaning of what they read on the national standardized test used to gauge such abilities.

NAEP Reading Tests Show Few Gains in 8 Years

Testing Year	4th Graders Reading Below Basic Level	4th Graders Reading at Basic Level	4th Graders Reading at Proficient Level	4th Graders Reading at Advanced Level
1992	38%	34%	22%	6%
1994	40%	31%	22%	7%
1998	38%	32%	24%	7%
2000	37%	31%	24%	8%

SOURCE: [National Assessment of Educational Progress](http://www.naep.gov)

To boost this performance, the recently reauthorized Elementary and Secondary Education Act authorizes the U.S. Department of Education to increase spending on reading programs 300 percent in fiscal 2002 over the prior year. The department says the money must be spent on "scientifically proven methods of reading instruction" laid out in the administration's "Reading First" plan.

Early reading mastery is integral to tackling other learning challenges, including various learning disabilities, special ed advocates say.

- Fifteen to 20 percent of all people in the United States have one or more reading-related disability, such as dyslexia.
- In school, 70 to 80 percent of students classified as having learning disabilities have trouble reading.
- In past studies, nearly three-quarters of students who were poor readers in third grade were still reading below average in ninth grade, and most still could not read well as adults.

Source: [International Dyslexia Association](http://www.ida-dyslexia.org)

Reprinted Courtesy of Special Education News

WSASP 2002 Elections

Nominations for President:

Gail Hasbrouck

Nominations for President Elect:

Sean Whalen

William Wood

Nominations for Secretary:

Anna LaSalle

Nominations for Treasurer:

Sandy Miles

Nominations for Area Representatives:

Area 1B Jacquie Jensen

Area 1D Jennifer McIntyre & John Sanders (co-reps)

Area 2 Allen Johnson

Area 4 John MacDonald

Area 6 Jeannie Wagner & Debra White (co-reps)

Area 8 Corie Schauls & Caroline Raymond (co-reps)

Area 10 Cheryl Garvey & Becky Terry (co-reps)

Biographical Sketches of Officer Nominations

Nomination for President

Gail Hasbrouck, M.Ed., NCSP, has been a school psychologist in the Yakima School District for three years. Gail has been practicing school psychology for five years. She has worked as a building-based and itinerant school psychologist using traditional and curriculum-based assessment models. She has provided psychological services to children at the preschool, elementary and high school levels. Gail coordinated a state-level program for recruiting and retaining teachers between 1993 and 1996. She has been an instructor for the Washington Education Association's Special Education Cadre and for the University of Phoenix MED, Curriculum and Instruction. She has served on the WSASP board since 1996 as an Area 6 Representative and is currently WSASP President. Her Presidency has focused on organization, recruitment, and retention. Gail's goal for the 2001-2002 year is to further the mission of the association by initiating a long term planning process and increasing member services.

Nominations for President Elect

William D. Wood, Ph.D., has been a school psychologist in the Seattle School District for three years. Dr. Wood received his doctorate from the University of Georgia in 1999. He has been practicing school psychology for five years. He has a background in general school psychology, but his areas of interest are preschool and social/emotional assessment. He has been involved in several nationally funded research grants such as Project STAR- Support for At-Risk Children, which is on the Center for Substance Abuse Prevention's (CSAP) National Registry of Effective Prevention. He served for two years as a representative on the Georgia Association of School Psychology Board (GASP). Dr. Wood currently serves as Seattle's area representative for WSASP.

Sean Whalen, M.A.

Current Position: School Psychologist, Fife School District

Association Activity- Area 9 Representative, Chair of Ethics and Professional Practices Committee, Member of Assessment Review Committee, Member of Professional Practices Guidelines Task Force

Other professional work: Adjunct Professor, University of Puget Sound

Background: I received my training at the University of Montana in Missoula. Initially I enrolled in the doctoral program in clinical psychology and completed a minor in clinical neuropsychology before switching to School Psychology. I graduated with an MA and completed my thesis in 1999. I completed my internship in the Auburn School District in the 98-99 school year, and have worked in the Fife School District since then. My goals as a member of the association are to continue to advocate for the highest standards for professional practice and the best service for children and families in schools and to represent the goals and interests of school psychologists to the board and association, OSPI, WSPA and other groups with whom we work.

Nomination for Secretary

Anna LaSalle, Ph.D. 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. Ann 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 discipline of systems thinking to the school context. Anna has served as WSASP Treasurer during 2000-2001.

Nomination for Treasurer

Sandy Miles has over twenty-four years of school psychology experience and is currently employed as a Behavior Specialist/School Psychologist in the Everett School District. She received her B.A., M.Ed. & Ed.S. degrees in Educational Psychology and School Psychology from the University of Georgia in the early 70's and retrained as a School Psychologist in the late 80's at the University of Oregon. Sandy is now in her eighth year as a School Psychologist in Washington and has served as an area representative to WSASP for a number of years. She is committed to a broad school psychology role and enjoys opportunities to team and collaborate with other building professionals around students displaying challenging behaviors. Sandy's goal for the coming year is to encourage membership and more active involvement of members in WSASP activities.

COMING SOON

The Washington PAVE WTC (Workshops, Training, and Conferences) Clearinghouse for Special Education Training and Information will acquire and disseminate information about workshops, conferences, and training available throughout Washington State that would be of interest to parents, administrators, school psychologists, and other educators involved with special education services for children birth to twenty-one. Information about in-service, training, workshops, and conference opportunities will be available from a variety of sources, such as professional association, regional education agencies, OSPI, and parent advocacy and training groups. To learn more about the clearinghouse, get information on these workshops, conferences, or trainings by topic, organization, or region call 1-800-836-0305 (v/tty) or log on to the clearinghouse website at: www.washingtonpave.org. WSASP will have a link to this website under "Events." This contract has been awarded through the State Improvement Grant received by the Office of Superintendent of Public Instruction (OSPI) Special Education Division.

The Washington State Association of School Psychologists
C/O Gail Hasbrouck, 2904 Brackett Avenue, Yakima, WA 98902
Phone: 509-249-5501 Fax: 509-573-5090

WWW.WSASP.NET

Mission Statement

The mission of the Washington State Association of School Psychologists is to promote the educational and mental health of children and youth; and to promote the interests of, and to advance the profession of School Psychology.

Newsletter Policy

Newsletter Policy: The Scope Newsletter is a non-profit newsletter wholly owned and published by the Washington State Association of School Psychologists (WSASP) for its members and friends. Although it is the official voice of WSASP, not all articles and items in this newsletter reflect the official policies and positions of the Washington State Association of School Psychologists. Other newsletters for school psychologists may freely reprint from this newsletter. However, a reciprocal agreement is assumed. If this is not the case, please contact the editor before your next issue. Advertisers for WSASP members are gratis. Non-profit associations may make announcements without charge, with the assumption that they will reciprocate the courtesy. All others should contact the editor for a schedule of advertising rates. WSASP and the staff of the Scope Newsletter cannot assume any responsibility for the return of unsolicited manuscripts or submissions to the newsletter. This newsletter is published quarterly with the provision for special issues as necessary.

Upcoming Events

WSASP Board Meeting: May 11, 2002 WEA, Federal Way
Next Deadline for Scope Newsletter: June 1, 2002
WSASP Board Summer Retreat: August 20 & 21, 2002 North Bend
WSASP Fall Conference: November 7, 8 & 9, 2002, Yakima

Scope Editors

Cory and Jennifer McIntyre
Corymcintyre3@atbi.com
www.wsasp.net