



SCOPE

Newsletter of the Washington State Association of School Psychologists

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Know the Facts about Clock Hours! By Marilyn Krauss

OSPI has designated WSASP as an approved clock hour provider of professional development for school psychologists. Proposals for seminars, workshops, lecture series or professional development for school psychologists must be submitted to any WSASP board member for board approval in order to qualify for clock hours. Proposals must include a summary of the topic, the name and credentials of the presenter, date, time and number of instructional hours. Once the board has approved the proposal, the information will be given to the clock hour chair to prepare the necessary forms. Proposals need to be presented to the board a minimum of six weeks before the class. The presenter or organizer needs to provide an email or address to the clock hour chair so that forms can be forwarded to them. The organizer or presenter is responsible for assuring all attendees sign the attendance log and complete

the clock hour form. They also sign the clock hour forms for the attendees and send the log and evaluations to the clock hour chair at the conclusion of the class or series. Attendees retain the clock hour form as their record of attendance and clock hours earned. **THE ONLY RECORD OF ATTENDANCE WSASP MAINTAINS IS THE ATTENDANCE LOG.** Records can be audited by OSPI. If forms are lost, we can only replace the form if the attendee signed the attendance log and indicated the number of hours they attended. There is no charge for clock hours.



WSASP welcomes Marilyn Krause to our board! She is the new clock hour person replacing Jacquie. You may contact Marilyn through email: mkrause@everettsd.org or voyage53@hotmail.com.

Announcing the 2009 Friday Spring Lecture Series

This year Steve Hirsch has lined us up with outstanding opportunities! He has even provided a set of abstracts to assist you in deciding which talks would provide you the professional development (and clock hours) you desire. Feel free to share these with colleagues in your district. **Non-WSASP members are invited.** Member savings could be obtained by joining WSASP on line prior to registering at WSASP.org. For a complete line up of speakers and their abstracts, go to **page 3**.

1 Vancouver	1 Puyallup	1 Everett	1 Tri Cities
1 Wenatchee	1 Yakima	1 Walla Walla	1 Pullman
1 Spokane	1 Renton	1 Oroville	1 Oregon sites

Other sites are possible dependent on interest, site availability and technology compatibility. Specific locations will be sent to registered attendees once determined.

Continued on page 3



*Washington Clock
Hours: 6 for full day,
3 for half day sessions!*



WSASP Executive Board Members 2008

The Washington State Association of School Psychologists is doing great things! Please remind those who did not attend the fall conference that they can find member applications on our website, www.wsasp.org! Next year Sharon Missiaen will take over as WSASP President. We thank Don Haas for his continued work with the association and look forward to a great leadership team! So, if you're wondering what great things WSASP is up to, check out the announcement for the **Research Incentive Awards Program for School Psychologists**; there are two types of research awards offered! Details are on p. 16 (back cover).



State Senator Chris Marr (D) with
WSASP President Don Haas

If you didn't attend the Fall Conference, you missed an amazing Keynote from Washington State Senator, Chris Marr (D), who represents the 6th Legislative District. Marr shared his personal experiences with school psychologists, as he has one child who received services for gifted and talented students and another child who experienced a significant head injury and received support from an educational team, including a school psychologist. His appreciation for our profession was clear in his speech, and he encouraged all of us to become more active in communicating with our legislators!

WSASP Spring Friday Speaker Series (abstracts and registration p. 3-4)

Speaker	Topic	Time	Date
Joseph Kovalski Indiana University	Best Practices for data-analysis teaming for Tiers 1,2,3 and special education eligibility	6 hrs	1/9
Jack Naglieri George Mason U.	Best Practices in linking Cognitive Assessment of students with Learning Disabilities to Interventions	6 hrs	2/20
Kathy McNamara Cleveland State U	Best Practices in the Application of Professional Ethics (approved for NASP continuing ed. Ethics) A possible second half to this lecture will focus on specific ethical issues faced by Washington Psychologists. Speakers tbd	3 hrs	3/6
Jim Hanson	Defining SLD in terms of Patterns of Strengths and Weaknesses: How School Psychologists in Oregon are approaching this from professional and compliance perspectives- a nuts and bolts workshop	6 hrs	4/17
Lisa Stewart Minnesota St. Univ.	Best Practices in developing Academic Local Norms	3 hrs	5/8

WSASP Spring Friday Speaker Series Abstracts:

Best Practices in Data-Analysis Teaming- Joseph Kovaleski, Indiana Univ. of Penn.

Friday Jan 9 9:10am-3:30pm. Tier 1 is the essential tier of intervention for success in schools reaching AYP. Core curricula and universal screening are essential but maybe not sufficient to make the goal. Along with supports at later tiers, a regular and systematic process of careful and thorough analysis of group screening data by teams of teachers will assist in planning instruction so that goals can be met. The DAT process is designed to help teachers reflect on the outcomes of their work in an organized manner.

Best practices in Linking Cognitive Assessment of students with learning disabilities to Interventions- Jack Naglieri, George Mason University, Friday Feb 20 9:10am-3:30pm. Child characteristics may help teachers provide differentiated instruction and should be assessed regularly during special education eligibility and instructional decision-making processes. This workshop focuses on the evidence for and the utility of measuring basic psychological processes using a specific theory (PASS) as an example. Determining if a child has a disorder in one or more of the basic psychological processes with strong relationships to achievement and a relevance to instruction can be reliably achieved.

Abstracts, cont.

Best Practices in the Application of Professional Ethics- Kathy McNamara, Cleveland State University Friday March 6 9:10am-noon followed by a discussion on Ethics issues specific to the state of Washington, 12:30pm-3:30pm. While a number of ethical competencies have been recommended to aid in decision making, it is clear that school psychologists must develop 'ethics-mindedness' in their daily practice. School psychologists should adopt and apply a systematic and thoughtful procedure that acknowledges the role that personal feelings and intuition, as well as social influence, play in ethical decision making. Whether the days' events involve the use of electronic communication and storage, outreach to economically and culturally diverse populations, or the organization and application of assessment data to instructional decision making for all children, practitioners are challenged to recognize their ethical responsibilities and take action to promote a best practice standard.

Defining SLD in terms of a Pattern of Strengths and Weaknesses: How School Psychologists in Oregon are accomplishing this feat- Jim Hanson, Portland Schools, Friday April 17 from 9:10am-3:30pm Despite relevant research findings and recent changes in federal and state laws, establishing an acceptable and uniform criterion for Specific Learning Disability (SLD) identification continues to be a significant challenge. The new methods for identifying learning disabilities, Response-to-Intervention (RTI) and/or Pattern of Strengths and Weaknesses (PSW) relevant to the identification of SLD, demand greater clinical skills than the old method did. If school psychologists are not provided with coherent, concise, and meaningful information on best practices, then (a) local practices will not be based on a comprehensive review of new and relevant research, (b) practices among school districts will vary even more widely than before, and (c) students will not receive assessment that is diagnostically accurate, educationally relevant, or socially and emotionally helpful. This presentation is intended to offer solutions to solve these potential problems. The role of the RTI and PSW models as interpretive frameworks in a comprehensive evaluation for SLD will be discussed. Research-based models of PSW will be provided along with examples of their applications for English- and English Language Learning (ELL) Speakers. Attendees will receive the Oregon School Psychologists Association (OSPA) PSW Committee's Technical Assistance Paper. We are encouraging school teams consisting of principal, sped teacher, psych, Title teacher and SLP sign up. Attendance of a team is NOT mandatory.

Best Practices in Developing Academic Local Norms- Lisa Stewart, Minn. State U., Friday May 8, 9:10am-noon. Local norms provide an important tool for describing the educational context for a student. They are an integral part of establishing a data-based, three-tiered RTI approach to service delivery. They are a regular part of progress-monitoring and determining if a student has reached benchmark criteria. School psychologists have the skills to promote best practices in the development of local norms. We need to facilitate understanding of the local norming process in our schools by knowing why, what, who, when and how to norm. We are also responsible for insuring that the school system understands and uses the local norms in a valid way to make better decisions about children and their instruction.

2009 Spring Lecture Series Registration Form

For WSASP members (fall conference attendees are WSASP members)
\$50 per day (\$25 for half-day workshops)
\$150 for all five workshops (Season ticket)

For non-WSASP members
\$75 per day (\$40 for half-day workshops)
\$225 for all five workshops (Season ticket)

Student / Retirees WSASP members
\$ 25 per day (\$12.50 for half day workshops)
\$ Season Pass \$75

**Save immediately:
Before you register, become a member!
WSASP membership can be obtained on line at
www.wsasp.org**

Name: _____ Address: _____

Phone: _____ (hm) _____ (wk) _____

E-mail _____

WSASP member? Yes No (membership can be obtained online at wsasp.org)

Class site: Vancouver, Puyallup, Renton, Everett, Yakima, Tri-Cities, Wenatchee, Oroville

Walla-Walla, Pullman, Spokane other site preferred: _____

Workshop registration:

- _____ Data-Analysis Teaming 6-hr ___ member- \$50 ___ non-member- \$75
- _____ Cognitive Ass't link w/interv. 6-hr ___ member-\$50 ___ non-member- \$75
- _____ Best Practices in Prof. Ethics 3-hr ___ member-\$25 ___ non-member- \$40
- _____ SLD Pattern strengths/weaknesses 6-hr ___ member- \$50 ___ non-member- \$75 ___ Team: \$150
- _____ Developing Acad. Local Norms 3-hr ___ member-\$25 ___ non-member- \$40

OR Season Pass- _____ members- \$150 _____ non-members- \$250

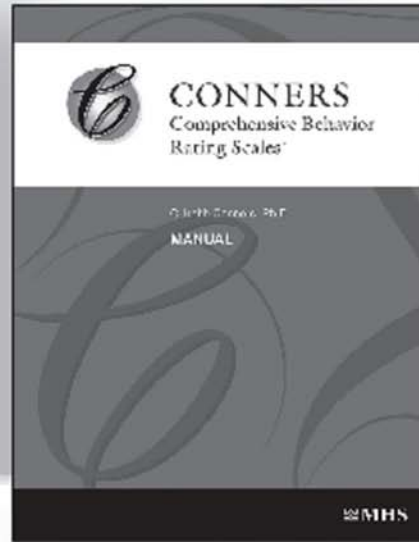
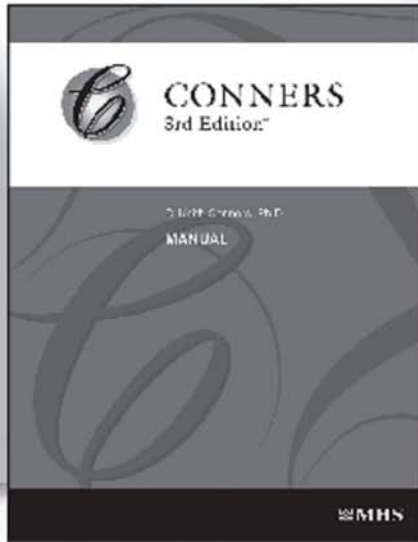
Payment Option:

- _____ on line at WSASP (note- cannot use this option with purchase orders)
- _____ check enclosed (made payable to WSASP)
- _____ Purchase order to be sent by district
- _____ Credit card:
- _____ **Visa** _____ **MasterCard** Exp. Date: _____ Card # _____

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Send payment to:
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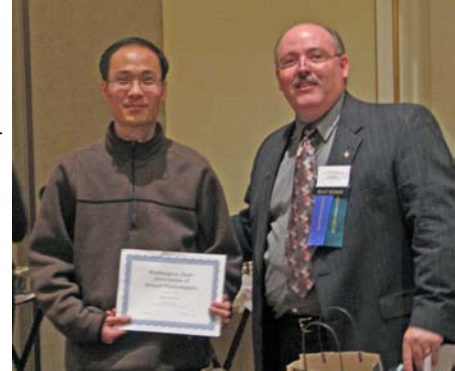
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WSASP is proud to present the **2008 recipient of the Minority Scholarship Program** for Graduate Training in School Psychology to **Ruu Yuan "Spencer" Pan**. Spencer is currently enrolled at Eastern Washington University in the Master's in School Psychology Program. He earned his Bachelor of Science Degree in Psychology from Pacific Lutheran University in Tacoma, WA.

At Eastern Washington University, Mr. Pan has had the opportunity to participate in a wide range of activities to contributing to the field of school psychology. He has participated as a member of the EWU School Psychology Professional Education Advisory Board (PEAB), conducted CBM's at the elementary level, facilitated two Corrective Reading groups with 3rd-6th grade students, and worked as a graduate assistant in the Office of Institutional Research, Demography, and Assessment (OIRDA) at EWU. He has also been nominated as the Student Representative to NASP. Spencer has been described as having "unwavering commitment to the field of school psychology" and it is certainly demonstrated through his experiences!

Culturally competent practice benefits children in many ways. In addition to improved cross-cultural communication, school psychologists who are culturally competent ensure that consultation, intervention, and assessments are appropriately designed to meet student, staff, and parental needs. According to NASP, through natural population growth and immigration, the overall U.S. population is forecast to increase by almost 50% by the year 2050. The Caucasian (White Not of Hispanic Origin) population will experience the smallest proportional increase. This is in sharp contrast to the large proportional increase forecast for the African-American, Asian/Pacific Islander, Hispanic, and Native American populations during the same time period. This combination of cultural and linguistic diversity necessitates unique skills on the part of school psychologists such as **Ruu Yuan "Spencer" Pan** and, therefore, WSASP is proud to announce him as the recipient of the 2008 Minority Scholarship.



Ruu Yuan "Spencer" Pan is presented with a certificate for the Minority Scholarship by Don Haas, WSASP President. A check is in the mail to EWU. Thanks for what you do to support students,

School Psychologist of the Year



Brad Arnesen, School Psychologist for West Valley School District, Yakima

Brad Arnesen has lots of supporters! Brad was nominated for school psychologist of the year by his principal and has letters of support from colleagues and even parents! The principal at Apple Valley Elementary School (West Valley School District, Yakima), Karen Craig describes Brad as demonstrating interpersonal and technical skills which impact students, parents and staff. Craig writes that "with parents his credibility and empathy help foster a home school relationship that benefits the children." Brad clearly demonstrates skills across the multiple domains in school psychologist, evidencing best practice in the expanded role. He is a licensed mental health professional and serves as a consultant in his building on many issues. His principal notes that continued professional development across many areas has been a priority for Brad. He is seen as a problem solver within his teams, and he is a member of the newly adopted district-wide Kindergarten Ready School Assessment program.

Deborah Gaidos is a colleague of Brad's and initiated the nomination process for school psychologist of the year. Gaidos writes that Brad is "one of the most deserving people you will come across" who has been "doing the work around 30 years." What is apparent is that Brad has passed his knowledge and skills to others and will be able to say, "I've made a difference!" He has mentored many young professionals across the year and has passed his wisdom down. At the time of this article, the parent nomination letter was not available, but we are aware that Brad is greatly valued by all whom he serves! Thank you, Brad!

Luisa Thompson Award

Jacque Jensen was nominated by John MacDonald, WSASP Past President, for the Luisa Thompson Award. Winners of this award are recognized for outstanding service to the profession and or to the Association. Jacque has served in many roles across the



Jacque Jensen, winner of the Luisa Thompson Award



years. John writes that Jacque was the "first to begin her [WSASP] presidential term early when her predecessor abruptly quit. In her quiet strong way, she seized the reigns and kept everyone on track without missing any beats. She served as an able president." Many know that Jacque has served many years as

WSASP's point person on clock hours. We so appreciate her diligence and dedication to school psychologists in helping them maintain their continued professional development. This is often a thankless job that requires attention to detail and more paperwork (that we all have enough of already, right?). So Jacque, our hats are off to you! As John says, you are "long deserving of recognition!"

Edmonds School District takes Two Awards! Cathy Lamson, school psychologist, was the winner of the **Best Practices in Interventions Award**, and the Edmonds School District was the winner of the **School Psychology Services Award!** This award is given in order to recognize a district or other agency employing at least one school psychologist for exemplary support of best practices in school psychology service delivery. Cathy has a 20+ year career in Edmonds and was



**Cathy Lamson:
True Interventionist!**

nominated by Jo Callaghan, Director of Counseling and Psychology, for her creative and compassionate delivery of services to students. In the past four years, Cathy has provided alternate recess to students with the help of her canine friend, Calvin. It was very sad to hear that Calvin passed away this year, and both students and Cathy dealt with the loss together. Cathy, thanks for providing such a great model in this unique way to nurture children who often are needing special approaches to understanding! It is clear that your department also provides such a model for practice! The Department of Psychology and Elementary Counseling in Edmonds was nominated for a best practice award by Kate Eschen, department chair of Psychological Services. With 46 school psychologists, counselors, and behavior specialists, they are a visible force in Edmonds! Leadership and coordinated training is a priority in the department, and they take five interns annually!



Jo Callaghan, Psychology and Elementary Counseling, Ed-

Best Practices in Supervision: Laura Haran

Laura Haran was nominated by Sharon Missiaen, WSASP President Elect, as evidencing Best Practices in Supervision. Wow, is it amazing to see how a great leader can organize a group of school psychologists and educators to utilize data in making decisions regarding service delivery for students.



**Laura Haran:
Leader and Mentor**

Laura chairs the School Psychology Services Team for Bellingham Schools and has guided the group to consider embracing an expanded role. While she has worked for years at the high school level, she recognized a need to establish a balance in case load among her psychologists and was the first to try something new: assuming new responsibilities with preschool and the extended year summer program: both great challenges for a leader!

President's Award – Steve Hirsch, Ph.D., NCSP, was the winner of the President's Award for outstanding years of services as a School Psychologist and trainer. Don Haas comments that Steve demonstrates extraordinary dedication to his students and school psychology program development. His dedication and volunteer work



Steve Hirsch
with Don Haas

for WSASP is clear in the incredible conferences that he has orchestrated. Steve provides us with an endless list of ideas for our field through his work at his school district, WSU, and through our association. Steve is a true example of a man with integrity, advocacy, and pure honesty with his profession and his colleagues. **Thank you, Steve!**

SABRINA'S LAW

submitted by Kelly Rudnicki

The statistics about food allergies are startling; nearly three million children in the United States have food allergies, an 18 percent increase in ten years. Peanut allergies alone have nearly doubled in the same ten year period. A recent study conducted by the Centers for Disease Control and Prevention also says it is taking longer for children to outgrow serious food allergies. Sadly, of the 12 million total cases of food allergies in the U.S. nearly 200 people die from food induced anaphylaxis.

On September 20, 2003, an energetic 13 year old girl named Sabrina Shannon suffered that fate and died from an anaphylactic reaction caused by food eaten in her school cafeteria. Her story is heart-breaking, especially because she was educated about the seriousness of an anaphylactic reaction. She even produced a radio documentary about what it is like to live with food allergies. Sabrina was funny and articulate, and she wanted to share with her classmates all the information she could.

That particular September morning Sabrina asked her mom if she could buy lunch in the school cafeteria because French fries were on the menu. Her mom hesitated; she had just started her freshman year and was still getting used to the new menu and ingredients. Children who suffer from food allergies are used to being vigilant about checking labels and ingredients; Sabrina was no different. She checked with the chef to make sure milk wasn't in the fries. They determined it was OK to eat.

Later that day Sabrina ordered the fries and sat down in her cafeteria to eat. After a few bites of the fries she started to cough and complained that it was hard to breathe. Since Sabrina was also asthmatic, school personnel thought she was having an asthma attack. Someone was sent to Sabrina's locker to get her inhaler and in the meantime Sabrina fell unconscious, later dying. It was deter-

mined the fries didn't cause the allergic reaction; it was residue of cheese sauce on the tongs that served the fries. Her death is a painful reminder to any parent whose children have food allergies. All it takes is one mistake to cause a tragedy.

Sabrina's mom Sara promised her dying daughter that day in 2003 that she would do whatever she could to protect other children with food allergies. She advocated on behalf of children in schools and proposed a law named after her daughter that requires schools to have written anaphylaxis management plans in schools, along with fast access to life saving medication such as epinephrine. Sabrina's Law was first passed in Ontario, Canada in 2006 and many states in the U.S. have followed suit.

Washington state is now one of those states. Governor Gregoire signed a bill last March requiring schools to enforce food allergy management policies. A food allergy action plan with detailed procedures as well as administrative and staff training is imperative in keeping our food allergic children safe. Parents shouldn't have to worry about whether or not their children are going to be treated appropriately and aggressively if a life threatening reaction occurs. Sabrina's Law makes sure schools are well prepared and educated. It is an important first step in protecting the health and safety of children who suffer from food allergies.

For more information on Sabrina and her story, please go to: http://www.cbc.ca/outfront/webfeatures/sabrina/sab_shell.html The author of this article, Kelly Rudnicki is a mother of four young children in a suburb of Chicago. Her six year old son John is severely allergic to dairy, peanuts, tree nuts, legumes and peas. He is also asthmatic so the likelihood of a life threatening allergic reaction is increased. It is her life's purpose to raise awareness and increase funding for food allergy research. Look for a future article by Kelly summarizing the research on the impact of allergies on emotional and behavioral functioning in children. Kelly also is writing an allergen free cookbook that will be released in October 2009.

Emotional Disturbance Decision Tree (EDDT)

Euler, B.L. (2007) Psychological Assessment Resources. by Sharon A. Missiaen, Ph.D., Sessional Faculty UBC, School Psychologist Bellingham School District

Purpose: Screening to assist in the identification of 5 to 18-year-old students who qualify for special education services under the category of Emotional Disturbance (ED) in the United States based upon the criteria presented in the Individuals With Disabilities Education Improvement Act of 2004 (IDEA, 2004) and specifically defined in the Assistance to States for the Education of Children With Disabilities (34 C.F.R., 300.7, 2002). The EDDT provides data on each of the **federal ED criteria (not included in this article to save space)**. This tool may also be useful in evaluating youth in correctional settings. The EDDT is intended to be used as a screening instrument for students who may require a more comprehensive assessment when being considered for ED exceptionality. This is not a stand-alone evaluation tool. ED assessment should include direct assessment of the student by means of clinical interview, behavioral observations in different ecological settings, self-report rating scales, and norm-based projective measures in a multi-method, multi-source, multi-setting testing paradigm.

Test Users: The test can be completed by teachers, educational assistants, school psychologists, clinical psychologists, diagnosticians, counselors, or social workers who have substantial contact with the student and knowledge of their behavior. The test rater (s) should have had an opportunity to get to know the student well for a period of at least 4 weeks. It is recommended that the rater will have had at least daily contact (5 days a week) for a minimum of a month or more than 4 weeks of several-days-a-week contact with the student in a relevant setting. When there are several choices of raters, and only one can be selected, the educational, mental health, or correctional professional with the most extensive and frequent contact with the student during the most recent 6 month period is preferable. However, usefulness and accuracy in screening can be improved when *multiple raters* complete the instrument.

The EDDT, although developed for individual raters, can be administered to a group of professionals in collaborative decision making roles, such as a multidisciplinary team who works with a student or the IEP Team who serves the student. Although not designed specifically to be completed by a parent, if the parent is a member of the school team such as the IEP Team, there are instances where their participation could be helpful. However, the Professional Manual does not provide differential norms for Multidisciplinary team use or parent inclusion.

The author stresses that whether the test is completed by an individual professional or a team, it is **critical** that the person scoring and interpreting the test have psychological assessment training so that all psychometric principles and sound clinical practices are adhered to and carried out in the evaluation

Professional Requirements: "In keeping with the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999) use of the EDDT requires either (a) professional training in psychology or a related field or (b) licensure or certification from an agency/organization that requires appropriate training and experience in the ethical and competent use of psychological tests...The clinician scoring and interpreting the EDDT should carefully study the guidelines and procedures described in this chapter [Chapter 2 in the manual]. Interpretation of the EDDT scores and profiles should be undertaken only by qualified professionals with graduate training in school psychology, developmental/behavioral pediatrics, or a closely related field, as well as relevant training or coursework in the interpretation of psychological tests at an accredited college or university. Interpretation of EDDT scores and profiles requires an understanding not only of the information contained in this Professional Manual, but also of (a) diagnostic nomenclature and schemas; (b) theories of child and adolescent development, personality, and psychopathology; and (c) knowledge of the appropriate uses and limitations of behavior rating scales. Interpretation also will be greatly aided by knowledge of the federal criteria and guidelines. Qualified evaluators using the EDDT will generally include school psychologists, educational diagnosticians, and clinical or counseling psychologists (p. 13).

Test Description: The EDDT consists of an *Item Booklet*, a *Response Booklet*, and a *Score Summary Booklet* accompanied by a 139 page *Professional Manual*, including an introductory chapter, an Administration and Scoring chapter, and chapters addressing Interpretation, Development and Standardization, Reliability and Validity, References, and an Appendices A-E. The test is divided into 5 sections corresponding with U.S. federal guidelines. **Section I** consists of 4 questions related to potential exclusionary categories including intelligence, health, and hearing and vision, if the student's inability to learn can be explained by these issues and the requirement that the behavior problems need to be present for 6 or more months. **Section II**, consisting of 108 questions, addresses the 4 ED criteria (Inability to Build or Maintain Relationships [REL] scale with 25 items; Inappropriate Behaviors or Feelings [IBF] scale with 19 items; Perva-

sive Mood/Depression [PM/DEP] with 23 items; and Physical Symptoms or Fears [FEARS] with 25 items). When combined, these scales yield an EDDT Total score (TOTAL) which is the summation of each of the 4 scales. The ED Characteristics scale scores and Total score are reported as T scores (mean = 50; standard deviation = 10) and are classified in the following ranges: Normal (T score equal to or less than 54), Mild At-Risk (T score = 55-59), Moderate Clinical (T score = 60-69); High Clinical (T score = 70-79), and Very High Clinical (T score at or greater than 80). Validity of responses (consistency in responding) is evaluated by an Inconsistency Score that is embedded in the ED Characteristics section. The absolute differences of 11 item pairs written to be consistent are summed. Inconsistency raw scores are summarized as percentile scores. They are categorized as follows: 0-16%, cumulative percentage 0-98, Acceptable protocol classification; 17-33, 99-100 % cumulative percentage, Inconsistent protocol classification. **Section III** addresses Social Maladjustment (SM cluster). Part B of Section II (which does not contribute to the EDDT Total Score) involves two clusters, Attention-Deficit Hyperactivity Disorder (ADHD) and Possible Psychoses/Schizophrenia (Possible Psychoses). The 12 item Attention-Deficit Hyperactivity Disorder screener, includes items related to hyperactivity/impulsivity, and items which assess "capacity to focus, concentrate, organize, self-regulate, listen, and remember (p26)." High clinical and moderate clinical scores signal a need for further evaluation using teacher and parent ADHD behavior rating scales, sustained attention measures, as well as careful observation about whether the student should be referred for a medical evaluation regarding ADHD. Elevated scores on this cluster suggest the student possibly may have ADHD which could be contributing to their school adjustment problems.

The 10-item Possible Psychoses/Schizophrenia Cluster is based upon items commonly associated with Psychoses/Schizophrenia (e.g. items addressing reality distortion, or emotions, strange/unusual behaviors delusions/hallucinations, incoherent thinking, breaks in awareness, hyper-vigilance/suspiciousness, fantasy absorption, and deteriorated self-care). Because the scale was not validated on a sample of youth diagnosed with psychosis, however, Dr. Euler cautions that indications from this scale need to be followed up with a more comprehensive evaluation if a student obtains a high clinical or moderate clinical score on this cluster. The scale is not intended by itself to diagnose schizophrenia or other psychotic disorders. "The possibility that a student is psychotic is greatly increased if Item 48 receives some positive endorsement (i.e. displays psychotic features [e.g. hallucinations, delusions])" (P.26) It consists of 24 items which were derived from Euler's three-factor conceptualization of social maladjustment: aggressive or rule-breaking behavior; callused, manipulative, narcissistic attitudes; and school-aversive attitudes or behavior. Items are assessed in a Likert-scaled format: scoring 0 for behaviors judged normal; scoring 0 for behaviors judged to be ED-like; 1 for behaviors associated with SM. Students with High Clinical scores on the SM cluster are considered likely to display a combination of all three types of behavior. A student in the Moderate Clinical range is likely to present with a narrower combination of these 3 types of adjustment problems. A student in the Mild At-Risk range is closer to normal regarding attitudes toward rules and authority, empathy toward others, and not taking unfair advantage of others. Students in the Normal range are likely to have no meaningful problems regarding Social Maladjustment. **Section IV** addresses severity by evaluating 9 items: frequency and settings of problems; need for restraint; need for a safety plan; suspension; outside treatment; marked problems; response to intervention. A question about the presence of a Behavior Intervention Plan and/or inclusion of counseling and whether they have been effective specifically addressed in this section due to "the importance of resiliency and response to intervention in assessment (p. 27)." Students with a high score in this section are more likely to have behaviors that are a serious obstacle to school and personal adjustment and are more likely to need higher levels of interventions that may include special education support. **Section V** addresses educational impact using 11 items addressing work completion, compliance to teacher directions, quality of work, behavior-related absences, the capacity for working without redirection, behavior-related suspensions, counseling, Behavior Intervention Plans, and whether the interventions have been effective. A High Impact or Moderate Impact score signals that behaviors are likely to be a serious obstacle to school progress and therefore would strengthen the case to consider a high level of intervention that might even involved special education supports.

Item Analysis: Initial data analysis is recommended using cluster scores. Subsequent examination of individual items and patterns of items may be warranted. Dr. Euler suggests that it might be useful to screen protocols, examining items with high frequency, and noting items conveying more serious psychopathology, even in cases where few items overall are endorsed.

Technical Adequacy: The development and piloting of the EDDT by the author, a school psychologist, was completed in a large multi-ethnic school district in New Mexico. Subsequently Dr. Euler worked with psychological assessment resources staff to develop the standardization of the EDDT. The normative sample consisted of 601 5-18 year old children, collected from 26 sties in the United States. The characteristics of the normative sample were matched to the 2003 U.S. Census, except for a small number of age x gender groups that were over or under-represented. About 49.6% of the sample were male (mean age of sample 11.46 years and mean grade 6.0). The total n for each age group ranged from 38-48 children. Caucasians and Hispanics were slightly overrepresented. African Americans and others were slightly underrepresented. The West was slightly overrepresented and the Northeast underrepresented. The author collected data additionally on 404 ED eligible children, matched to known evaluations of ED-identified children (albeit not matched to 2003

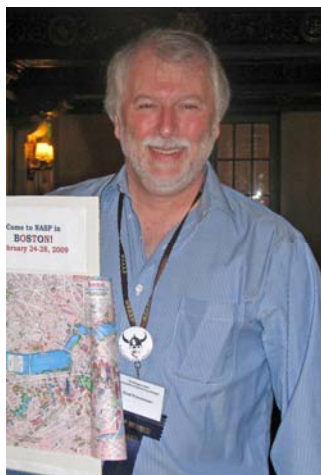
U.S. Census data). The mean age of the ED sample was 12.28 years. The majority of the sample was male; (73.5%). About half (51.4%) of the sample was Caucasian, 19.4% African American, 18.4% Hispanic, and 10/9% other. Four age groups were established for boys and for girls (5-8; 9-11; 12-14; 15-18). In the nonmature sample to obtain ED characteristics "scale T scores, cluster scores were converted to percentiles rather than T scores in an effort to reduce the risk of misclarification due to restricted raw score ranges. Cluster score ranges are reported using the following percentile distributions: at or below 1 normal; 2-24 mild at-risk; 25-75 moderate clinical significance; at or about 75 high clinical significance. Each cluster did demonstrate a unique, positively skewed distribution.

Reliability: Three measures of reliability were provided by the author: internal consistency using coefficient alpha; test-retest reliability; and interater reliability. Coefficient alpha ratings for the normative sample were in the .8-.9 range with two exceptions, seventy .75 and possible psychosis .70. Scale and cluster alpha coefficients were higher (all acceptable) for the sample of ED-identified students. Test-retest reliability was estimated from scores obtained when the EDDT was readministered to 80 students with variable durations from initial to readministration of 1-44 days. Scale and cluster stability coefficients were satisfactory. From a sample of 64 students (predominantly male) interrater reliability coefficients were calculated. Most scale and cluster coefficients for this sample were in the .8-.9 range (Adequate) with the exception of inappropriate behaviors and feelings = .77 of physical symptoms or fears = .73, and possible psychosis = .67. The median interrater reliability coefficient was .84.

Validity: Validity data derived from intercorrelation analysis revealed adequate correlations among scales ($r = .64 - .77$). Normature sample scale – total years correlations were positive and strong (.84-.92). Cluster – total scores correlations were positive and moderate (.38-.84). Scale-cluster and intercluster correlations were highly variable ($r = -.13$ to .81). With the ED sample scale-total score correlations were positive and strong as well ($r = .78 - .84$) and cluster – total score correlations were positive and moderate ($r = .20 - .74$). In his review of the technical adequacy of the EDDT, Michael Tansy noted: "In contrast to the author's expectation that the correlations would be moderate and positive, the variability among the EDDT scale – scale, scale – cluster, and cluster – cluster inter correlations suggest a complex EDDT structure, warranting further analysis to explicate its factor structure (Tansy, 2008, Journal of Psychoeducational Assessment) P.6.) Convergent validity evidence was reported in the Professional Manual for the Normative Sample using correlations between the CAB Teacher Form Behavioral Index (.42-73), and the BASC-2 Teacher Rating Scales Behavior Symptoms Index (.59-.93). Additionally, for a sample of ED – identified children, correlations between the EDDT Scale and cluster scores and the CAB Teacher Form Behavioral Index ranged from .32 - .73. Correlations with the BASC – 2 Teacher Rating Scales Behavior Symptoms Index ranged from .28 - .62. Correlations between the EDDT scales and clusters and the Child Behavior Checklist Teacher Report Form Total Problems scale ranged from .24 - .87. Additionally comparison were made using a diverse sample of 394 students designated as LD, Communication, MR, ADD, Autistic or socially mal-adjusted whose scores on the EDDT, CAB and BASC-2 Teacher Rating Scales were compared. Results suggested the EDDT adequately measured externalizing and internalizing behavior problems. The Social Maladjustment (SM) subgroup was used for several convergent validity analysis with high correlations obtained between the EDDT scale and cluster score and the Conduct Disorder scale, as well as the Differential Test of Conduct and Emotional Problems. Findings in this area were noted by Michael Tansy in his 2008 review to warrant additional analyses.

Tansy (2008) concluded in his reviews the EDDT offers several advantages in evaluation in the context of a broad-based psychoeducational evaluation because it is so closely aligned to the federal definition. Its clarity, ease of use, interpretability, and standardization sample are areas of strength regarding its design. Concerns regarding some aspects of reliability and validity warrant further study. The recommendation by Dr. Euler that the EDDT be used in one context of a broader assessment is solidly supported in Dr. Tansy's review as well. The author stresses that whether the test is completed by an individual professional or a team, it is **critical** that the person scoring and interpreting the test have psychological assessment training so that all psychometric principles and sound clinical practices are adhered to and carried out in the evaluation

Personal Notes from Sharon: I used this tool at a pre-referral level with two elementary school-based teams working with primary age children. The teams agreed in both cases the results obtained helped them to clarify whether to do a special education referral. In the first case, the child, entering first grade, was in a state of emotional crisis. Her behavior had deteriorated dramatically from kindergarten. She was evaluated on an emergency basis during the second month of school and moved to a more supportive placement. In the second situation, the school based team and the parent participated in the meeting where the child's behavior and interventions were reviewed. The team with parental support agreed that a special education referral needed to be made. In both cases team members required some support as they navigated their way through the actual assessment sections. The Likert-scale format for Section III was particularly challenging for them. However, the data obtained was consistent with behavioral observations, and interviews that preceded the EDDT assessment. Both teams acknowledged the decision-making process using this instrument helped to clarify their thinking about making a special education referral related to problem behaviors.



NASP Delegate
Fred Provenzano

NASP Update by Fred Provenzano, State Delegate to NASP

There is so much currently going on in our profession, and in NASP. Let me take this opportunity to inform and remind you of some of the critical issues, and some of the services that are available to you if you are a NASP member. **School Psychology Awareness Week was November 11-14 but it's never too late to promote the field of school psychology.** So much of what we do happens under confidential conditions. This is an opportunity to share with the public about the services we provide that are of value to school communities. You can find many great ideas for promoting our profession at www.nasponline.org/communications/index.aspx. Here are just a few ideas of things you can do to celebrate our successes:

- ⇒ Publish a profile of your work in the school or PTA bulletin
- ⇒ Plan a parent information session
- ⇒ Plan a short teacher in-service
- ⇒ Distribute some of the NASP handouts on critical issues in learning or children's mental health (free downloads are available at www.nasponline.org/resources/freepubs.aspx)

Tiny Grants from NASP Children's Fund: Here's another wonderful and under-used resource available to NASP members that is very easy to access. The NASP Children's Fund has monies available to *any NASP member*. These are grants of \$150.00 to help meet the basic needs of children in your schools: clothing, glasses, school supplies, book bags, etc. You can apply very easily online, at www.nasponline.org/about_nasp/tinygrants.aspx or find the NASP Children's Fund site through the "Grants & Awards" link on the home page of the NASP website (www.nasponline.org). Once your grant is approved, you've got 60 days to spend the money and ask for reimbursement. Note that these grants are *non-competitive*: as long as you're spending the funds on the basic needs of children, you're eligible for the reimbursement until the funds run out for this year.

APA Model Licensure Exceptions: All's been quiet on this front recently. APA has received quite a bit of feedback about dropping the exception for school psychologists, both from APA members and other groups such as school principals and superintendents. The support for continuing the title of "school psychologist" for certified education specialists has reportedly been running about 10:1, even among APA members. Still, when the final draft of the Model Licensure Act comes before the APA delegate assembly, it's difficult to say how they'll vote. Even if APA decides to drop the exemption that allows for non-doctoral school psychologists to continue to use the title, it has no impact unless the state legislature decides to change the current licensing law to adopt this change. We're prepared to fight this change in Washington State.

Ironically, APA recently took issue with a proposal that certain colleagues in the medical profession raised about title confusion. They were proposing that the term "doctor" be legally restricted so that it could only be used by physicians. APA (and many other organizations) argued that the term "doctor" has enjoyed the precedent of long and wide use in regard to anyone who completes a doctorate, and so it would be confusing to the general populace if it were somehow restricted now. Do you think that APA appreciates the irony of this argument in regard to this issue of title restriction for school psychologists?

Continuing Education: This is an ongoing need for everyone, to maintain our professional integrity and sharpness as well as to meet state and national certification requirements. NASP is offering many opportunities to help you in this regard. These include:

- ⇒ *Online Learning Events:* Check at www.nasponline.org for announcements!
- ⇒ *NASP Speakers' Bureau:* You may not be aware of the fact that NASP supports state associations by soliciting excellent speakers who will waive their honoraria for state conferences. These include NASP leaders

as well as authors of the chapters from *NASP Best Practices V* and other leaders in the fields of psychology and education.

- ⇒ *Books and Publications:* Including, of course, the new *Best Practices in School Psychology, 5th Edition*
- ⇒ *NASP Summer Institute:* The presentations are being finalized this month. Watch for the announcements of the sessions and locations, coming soon!
- ⇒ Of course, the premier continuing educational opportunity for school psychologists: **The NASP Convention, February 24-28, in Boston, MA:** This five-day event of over 900 events is expected to draw over 4000 school psychologists from across the nation and around the world. Featured speakers include Donald Meichenbaum, James Ysseldyke, Jerry Sattler, Bob Brooks, and Thomas Achenbach, among many others. A full slate of papers, posters, symposia, and more intensive workshops are complimented by opportunities for networking and participating in the fun events. Visit the expansive exhibits hall to find the cutting edge publications, evaluation tools, software and other materials important to our profession. Make use of the Career Center to recruit new school psychs to your district. (DON'T use it to find a new job; we want you here in WASHINGTON!) Are you worried that it will be cold in Boston in February? No worry! The convention hotels are all connected by enclosed walkways. For more information, check online at www.nasponline.org/conventions. With all these opportunities, NASP members can feel positively satisfied about their professional growth and about the support they provide for our profes-

WSASP Executive Board Meeting Wenatchee 9/12/08

In attendance: Steve Hirsch, Jean Gonzales, Don Haas, Suzi Stephan, Bob Howard, Micki Clugston, John McDonald, Diane Sidari, Fred Provenzano, Jan Durrance, Sharon Missean, Marilyn Krauss Meeting called to order 11:00

SECRETARY REPORT: Minutes from 6/08 were addressed. It was moved and seconded to accept the minutes. **VOTE:** passed unanimously

UNFINISHED BUSINESS: Budget, Moved to accept budget presented at last meeting. **VOTE:** passed unanimously

TREASURERS REPORT: Budget year ends July 31st. There is lots of money coming in to the organization. Total assets are \$72648.14, This is a net gain of \$9937.12 Bob conducted an internal audit of Thriva, PayPal, and Merchant Services. Thriva is holding funds and commingling. There is a lag time (interest gained by Thriva). The good news is everything balances in the end. Discussion was held about where WSASP would like to spend their money. Budget item lines were added for research equaling \$3000 for incentive awards, and \$2000 for collaborative grants. This would be for a minimum of two grants not to exceed \$1000 each. **VOTE:** It was moved and seconded to add budget lines equaling \$5000 for research to be divided as the committee directs. Passed Unanimously. **Discussion:** Grants will be given with the expectation that a summary be written up for the SCOPE.

CLOCK HOURS: Introduced Marilyn Krause to board. She is the new clock hour person replacing Jacquie. mkrause@everettsd.org, voyage53@hotmail.com How long ahead does she need to be notified to obtain clock hours? Is one month enough time? Discussion: In the future, do we want to have a form or better quality control on what we approve for clock hours. Don will work with Marilyn and

Jacquie on clock hours and put an article in the SCOPE.

Clock Hour proposals: Lake Washington professional development series: total clock hour 24, It was moved to approve this clock hour proposal from Dawn Magden. **VOTE:** passed unanimously. Jean Gonzalez proposed 3 clock hours for cultural competence. It was moved to approve this proposal. **VOTE:** passed unanimously

BUSINESS MANAGER/ OFFICE: Office was wiped out by flood. She is getting back on her feet. Do we want to continue with the same person or do we want to terminate this position at this time? Discussion: Concerns include; Time and Money involved in lining up the current office, Relocation, and Cost involved with any changes. When is the contract ending? Communication between members and office manager, is it efficient? Do we want two office managers? We need clear communication. Solutions? Try and increase communication. Have clear expectation of who and what is expected. The President is assigned to oversee the office manager and contract.

OFFICE MANAGER DISCUSSION: The board will send Don Haas information on what they need the office manager to do. Is it going to be more productive to have one office and one person doing things? Do we have a written job description? The office manager was given a general description of what the job might entail. Was she ever given a formal contract? What is the focus? Function? The WSASP is growing fast and we need specific things done. Primary responsibility is to run central office and manage membership. Board should keep a log of communication with Office manager and send that correspondence to Don.

Responsibilities: *** denotes most important Arrange for printing of Scope, Arrange for mailing of Scope, Field questions regarding WSASP and answer or direct questions to the appropriate sources, Mail membership renewal forms to all previous members who do not

attend conference. Maintain official contact phone # for WSASP, Maintain membership database ***, New members will be forwarded to President, Area representatives, Produce directory, Store archives, Update membership list. Communicate this information to membership chair, Scope Editor, and Area Representatives ***

COMMITTEE CHAIRS AND MEMBERS: C- CHAIR PERSON. ACTION: Don will get list of activities that committees do for handout at conference

CONVENTION: C-Steve Hirsch, Kristin Sims, Maureen Retman, Cori Shulls, Jane Thurlow, Summer Institute : Kay Beisse, Gail Taylor, Spring Series: Steve Hirsch
Activities: Fall conference, Spring lecture series, Summer institute

ETHICS AND PROFESSIONAL PRACTICES: C- Jane Durrance. Sharon Missaen, Phil Koester, Pam Hamilton. The committee will get to Steve the topic that will be covered at Spring lecture Series
Activities: Offer ethics workshop at Fall conference

COMMUNICATIONS: C- Jean Gonzales , Susan Ruby .
Activities: WSASP table at conference, communicate activities of the committee, have sign ups for the committees.
ACTION: Jean will work with the office manager to make sure the directory and membership list get updated. Don will contact Jean with communication committee expectations.

RETENTION AND RECRUITMENT: C- Diane Sidari., Suzi Stephan., Activities: get emails and forward to others about jobs, minority scholarship, Develop ideas on how to get information out to undergraduate programs.

ASSESSMENT AND REVIEW: C- none, Jane Eberle, Don Haas., Diane Sidari., Kristy Jones, Kristin Sims, Pam Hamilton. Activities: LD tables, assessment reviews

AWARDS: C- John M Activities: obtain and select nominations and winners of awards ACTION: by OCT 1, nominations will be given to John M.

AREA REPRESENTATIVES COMMITTEE: C- Mikki, all area rep. Activities: set up area meetings, get information out to area school psychologists

GPR COMMITTEE: Jim Huckabee, Phil Koester, Jane Eberle, John McDonald, Sharon Missaen, Don Haas

Proposal: to add research committee to bylaws. Steve submitted a description and it was added to the bylaws.

MEMBERSHIP Committee: Do we want a separate committee? VOTE: It was moved and 2nd to dissolve the membership committee and use the communication committee and all of it's responsibilities to direct their directions.

PAST PRESIDENTS REPORT: Only one award submitted. John shared information about two issues: National Certification and ESA Coalition. He shared about what we can do to help, things such as contact our legislators and let them know what we do in our profession. The ESA coalition will be sponsored by SLP's and WAPA to establish a forum with WEA. The Senate has asked what it will cost to fund ESA's. Mike Regan and Senator Chris Marr will be at the Fall conference to discuss this further with anyone interested.

PRESIDENT'S REPORT: Working on a yearly calendar, he will have this out as soon as possible. The licensing board of WA has two positions available: one for the general public and one a licensed position. The Western Leadership conference is in San Diego. Don Sharon and Fed plan on attending.

NASP REPORT: Overall goal is to get 500 members in WA state. The west regional meeting will be held in San Diego. There are online professional development opportunities available, check out the NASP website. The NASP convention is in Boston. It will be a good time, so come and enjoy yourselves. NASP has mini grants available to school psychologists. An update on the Model Licensing Act was given stating an APA vote is planned for January or February. Do we want to have more student representatives? We could offer them reduced rates on future conferences, free fall conference rate. What other perks could we consider offering them to become involved? **ACTION:** Don and Fred will organize how to get more student involvement and organize a meeting at fall conference. Fred will submit an article to the SCOPE highlighting the mini grants available through NASP.

CONFERENCE: The hotel requirement for room rentals has been met. Steve reported that there were 135 rooms set aside at a special rate at the Davenport. The fall conference will be in Spokane for 2009, and at the Vancouver Hilton in 2010. Summer Institute: It is better to schedule this for August as attendance is better. Spring Lecture Series: Jack Naglieri and the Shaywitzes are tentative speakers. The workshops will be held on Fridays and they can be bought individually or in a series.

AREA REPRESENTATIVE REPORTS: Area 2: November 7 meeting scheduled **Area 3:** They are planning a meeting after school and want to meet for social as well as professional development. The meetings will take place on Friday afternoons and Ethics will be a topic they want to cover. **Area 6:** They had 12 attend a spring meeting. They want to include speakers at their meetings and offer clock hours to those that attend.

Meeting Adjourned at 2:15pm. Next meeting will be held at the fall conference on Thursday after the social hour.
Respectfully Submitted: Suzanne Stephan

WSASP Executive Board 2008-2009

Voting Members**Officers**

President	Don Haas	dmhaas@bossig.com
President-Elect	Sharron Missiaen	smissiae@bham.wednet.edu
Past President	John MacDonald	jdmacdonald2@comcast.net
Secretary	Susan Stephan	suzicuep@aol.com
Treasurer	Bob Howard	sbox@nthurston.k12.wa.us

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Area 1A	vacant	
Area 1B	Pam Hamilton	phamilto@gfalls.wednet.edu
Area 1C	Diane Sidari	sidarid@snoqualmie.k12.wa.us
Area 1D	vacant	
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Area 3	Jane Durrance	JLDurrance@comcast.net
Area 4	Kathleen Topp	ktopp@cvsd.org
Area 5	Arik Branen	abranen@nthurston.k12.wa.us
Area 6	Jean Gonzales	hurlburt@aol.com
Area 7	vacant	
Area 8 Brenda Vandouris co-rep	Kristen Sims co-rep	simsk@evsd.org , bvandouris@cvsd.org
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Area 10	Jenny Marsh	Jmarsh@othello.wednet.edu

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	SU - Ashli Tyre	
	CWU - vacant	
	UW - vacant	
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NASP State Health Care Rep	vacant	

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Editor Contact Information:
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www.WSASP.org

NEW

WSASP Research Incentive Awards Program for School-based Psychologists.

Deadline is Dec 30 or one week after SCOPE is received by members. The research committee of WSASP will offer annually *approximately 25* incentive awards (\$100-\$200 dependent on number of applications) for the purposes of encouraging School Psychologist practitioners to engage in data collection, analysis and interpretation (*mini research?*) projects at the building or district level. As school districts begin to explore and adopt RtI procedures, psychologists are being asked to conduct, or are contemplating, assessment beyond the level of the individual student. We at WSASP would like to encourage that participation and exploration. Proposal topics are not limited to RtI-related issues.

If you are part of, or contemplating, a project at the building or district level, consider submitting a summary (no more than 150 words) of the project. (see example below) **Deadline for submission: Dec 30, 2008 (open only to WSASP members) Awards to be announced Jan.15, 2008.** Projects should be completed by Sept 15, 2009. All award recipients will be expected to submit a summary of the project once completed (no later than Sept 30, 2009). These summaries will be disseminated to the association membership at fall conference with selected projects being invited to present at the conference. Projects with similar themes may be combined for a multi-authored presentation. Selected written summaries will be published in the SCOPE on a regular basis. Awards will be granted upon receipt of project summary. **Please submit research proposals to: Steve Hirsch, smhirsch@wsu.edu, WSASP research committee, Box 18303, Spokane, WA 99208**

For a Sample Proposal visit wsasp.org