



SCOPE

Newsletter of the Washington State Association of School Psychologists

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Fall 2010

INSIDE THIS ISSUE

President's Message	2
Fall Conference	3
Conference Registration Form	5
WSASP News	6
Letter to the Editor	7
Student Connections	8
Entry into the Profession	9
News from your NASP Delegate	10
Clock Hours	12
WSASP Minutes	13
WSASP Membership Roster	14

Call for Contributions to SCOPE:

As members of WSASP, the SCOPE is YOUR newsletter. Our editorial team welcomes contributions from trainers, practitioners, and students. Do you have ideas or opinions about what you would like to see in future issues of SCOPE? Are you excited about new innovations in your district that you would like to share with others? Do you have strong opinions about current issues in the field? If so, we would like to hear from you. Direct your contributions to the SCOPE Editor: **Ashli Tyre at tyrea@seattleu.edu**; students may contact the Student Editor, **Stephanie Atkins at atkins@seattleu.edu**.

Join us at the 2010 Oregon– Washington Bi-State School Psychology Conference!

*Toward a Lifetime
Pursuit of
Knowledge and Excellence*

Oct 14-16, 2010

Vancouver Hilton &
Convention Center,
Vancouver, WA

Keynote:

Dr. Frank Worrell, U.C. Berkeley-

*Things School Psychologists Should Know:
The Political; the Pragmatic;
and the Theoretical*

President's Message

Dear Colleague,

Welcome back! September, school, state school scores, scanning case loads, scouring closets for resources and materials, scrambling to organize and schedule. Somehow I have the feeling those fabulous summer days will very soon be a distant memory.

As we face the challenges of this school year together I am reminded of how fortunate we are to have at our fingertips so many powerful resources and tools this fall. The September Communique set the tone for our need to focus in the coming months on how we improve student outcomes in our daily work. Instructional consultation, school climate and wellness, school safety, family-school collaboration and accountability are areas where we especially make strong contributions to the success of our students. As perhaps never before in your working lifetime, you will be called upon to demonstrate how you specifically contribute to the learning of students in your school district in these critical areas during the next ten months. Please read the Communique document carefully and build ideas you garner from this reading into your personal growth goals for the coming year. Please consider contributing your thoughts about how they relate to your work and inform your own responsibilities in the coming months in future SCOPE letters to the editor. As the extended recession and budget crisis continue we will need to work closely together to demonstrate how we can assist our districts to build capacity and increase student success.

Collaboration skills are a hallmark of school psychology practice. Fortunately, the focus on pyramid response to intervention and other similar initiatives involving strengthening the work of professional learning communities is timely, especially for us, given our skill sets as school psychologists. In the coming months you will have many opportunities to interact with your colleagues in your professional learning communities at each grade level and across buildings in your own district. You have the skills and knowledge-base to work with your school teams to enable them to become even more precise in identifying key questions, strengthening group norms, and developing more specific and measurable goals to build student learning capacity. Because you are a scientist-practitioner you will be able to access and share relevant, empirically validated information during important conversations focusing on critical subskills in learning new information. You will be able to offer other options and teaching strategies when children are not meeting success with curriculum objectives. Teachers will be expected to develop greater expertise in targeted assessments in the coming year and you will have opportunities to be by their side working with them to build their assessment skills.

The mental health and wellness challenges that are part and parcel of this continuing economic crisis will surely deepen. You will need to mindfully take especially good care of yourself in order to sustain the energy, focus, and commitment you want to bring to your work and your relationships with those you love. Please take advantage of the professional growth opportunities available to you through WSASP at the state conference in October, through the lecture series, and the online courses available to you at the universities. Join in with your colleagues at your Area meetings. Don't miss the Mather presentation this fall! Refresh and renew as often as possible. You will be rebuilding your own capacity and strength to face the new day and bring your own special skills and strengths to your colleagues. They will be much needed this year.

Your board members all join me in wishing you fulfillment in your good work this year. I hope to meet as many of you as possible at the fall conference. You are encouraged to contact me and all of my fellow board members at any time that we can be of assistance to you.

Warmest wishes, Sharon Missiaen



Don't Delay: It's Time to Register for the Fall Conference!

You can't afford to miss it- your professional development depends on it. Clock hours are being awarded (up to 17.5) and all talks are recognized by NASP and can be used for NCSP recertification. With such a varied collection of talks, can you really afford not to come?

Visit wsasp.org for registration and abstracts

You may register on line or send in a registration form to:

WSASP
PO box 18303
Spokane, WA 99208

Problems? Contact Deb Lambert at wsaspregristration@yahoo.com or Steve Hirsch at smhirsch@comcast.net

Hilton Reservations: 1-800-445-8667 or hotel directly 1-360-993-4500

Overflow Hotel: Red Lion (5 minute walk): 360-750-4901

CONFERENCE SCHEDULE AT A GLANCE: SEE WSASP.ORG FOR ABSTRACTS

THURSDAY, October 14th

2:00-5:00 p.m.

Violence Risk Assessment in 2010: State of the Art as Seen Through a Wide Lens *Richard Adler, Ph.D., Forensic & Clinical Psychiatry and Clinical Instructor, UW School of Medicine; Sarah Heavin, Ph.D., Child Study and Treatment Center, Lakewood, WA; Shannon McMinimee, School Law Attorney, Preg, O'Donnell, & Gillett, PLLC*

Countering Resistance and Building Consensus for Change: Collaborative Teaming within an RtI Framework (advanced). *Laura Feuerborn, Ph.D., UW Tacoma, Ashli Tyre, Ed.D., NCSP, Seattle University; Kay Beisse, Ph.D., Seattle University, Susan Ruby, Eastern Washington University*

The School Psychologist in Tier 1: A consultative model for the new School Psychologist Role *Mike Jacobsen, White River S.D.; Erich Bolz, Richland S.D. David Tudor, Washougal S.D.*

Ethics for the 21st Century. *Fred Provenzano, Ph.D., NCSP.*

Supporting Schools with English Language Learners *Doris Baker, Center on Teaching and Learning, University of Oregon.*

5:00-6:00 p.m.

Can IQ be a useful Component in the Response-to-Intervention Paradigm? *Michael Dunn, WSU, Vancouver.*

6:00-7:00 pm **Social Hour/Student Poster Sessions**

FRIDAY, October 15th

8:30-9:45 a.m.

KEYNOTE: Things School Psychologists Should Know: The Political; The Pragmatic; The Theoretical *Frank C. Worrell, Ph.D. Dean, Academic Affairs and Director, School Psychology Program, University of California, Berkeley*

10:00-11:30 a.m.

Minority Overrepresentation in EBD. (introductory) *Clay Cook, Ph.D., University of Washington.*

Rainier Scholars: Does the Provision of an Educational Enrichment Program for high potential, low income middle and high school students from diverse backgrounds Pay Off? *(introductory) Ronnie Cunningham, Rainier Scholars.*

Elements of Effective Adolescent Literacy Instruction (introductory) *Nancy Marchand-Martella, Ph.D., & Ronald Martella, Ph.D. Eastern Washington University.*

Social justice in School Psychology: How it is different from multiculturalism? *Samuel Song, Ph.D., Patrick Murphy, Sara Lanier, Kelly Marth, Dawn Stolworthy, & Hayley Thompson., Seattle University*

Supporting Teachers within RTI: The Role of the School Psychologist (advanced) *Jon Potter and Lisa Bates, Tigard-Tualatin School District, Oregon.*

1:30 - 3:00 p.m.

Screening, Intervening and Progress Monitoring with English Learners (Part 1 of 2 sessions), (introductory)

Michael L. Vanderwood, Ph.D., University of California, Riverside.

Development and Interpretation of the WJ III Relative Proficiency Index (introductory) *Dr. Tracy L. Boney, Riverside Publishing*

Data-Based Observations: Create data-collection tools and gather objective data using technology. *Dr. John Tenny, Willamette University (introductory).*

A Formula for Delivering Effective Tiered Instruction in Kindergarten Mathematics. *Mari, Ph.D., Christian Doabler, Ph.D., and Kathleen Jungjohann, M.A., Pacific Institutes for Research (introductory).*

Measuring the impact of RTI procedures implementation. *Jamie Chaffin, Central Valley S.D. and Steve Hirsch, PhD, NCSP Eastern Washington U./ East Valley S.D.*

3:30 - 5:00 p.m.

Screening, Intervening and Progress Monitoring with English Learners (Part 2 of 2 sessions), (introductory)

Michael L. Vanderwood, Ph.D., University of California, Riverside.

Evidence Based Practice with Drop-out Prevention. *S. Dean Crews, Eastern Washington University, and Sherry Barrett, Communities in Schools, Spokane (introductory)*

Neuropsychology in the era of RTI. *David Breiger, Ph.D. University of Washington, Seattle Children's Hospital. (advanced).*

Public Schools and a University Collaborating to Implement RtI. *Suzanne Little, Elaine Acosta, Karen Angell, Central Washington University (introductory)*

Latinos, Mexicanos, and Chicanos: Culture, Diversity, and Psychological Health. *Brian McNeill, Washington State University (introductory).*

5:00—6:30 p.m. Career General Sessions

Surviving and thriving in your first years as a school psychologist in Washington State. *Ashli Tyre, Ph.D., Seattle University, Kristin Riley, and Hayley Thompson.*

Update on Certification Issues in Washington State. *Susan Ruby, Ph.D., EWU.*

SATURDAY, October 16th**9:00—10:30 a.m.**

Separating Difference from Disability, part 1 of 2. *Catherine Collier, Western Washington University. (introductory and advanced)*

Autism Spectrum Disorders: Educational Implications of DSMV, *Steve Becker, Ph.D., Becker and Associates (Seattle) (introductory and advanced)*

Response to Intervention: Using Universal Screening and Positive Behavior Supports In Schools, *Jeffrey Sprague, Ph.D., The University of Oregon Institute on Violence and Destructive Behavior.*

The Hybrid Model – How to combine RTI & PSW to identify Specific Learning Disabilities, *Karen Apgar & Justin Potts Eugene School District 4J, (advanced).*

Legal Issues with RTI, *Art Cernosia (introductory and advanced)*

11:00-12:30 p.m.

Separating Difference from Disability, Part 2 of 2. *Catherine Collier, Western Washington University.*

PBIS in Washington State: Current status and next steps. *Flint Simonsen, Eastern Washington University.*

Meeting the needs of gifted children: Why don't we just fix the roof instead? *Steve Curtis, PhD and Sara Fleehart, MS, Lifespan Psychological Services, PS.*

This is Your Brain on Empathy, The Interpersonal Neurobiology of Communication *Sarah Peyton, Global Association for Interpersonal Neurobiology Studies (introductory).*

New Developments in Special Education Law. *(introductory/advanced) Shannon M. McMinimee, Preg, O'Donnell, & Gillett PLLC.*

WSASP CONFERENCE REGISTRATION FORM

**Mail in this form with check/ purchase order to WSASP PO Box 18303, Spokane, WA 99208
 – OR– register online at www.wsasp.org**

Questions? RE: Conference Contact: Steve Hirsch smhirsch@comcast.net
 RE: Registration Contact: Deb Lambert wsaspregristration@yahoo.com

Check type of registration (membership in WSASP accompanies registration):

\$240.00 (WSASP Membership included) _____ Professional _____ School Psychologist
 \$100.00 (WSASP Membership included) _____ Student _____ Retired
 _____ Poster Presenter (\$75) _____ Student Volunteer (\$60)
 \$100.00 _____ Meals only --guest/family member (\$100.00 per person)

Type of payment: _____ Check (payable to WSASP) _____ Purchase Order (attach to registration form)
 Credit Card : _____ Visa _____ Master Card _____ Exp. Date _____ Card # _____

Signature: _____ **Employer:** _____

Name: _____ **Job Title:** _____

Home phone: _____ **Address:** _____

Work phone: _____ **City** _____ **State** _____ **Zip** _____

Preferred Email address: _____

State of Employment: _____ **Oregon (OSPA)** _____ **Washington (WSASP)**

May we include your contact information in the WSASP directory (board members must check yes)? _____ Yes _____ No

Are you interested in a WSASP board or committee position? _____ Yes _____ No

Special accommodations necessary? (specify): _____

Special dietary restrictions? (specify): _____

Vegetarian Meals? _____ Yes _____ No

Session	1 Thursday 2:00 pm	2 Friday 10:00 am	3 Friday 1:30 pm	4 Friday 3:30 pm	Career Strand	5 Saturday 9:00 am	6 Saturday 11:00 am
Presenter					#1		
A							
B							
C					#2		
D							
E							

WSASP NEWS

Update on Washington State Professional Certification for School Psychologists

As you know the university trainers have been working with the PESB (the state standards board responsible for our certification procedures) to develop a model for the second tier of School Psychology professional practice known as Pro-Cert. We have shared with you our proposal to the PESB and we are pleased to announce that the PESB has accepted the two-option model.

There are two levels of certification in Washington- the residential certificate which is awarded upon graduation from an approved program in School Psychology and a Pro-Cert which follows a period of practice and continued professional development. If you are from out of state, you received the residential certificate upon entry to Washington after a review of your credentials.

After two consecutive years of practice in a school district, you will be given a deadline (five years out) to acquire your Pro-Cert. **There are two avenues to Pro Cert:**

Option 1: Obtain the NCSP and renew it at least once. The renewal of the NCSP will fulfill the obligations of Pro Cert.

Option 2: For all those who are not in possession of the NCSP, you will need to enroll in a Pro Cert program- there is one currently being offered through EWU. General requirements are that you create a portfolio reflecting your ability and commitment to apply your knowledge of school psychology practice and a demonstration of that knowledge by successfully passing the School Psychology Praxis exam sometime during your Pro Cert program. For those who have attempted twice to pass but are having difficulty, an alternative university designed comprehensive exam will be made available and can be used in lieu of the Praxis.

The PESB is currently drawing up the WAC language to reflect the options and will be ready to accept Pro Cert requests beginning winter 2011. We will let everyone know the date when it is made available to us. **If you have an NCSP, be patient and wait for the final PESB procedures.**

EWU is currently accepting candidates for Pro Cert- contact Barbara Papke at 509.359.6143 or bpapke@ewu.edu. The program is designed to be state wide with no on-campus attendance required. The program will be using videoconferencing technology so that it is accessible to all psychologists around the state.

Research to Practice: A WSASP goal

Not getting a chance to keep up with the research? Looking for an opportunity to read current research and pass it on to colleagues? Ready to expand your professional literacy beyond IEP on-line?

WSASP is looking for a few Psychologists who are willing to read an article a month and write up its potential to fellow practitioners for SCOPE publication. We will provide the articles or electronic citations. All you need to do is read it and summarize it for the rest of us. We need to hear how current research can help us in our practice.

If interested, please contact Steve Hirsch at shirsch@ewu.edu or call at 509.230.6643. Please include the best contact information for you (e-mail and phone).

Time to Submit your Research Abstracts for the WSASP Incentive Awards

Last year was first year and we had several wonderful research efforts with \$100 incentive awards being issued to researchers. We would like to continue offering incentive awards to Psychologists in the field who have research ideas and are willing to write up the results for SCOPE.

Abstracts should be submitted to Steve Hirsch at shirsch@ewu.edu and should be research-oriented, not merely trying out a product. Intervention evaluation is the perfect direction. Abstracts are due by Nov 1 so give it some thought.

SCHOOL PSYCHOLOGIST IN-SERVICE INVITATION EXTENDED FROM BETHEL SCHOOL DISTRICT

The Bethel School District, Spanaway, Washington, is implementing a contemporary service delivery model for students with learning delays, specific problems, and disabilities. The school psychologists in the Bethel district are actively involved in implementation of RTI. The model developed by the Bethel School District is focused on assisting problem-solving teams to determine appropriate and effective interventions. The district is extending an invitation for its next in-service training to a limited number of school psychologists from other districts. The date is October 8, 2010 and will feature Dr. Nancy Mather, a professor of school psychology from the University of Arizona and co-author of the Woodcock-Johnson III. Dr. Mather will speak on "Use and Interpretation of the Woodcock-Johnson III for SLD Identification and Intervention." Dr. Mather's presentation will take place in the auditorium of the new Graham-Kapowsin High School in Graham, Washington. The session will begin at 9 am and end at 3:30 pm. A certificate of attendance for in-service credits will be provided by the Bethel School District. To request a complementary registration, please contact Robyn Rix at the Bethel School District (Matherpresentation@hotmail.com).

Letter to the Editor

Response to Dawn Flanagan and the “Pattern of Strengths and Weaknesses” model for SLD identification Submitted by: Robert S. Johnson, Pullman, WA

I was just reading some entries in the SCOPE, which led me to think about a recent webinar by Dawn Flanagan. This was my second opportunity to hear her present her ideas. The first was at the Idaho School Psychologists’ conference last Fall. (I work one day a week in Idaho and three days a week in Pullman, WA.) Idaho has adopted her “third method” hook, line and sinker. The Idaho Fall conference was mostly speakers affiliated with the Woodcock Johnson III. When I listen to Dawn and these other speakers, I find them to be presenting a line of reasoning based on very questionable assumptions and presented in a way that is so biased as to qualify as propaganda. The discrepancy model (perhaps deservedly so) and RtI are set up as paper tigers to be knocked down by simplifying and misrepresenting them. The RtI process in particular is presented as only offering “more” of the same intervention if a little of it doesn’t work. Dawn’s presentation gives no acknowledgement that the RtI process should involve diagnostic teaching and fine-tuning of or changing interventions in light of ongoing instruction and CBMs.

As to the “logic” of using the Cattell-Horn-Carroll theory, as massaged by Flanagan et al, to identify a pattern of strengths and weaknesses, we should start by considering how well CHC actually identifies psychological processes. CHC after all was developed from a factor analytic study of test results, not neuropsychology. The only factors this process is capable of identifying were those already being tested. Could that be why executive processes like planning, and attention are not included? Then comes the question of how well our current tests, WJ-III or otherwise actually measure the processes that they claim to measure. I use the WJ-III fairly often and find significant problems with some of its tests as well as how they are normed. It is also clear that most tests actually involve the use of more than one cognitive process.

It does make sense to try to match an intervention to an individual profile of cognitive strengths and weaknesses, and I appreciate any research that helps to identify appropriate, effective interventions and ties them to cognitive processes. The rub, as I see it, is in our ability to reliably identify cognitive strengths and weaknesses. To the extent that “Third Method” folks recognize the importance of multiple data sources for identifying and confirming such patterns, I salute them. We need to recognize that using one or two subtests to identify a cognitive strength or weakness does not provide a judgment that will be reliable over time. I have tested and retested students over my 17 years in the Pullman Schools. Now, working at the high school, I regularly review old testing as I perform reevaluations. Subtests that once were “strengths” become “weaknesses” and vice versa. The scores that are usually reasonably reliable (and then not always) are the Full Scale or GIA scores. Before we spend a lot of time and money on tailoring interventions to a child’s pattern of strengths and weaknesses, we had better be sure that we have accurately identified those strengths and weakness.

More tests may help us to arrive at more reliable conclusions, but Dawn Flanagan’s assumption that more data will lead us to arrive at better decisions is not supported by modern research in decision making. Research indicates that the human brain can only integrate a few pieces of data before becoming overwhelmed by irrelevant information. Better decisions are made with less but more pertinent information.

After 30 plus years as a teacher, counselor and school psychologist, I have come to the conclusion that theory is a lot less important than practice. The proper implementation of RtI seems to me to offer the cheapest and most direct method to identify student needs and arrive at effective interventions. The challenge is to properly implement the RtI process. Money spent on testing or developing new tests would probably be better spent on developing more effective teaching strategies and materials, as well as training teachers how to teach more effectively. Unfortunately the big publishing companies probably would make less money from that approach. School psychologists would have to learn new skills too. What a drag! Better to keep SLD the esoteric realm of us specialists. Better for whom?

Call for Letters to the Editor

School psychology practitioners and students in training:

WSASP is your professional association. As such, the SCOPE is your newsletter. We welcome your opinions, ideas, and reactions to current events in the field in the form of letters to the editor. Letters can be sent the SCOPE Editor, Ashli Tyre at tyrea@seattleu.edu.

Consider other ways to get involved with SCOPE: You could write a regular column of interest to other school psychologists who read the SCOPE, you could heed Steve Hirsch’s call for reviews of current research articles, or you may have another unique idea for contributing to your newsletter. If you are a practitioner or student interested in getting involved, contact the SCOPE Editor, Ashli Tyre at tyrea@seattleu.edu.

Student Connections Column

Submitted by: **Stephanie Atkins,**
SCOPE Student Editor

Hello students!

I hope that you all were able to enjoy the summer and were not too overwhelmed with classes! As a current intern, I am excited to see what this year brings as I learn how to start becoming a competent and effective school psychologist. I hope you all have an excellent start to the school year as you take classes and immerse yourselves in schools working with children!

**“BE THE CHANGE YOU
WISH TO SEE IN THE
WORLD.”**
-*MAHATMA GANDHI*

Advice from psychologists in the field to new students and those entering the field of school psychology:

“Good advice often arrives in the form of a question. Remember to think and/or ask about what it is that you don’t see and don’t hear. The “shadow” side is usually helpful. In a nutshell – ask questions. Listen. Observe.” -Luke McQuade

“Take advantage of opportunities to change jobs, to enhance your skills, and when possible, to move to other job titles. Change schools, and work with different populations when you can. You will be working a long time, and what you know today, will not necessarily be relevant in 10 years, so plan to take college courses and complete in-service training the rest of your career. Learn to leave work problems at work; if you worry about your students when you are supposed to be “off duty” it will burn you out, and you will be a less effective psych. Take time for yourself away from work, that includes lots of exercise to burn off stress! Try to plan your school year so that you can finish all your work during the contract days – and don’t try to do too much at once - there will be time later to take on new challenges. Finally, remember that life is a journey, not a destination, so try to find a little bit of joy at work every day, even if it’s just turning in a finished evaluation!” -Barbara Day – M.A., NCSP

"Just roll with it, it will all work out. When you arrive at a new school just sit back and observe how the school dynamics work. This will serve you well throughout the year." -Erika Kelly-Kennedy

“How to run a team and work with team dynamics: leading, negotiating, having a clear agenda, and conflict resolution. These are skills that can be learned, but were not part of my graduate training!” -Helen Clydesdale, M.Ed.

“I would like to have known more about the importance of school climate and school culture and how building caring classroom communities is so fundamental to students' success and to a teacher's satisfaction with their job.” -Linda Babin

General advice gathered by Nancy Parle: Get organized; have schedules, have low expectations; you won’t be disappointed, be able to live without concrete outcomes; you don't know when change will happen, change takes time, you can’t spend time worrying about your performance or being scared by your daily work– just embrace it.

Fall Student Challenge:

Meet with seasoned school psychologists who have experience in the field and ask them for advice on maintaining a successful career. Interact with psychologists at different levels to see varied viewpoints. This communication and advice can help you prevent mistakes, enjoy your career, and succeed as a school psychologist!

Also...

ATTEND the WSASP conference in October!

Not only is it a great opportunity to learn about the field and the hot topics, but student voices can be heard if we attend the conference! Talk with peers and plan a trip to Vancouver, WA October 14-16, 2010 at the Hilton Hotel and Convention Center.

Attention All Students...

It is our turn to have a voice in SCOPE!

I would like to hear from you regarding what you would like to see in this student column and any interesting or exciting experiences you have during classes, practicum, or internship. I hope to make the SCOPE informative, motivating, and applicable to your studies.

I hope to hear from all of you!

—Stephanie Atkins,
SCOPE Student Editor
atkinss@seattleu.edu

My First Year as a School Psychologist

By Karah Bowman,
Seattle University Class of 2009

The first year is over and I survived. As I sit a week after my last day of work of my first year as a School Psychologist sipping coffee, I find myself reminiscing on the year. The start of the year was chaos. As they say, I was thrown in to sink or swim. I came to the district office my first day, I was handed a computer and told to head off to my school. "Um, can I have a district map please" I recall uttering, since I had to navigate three different schools in a big school district, I wasn't quite confident in making it to even one school on my own. I took the map and headed off to my first school, it was just down the road and I even made it on my first try, so I was feeling pretty successful. I then began to meet and greet the people who would be significant players in making or breaking my year, so it's a good thing I pride myself on personal relationships. Now I just had to show them I was more than just a nice smiling face full of eagerness and ambition. The administrative assistant hands me a file, "here is a transfer for you". I smile and thank her and head to my new office (full of unfiled special education files to be organized and stuffed onto already stuffed file drawers) to decipher this transfer and figure out what it is exactly that I do with it, I didn't do a transfer in my internship. I call up one of the more experienced School Psychologists in the district who I've never met before for help. I make it through my first transfer ever, I feel accomplished. After taking joy in my success only briefly because there is a lot more where that came from and with a district strike looming and my school assignments being shifted around I was just doing the best I could to stay up on what was going on with the current cases.

Its now almost time for winter break and I prepare for the break by organizing everything very precisely because as I learned in my internship, when you come back from a long break you forget what you were doing before you left. I leave notes for myself scribble them down, important meetings on my calendar and take one more look at my caseload roster to make 100% sure I've done all the cases. As I start to head home the phone rings, really I think to myself, what am I going to get done right now? I choose to answer; it's a parent I've spent weeks attempting to get a hold of for confirmation that they received the consent forms and to find out if I would ever get them back. The parent notifies me they're in the mail as of today and she's sorry for the delay. "No problem" I say and hang up the phone, thankful I took the call. I turn off the lights and go home for two weeks and down shift from the frenzy of a learning curve that the first three months have been for me.

My two week break is over and I'm back I can honestly say somewhat refreshed. I dive back into my caseload crossing the names off as I joyously send their completed re-evaluations off to the district office. I cherish both the simple and the difficult cases as the simple one's allow a bit of a mental break and the difficult one's as an opportunity to learn and grow. Towards the end of the year I meet my most challenging family and I spend hours in meetings with them and just as many hours in my office pulling my hair out over them. Everyday brings things to light, more unbelievable than the last and I'm in an utter state of shock at least once a week, but I learn.

I learned that there are many times when I don't know what I'm doing, but that I can ask for help. I learned to find resources and how to use them and more than anything, to trust in the education I received. It's my home base and I will always have those resources.

Are you interested in issues associated with entry into the field of School Psychology?

Are you a student in training, an early career professional, or a seasoned school psychologist interested in mentoring those new to the profession? ***We would like to hear from you!***

Students: *What questions do you have as you look forward to completing your program and entering the field?*

Early career professionals: *What are the issues you face as you complete your first years in the field? What supports has your district provided to you and what supports would be helpful to you?*

Seasoned practitioners: *How does your district support new school psychologists? What advice do you have for new practitioners? What do you know now that you wish you knew then? What is the best advice you ever received?*

Please send your ideas, comments, and suggestions to Ashli Tyre at tyrea@seattleu.edu and consider attending our session at the Oregon– Washington Bi-State School Psychology conference in Vancouver, WA...

General Career Session: Friday, October 15th 5:30-6:00 p.m.

Surviving and thriving in your first years as a school psychologist in Washington State. *Ashli Tyre, Kristin Riley, and Hayley Thompson, Seattle University.* This special session will provide a venue for students, interns, and early career professionals to explore issues associated with entry into the profession in Washington State. Students, interns, recent graduates, and practitioners new to the state are encouraged to attend this informal, interactive session. More seasoned practitioners, field-based supervisors, and administrators with an interest in supporting new practitioners are also encouraged to attend and share their perspectives with those new to the field.

News from your NASP Delegate

Fred Provenzano, Ph.D., NCSP

I hope that your school year has started out well and you're anticipating a good year. We can all breathe easier with the economy stabilizing and with the positive resolution of the APA threat of advocating change in laws to restrict specialist school psychologists from using the title "psychologist." It's true that most school districts are far from fully funded, and there still may be title challenges brewing. Still, let's enjoy this breather and talk about positive activities for school psychologists.

Today is a Great Day to Shine!! This is a great year to make the most of **School Psychology Awareness Week, November 8-12, 2010!!** This year's theme, *Today is a Good Day to.... Shine!* emphasizes positive psychology. This not only includes the things we do to encourage and support others, but also encompasses things we can do to recognize and encourage others to be positive and recognize those who are positive. You probably are involved in these activities all the time, but the NASP materials will support your efforts, during School Psychology Awareness Week and throughout the year. Take a look for these materials at nasponline.org.



*Fred Provenzano,
Washington State Delegate*

Some of the things you might consider:

Download the *Today is a Good Day to.... Shine!* Poster and use it as a counseling tool. You can use the ideas presented on the poster as a reference to encourage students to practice the ideas listed on it, and coach them in role-playing to feel more comfortable with the behaviors. Encourage students, teachers and parents to adapt the behaviors and come up with their own ideas about how to be positive with others, and anticipate how it will impact others as well as add to their own sense of self-worth. You can reinforce these ideas by distributing *Today is a Good Day to.... Shine!* bookmarks, available at a nominal charge from the NASP website.

Encourage positive behaviors in parents and teachers. You can accomplish this individually or in groups. When you meet with individual parents and teachers, look for ways to recognize their positive behavior and help them to realize how helpful that can be to student self-esteem and learning. Give them ideas about new ways they can be encouraging to students. Offer a short presentation or mini-workshop to staff about positive thinking and its impact on student learning. The *Fishful Thinking* program described below offers a variety of ideas and materials to support you in this. Or, offer a program for one of your school's parent-teacher association (PTA) meeting. Recruit some teachers to help you with this presentation, to encourage them to be on board about it.

Recognize deserving students with the *Student POWER Award Program*. This program gives you the opportunity to acknowledge students who are making a difference in large or small ways that support their peers or others. It recognizes students' efforts in working toward their goals, for their personal optimism and enthusiasm, for their effective problem solving, and for their dedication to others. Guidelines for selection, certificates, and model letters of recognition for parents and school officials are available on the NASP website.

Recognize colleagues through the *Possibilities in Action Partner Program*. Do you have colleagues who "make an exceptional difference in the lives of students and families by supporting the possibilities within each student." These might be teachers, counselors, administrators, aides, school nurses, or others who have a direct effect on students or families, or who encourage and empower others to help students meet their capabilities, support advocacy efforts, highlight the importance of meeting students' needs, or other efforts that support the development of the whole child. At nasponline.org, you'll find examples of the qualities to look for in your colleagues, to help you identify qualified candidates. You'll also find links to nominate your peers and model letters to personalize their recognition.

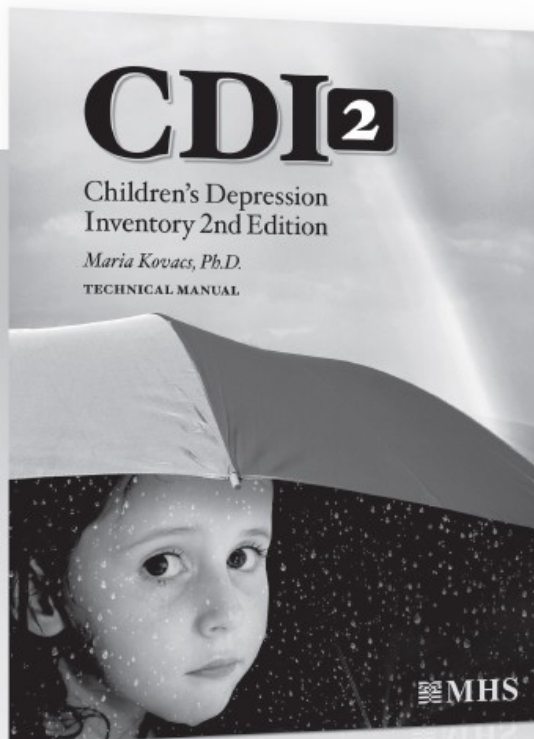
Foster an Attitude of Gratitude. This program offers materials to share with parents and teachers to guide them in increasing their recognition of positive aspects in their children and students. Handouts on ideas for showing simple gratitude on a casual, daily basis as well as ideas for fun activities are available for your downloading at the NASP website. You'll also find links to materials for the *Fishful Thinking* Program. This is a wonderful set of materials that include information and activities on the value of positive psychology. This is a program that is funded and sponsored by the makers of *Goldfish Crackers*. NASP is a co-sponsor of this program. Check it out, you'll smile!

Check out other great information and materials on the NASP website. You can access online continuing education opportunities, informational handouts for parents and teachers, special interest listservs, standards materials, and the NASP online bookstore. Look for the new revision of *Helping Children at Home and School* among the other excellent titles.

I'll be looking forward to seeing you at the Washington-Oregon combined conference in Vancouver, WA, October 14-16. Stop by and chat at the NASP table. If your NASP membership has expired, we can take care of renewing it there. Also, I hope you're saving your nickels to come on down to San Francisco in February for the NASP Convention, the greatest educational opportunity available for school psychologists.



New Assessments from MHS



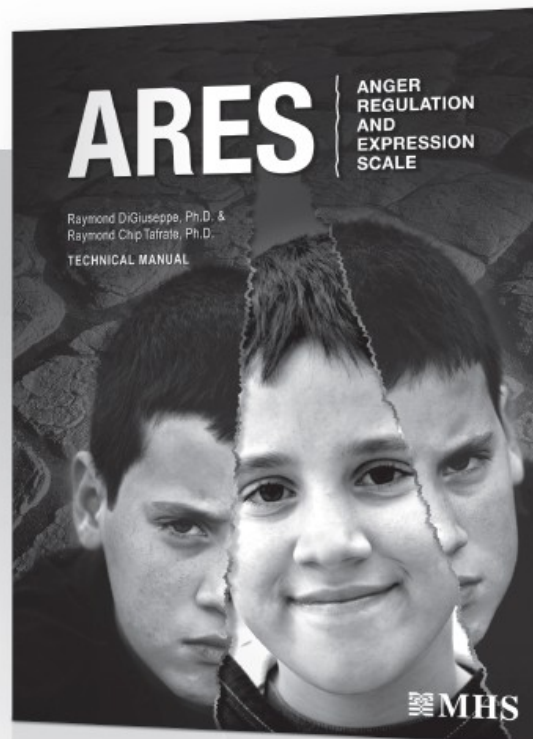
CDI 2™

Maria Kovacs, Ph.D.

The Children's Depression Inventory 2nd Edition™ (CDI 2™) is a comprehensive multi-rater assessment of depressive symptoms in youth aged 7 to 17 years. Based on the original CDI™, the CDI 2 retains many of the essential features of its predecessor and introduces a number of important refinements. The CDI 2 includes new items that focus on the core aspects of childhood depression, revised scales, and newly updated normative data.

To find out more, visit:

www.mhs.com/cdi2



ARES™

Raymond DiGiuseppe, Ph.D. & Raymond Chip Tafrate, Ph.D.

The Anger Regulation and Expression Scale (ARES™) is a comprehensive, self-report measure of angry thoughts, emotions, and behaviors in youth aged 10 to 17 years. Derived from the Anger Disorder Scale (ADS™), the ARES assesses tendencies towards inward and outward expressions of anger, along with the range and duration of anger experiences.

To find out more, visit:

www.mhs.com/ares



TELEPHONE 1.877.690.9919

Website: www.mhs.com • Email: customerservice@mhs.com

Clock Hour Reminder: A clock hour request must be submitted in writing no later than 30 days before the actual event. The clock hour request form is available on the WSASP website. Email your request to: Marilyn Krause, clock hour coordinator at voyage53@hotmail.com. Phone: (425)316-3124, Address: 12621 – 55th Ave. SE; Snohomish, WA 98296

WASHINGTON STATE ASSOCIATION of SCHOOL PSYCHOLOGISTS Request for Clock Hours Form

Title of Event:	Date(s):	
Please provide a brief summary of the event topic:		
Presenter(s) (please also provide information about credentials or expertise/knowledge of the topic):		
Start Time:	End Time:	Number of Clock Hours Requested (subtract lunch):
Location of Event:		
Contact Person:	Phone:	
Email:	Alternate Phone:	
For WSASP use only:		Date of Board Approval:
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved		

WSASP is a NASP Approved Provider, therefore clock hours earned via this document may be applied towards NASP certification requirements.

WSASP Minutes 6/28/10

Meeting Called to order at 7:25 pm

SECRETARY REPORT: The minutes were reviewed and accepted.

VOTE: It was moved and seconded to accept the minutes with changes to add Jean Gonzales to attendees. Passed Unanimously

NO PAST PRESIDENT'S REPORT

TREASURER'S REPORT: The treasury process was reviewed and any questions were clarified about the process. The treasurer should not make deposits to keep checks and balances in place within the organization. Individual committees that need to make deposits have deposit books. The treasurer double checks this process when reconciling statements. If there are bounced checks, the treasurer follows up and makes note in the treasurer's reports. Non-profit statements run from Aug 1 – July31 (dates the association was incorporated). The treasurer checks on Thriva & Activa accounts and does internal audits and notes any discrepancies in the board reports. The treasurer shared red flags in the budget and how WSASP members need to focus on core issues and be cautious of spending. The budget was discussed in detail.

It was moved and seconded to approve the Treasurer's report.

Discussion: The NASP conference budget should be increased to \$3000 if the added monies needed are authorized to cover conference costs. Office professional budget line is decreased by \$1000. We agreed to eliminate the office equipment and phone in the budget. We agreed to delete the WSESAC budget line. The budget is \$205 off but that could be from Thriva. Treasurer doesn't count Monies from Merchant Services until they are in the bank and then accounted for in the monies allowed in the budget. We need to develop a procedure for handling bounced checks and credit cards. It is not a lot of money currently but how WSASP should handle this problem needs an agreed upon procedure.

Vote passed unanimously.

MEMBERSHIP: We had a discussion about how to increase membership by inviting new members in our areas to meetings as well as making sure to send out renewals to those old members who don't attend conference.

CONFERENCE COMMITTEE: Summer Institute was successful. There were lots of good public relations. We had student volunteers. The cost was kept low. Profits were split with Seattle University. The next conference will be held in Summer 2011, tentative dates will be Aug 15&16TH. Early notification is key in getting good attendance. Notify Ashli Tyre from Seattle University if you are interested in helping with the Institute.

The 2009 Fall conference lost less monies than previous conferences. The membership was considered healthy. The membership now needs to get the word out about the Fall 2010 conference in Vancouver Washington on Oct 14-16. Payment for the conference can be made online from the WSASP website using 123startup.

The Spring Lecture Series had 170 attendees. In 2011, it is proposed that we do one lecture a month. The speakers received good feedback. It was suggested that the lectures be leveled for beginning or more advanced attendees. That would help the lecturers as well as the attendees to know the content of the lectures better and increase attendance.

SCOPE: The SCOPE is going well with many good submissions. There are contributions of regular columns as well as good student participation. There could be a graduate research corner added. The editor is looking for article and practitioner reviews, letters to the editors, make a difference column, and an ethical chair piece. We could also submit a state newsletter like the SCOPE to NASP.

CLOCK HOURS: A discussion was held on the pro/cons of a membership in WSASP. A question was discussed about charging for clock hours. We decided not to change the clock hour's process and to still give out clock hours for free at qualified events as a benefit of being a member of WSASP.

AREA REP: It was shared that organizing area meetings can be easy. The timing of the meeting is key. Please remember attendees like good speakers, treats, collaboration time, and clock hours.

It was moved and seconded to increase the area representative budget to \$2600 and to give the treasurer discretion to use the area representative budget to pay for their expenses.
Passed Unanimously

SCHOOL PSYCHOLOGY WEEK: Nov 8-12, 2011

This is an important time to get the word out about what school psychologists do to increase benefits for students and staff. How do we get the word out? We need to advertise in school newsletters, take time to send a special thanks to people who support school psychologists, publish information and letter on our WSASP website, get on the agenda to talk with the school board and superintendent about what we do, why it is important (personalize it) and how we use interventions.

FUTURE DATES:

Oct 16th – Conference Board Meeting 7:30 – 8:45am
Jan 10th – meeting via K-20 4:00 – 5:30pm
Mar 15th – meeting via K-20 4:00 – 5:30pm
Jun 27th & 28th – board retreat - North Bend 5:00pm (no earlyies)

Respectfully submitted by Suzanne Stephan

WSASP EXECUTIVE BOARD MEMBERSHIP

Voting Members

OFFICERS:		
President	Sharron Missiaen	smissiae@bham.wednet.edu
President-Elect	Pam Hamilton	phamilto@gfalls.wednet.edu
Past President	Don Haas	dhaas@bossig.com
Secretary	Suzi Stephan	suzicuep@aol.com
Treasurer	Bob Howard	bhoward@nthurston.k12.wa.us
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Area 1B	Pam Hamilton	phamilto@gfalls.wednet.edu
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Area 1D	Erika Kelly-Kennedy	ekellykennedy@auburn.wednet.edu
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Area 6	Jean Gonzales	hurlburt@aol.com
Area 7	Bill Link	Bill.link@vansd.org
Area 8	Kristen Sims	simsk@evsd.org
Area 9	Dawn Magden	dawn_magden@sumner.wednet.edu
Area 10	Jenny Marsh	Jmarsh@othello.wednet.edu

Non-voting Members

LIASIONS: University Representatives	WSU-vacant	
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	SU - Ashli Tyre	tyrea@seattleu.edu
	CWU - Suzanne Little	LittleS@cwu.EDU
	UW - Vacant	
Student Representatives	WSU- Sarah Pemble	sarah.pemble@gmail.com
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	SU- Hayley Thompson	thomps35@seattleu.edu
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NASP Futures Liaison	Vacant	
NASP SPAN Rep	Jill Davidson	jilldavidson53@comcast.net
NASP State Health Care Rep	Vacant	
Conventions & Workshops Committee	Steve Hirsch	smhirsch@comcast.net
Ethics & Professional Practices Committee	Phil Koester	pkoester@mv.k12.wa.us
Communications Committee	vacant	
Retention & Recruitment Com- mittee	Diane Sidari	sidarid@snoqualmie.k12.wa.us
Assessment & Review Com- mittee	Suzi Stehan	suzicuep@aol.com
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Washington State Association of School Psychologists

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www.WSASP.org

Interested in Advertising in the *Scope*?



The WSASP Board has approved the following guidelines for organizations or individuals interested in advertising in our newsletter.

For rates and conditions, email Ashli Tyre at tyrea@seattleu.edu.

- 1) The services or products offered (advertised) shall provide potential direct and/or indirect benefit for school psychologists; children; and/or families. Benefits are not to be limited to the field of education. For example, a USBank solicitation might be of potential benefit for our subscribers.
 - 2) The advertisements must be in good taste, meaning suitable for viewing by children and otherwise non-offensive i.e. non-sexist, non-racist, etc.;
 - 3) The company purchasing the advertisement space must be an established company in business for over five years and with known products. If the company's status does not meet this criteria, WSASP may require a catalog of products or services offered; a sample of products offered to preview; and/or references of prior service recipients. If the product/services are judged to be of likely benefit, the account will be accepted.
 - 4) Product and service accounts are to be encouraged. Paid political advertisements and paid public policy statements will not be accepted unless approved by the executive board.
 - 5) The Scope Editor will use the above guidelines to accept or decline advertising accounts.
 - 6) The Scope Editor will refer questionable accounts to the WSASP executive board when the guidelines above aren't sufficient to make judgment.
 - 7) The WSASP executive board reserves the right to reject any accounts deemed below our standards of professionalism or of possible detriment to our Scope readers or association.
- Approximately 600 School Psychologists and other educators currently subscribe to the *SCOPE*!