



SCOPE

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WSASP readies for its Fall Conference: Oct 14-16, Vancouver Hilton From: Steve Hirsch

Here in Spokane, May means that flowers are starting to bloom, tomatoes are near ready to be planted and my dogs have had their first summer haircut. It's only six months till college basketball season when our college teams rescue us from having to deal with disappointing seasons from our Mariners, Seahawks, and college football teams. While the rest of you prepare for the end of the school year, Arick Brannon, Mary Bauer, Sue Ruby and I keep quite busy organizing your fall conference.

In a return to days gone by, the conference will be a bi-state conference with Oregon. Those of us old enough to remember (or maybe too old to remember), recall fondly these multi-state conferences. Both states have a stable of top notch speakers dealing with the critical topics for School Psychologists. This year's conference boasts over 30 speakers- a choice of five speakers at every session.

(More conference details on p. 4)

Editor Information:

University Training Programs to Propose a Two-Option Pro Cert Model

To better meet the professional certification needs of practicing school psychologist, options are currently being proposed. For more information, see Steve Hirsch's summary on p. 4.

If you have opinions about this or other current issues in the field, we invite you to submit a letter to the SCOPE Editor, Ashli Tyre at tyrea@seattleu.edu.

ETHICAL ISSUES FROM THE FIELD PHILLIP KOESTER, NCSP WSASP ETHICS CHAIR

Dear Ethics Chair,

I often hear about maintaining good clear boundaries between my professional and personal life. I have struggled with this on a variety of fronts. To be effective I think parents and students should know who I really am and be able to contact me when they need assistance. For example the district I work for is like a third world country and has a very poor phone system and web presence. So I use my own cell phone for calling parents and students, and they often text me questions etc. I also actively use and post personal and professional items on my Facebook and Myspace webpages. Some of the students and families have become my friends and use these sites to access assistance and support from me. While I know that this muddles the boundaries I think it makes me a more effective school psychologist. Do you have any comments or recommendations about this?

Sincerely, Muddled Boundaries

(See Phil's Answer p. 6)

President's Message

Dear Colleagues,

The window to my office is open and the sweet fragrance of the freshly mown grass is wafting in and distracting me from my pile of protocols and my near and always present companion, IEPonline. It is difficult to believe we have almost completed another year of school, especially in this surreal atmosphere of stressors surrounding us professionally and in caring for our own loved ones. We have persevered in an atmosphere filled with both crises and opportunities and are very close to a much deserved break from our work routines. The two psychologists in our department in my district who received riff notices were called back this week. I am hoping many of you are celebrating similar good news in your districts. The U.S News and World report about promising jobs still promotes us in the top 50. We are a profession which is continuing to develop the skills and strategies that are needed to make our contributions invaluable in the work that we do in the field of education.



Several of your board members including myself were fortunate enough to participate in the Trainers of School Psychology National Conference on Contemporary Issues in School Psychology and Education in collaboration with the Council of Directors of School Psychology Programs prior to the onset of the NASP Annual Meeting in Chicago March 1 and 2. The purpose of this meeting was to bring together faculty in school psychology, field-based trainers and potential trainers to examine big picture issues we face in our profession and develop action plans to meet challenges related to higher education reforms, maintaining authority over defining what school psychology training should include, and responding to the increasingly complex needs school systems we serve are facing. Big picture themes that were explored included entry level issues, issues in accreditation, certification, and licensure, specializations in School Psychology and respecialization issues, practicum, internship and postdoctoral experiences, supervision, research, curriculum, and recruiting for the field both in terms of students and faculty. I was delighted to see how many of your WSASP board members participated in this program and committed to bringing back fresh thinking and strategies to invigorate the work your board does and the school psychology training programs do to bring outstanding graduates into our profession.

Realities in the field of education including increased accountability with reduced resources are well known to almost every school district in the United States this spring. The emphasis on trajectories into success in schools that are data-based, especially in the RTI framework (that are being examined and experimented with in so many of our Washington State districts), presses all of us to examine the ways we are using the training we received in assessment of the ecology of the school environment. Have we moved beyond diagnosis to application in our daily work? Are we building the skills and competencies in ourselves to promote empirically validated interventions and progress monitoring to make sure the outcomes we proposed actually are contributing to measurable student growth academically, emotionally, and socially? I struggle with that every day on my own job. I feel frustrated with my own work when I cannot make a contribution that is meaningful at the instructional level. I am finding that going beyond diagnosis to application adds very time-consuming components to assessments and research on applications that really are relevant. Copies of the School Psychology Review, School Psychology Quarterly, Psychology in the Schools and the Harvard Mental Health Newsletter pull me away from my wonderful garden part of every weekend these days so that I can find more tools for my tool box. To this end your WSASP board continues to work to make some of these tools more readily available to you through area meetings, the spring conference series and our fall conference in Vancouver (October 14-16) which we are co hosting with the Oregon School Psychology Association this year. Board members met at the Hilton conference sight on May 1 to preview the facilities which Steve Hirsch had negotiated for this year's conference. The facility has much to offer us and we think you will very much enjoy this venue.

We encourage you to continue to write us about what you need in your own work. We are here to support one another and are delighted to hear from you. Your board will be attending a two day retreat on June 28 and 29th in North Bend. Your thoughts and suggestions for how we can serve our school psychology community in the coming year would be especially welcomed. The ESA/WEA coalition met on May 7 at the WEA office in Federal Way to share ideas related to contract language which WEA is crafting for the coming year that have implications for our work and I was fortunate to be able to represent WSASP at that meeting. The ESA work group is comprised of representatives from the school psychology, speech and language, occupational therapy and physical therapy work groups. Each work group has a lobbyist. Our four work groups are focusing together on efforts to craft language for the proposal for additional financial support for ESA's at the state level. **(Continued next page.)**

University Training Programs To Propose a Two-Option Pro Cert Model Submitted by Steve Hirsch

The Pro-Cert, required of all Washington (or new to Washington) School Psychologists holding a Residential certificate, should represent the highest bar of excellence in our state. Approximately 60-70% of our graduates have earned a National Certificate in School Psychology prior to graduation. To do so, they compile a portfolio which includes records of coursework, competency-demonstrating activities, a year-long case study and the passing of the national assessment for School Psychologists, the Praxis. To ask our new psychologists to spend time and money to repeat this process two-five years after graduation seems redundant and without purpose.

The NCSP is our profession's highest accomplishment and should be linked to the Pro-Cert according to the training institutions. **Option 1** for the obtainment of the Pro-Cert will be for the candidate to obtain and then maintain (through one three-year renewal period) the NCSP. If you already are in possession of the NCSP, the renewal of the certificate will be your only requirement for the Pro-Cert. You will not need to register with a university nor enroll in a Pro-Cert program. The renewal of the NCSP is guided by NASP criteria and includes providing evidence of 75 continuing education clock hours, including 10 NASP-approved hours and 3 hours of ethics training (not coincidentally, WSASP provides such training opportunity each year at its fall conference).

Not all of Washington's practitioners are in a position to obtain the NCSP (due to credit requirements of their training programs) and our universities do not intend for them to be blocked from obtaining the Pro-Cert. **Option 2** will consist of the original Pro-Cert design where candidates enroll in an approved Pro-Cert program and fulfill certificate criteria which will differ only slightly from university to university. The criteria for Pro-Cert under option 2 will strongly resemble those of option 1 with the exception of the NCSP. All candidates will spend one year developing their Portfolio of Evidences of Applicability for the eleven standards of competency (as defined by NASP blueprint) with the help of a professional growth team; and passage of the Praxis. The praxis represents the theoretical knowledge base expected of all School Psychologists. If the Praxis cannot be passed after three attempts, the Pro-Cert program will provide a written comprehensive exam designed through collaboration of the Washington training programs. This is in recognition that the passage of the Praxis might prove daunting- less for knowledge or skill deficits, but more to do with needed accommodations for a timed multiple-choice test. At this point, both EWU and CWU have had their programs approved while Seattle U. intends to apply for approval in the coming year.

The above two-option model will be presented by the university trainers to the PESB in Olympia on May 19th. The board's decision will be communicated to all of Washington's school psychologists as efficiently as possible through e-mail, using WSASP area representatives.

President's Message Continued:

To that end the lobbyists of the four work groups will meet this summer and the ESA work group is planning to meet as well. Conversations that our WSASP lobbyist, Terry Kohl, and our WSASP legislative committee have had with legislators this past year have been positive. The funding crisis precludes this initiative being implemented at this time. However, all work groups and their lobbyists are committed to keep this request in the forefront until we can achieve our pay parity goal with National Teacher Certification bonuses. I hope this summer break will renew your energy, joie de vie, and provide you with precious time to enjoy the people and activities you love best.

Warmest wishes, Sharon Missiaen

**WSASP readies for its Fall Conference:
Oct 14-16, Vancouver Hilton**

From: Steve Hirsch

(Continued from p. 1)...

With the anticipation of RTI being a part of the next generation of NCLB, many talks are geared toward the development and implementation of an RTI model. Topics range from overcoming staff resistance to recent court cases involving RTI. You will learn of the psych role in RTI; the role of the IQ test in RTI; the integration of neuropsychology in RTI, developing RTI kindergarten and how to link RTI to a Pattern of Strengths and Weaknesses in comprehensive evaluations. Positive behavior support and its fit within a multi-tiered model will also be well represented. There will be several talks in each strand. ELL issues represent another strand of talks with intervention, assessment and their integration within an RTI model being some of the topics covered along with a discussion of multiculturalism vs. social justice.

We will provide talks to improve your cultural competency when working with Latino populations; improve your consultative skills when assisting classroom teachers during Tier 1 and adolescent literacy; improve your capability of assisting in data management and collaborating with universities. Special populations such as ASD and FAS will be given attention.

Our Thursday workshops will include a panel discussion of the School Psychologist role in threat assessment; our role as consultant in Tier 1 of intervention; our role in overcoming RTI resistance; our role in supporting schools with high ELL populations and of course- the ethics of our role.

Our keynote speaker, Frank Worrell of UC Berkeley will focus on: Things School Psychologists Should Know: The Political, the Pragmatic, and the Theoretical. He is a national speaker who has really impressed audiences.

Social hour on Thursday will include a wonderful assortment of graduate student poster presentations. The brochure and registration are inserted (on their way). Reserve your room and register now.

You can register by mail or on line.

Questions about conference: contact Steve Hirsch: smhirsch@wsu.edu

Questions about registration: contact Deb Lambert: wsaspregration@yahoo.com

ATTENTION WSASP MEMBERS:

Please vote for your WSASP representatives and officers by June 1st at the following web link:

http://www.surveymonkey.com/s/WSASP_Ballot_2010-2011

Call For Posters & Student Poster Competition

2010 Oregon/Washington State Association of School Psychologists A Lifetime Pursuit of Knowledge and Excellence

Oct 14-16, Hilton Hotel In Vancouver, Washington

Students and professionals in school psychology (or related field) are encouraged to present. Presentations will be accepted based on space availability. Please submit early!

Poster presentations can cover any topic relevant to school psychology. Appropriate topics may include these: research projects, e.g., quantitative, qualitative, systematic research reviews; evaluation of interventions, e.g., case studies; systems and policy change efforts; and training and professional development.

Eligibility and Procedures:

Posters should be set up by the presenter and present during the official Poster Presentation Hour and Awards Ceremony (see conference schedule for exact time and location).

Posters should be able to be displayed on a standard-hotel easel or table top. Thus, a standard tri-folded poster board is recommended and can be purchased at any office supply store.

Incentives for Students:

Students who present a poster will receive a \$25 discount on the student conference registration rate of \$100, thereby paying only \$75.

Student posters will be automatically entered in the Student Poster Competition. Depending on the number of proposals, there will be awards in varying categories, e.g., research, intervention case study, and innovation in practice.

Awards recipients will receive an official WSASP certificate plus a gift card (yet to be determined).

Students will be involved in an invaluable learning and networking opportunity!

If you are interested in presenting a poster, please email a proposal including this information:

Contact Information: Name, address, institution/employer, and student or other professional.

Title of Poster (to be published as-is on WSASP website and distributed in conference binders):

Abstract (please limit to 1 page maximum; not including references): *purpose of poster, methods, results (or anticipated results), discussion and/or learning outcomes.*

Please return via email by Friday, September 17 to:

Samuel Song
School Psychology Program
Seattle University

songs@seattleu.edu

Email Subject Line – “WSASP Poster Proposal”

ETHICAL ISSUES FROM THE FIELD
PHILLIP KOESTER, NCSP
WSASP ETHICS CHAIR

(Continued from p. 1)...

Dear muddled boundaries,

Last Fall at the WSASP conference in Spokane, Fred Provenzano and I gave a 3 hour ethics workshop. We surveyed workshop participants on this very issue. The group was divided about using/not using such tools to make them more effective. It was a spirited discussion with several positions. There is nothing in the code of conduct that specifically prohibits a school psychologist from using these tools to enhance their professional service delivery. The technology might actually work very well, as long as there is no muddling of the personal/professional boundary. This muddling is fraught with landmines. Of course one of the obvious problems of using your own cell phone is that you are paying for the service (enabling the district not to own the problem) and you become essentially “on call” 24-7, which creates a whole host of other potential ethical problems.

I represent WSASP on OSPI’s Admissions and Professional Conduct Advisory Committee (APCAC). Of all the cases presented by the states assistant attorney general, a moderate percentage of them involved the use of such technology. What got certificated educators into trouble was not the technology but the use of the technology to blur the boundaries between professional and personal issues. Communications start with professional chat and then often turn personal, sometimes very personal. In hind sight, transcripts of these interactions tend to look very much like grooming behavior or much worse, especially in the context of an accusation. In fact, cases like this are cropping up all over the country. The NEA ran a piece on cell phone use 2009, with a clear message warning members, even with the best of intentions, to be very careful. (http://www.nea.org/home/37180.htm?utm_medium=email&utm_source=nea_today_express&utm_campaign=20091216TeacherarrestedoverstudenttextsW&utm_content=sexting&utm_term=TeacherarrestedoverstudenttextsW)

The state’s code of conduct has rather vague language that only tangentially covers this. In WAC 181-87-020 it states that the code is “...not applicable to private conduct...”, however, in WAC 181-86-013 private behavior can be considered if it represents a “...lack of good moral character...” or a “behavior problem which endangers the general welfare or personal safety of students...” Further, in WAC 181-87-060 a “disregard or abandonment of generally recognized professional standards...” is a violation of the code. Many believe that muddling the personal-professional relationship is a disregard of established professional standards. I am one of those people. And our system is a bit old fashioned. Up to now, texting students all day has not been among the list of generally recognized professional standards for supervision or instruction (although maybe in the future it could be). Now, back to the real world. Many school psychologists work in small rural areas where their personal and professional relationships are constantly overlapping. My advice: know your district policies about the use of interactive technology (if you violate policies your district insurance carrier and district administrators will likely distance themselves from you), create and maintain professional-personal boundaries as much as possible, use very good judgment, and watch out for potential landmines.

Letter to the Editor:
The Census and the Role of the School Psychologist

Submitted by Steve Hirsch

I just completed the census yesterday. It was easy- About the only things they asked were how many folks live in the house (Annie and I are empty nesters) and what ethnicity we all are barring family secrets, we are both Caucasian not of Hispanic origin. What has all this has to do with School Psychology? Well first off, I wonder how many of East Valley's Russian-immigrant families will even complete the census? After all, it's in English and maybe more importantly, it sounds like trouble. You're new to this country, from a place that maybe was less than trusting and are pretty insecure about government and its role in your family's life. The threat of deportation must always cast a shadow over your family and sense of security. So best not to get involved and tell them who lives in your house and what ethnicity they claim. Of course that might affect the amount of dollars apportioned to your district or city but that might or might not be your concern. And I wonder just how accurate their estimates of our homeless children and children of migrant families are? How large do you think the standard error of estimate is?

Assuming that your family overcomes the language and psychological barriers to divulging the information, what then? Well for School Psychologists, the picture gets interesting- perhaps a little embarrassing. The science of sampling and the test validity begins to take over. It's this concern that is the focus of my ranting. Let's title this letter to the editor: **School Psychologists-The Ultimate Sampling Suckers.** Our test authors and publishers are aware of the sampling criteria required for the marketing of an assessment. The sampling must match the latest census. Interestingly, when the Devereaux folks were telling us about their new test for measuring resiliency in students (a well deserved topic of assessment we all agree), the speaker made the point that the sample perfectly matched the latest census (but that was some 10 years ago). Even if matched to current census data, what does it mean? From a geographic point of view, it means that some 30% of the sample came from the south. Now it may be true that the closest I come to "THE SOUTH" is South Brooklyn, but even I know that a southerner from South Carolina is not the same as a southerner from Texas and while New York may be considered in the East sampling, no self-respecting New Englander would put themselves in the same category as a New Yorker be it in values, traditions, beliefs, attitudes or with respect to test performance (and let's not talk baseball). In fact, let me close this section by posing the questions, "Why is it necessary to stratify your sample to include census-matching populations of Midwesterners and Westerners? Do they really test differently on the same test?" And if so, one has to wonder why?

My biggest beef though comes from the notion that census-matching in a sample leads to a validity of test score. Does including 2% of Native Americans in your sample result in a test that is valid for the Native American population? About the only thing that is accomplished by including different ethnicities in your sample is that your test norms contain the scores of different ethnic groups. There is no guarantee that the test items are culturally sensitive. Now to the credit of test authors, I realize that item analysis may have been used to 'weed out' those items that seem to be loaded-culturally or linguistically, but a non-biased test is an illusion.

(Continued on the next page...)

Let me close by saying that even if care has been taken to create as non-discriminatory a test as possible, to what degree was that chosen sample, representing folks closely matched to the census, reflective of the student in front of you? Little care is taken during sampling to create a valid sample of ethnic groups- more often it's a sample of convenience, and no ELL students are invited to apply. Are all Native Americans the same and could a sample of 10 be even remotely characteristic of an entire nation? Special Education is all about individual differences, yet our assessment tools are woefully non-individualistic in design and we buy the concept of a census-matched stratified sample hook, line and sinker. I dropped my census form in the mailbox-and I bet everyone from my Caucasian (not of Hispanic origin), upper class neighborhood did the same. We'll be counted.

By the way, when I am included in a test sample, am I a westerner or a displaced easterner? The census says westerner but anyone who knows me would say, "Once a New Yorker....."

If the above musings on sampling have triggered your thought buttons and you enjoy thinking about more than discrepancy criteria, please consider the following read:

The Drunkard's Walk: How Randomness Rules our Lives by Leonard Mlodinow, 2008, Random House. (available on Amazon.com).

This rather short (in pages anyway) book is a delightful conversation about our tendency to look for patterns even when its randomness that is probably responsible for the event. Whether you are intrigued by Wall Street cycles or baseball streaks, Mlodinow does a wonderful job of posing questions about the influence of randomness. His chapter two discussion of why we should change our choice of 'doors' when given the opportunity (ala Lets make a Deal) is incredibly insightful. His explanations of hitting steaks, picking Wall Street winners etc really shows how the binomial or normal distribution is ignored by the masses in our determination to find a pattern or explanation. It's a great read and I found myself reading a section or chapter then spending hours thinking about it and how it applies to my personal and professional life. But if you hated probability theory when taking stats, this book is not for you.

From the WSASP Assessment Review Committee...

A Review of the Conner's Comprehensive Behavior Rating Scales (CBRS)

The *Conner's Comprehensive Behavior Rating Scales (Conner's CBRS)* is a comprehensive assessment tool which assesses a wide range of behavioral, emotional, social and academic concerns and disorders in children and adolescents. The kit comes with an extensive manual, and parent, teacher, and self-report forms. Spanish versions of the parent and self-report forms are available. There is also a computer scoring program, which is very helpful. The manual contains clear instructions for administration, scoring, and interpretation suggestions. Reliability and validity measures (which are high) are also discussed. There was a large (3,400) normative sample.

(Continued on the next page...)

Conner's CBRS Review (Continued)

The parent and teacher forms are for children ages 6-18 years, and have 201 and 202 statements, respectively, as well as spaces to enter other concerns and strengths of the child. Instructions are to think about the child's behavior in the past month, and rate each statement on a 0-4 scale (Never/seldom, Occasionally, Often/ quite a bit, Very often/ very frequently.) The self-report form is for ages 8-18 and contains 179 statements, rated on the same scale.

The computer scoring report is very extensive and gives a lot of information, including graphs. Raw scores are converted to T-scores. T-scores of 60-69 are considered *Elevated* (more concerns than are typically reported), and T-scores of 70 or above are considered *Very Elevated* (many more concerns than are typically reported). The *Conner's CBRS Content Scales* include: Emotional Distress (Parent subscales – upsetting thoughts, worrying, social problems; Teacher subscales – upsetting thoughts/ physical symptoms, separation fears, social anxiety); Aggressive Behaviors; Academic Difficulties (Parent and teacher subscales – language and math); Hyperactivity/ Impulsivity (Parent and Self-Report), Hyperactivity (Teacher only); Social Problems (Teacher; Parent subscale); Separation Fears (Parent and Self-Report, Teacher subscale); Perfectionist and Compulsive Behaviors (Parent and Teacher); Violence Potential; Physical Symptoms.

The *Conner's CBRS* also includes DSM-IV-TR Symptom scales, which are reported in T-scores and Symptom Counts. These include: ADHD Inattentive; ADHD Hyperactive-Impulsive; ADHD Combined; Conduct Disorder; Oppositional Defiant Disorder; Major Depressive Episode; Manic Episode; Mixed Episode; Generalized Anxiety Disorder; Separation Anxiety Disorder; Social Phobia; Obsessive-Compulsive Disorder; Autistic Disorder (Parent and Teacher); Asperger's Disorder (Parent and Teacher).

The scoring profile also includes Validity Indexes (positive impression, negative impression, and inconsistency index), an overall *Conner's Clinical Index*, Other Clinical Indexes (Bullying Perpetration, Bullying Victimization, Enuresis/ Encopresis, Panic Attack, Pervasive Developmental Disorder, Pica, Posttraumatic Stress Disorder, Specific Phobia, Substance Use, Tics, Trichotillomania), Impairment Items (Schoolwork/ Grades, Friendships/ Relationships, Home Life), and Critical Items (Severe Conduct, Self-Harm).

The manual includes extensive interpretation guidelines. There is also a *Conner's CBRS Quick Reference Interpretation and Intervention* card included, which is very helpful. There is a helpful chart in the manual that shows the relation of *Conner's CBRS* scores to IDEA areas of eligibility. There is also a chapter describing four case studies, which details how to interpret results and develop intervention plans.

The *Conner's CBRS* is a broad, comprehensive instrument to evaluate student academic and behavior concerns. The computer generated report gives a wealth of information. While our team is very careful not to give medical diagnoses, the report can be given to parents to share with the child's physician, if a particular disorder is suspected. The information derived from the report can be used to develop interventions for the student and to help teachers better understand the student.

Student Connections Column

Submitted by: Stephanie Atkins,
SCOPE Student Editor

Hello students!

I hope everyone is enjoying the summer sunshine and successfully completing courses this quarter!

We had a huge representation of school psychology students from Washington State at the NASP conference this past spring. Thanks to all the students who attended. Many expressed the benefits of attending conferences, so I hope to see you all at the WA-SAP conference this fall and NASP again next year. Here are some reactions from the NASP conference from Seattle University students who attended:

“I really enjoyed the conference and found it inspiring that there are so many professionals dedicated to advancing the profession and better serving our students. The field of education seems to be shifting and the focus of the conference showed that school psychologists want to be on the cutting edge of research and practice. As someone newly entering the field it was a little overwhelming but exciting at the same time. I also loved getting to spend time with my colleagues who will serve as great resources when I am out in the field.” -*Kari Aleshire*

“For those who are able to, I highly recommend going to the NASP conference, especially during internship year. You're able to attend sessions and gain skills can be directly applied to your work. It's also interesting to meet school psychologists from across the country, and hear what other states are doing in terms of practice and polices (especially in terms of RtI).”-*Kristin Riley*



From left to right: Melissa Rowland, Hayley Thompson, Kari Aleshire, Kristin Riley, Addy Heckert, Nick Panza



From left to right: Sam Song, Kari Aleshire, Addy Heckert, Kristin Riley, Cinnamon Vincent, Nick Panza, Dana Rodriguez, Hayley Thompson, Melissa Rowland, and Ashli Tyre



From left to right: Melissa Rowland and Hayley Thompson

Congratulations are in order!

Congratulations to Melissa Rowland and Hayley Thompson who were recognized at the NASP conference this spring in Chicago. The two Seattle University students were two of three students to receive the Trainers of School Psychologist & the Pearson Corporation Professional Development Scholarship. They were the recipients of Graduate Student of the Year for their research on The Protective Peer Ecology: Expanding Opportunities to Intervene of Bullying. This was the first year that two students from the same university received the award out of a record number of students who applied nationally. **Great job Hayley and Melissa! Good work representing Washington State!!**

Great news and student reactions!

The American Psychological Associations' decision to withdraw the proposal to restrict the use of the title school psychologist is directly related to each student studying school psychology. Here are reactions to this great news from students across the state:

"I am very encouraged by the MLA decision to affirm specialist level practitioners as school psychologist. It is a recognition of the competency of those who provide the majority of school psychology services. The decision is a victory for the constituents we serve."

-Joel Goldstein WSU

"I am relieved that APA decided to continue the exemption for school psychologists, and it seemed like the only feasible option at this present time. However, I believe the issue will be raised again in the future. This should be a reminder to the field for continued advancement in education, as well as advocating for our profession to our government leaders. It will always be our state legislators who determine the rules for practicing school psychology and it is our responsibility to educate them and maintain visibility in our communities. I plan to become more active in NASP and WSASP to stay informed about the issues, as well as learn more about Chapter 16 of the APA."

-Natalie Scantlen SU

"Alone we can do so little; together we can do so much." —Helen Keller

Summer Student Challenge:

Collaborate with peers and supervisors throughout the next few quarters. So much of our job emphasizes *collaboration* with many different types of people. Don't underestimate the power of *collaboration*. This quarter I challenge you to take a few extra steps to *collaborate* and *connect* with as many as many staff, peers, and families as you can!



From left to right: Hayley Thompson, Melissa Rowland, Dana Libby, Kari Aleshire, Kristin Riley

Join us...

for the WSASP student and early career school psych panel presentation at the Oregon/Washington Bi-State Fall School Psychology Conference in Vancouver...

The topic of the panel presentation is:

Surviving and thriving in your first years as a school psychologist.

We would like input about what you students would like to hear at this panel presentation.

Please email me with ideas for the content of that panel!

-atkinss@seattleu.edu

Conference details:

Oct 14-16, 2010

Hilton Hotel and Convention Center
Vancouver, WA

Attention All Students... It is our turn to have a voice in SCOPE!

I would love to hear from you regarding what you would like to see in this new 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

Engaging Adolescents in Academic Literacy: Realities and Possibilities

By: Addy Heckert, SU School Psychology Student

It was my students' least favorite assignment, the one they always left for the very end. Choose a book from the classroom bookshelves, read it, and then write an essay about it. They had to do it in order to get language arts credit, but they made me jump through hoops to get them started. "Here, try this book – it's good, I promise," and "Just do it to get it over with," my colleagues and I would say. Students would say, "I hate reading," and "This is stupid." And so I believed they didn't like to read, that reading was difficult for them, and that maybe they just couldn't do it. For some, these statements were the truth – but not for all.

Then came the day when one young woman looked up at me from her desk and asked, rather plaintively, "Why can't I read my own book?" *Her own book? She liked to read?* It wasn't that I didn't understand how that could be true – I love to read, after all – but why then the struggle?

When my colleagues and I asked, students were eager to tell us what they liked to read: Sister Souljah's *Coldest Winter Ever* (2006) and Tupac's *The Rose that Grew from Concrete* (1999). Our bookshelves held copies of *Huckleberry Finn* and *Romeo and Juliet*. So we bought new books that reflected students' interests and lives and also addressed complex issues.

This did not turn all of the students into avid readers overnight. Those who truly were struggling readers were still intimidated by anything longer than a short story, and many still resisted. However, it was much easier to generate that initial spark of interest with a Tupac name drop than with Shakespeare.

These students attended a credit retrieval program; their transcripts often showed more failing grades than passing ones. Yet, these students had inner reading lives we knew nothing about. How can we use what we find out about that inner reading life to enhance all students' academic experience?

As school psychologists, we are student advocates and teaching consultants. We can be a bridge between students and their teachers, generating new ideas about how teachers can enhance students' existing skills and interests to increase academic success. This article explores research on the literate lives of adolescents that offers insights for school psychologists to consider as we assess students, make recommendations for IEPs, and interact with students on a more personal level.

Teacher Perception vs. Student Reality

Before we can do anything to further engage adolescents in academic literacy, or the specific literacy skills required to be successful in an academic setting, we first have to know their relationship with reading. One research team set out to develop reading profiles of students as they moved from middle school through high school (Bintz, 1993). The subjects were 44 students with differing patterns of reading achievement from four very different high schools. Using interviews with students, teachers, and parents, the researchers created "individual student autobiographies" (p. 607) tracking students' reading activities both in and out of school.

The first finding, and maybe the most surprising, was that many of students reported that they like to read and often sought reading time outside of class. However, their teachers described them as reluctant or resistant readers. What it really came down to was that the students didn't like to read teacher assigned work; they liked to choose for themselves.

The teachers also believed that students valued their content area textbooks as a resource and actually read them. However, students reported using as many shortcuts as possible with textbook reading (if they read the text at all). These same students reported using higher-level reading strategies when reading self-selected materials.

This quote from an eleventh grader illustrates the disparity between how the students saw themselves as readers and how their teachers perceived them:

My teachers think that I am not a very good reader, that I don't like to read, that I've never liked to read. But, they're wrong. Yesterday, for instance, I stayed home sick, and read all day in my room. Sometimes, I even feign sickness so that I can stay home and just read. I'm a very good reader, always have been (p. 610).

Bintz's results suggest that some teachers mistakenly assume that students are reading things they are not (textbooks), and misidentifying others as non-readers. As educational professionals, we need to know if students are actually struggling readers, or if they are just disengaged from school reading. In either case, knowing what types of things they might choose to read, and the skills that they employ when reading them, can be helpful in figuring out how to further engage them in academic literacy.

(Continued next page....)

Motivation: What the Students Have to Say

To investigate what motivates adolescents to read, Pitcher et al. (2007) administered the Adolescent Motivation to Read Profile reading survey to 384 ethnically diverse teenagers from a variety of school settings, and conducted personal interviews with approximately 100 of them. The results both support and further illuminate Bintz's findings. One finding was that some students may think of themselves as non readers or poor readers, and at the same time be actively reading outside of school. A good example of this was Paul, a student who "found reading 'a boring way to spend time,'" but also reported spending "20 hours a week on the internet reading e-mails, articles, games, and 'stuff'" (p. 391).

As in Bintz's study, the theme of choice emerged as very important to adolescent readers. Of those students who identified something a teacher did that they enjoyed, several indicated that they liked when their teacher allowed them to choose their own book to read. They liked being given some flexibility in choosing topics for some of their school assignments as well.

In looking at the reading that students pursued outside of school, it was evident that students use many different literacies regularly. They read hard copy texts like magazines and books, but they also spend a great deal of time online emailing, reading blogs, and researching things that interest them. The internet has become a primary mode of information finding and a primary method of literacy engagement.

The research underscores the complexity of understanding what engages adolescent readers. It is true that some students don't read because they can't. Others don't read because they have no interest. However, there are many who read all the time, although you would not know it from monitoring students' academic lives. As Bintz found, their teachers certainly don't know it. Some of these students don't even self-identify as readers, as in the case of Paul, the student quoted earlier. Perhaps we need to approach classroom literacy in a different way.

Using Students' Literacies in the Classroom

As is seen in the research above, many students are not reading textbooks but may be reading extensively in other settings. Behrman (2003) examined a class design that incorporated students' outside-of-school literacies with that needed for academic learning. He observed 18 students in a six week applied biology course that used no textbook. Instead, students accessed a variety of content knowledge source, including a classroom library of various print sources, teacher handouts, the internet, and personal interactions with professionals in the field. Students were allowed to use whichever resources they wished to complete the assigned projects.

The study found that even without a textbook, students demonstrated increased content knowledge at the end of the six weeks. When Berman examined the sources students had chosen, he found that most relied heavily on the internet and on the information gathered directly from professionals and their teacher. Some students did use the classroom library, but it was not the first place that they went for information. In addition, some students indicated that although this class was harder than previous science classes, they felt that they had learned more, and they liked it better.

In Berman's study, students were allowed to apply some of their preferred methods of literacy engagement. When given this freedom of choice, students still worked hard and they did achieve the content knowledge goals set by the teacher. This study challenges us to think outside of the box about how to build upon the literacies our students choose to use independently and to be creative in our approach to engaging adolescents in academic literacy.

Implications for School Psychologists

School psychologists can be a bridge between students and their teachers. The more we understand the realities of adolescent literacy, the more effective we can be in that role. As consultants we can encourage teachers to be creative when looking at ways to engage "non-readers" in class activities. We can discuss alternative approaches to content literacy, including what it might look like to not use a textbook. We can help teachers find ways to incorporate student choice into their classrooms. Some teachers may already be doing these things. Some may be aware of these ideas, but have not yet had time to implement them. This may be brand new information to others. Whichever the case, we can serve as a support and a resource.

For those of us who spend most of our time focused on assessment, we can still use this information. We can remind ourselves not to make assumptions about what motivates students or their interests. We can take the time to ask students about their out-of-school literacy activities. This would be very helpful information to have in IEP meetings; we can think about these things when writing IEP goals and incorporate them. We should also make sure that the teachers who work with a given student know that she is reading *Sweet Valley High* books under the covers at night. When that same student is staring at her textbook with glazed-over eyes, that knowledge may prevent the teacher from making the assumption that she is not reading because she can't. Maybe that teacher will be challenged to try something different.

WSASP Board Presents: Research to Practice Critiques By Steve Hirsch

Ysseldyke, J.E., & Burns, M.K. (2009). Reported prevalence of evidence-based instructional practices in special education. *The Journal of Special Education, 43*(1): 3-11

Burns and Ysseldyke are concerned about the research-to-practice gap that might exist in the teaching of special education students. To evaluate this, he asked School Psychologists to rate the frequency that the following instructional techniques were being implemented in special ed rooms: applied behavior analysis (FBAs), direct instruction (DI), formative evaluation, mnemonic strategies, modality training (teach according to preferred modality), perceptual-motor training, psycholinguistic training and social skills training. That list is presented in the same order as their effect sizes (i.e. FBAs have the greatest effect size which means that they have the most impact on behavior change— social skills training, the least). What they found was that by and large, special ed teachers are using the more effective techniques more often than the less effective techniques with some notable exceptions. On a daily basis, direct instruction was most often used but modality training was also frequently used. While FBAs were done quite often, so was social skills training even though it is less effective based on research. Perceptual motor training and psycholinguistic training quite rarely used.

Now some thoughts-

- * The authors used school psychologists to report what's going on in sped rooms rather than the teachers to avoid the obvious self-report biases. Problem is that most of the school psychologists I know don't spend daily time observing teaching techniques in the sped rooms (especially me). Our observations are in general ed classrooms (authors presume that we do our LD observations in the sped rooms). I'm not sure school psychologists should be the ones reporting on instructional techniques and how often they are being used in any room.
- * Focusing on the behavioral options for a minute- while FBAs tell us so much more and have more impact on behavior than social skills training, the latter should not be avoided but conceivably used as a tier 2 intervention with FBAs (more costly in terms of time and resources), being reserved for more 'needy' or 'intensive' tier 3 cases.
- * Focusing on academic instructional techniques- mnemonic instruction might have a much greater effect size when teaching facts but our special education teachers should be teaching strategies that allow the student to do much more than memorize facts. They need to learn how to make the most of the instruction that is going on in their general education program-i.e. the standards. They need to learn for example, how to summarize and apply what is read, not memorize the name of the main character or any set of isolated facts. But how often a teacher uses that instructional strategy might depend on the demands of the task and the class.
- * The authors were thankful that perceptual motor training and psycholinguistic training is rare compared to direct instruction. I would argue that this is the case, not because the teachers are paying attention to the research but rather is a result of their unfamiliarity with the techniques. They learn DI in their training

Professional Development Opportunities:

Nevada Association of School Psychologist's Summer Conference in Reno, NV on July 17-18, 2010

OSPI Summer Institutes for Professionals Working with Students with Challenging Behaviors: Life Space Crisis Intervention (LSCI), July 19 - 23, 2010; Edmonds School District Educational Services Center, Lynnwood, WA; \$575.00 per person includes text and manual (\$125.00 Value) Registration information can be found at www.warea.org or by email at: info@warea.org

Effective Interventions for Children and Youth with Challenging Behaviors, August 9 - 13, 2010; Puget Sound ESD Black River Training and Conference Center; Renton, WA; \$550.00 per person includes: Training materials, continental breakfast and box lunch. Registration information can be found at www.warea.org or by email at: info@warea.org

University of Washington Autism Center presents a summer workshop series for parents and professionals at the UW Seattle Campus during July 20-30. Costs range from 200-500 pending strand. For more information, visit <http://depts.washington.edu/uwautism/training/summer-intensive.html>.

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News from NASP

Celebrating NASP Membership! I'd like to begin this letter by thanking all of the Washington state school psychologists who joined NASP this past year. We set a new record* from membership from this state, at 528 members! The asterisk is because we surpassed this membership number with 558 members in 1994. That was the year that the NASP Convention was in Seattle.

However, even more important than numbers of members, I'm concerned about number of SATISFIED members. If you have any questions about services or membership, let me know if I can help, or facilitate your contact with those who can. My phone number is 206/361-2343 and email is fredipro@comcast.net.

And, speaking of.... Convention. The 2011 NASP Convention will be held just down the road in San Francisco, February 22-26. The theme, *Positive Relations-School Success* will draw over 1000 presentations and activities for the five days.

It will be fun and enlightening, and should be well attended by our colleagues from the west coast. And, incoming NASP President Kathy Minke knows how to throw a party! (She's also a serious and excellent researcher and trainer, too, and former NASP Convention Chair.) Hope you can attend! Please consider submitting a proposal to present a paper, poster, or symposium at this event. The deadline for submission is June 16, 2010, so check at www.nasponline.org/conventions/2011cfp.aspx if you're interested.

And, this is prelude to the *BIG EVENT*, the **return of the NASP Convention to Seattle on February 12-16, 2013**. It's somewhat early to begin planning for that event, but we'll probably start pulling together committees to begin working on hospitality & support ideas this fall. Let me know if you'd like to help, and I'll be in touch when the planning begins.

And, speaking of.... Membership. You should have received renewal information in the mail and/or online. I hope that you're planning on renewing your membership if you're a current member. Please contact me if you're not a current member and would like to join, or go to the NASP website (www.nasponline.org) for membership information as well as a ton of other information and useful materials.

Some Good Reads: While you're visiting the NASP website, you'll also find an excellent new position statement, *Necessary Use of the Title "School Psychologist."* This was developed relative to the MLA issue, but it stands alone as a wonderfully clear statement of the history and importance of school psychology. It also offers a clear definition of "specialist-level" school psychology to include all professionals who have completed a 60+ semester hour (or the equivalent in quarter hours) graduate training program in school psychology consistent with NASP standards. You will enjoy reading this! Also, explore the NASP e-journal, *School Psychology Forum*, with downloadable articles on secondary-level implementation or RTI, literacy evaluations for ELLs, formative evaluations, and more. And, check out all of the other materials and information available. The newly-revised NASP standards documents will be online, including the revision of the *Principles for Professional Ethics* and standards for training, certification, and practice.

Other NASP Activities: Looking for some summer CEUs? The NASP 2010 Summer Conferences will be held in July in Denver, CO and Nashville, TN. Look for more information at www.nasponline.org/conventions/summerconf.aspx. Or, if you don't have the time or money for these opportunities check out the NASP website for online NASP-approved continuing education opportunities that you can complete from the comfort of your own home or office.

MLA: The Witch is dead! Or, is it? As you know from the previous *SCOPE*, the APA Council of Delegates adopted a revision of their Model Licensure Act that preserves an exemption that allows school psychologists who are certified by the state educational agency (OSPI, in our case) to use the title "school psychologist" in their school-based practice. This decision was influenced by two years of campaigning by NASP, APA's Division 16, state associations, individual school psychologists, the national associations of school superintendents as well as both the elementary and secondary principals' associations, members of Congress, and countless individuals who advocated for respecting the tradition of service by school psychologists who are credentialed at both the specialist and doctoral levels. Considerable support came from Washington sources, and you should be proud of your efforts if you were among those people.

Still, we need to be vigilant when it comes time for the Washington legislature to renew and revise our state licensure law. There are some strong voices in this state who are opposed to the use of the title "psychologist" by *any* to non-licensed professionals, and they may try to get this instituted in state law. This is already a problem in three states. NASP has recently pursued legal representation in concert with school psychology examiners in Texas (non-licensed practitioners are legally prohibited from calling themselves "school psychologists" in Texas) who were censured and even fined for using their "NCSP" designation in their school-based practice. So, the fight for protection of the practice of school psychology is still being waged.

Let me end on a brighter note. I will be attending the NASP Delegate Assembly Bethesda, MD in July, and am also planning to attend the International Association of School Psychologists' conference in Dublin, Ireland immediately following that. I hope to have lots to share with you from those experiences. Here's to hoping that you also have a great summer!



Fred Provenzano,

Bethel School District In-Service Invitation Extended To Interested School Psychologists



The Bethel School District, Spanaway, Washington, is implementing a contemporary service delivery model for students with learning delays, specific problems, and disabilities. The model developed by the Bethel School District focuses on assisting problem-solving teams to determine appropriate and effective interventions for students within a Response-to-Intervention (RTI) service delivery framework. School psychologists in the Bethel district are actively involved in implementation of RTI. District leaders recently received the *Excellence in Research Award* from the Washington State Association of School Psychologists for exemplary efforts in designing and implementing the service delivery model.

Because the role of the Bethel school psychologist is changing dramatically, the district has made in-service educational experiences available to meet current needs. For its fall in-service training, the Bethel School District is extending an invitation to interested school psychologists from districts throughout the state. The in-service on October 8, 2010, will feature Dr. Nancy Mather, a leading expert in SLD identification and instruction from the University of Arizona and co-author of the Woodcock-Johnson III. Dr. Mather will speak on the "Use and Interpretation of the Woodcock-Johnson III for SLD Identification and Intervention."



The Woodcock-Muñoz
Foundation



Dr. Nancy Mather will present an in-service for the Bethel School District on October 8, 2010.

Dr. Mather's presentation will take place in the auditorium of the new Graham-Kapowsin High School in Graham, Washington (about 20 minutes southeast of Tacoma), 9 a.m. to 3:30 p.m. A complimentary brown-bag lunch will be provided by the Woodcock-Muñoz Foundation. Bethel School District will issue certificates of attendance for in-service credits. To request a complimentary registration, contact Robyn Rix at the Bethel School District (Matherpresentation@hotmail.com). Please be advised, however, that participation by psychologists from other school districts is limited due to availability of seating and parking. Also, because this is a diagnostic-level in-service, participating psychologists from other districts should be trained in administration and scoring of the WJ III COG and ACH, as these topics have already been addressed in the Bethel School District and will not be covered in this presentation.

About the Presenter: Nancy Mather, PhD, is a University of Arizona Professor in the department of Special Education, Rehabilitation, and School Psychology. She specializes in the areas of assessment, reading, writing, and learning disabilities. She has served as learning disabilities teacher, diagnostician, university professor, and educational consultant, and has published numerous articles and books. Dr. Mather conducts assessment and instruction workshops nationwide.

Executive Board Meeting Minutes

Washington State Association of School Psychologists
Executive Board Meeting

May 1, 2010 – Vancouver, WA

Attending (*Voting): Sharon Missiaen* (President), Don Haas* (Immediate Past-President), Bob Howard* (Treasurer), John MacDonald* (Area 1A, and recorder), Pam Hamilton* (Area 1B), Erika Kelli-Kennedy* (Area 1D), Priscilla Bade-White* (Area 3), Sherri Bentley* (Area 5), Marilyn Krause (Clock Hour chair), Steve Hirsch (Conference Committee Chair – via Skype).

Guests: Justin Potts (Immediate Past President, Oregon School Psychologists Association (OSPA), Tamra Scheetz (OSPA), Sherry Dudrey (OSPA President-Elect)

Meeting was called to order by Sharon at 11:15.
Treasurer's Report (Bob).

Bob presented the possibility of the Association having its own VISA card, this makes things easier in interactions with Canadian hotel. Bob has been using personal VISA.

Motion (MacDonald, Hamilton): To obtain a WSASP VISA card, with President and Treasurer as authorized signatories – after discussion, Motion passed, unopposed.

Micki (Area 2 rep) had asked Bob for an increase in the Area Rep meeting budget – current policy is \$100 per area (\$1,300 total); then we added another \$1,000 for state as a whole. Micki is asking the Board for another \$60 for food and for travel for Steve.

Motion (Howard, MacDonald) to approve \$60 funding for Micki's request; Motion passed unopposed

Bob noted there is \$2,000 left in the Area Rep budget, unused. The Board had some discussion of this, and decided there should be some discussion at the Retreat with the area reps of what gets in the way of meetings and of using the budget.

Motion (Howard, Haas) to pre-approve Steve's travel to area rep meetings. After some discussion, Bob withdrew the motion, with Don's approval.

The ensemble then broke for a tour of the convention hotel, and for lunch.

Conference Committee Report (Steve)

Discussion with Justin of OSPA about how WSASP and OSPA will allocate membership in both organizations. \$60 membership portion of conference fee with go to

OSPA membership for those working in Oregon.

Motion (Bentley, Haas) to approve recommendation of Treasurer's committee to contract with EASY123 as our new online financial handler as of July 1. Motion passed, unopposed.

Motion (Hamilton, Howard): To return membership portion of conference registration to OSPA for attendees working in Oregon. After discussion, Motion withdrawn by Pam, with Bob's agreement.

Discussion of timing of business meeting during conference – 11:45 to 1:30. OSPA will also use slot for their business meeting.

Discussion of possible arrangements for Areas to meet together; perhaps at meal, with tables by doors having area placards. Suggestion by MacDonald to use geographically meaningful name along with Area number (e.g., "Seattle – Area 1A", "Kitsap – North Olympic – Area 4", etc).

Discussion of time for Board meeting during conference. There was some concern that the Board meeting at the 2009 conference was scheduled to late, and ran through dinner time for attendees. Suggested time for the 2010 conference is 7:30 to 8:55 on Saturday morning

Legislative Committee:

WEA is pushing taxation initiative; we are not a blip on their radar – need to discuss at the Retreat

NASP Public Policy Institute at George Washington Institute. Suggestion that our likely President-Elect, Pam Hamilton, be sent

Discussion of Office Manager

Proposal by Steve to have Deb Lambert, who has been managing the conference, spring institute, and other professional activities, act as our office manager. Some discussion of this by Board.

Proposal by Bob to raise Deb's wage by \$ 1.00 an hour, and to use her address as our office. There was some Board discussion of this. One issue is the Board does not have a contract with Deb, and that it would make sense to have a contract to know what pay is appropriate. Sharon asked members to send her ideas about compensating our office manager.

Discussion of our conference rates, and possibly increasing rates.

Motion (Bentley, Haas) to increase conference rate to \$10. This was tabled until June.

WSASP EXECUTIVE BOARD MEMBERSHIP

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OFFICERS:		
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President-Elect	Pam Hamilton	phamilto@gfalls.wednet.edu
Past President	Don Haas	dhaas@bossig.com
Secretary	Suzi Stephan	suzicuep@aol.com
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AREA REPRESENTATIVES:		
Area 1A	John Macdonald	jdmacdonald2@comcast.net
Area 1B	Pam Hamilton	phamilto@gfalls.wednet.edu
Area 1C	Diane Sidari	sidarid@snoqualmie.k12.wa.us
Area 1D	Erika Kelly-Kennedy	ekellykennedy@auburn.wednet.edu
Area 2	Micki Clugston	clugstonm@eastmont206.org
Area 3	Priscilla Bade-White Kelsey Simpson	pbadewhi@meridian.wednet.edu
Area 4	Kathleen Topp	kathleent@cksd.wednet.edu
Area 5	Sherri Bentley	sbentley11@comcast.net
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	
	EWU - Susan Ruby	sruby@mail.ewu.edu
	SU - Ashli Tyre	tyrea@seattleu.edu
	CWU - Suzanne Little	LittleS@cwu.EDU
	UW - Vacant	
Student Representatives	WSU– Sarah Pemble	sarah.pemble@gmail.com
	EWU– Emily Bowne; Delphina Irani	emily_ica@hotmail.com ; delphina84@gmail.com
	SU- Hayley Thompson	thomps35@seattleu.edu
NASP Delegate	Fred Provenzano	fredipro@comcast.net
NASP Futures Liaison	Vacant	
NASP SPAN Rep	John MacDonald	jdmacdonald2@comcast.net
NASP State Health Care Rep	Vacant	
Conventions & Workshops Committee	Steve Hirsch	smhirsch@wsu.edu
Ethics & Professional Practices Committee	Phil Koester	pkoester@mv.k12.wa.us
Communications Committee	vacant	
Retention & Recruitment Committee	Diane Sidari	sidarid@snoqualmie.k12.wa.us
Assessment & Review Committee	Suzi Stehan	suzicuep@aol.com
Awards Committee	John MacDonald	jdmacdonald2@comcast.net
Government & Professional Relations	John MacDonald	jdmacdonald2@comcast.net
Research Committee	Steve Hirsch	smhirsch@wsu.edu
Membership	Susan Ruby	sruby@mail.ewu.edu
SCOPE Editor	Ashli Tyre	tyrea@seattleu.edu
SCOPE Managing Editor	Linda Byerley	lindabyerley@gmail.com
SCOPE Student Editor	SU- Stephanie Atkins	atkinss@seattleu.edu
Clock Hours	Marilyn Krause	voyage53@hotmail.com
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Washington State Association of School Psychologists

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Editor Contact Information:

Ashli Tyre, Ed.D., NCSP
Seattle University
tyrea@seattleu.edu

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 - 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.
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