



Washington State Association of
School Psychologists
Scope Online Newsletter

Conrad Holuk, Editor, Spring 2003
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*Washington State Association of School Psychologists
732 Summitview, #621
Yakima, WA 98902*

2002 SCHOOL PSYCHOLOGIST OF THE YEAR



CONGRATULATIONS TO KENNETH B. GREFF, M.Ed, NCSP
Bothell High School

Focus on School Psychology Training Standards

Professional Education Advisory Boards: Raising the Stakes

By Gail Hasbrouck, M.Ed., NCSP
President, WSASP

School psychologists attending the 2002 Fall Conference indicated on a survey that training standards were not a priority item in terms of legislative action. Salaries and bonuses were listed as a priority, especially for those who have topped out on the state salary scale. The reauthorization of IDEA has a significant impact on practice and was mentioned as a top priority as well. It is possible that the low priority given to training standards does not reflect lack interest in school psychology training standards, but rather a lack of knowledge about the relationship between the Association and the training programs. Practitioners might not realize that there is an interdependent relationship between the training programs and our advocacy efforts for the profession of school psychology.

A good legislative agenda addresses both fiscal and public policy strategies that could potentially strengthen and promote the profession. Therefore, while the Government Relations Committee is working to keep us in the forefront on fiscal items, we also want to inform our members about professional training standards in the state of Washington and the implications for practice. To establish relevancy, the issue of training standards affects every school psychologist in this state, directly or indirectly. The quality of our training programs is a key to maintaining our employment status. To the degree that our training programs produce quality school psychologists who can meet the demands of the changing system, there will be a strong demand for our services. From the school psychology trainer standpoint, our school psychology

training programs need WSASP's legislative support so that they can maintain and expand their training to meet the demands of the field, including the establishment of outreach programs.

To this end, the WSASP Board has asked how WSASP might strengthen our communication with all of the school psychology training programs in the state. Currently, the Professional Education Advisory Board, along with a university trainer representative, is the formal link between WSASP and the training programs. Therefore, the first task is to become more knowledgeable about the rules and regulations relating to the Professional Education Advisory Board (PEAB). The next step is to ask how we might interface with these rules and regulations more effectively in order to enhance the membership of practicing school psychologists in the school psychology training standards process. Finally, we might ask if there are any operating or policy changes that could enhance the effectiveness of the entire PEAB process.

Background Information: In order that we are all on the same playing field in terms of background information, the following is a review of the public policy information that applies to the PEABs: RCW 28A.305.130 empowers the state board of education to approve the program of courses and accreditation standards leading to teacher, school administrator, and school specialized personnel certification offered by all institutes of higher education within the state. The Washington State Legislature (WAC 180-78A-205), requires that colleges and universities establish a Professional Education Advisory Board (PEAB). In accordance with WAC 180-78A-209, PEAB Membership, at least one-half of the voting members of each School Psychology University PEAB shall be school psychologists appointed by the president of the Washington State Association of School Psychologists. Other positions include one teacher appointed by the president of the Washington Education Association, one principal appointed by the Association of Washington School Principals, one administrator appointed by the Washington Association of School Administrators, and one college or university representative who may serve in a voting or nonvoting role.

The state board of education has charged the Office of Superintendent of Public Instruction with the responsibility for establishing standards and operating procedures for the PEABs. The policies and procedures are described in detail in the 2001-2002 Program/PEAB Administrator Handbook which is available on the OSPI website at www.k12.wa.us/Cert/profed/. Each university PEAB is charged with establishing operating procedures and must meet four times per year. The PEAB reviews program standards, studies, and makes recommendations, when appropriate, for program changes. Each PEAB administrator completes an Annual Report that is submitted to OSPI for the state board of education. There is a state-level all PEAB meeting once a year to review the operating procedures for the PEABs. Additionally, as part of OSPI's accountability procedures, a site visit is completed once every five years unless a program receives less than five-year approval from the SBE. The site visit protocol includes the following standards:

1. Professional Education Advisory Board (PEAB). The unit has established a PEAB for each preparation program.
2. Accountability. The unit has a system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.
3. Unit Governance and Resources. The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.
4. Program Design. The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.
5. Knowledge and Skills. Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Future Directions and Implications: A primary policy purpose of the state board of education performance-based certification system is to prepare educators who are able to assess their professional growth and achievement in light of their impact on student learning (**WAC 180-79A-007**). Therefore, as part of the program review, the Site Visit Protocol is asking programs for examples of evidence showing the relationship between school psychology services and student outcomes. The California Association of School Psychologists has recently received a grant to conduct research in this area and I recommend that we look to California for some collaborative ideas in this area. Another change is that universities are expected to have policies that describe faculty workload, including online course delivery, that allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, and collaborative work in P-12 schools, and service.

OSPI's Certification Department assisted in the preparation of this article by providing policy information and background information. Lin Douglas has asked our Association for input regarding ways that the operating procedures might be improved. One area that might need clarification is the length of term of PEAB members. Also, when a school psychologist becomes an administrator, should this individual continue to represent the Association on a PEAB? Currently there is no exchange of information between the PEABs and WSASP regarding membership status. In other words, we have not been maintaining records that track the university representatives and their WSASP membership status. I am suggesting that, as part of our five-year strategic planning process, the board considers adopting policy regarding some of these issues. Another suggestion is to collect the PEAB sign-in sheets and Annual PEAB Reports from OSPI for our records. This would eliminate the need for university trainers to duplicate their work.

It is my impression that the school psychology training programs are already ahead of the game in terms of developing performance-based training standards. Our NASP and APA national program standards put us way ahead of the other ESA groups in terms of adopting training standards that are specific to Washington State. However, there is no doubt that the stakes have been raised and there will be some changes coming down the pike in terms of certification process and program delivery. At this time, I believe that it is in the best interest of WSASP to strengthen its relationship with the PEABs and lend our support to the universities' efforts to attract and train adequate numbers of top quality school psychologists. This can best be addressed through our five-year strategic planning process that will begin at the 2003 Summer Institute on June 23 & 24 at the Rainbow Lodge in Northbend. Your input or comments are welcome.

According to Kristin Guest, Director, Seattle University School Psychology Program, *"I've been overall very pleased with our PEAB. We've had extremely committed, thoughtful members over the years who have been enormously helpful to us in shaping and refining programs, thinking about program changes, and new program initiatives. I greatly value the opportunity to take our thinking to the PEAB for their help in developing a strong preparation program . . . I think they (PEABs) do serve the valuable function of ensuring that preparation programs are closely connected with practitioners in the field and, to me, that's an important goal."*

Coming June 26 and 27, 2003 **Seattle Summer Institute in School Psychology**

By William Wood III, PhD

Mark your calendars and hold the dates for the Seattle Summer Institute in School Psychology. The theme of the institute is "Beyond Assessment: Innovative Classroom Interventions." Jim Wright, a school psychologist with the Syracuse, N.Y. City School District, is the summer institute presenter.

Jim has worked for the past several years as a program developer and trainer for the School-Based Intervention Team (SBIT) Project for the Syracuse City School District. He will draw on that experience to present a full day on "Effective Interventions for Academic Problems," and a second full day on "Effective Interventions for Behavior Problems. The workshops will review a range of classroom intervention to help students grapple with a variety of academic problems, and offer tips that classroom consultants can share

with teachers to increase students' motivation to learn. The workshop on classroom behavior interventions will offer participants ideas for use with individuals and groups, and concrete strategies that teachers can use to defuse, and ultimately avert, confrontations with defiant students.

Jim's workshops promise to be fast-paced and highly interactive, with encouragement for group discussion and participation. Attendees at previous workshops have been very enthusiastic about the thoughtful and practical strategies as well as about Jim's effective presentation style. This promises to be a wonderful opportunity for school psychologists in our state!

The Summer Institute will be held in the brand new Student Center at Seattle University, in a multi-purpose conference room that lends itself to group interaction. Breakfasts, lunches and on-campus parking will be provided.

Fees: Pre-registration rates are:

\$175.00 for WSASP members

\$250.00 for nonmembers

\$ 70.00 for student WSASP members

\$ 100.00 for student nonmembers.

Watch the WSASP website over the next month for details about registration. Forms will also be distributed to your homes through WEA.

Pre-registration ends on June 15th. After this date you will need to register on-site. Add \$50.00 to above rates for on-site registration.

So put the dates on your calendars, recruit colleagues, and plan to come to Seattle in June for a stimulating institute and a good time!

Government Relations Committee Report

By John MacDonald, Ph.D.

WSASP has had a number of political action committees throughout its history. Members of those committees have been the Association's officers plus additional interested members. Our current members include Gail Hasbrouck, Anna LaSalle, Craig Montagne, Jodi Sheppard, William Wood, and me as Chair. We're interested in getting additional members involved: e-mail me at jdmacdonald@seattleschools.org or call me at (360) 697-2565.

The Association's past efforts have been entirely volunteer operations. Monitoring legislation, providing testimony, networking with other like-minded groups, done after a full workday, does not make for the best political advocacy members deserve. At our last meeting, the Executive Board approved hiring a lobbyist, Terry Kohl. Terry has many years experience in Olympia, and has served organizations similar to WSASP. Terry has been busy sending us updates on legislation likely to be of interest to the Association and the profession.

Government Relations has three broad activities. Of immediate importance is monitoring legislation in Olympia. This session of the current legislature ends in April. There are bills, which may be proposed which may have adverse or beneficial effects on our profession or on our schools and the families we serve. Given the current budget crises, very few bills are likely to pass that create new expenditures. Among bills we are currently monitoring are bills addressing non-school experience credit on the salary schedule for ESAs, bills that would create task forces to study how the Certificate of Mastery will be implemented; make birth-to-three services mandatory; and create housing allowances for school staff in high cost areas. When action is needed on a bill of importance to the Association, we will activate a targeted phone tree through the Executive Board (officers and area reps) and members. While our activities are currently focused on Olympia and Terry was hired specifically to assist us on state issues, the

Committee will also be monitoring federal legislation and taking action at that level. We receive alerts from NASP through the School Psychology Action Network (SPAN).

A second task facing the Committee is building the Association's advocacy capacity. This means expanding the Committee's membership, providing training for members, and building our communication network. It also involves developing relationships with legislators and their staff.

The third task is really the most important. This is developing a platform for our advocacy efforts. What kinds of legislation or rule changes do we want to see? This platform needs to grow from the Association's five-year strategic plan, which is being revised this summer. A draft platform will be available on the Association's website (www.wsasp.org)

A Platform for WSASP

- 1) **Compensation should be at a level that aids recruitment and retention of school psychologists in Washington state school districts.**
 - a) Salary scales should:
 - i) be competitive with surrounding states,
 - ii) remain reflective of training and experience, and
 - iii) be adjusted to reflect regional costs of living
 - b) Add school psychologists to the list of school employees (in addition to principals, classroom teachers, counselors, and substitute teachers) eligible for "teacher next door" low-interest housing loans.
 - c) Salary scales should encourage those with greater than 15 years' experience to remain in the field
- 2) **Promising students should be encouraged to enter school psychology training**
 - a) Add school psychology to the list of fields in education where a state-wide shortage exists, adding school psychology to the list of fields eligible for forgivable student loans
- 3) **IDEA Reauthorization and WAC revision**
 - a) Identification of eligible students
 - i) WSASP encourages a problem-solving approach prior to a student's identification as having a mild disability and being in need of special education. This approach includes at least one intervention that is specifically designed and implemented to address the referral problem, with measures of progress used to evaluate the intervention's effectiveness. WSASP encourages the wider adoption of problem-solving models through grant support for staff training and technical assistance.
 - ii) WSASP affirms its support of the right of students with disabilities to an appropriate education, and views such a problem solving approach as an avenue to delivering appropriate education to all students at risk of not receiving an appropriate education.
 - b) Education of students with disabilities:
 - i) WSASP affirms the right of all students to an appropriate education, regardless of disability. The civil rights protections for students in Section 504 and IDEA must continue to be supported, including:
 - (1) the right to a manifestation determination in disciplinary actions which may result in long-term suspension/expulsion
 - (2) the availability of alternative educational placements and a continuum of placement options being available on a district or regional basis, including the continued availability of special education within juvenile corrections facilities.
- 4) **High-stakes assessment and educational outcomes**
 - (1) WSASP supports efforts to evaluate the effectiveness of instructional programs. However, WSASP does not support the use of a single test to make high-stakes decisions regarding students: e.g., to determine promotion or graduation. If tests are to be used to grant diplomas or certificates of mastery, the tests must meet minimal reliability/validity standards contained in the APA/NCME/AERA *Standards for Educational and Psychological Testing*, there must be multiple opportunities for students to succeed, and there must be alternative valid measures available for students with disabilities.
 - (2) WSASP wishes to discourage the use of the Certificate of Mastery as an entry criterion for higher education, technical education, or employment, unless there is validity

evidence that the measures produced by the WASL are predictive of college or job success.

WSASP OFFICER NOMINATIONS NEEDED

The following positions are presently open for nomination:

President Elect- one-year term
Secretary-one year term
Treasurer-two year term

Per the by-laws, the following areas will be elected (or reelected) during odd numbered years:

Area 1A
Area 1C (currently vacant)
Area 3 (currently vacant)
Area 5
Area 7
Area 9

The term for an area representative is 2 years commencing July 1, 2003.

Please send nominations to: Anna LaSalle, Secretary, 5808 S. Regal #18, Spokane, WA 99223

Special Education Questionnaire

Are you concerned about the effect of the Certificate of Mastery on graduation of students with disabilities and English Language Learners?

We would like to give WEA members the opportunity to respond to a questionnaire regarding the certificate of mastery at http://www.wa.nea.org/PREF_DV/DOCS/spedqnr.htm . The WEA will deliver your responses to the OSPI and others who are working on Certificate of Mastery issues.

Janie Moxley
Special Education Assistant
Learning and Education Policy Center

Incentives Career and Educational Opportunities for Special Education

Educational Service District 112 administers the *Incentives* program that is charged with allocating conditional special education personnel preparation awards on behalf of OSPI. The allocated total budget is \$200,000 per year. These competitive awards have been established to stimulate recruitment of qualified special education personnel for P-12 public school service. Recipients of awards must be enrolling in programs that lead to state certification or endorsement or are programs accredited by relevant national professional organizations. Recipients must serve at least three years in the state's P-12 public school system subsequent to receiving the award. Educational Staff Associates will be awarded 25% of the total Incentives budget.

Personnel and Website:

**Ann Hutchinson, Program Director, Rosanne Sitmann, Program Secretary
Incentives, 2500 NE 65th Avenue, Vancouver, WA 98661, 360-750-7500 X329**

E-mail: Rosanne.sitmann@esd112.org
Website: sss.esd112org/incentives

“RODE HARD, PUT AWAY WET!”

By Conrad Holuk, SCOPE Editor

Where is the field of School Psychology headed? Does it make ANY sense to get a college degree, go to graduate school for two years, then complete a year long internship and make all of \$29,000.00 a year? The Longshoreman's union just settled on an average salary of \$90,000.00 a year. Garbage collectors in Pierce/Thurston counties make an average of \$41,000.00 a year. Our TOP salary, with all of that education and 17 years of experience is just over \$56,000.00 a year. And we won't get any raise for two years if the Governor has his way. How did we become quasi-administrators, poorly trained legal experts, and top-notch paper-pushers? I think we arrived at this position because we accepted all of this responsibility, expecting that SOMEONE would recognize the contribution and hard work we do. Instead, we continue to get more work, the state changes the rules and regs routinely, and we eagerly accept their word, being grateful that we don't have to write Summary Analyses anymore (completely ignoring the almost identical 'Evaluation Report' it was replaced with). Are you happy with your job? I for one am not, and want to get back to being a 'School Psychologist'. That's what I was trained for, and why I came into the profession. How can we get there? Will your administrator listen to your request? Ours has stated that they 'Have no money'. Will your local union do it? I doubt many will. How about the WEA? Not likely either. We do have a way, WSASP now has a lobbyist, and he is working for OUR benefit.

NOBODY is going to do this for us. We NEED you to support WSASP and our Lobbyist, Terry Kohl – this is the ONLY way we will make our needs known in Olympia. It's quite discouraging when the "education" Governor ignores the largest ever (over 30,000) demonstration in Olympia's history. What did the newspapers report parents said about that? "Upset because it's inconvenient to rearrange day care". A large paid ad in The Olympian stated, "Teachers, stop whining!" We psychologists are going to have to fight for what we deserve! Most assuredly we deserve better than being 'rode hard and put away wet'!

Rebuttals welcome:
choluk@sheltonschools.org

Next issue: "Paint a Target on me!"

**ARTICLES FOR THE NEXT ISSUE OF SCOPE NEEDED – THIS IS YOUR
NEWSLETTER: SUBMIT TO: choluk@sheltonschool.org**

Innovative programs, test reviews, legal issues, complaints – send them all!

Seattle University Program to Prepare School Psychologists to Work With Latino Children & Families

Program Overview: The School of Education at Seattle University plans to offer a specialized certificate program to prepare practicing school psychologists to work effectively, and in a culturally sensitive way, with Latino students with limited English proficiency. Participants will be trained to deliver services that are culturally and linguistically appropriate, and tailored to meet the needs of individual children and families. This 12-credit program will start summer, 2004, with an intensive language immersion program in Oaxaca, Mexico, followed by a specialized course in interventions with Latino children. Students will apply their skills in a field experience in a school setting. The immersion portion of the program will

include specialized courses for cultural instruction, work in local schools, and best practices in the assessment of Latino students with limited English proficiency.

Program Rationale: The program has been developed in response to the dramatic change in Washington State's student population. The rapid increase in children with a primary language of Spanish is expected to continue well into the foreseeable future. The increase in the number of Latino students with limited English proficiency poses challenges for educators. There are few school psychologists who speak Spanish or who feel they have the skills to assess and intervene appropriately with Latino students with limited English proficiency.

Eligibility: Currently practicing school psychologists are eligible to participate in the certificate program. Both Spanish and non-Spanish speaking school psychologists are encouraged to apply. The program will be tailored according to the individual's Spanish proficiency. It is preferred that participants have current experiences with Latino youth. Special educators, school counselors, literacy specialists and other related school professionals may participate in the 6-credit immersion portion of the program on a space available basis.

Cost: The cost of the program equals 12 graduate credits at Seattle University, plus airfare to Oaxaca, Mexico, and approximately \$500 for one month of housing in Mexico.

For Information: For further information on enrolling in the School Psychology Latino Studies Certificate Program, please contact:

Andrea Voss
School of Education, Seattle University
900 Broadway, Seattle, WA 98122
(206) 296-5750
avoss@seattleu.edu

WSASP AWARDS

Louisa Thompson Award: These awards recognize individuals for outstanding service to the Association. The award was set up in honor of L. Thompson who was one of the primary persons in establishing WSASP. She held multiple leadership roles in school psychology and was recognized for her dynamic personality, extraordinary drive and determination from the beginning of her career in 1967 until her sudden and unexpected death in 1982. She received the NASP Special Presidential Award in 1980, and in 1981 was named the WSASP Psychologist of the Year. The recipient must be a member of WSASP and one whose contributions, commitment, quality of service and accomplishments represent those of L. Thompson. This award contrasts with the School Psychologist of the Year Award in that it focuses on the boundless variety of the Association affairs rather than on direct services to children teachers and parents. The selection committee shall include the Immediate Past-President, President and at least two previous Thompson Award winners or School Psychologist of the Year Award winners.

Best Practices Awards: These awards may be given in the following categories: Assessment, Intervention, Consultation, Education/Supervision, and Research/Program Evaluation. Individuals trained as School Psychologists and who are engaged in primarily in the practice of School Psychology in Washington State are eligible. Possession of the NCSP or state certification in School Psychology shall be evidence that a person has completed School Psychology training. The practice of School Psychology is considered to be the application of psychological knowledge to resolving school problems. School Psychologists who are primarily involved in the training and supervision of School Psychologists are considered to be eligible for these awards.

School Psychologist of the Year Award: This award may be awarded to a School Psychologist who demonstrates excellence across a broad range of domains, which may include assessment, intervention, consultation, education supervision research/evaluation, and advocacy for their clients, community, or

profession. The nominee should have personal characteristics, which include high ethical standards, effective interpersonal skills, and a dedication to improving conditions for children, families, schools, and communities. Nominees will need to have been trained as School Psychologists and be primarily engaged in the practice of School Psychology in Washington State during the year prior to receiving the award. An announcement seeking nominations for School Psychologist of the Year will appear in the Association's Newsletter. *School Psychologists, Area Representatives and Special Education Directors* may nominate practicing school psychologists.

School Psychology Services Award: This is an award that may be given to Departments, schools, districts, clinics, hospitals, or other corporate entities, which exemplify effective School Psychology, practice in assessment intervention, consultation, education supervision, or research/evaluation. It is intended that the district/agency equivalent of the School Psychologist of the Year award, that is, a model of best practices delivered broadly by psychology departments to the school. The district/agency must employ individuals trained as School Psychologists, be involved in the delivery of psychological services in Washington state to children and families in educational settings, or the delivery of psychological services to school staff and administrators to resolve schooling-related problems.

Nomination/application procedures: A completed description of each award can be viewed on the WSASP website at www.wsasp.org. All nominations/applications must be submitted no later than October 20, 2003. All nominations/applications must be submitted in writing and sent to the following address:

WSASP Recruitment & Retention Committee
Dan Brown, Chair
4828 North Monroe Street
Spokane, WA 99205-5354

**Governor Locke has proclaimed
MAY 12-16, 2003
SCHOOL PSYCHOLOGY WEEK
LET EVERYONE KNOW!**

2003 FALL CONFERENCE – SPOKANE

By Steve Hirsch, Ph.D.

For the first time, Spokane will have the opportunity to host the Washington State Association of School Psychologists annual meeting October 17-18, 2003. (No pre-conference workshops). Our goal is to make this a memorable occasion and we want to invite you personally (or as personal as a group e-mail gets).

Our conference attendees will consist of School Psychologists, School Counselors and Special Education Directors from Washington, Idaho, and Oregon.

We intend to offer over twenty, one-hour breakout sessions and three ½ day workshops in three strands: assessment, mental health, administrative

There will be a graduate student poster session.

School districts will be invited to set up recruiting tables along with a wide variety of vendors and social agencies looking to pass information and curriculum materials and assessment tools on to psychologists and counselors.

The conference will be held at the historically elegant Davenport Hotel. Built in 1914 and renovated at a cost of \$60million this year, the Davenport represents the ‘best in the west’. Please don’t hesitate to visit the hotel online at thedavenporthotel.com

Our goal is to make this conference an “event” so please consider bringing family members. We will provide all attendees with a “What’s happening around Spokane”. Events will include theatre attractions (for adults and children): information on the Green Bluff Apple festival, restaurants etc. It’s a beautiful time of year in Spokane. There will even be an optional dinner theatre presentation of the Broadway production, “Proof” on Friday evening.

Important information:

Conference dates: Friday Oct. 17-Sat. Oct 18, 2003

Conference site: The Davenport Hotel (a block of rooms has been reserved but it’s first come). Please reserve your room early.

Lodging: The rooms at the Davenport (regularly \$200/night) are \$130. A triple is \$145 and a quad is \$160. Remember, we’re talking elegance.

Conference registration fees: WSASP members-\$150

Non-members-	\$225 (a membership costs \$60)
Students-	\$ 50
Administrators-	\$ 75 (includes the recruiting table)

After Sept. 15, all registration fees increase by \$50.

All registration fees include:

- Social hours on Thursday and Friday nights
- Continental breakfasts Friday and Saturday
- Catered luncheons (Davenport style-elegant) Friday and Saturday

This is one conference you won’t want to miss- Conference brochures and registration will be available May 15; April 15 on line at www.WSASP.org

A representative from each school district will have a supply of brochures.

**Questions: Contact Steve Hirsch @ (509) 924-2622 during school day
(509) 465-8095 eve.
hirschs@evsd.org**

A.S.A.P To reserve your room at the Davenport: Call (800) 899-1482

WSASP Conference Breakout Speakers

- | | |
|---|------------------------------|
| 1. Diagnosis/research of Fetal Alcohol Syndrome | Susan Astley UW-epidemiology |
| 2. School/clinical interventions for FAS children | Darcy Miller WSU-education |
| 3. Learning Disability w/o regression tables | Jodi Shepperd |
| 4. Assisting the bereavement process in kids | Jan Lohan WSU-nursing |
| 5. Pharmacology of ADHD | Clark St.Dennis WSU-pharm |
| 6. System reform-new role for psychs | Dan Reschly |

7. The ESL student in the Special Ed. system	Susan Stannard
8. What's new in Special Ed. law?	Jim Rosenfeld SU-Law
9. Risk assessment for potentially violent youth	Chris Tobey-Skagit City services
10.Enriched roles for school psychs	Mulkiteo/Lk.Wash.
11.What MDTs really need to hear from psychs	Anne Price ESD101
12.Unique challenges when counseling sped child	Bob Stoffregen, therapist
13.Panel discussion on value of vision therapy	Mel Lindauer, optomistrist Cindy Dupry, IDA
14.Auditory Processing Deficit/ADHD	Gail Chermak, WSU-sp/hearing
15.Help for child witnesses of domestic violence	Mary Ann Murphey- Casey Family
16.Attachment Disorders in Children	Saundra Powell-Marycliff Inst.
17.Report on mediation activity in Washington	Doug Gill-OSPI

WSASP Conference Workshop Speakers

1. Doing a Curriculum-Based Measurement	Flint Simonson-EWU-CEDP
2. Performing a risk assessment for violent youth	Chris Tobey-Skagit Family serv.
3. Introducing the WISC-IV	Psych Corp

WSASP Keynote Speakers

1. System reform and the new psychologist	Dan Reschly	Friday am
2. Update on Reauthorization	Doug Gill	Friday lunch
3. A paradigm for how to treat children with disabilities	Marshall Mitchell	Saturday am

Visit the Davenport Hotel website at

<http://www.thedavenporthotel.com/>

Make your reservations now!

Call for Presentations

Washington State Association of School Psychologists Fall Conference

“Time For Change”

Friday Oct.17-Saturday Oct.18, 2003
Spokane, Washington (Davenport Hotel)

If you are interested in presenting either a paper (1 hr.15min) or poster:

Name:

Address:

Affiliation:

Phone: _____ home _____ work

e-mail address:

Preferences:

Poster _____ Paper Presentation _____

Friday _____ Saturday _____

Abstract (not to exceed 75 words):

Please return by April 15 to:

Steve Hirsch, Ph.D.
East Valley School District
12325 E. Grace
Spokane, Washington 99216
(509) 924-2622 (509) 465-8095 (hm)
hirschs@evsd.org

WSASP Strategic Planning Committee Update March 2003

The WSASP board has commissioned a committee directed to conduct a strategic planning process for WSASP for the purpose of reviewing the current effectiveness of the organization in accomplishing our mission, and laying out a plans and goals on how to focus the organization to best accomplish the mission in the coming five years.

The mission of WSASP is: To promote the educational and mental health needs of all children and youth; and to promote the interests of, and to advance the profession of School Psychology.

The process envisioned for creating the strategic plan involves an information-gathering phase, an analytical phase, and a direction focusing/outcome-planning phase. Surveys will be distributed via area rep's to a sampling of association members as well as other school psychologists not currently members of WSASP. In addition input from other interested stakeholders such as special education directors, teachers, principals, parents, superintendents, etc, will be collected. Input sought will relate to the mission of WSASP and anticipated needs related to school psychology in the coming years.

If you wish to give input to this process or have a suggestion of an appropriate stakeholder to include in the interview process, please contact your area representative, and or send your thoughts and ideas to: Ken Greff, committee chair at: kgreff@nsd.org.

Data collection phase is planned for this spring, with analysis and direction focusing/outcome planning expected to be conducted during the WSASP board retreat at the end of June 2003.

Please feel free to provide any input you may have on the process or outcomes. The intent of this process is to be fully responsive to the authentic needs of WSASP and its membership.

Best regards,

Kenneth B. Greff, M. Ed, NCSP
Chair
WSASP Strategic Planning Committee
School Psychologist
Bothell High School
425.489-6139
kgreff@nsd.org

60-Second Survey

Please respond by E-Mail:

- 1) What is your school district of employment?
- 2) Number of School Psychs in District (FTE)?
- 3) Number of special education students on your caseload?
- 4) Are you on teacher or administrator salary schedule?
- 5) Number of extra days or other incentives?

Send answers to: choluk@sheltonschools.org

Results next month!

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