



# SCOPE

Newsletter of the Washington State Association of School Psychologists

Volume 31, Issue 2

Winter 2009

## INSIDE THIS ISSUE

Award Announcements	1
President's Message	2
Call for Nominations in WSASP Executive Board Positions	3
Summer Institute	5
ProCert Update	10
NASP Updates	11
Area Information	12
WSASP Board Members	14
	15

## First WSASP Research Awards Offered!

WSASP provides first set of research incentive awards and a university/school district collaborative grant.

Steve Hirsch, research committee chair, WSASP

In an effort to stimulate the research interests and efforts within school districts of Washington, WSASP has set aside a modest sum of money each year to be offered as incentive for School Psychologists to move beyond the test kits and meetings (oh and lets not forget the paper-work), to engage in action research. For our purposes, action research can best be described as research in natural settings (the schools) for purposes of helping our school districts make better decisions regarding curriculum, interventions, programs etc. The incentives of \$100 are awarded following submission of a short abstract. The checks are issued upon the receipt of a final summary report. It is our intent to share the abstracts with the membership in hopes of stimulating even more research next year. The results will also be shared in the SCOPE and if sufficiently significant to the entire membership, at the fall state conference. Additionally, one grant will be awarded each year to promote the collaboration between university and school district. The monies awarded will allow for the necessary travel and instrument purchase for the collaboration.

## Introducing the 2009 incentive award recipients and their research:

### *Susan Irish & Janice Petaja , Bainbridge Island schools -*

We would like to collaborate with Leanne Robinson at Western Washington University in the current development of a CBM using the one-minute think/three-minute write probe. Our intent is to develop a simple, easily accessible tool predictive of overall writing skills, which would establish local norms, provide data predicative of WASL success, and develop and implement Tier II interventions. The Bainbridge Island School District (BISD) currently has no Tier II written language screening tool or Tier II interventions. This study will be conducted in 4<sup>th</sup> and 7<sup>th</sup> grade general education classes of approximately n=75 within the BISD. A baseline will be taken in the spring (2009) and continue at fall, winter, spring intervals of 2009-10, The test instrument will be the Written Expression Curriculum Based Measurement (WE-CBM)

(Continued on page 7)



**We're changing our address to one location.**

**Please do not use the Centralia address. Our central address is now:**

**Washington State  
Association of  
School Psychologists  
P O Box 18303  
Spokane, WA 99208**

Dear Colleagues,

It has been an honor and a privilege serving all of you these past 2 years as your president. These past 2 years we have worked hard on several fronts in order to better serve those we truly work for; the children. As an association we have and are fighting hard to advocate not only for the children, but for our profession. We have done this through the formation of task forces, committees, and through you our members.



Currently, the ESA coalition through WEA is still working hard to mitigate legislatively a level of parity for the National Certification; dealing with recruitment and shortages in our field; pulling together research opportunities; and working hard to send a message of concern to the APA about their revisions to the Model Licensing Act (which is still a huge threat to students and our profession if passed).

I believe we owe John MacDonald, Ph.D, NCSP, GPR Committee Chair a debt of gratitude for his diligence and commitment, working on this and other legislative issues. I want to thank Steve Hirsch, Ph.D., NCSP for all of the hard work and guidance he has given us all for his commitment for our professional development. A great deal of gratitude to Susan Ruby, Ph.D., NCSP for her work as editor of the SCOPE. Additionally, we all need to extend our appreciation to Robert Howard, NCSP, your association treasurer, for his incredible ability to manage our resources (and give us all such colorful reports). To your secretary, Area Representatives, and all volunteers, I send my gracious gratitude for a job well done.

As we look into the future, we have many things to address on the horizon. First and foremost, APA's second revision of the MLA is out and we only have until June 5<sup>th</sup> to respond. They, again, are trying to drop the exemption that allows us to call ourselves School Psychologists; and worst yet, are trying to strangle our ability to serve our students. We can't let this happen. So, again, I am asking that you not only write, but ask everyone in your district to write opposing these changes. The leadership of APA is making it clear that they want the exemption removed. We need to let APA know that we are clear. We want and deserve to have the exemption remain!

Again, thank you all for the opportunity to represent you and our association. I leave you with one last request and that is please volunteer to help your association. We can't do any of the things we do for student and ourselves without each others' support and what better way than through our association. Keep it going.

Best regards,

Don Haas, MS, NCSP  
President, WSASP  
PO Box 327  
Pateros, WA 98846  
Hm: 509-923-9215  
Cell: 509-429-0974  
Work: 509-689-2581, ext 211

## WSASP Call for Nominations

Have you thought about getting more active in the only professional association for school psychologists in the state of Washington? Consider running for a position on the Executive Board!

The Executive Board is the primary decision-making body for the Association and consists of five officers and thirteen area representatives. The five officers are the President, President-Elect, Immediate Past-President, Secretary, and Treasurer. Area representatives represent thirteen regions around the state. This year, elections will be held for:

- ⇒ **President**
- ⇒ **Treasurer**
- ⇒ **Secretary**
- ⇒ **Area Representatives** from odd-numbered regions  
(see the Nomination Ballot for which regions are open)  
and Area 8 (vacancy in off-year)

*Elections will be held in May, and newly elected board members will take office July 1, 2009.*

Details about the roles and responsibilities of each of these positions are contained in the Association By-Laws (<http://www.wsasp.org/bylaws.pdf>). In order to run for office, you must be a member of the Association. Area reps must work within the area they represent. Elections will be held in April, and newly elected board members will take office July 1, 2009.

**Area Representative:** Area reps serve a two-year term. This is the easiest way to begin having an active role on the Board. Area representatives communicate the concerns of members in their region to the Board, and communicate state-wide issues and Board discussions to their constituents. As an area rep you will be expected to have at least two local meetings in your region a year, and to attend at least three of the four Board meetings in a year. You are reimbursed travel costs for Board meetings, and there is a small budget for local Area meetings (currently \$100 for refreshments, plus a larger fund that areas may share for speakers). You are expected to assist constituents with issues they may encounter in delivering quality services in their districts. It is possible to be a co-representative with another member from the Area. You can also expect to get assistance from other area reps.

**President-Elect:** The President-Elect is only President-Elect for one year, but it's really a three-year commitment, since the President-Elect becomes President after the first year, and Immediate Past-President the year after that. The President is the Association's primary leadership role. The President convenes and presides over Board meetings, but also makes initiatives to move the profession and the Association forward. The President fills appointed positions, speaks for the Association, and ensures that essential operations are carried out. The President represents the Association when meeting with other professional groups or governmental committees, such as OSPI and the Legislature. The President-Elect year is a period of learning the ropes – often the President and President-elect will share activities.

**Treasurer:** The Treasurer serve a two-year term and ensures that the Association's budget is planned and implemented responsibly, that the Association's bills are paid and that income and outgo is accounted for.

**Secretary:** The Secretary is responsible for keeping the minutes of the Executive Board meetings and the Annual meeting at the annual conference, and for keeping the By-Laws and Policies and Procedures Manual updated.

*(Continued on page 4)*

## Mail In Official Ballot 2008-2009 WSASP Board

<b>Board Position</b>	<b>Nominee:</b> (include the individual's name and contact information — e-mail address or phone #)
<b>President Elect</b>	
<b>Secretary</b>	
<b>Treasurer</b>	
<b>Area 1A</b> ( <i>Bainbridge Island, Seattle, and Universities Counties</i> )	
<b>Area 1C</b> ( <i>Bellevue, Issaquah, Lake Washington, Mercer Island, Renton, Riverview, Snoqualmie Co. and, Tahoma counties</i> )	
<b>Area 3</b> ( <i>Island, San Juan, Skagit, Whatcom counties</i> )	
<b>Area 5</b> ( <i>Lewis, Pacific, S. Grays Harbor, S. Mason, Thurston counties</i> )	
<b>Area 7</b> ( <i>Clark, Cowlitz, Skamania, Wahkiakum counties</i> )	
<b>Area 8</b> ( <i>work in Ferry, Lincoln, Pend Oreille, Spokane, and Stevens counties</i> )	
<b>Area 9</b> ( <i>Pierce County</i> )	

Mail ballot to: John MacDonald  
19634 23<sup>rd</sup> Ave NE  
Poulsbo, WA 98370

**We also are in need of a Scope Editor!**  
**Please call Susan Ruby, 509-359-6050**

**August 17 and 18, 2009**

**Moving Forward With RTI:**

**Presented by:**

**The Washington State  
Association of School  
Psychologists**

**Seattle University's  
School Psychology  
Program**

**And**

**The Office of the  
Superintendent of  
Public Instruction**

**Summer Institute in  
School Psychology**

**Seattle University  
Seattle, WA**



# Moving Forward with RTI: First Steps... Next Steps

## Summer Institute in School Psychology

### August 17-18, 2009 @ Seattle University

Join us this summer in Seattle for the Summer Institute in School Psychology co-sponsored by WSASP, Seattle University, and OSPI. This year, our institute will focus on moving forward with RTI. This is an opportunity to learn about best practices and the successes and challenges experienced by pilot schools implementing RTI across the state.

As facilitated by university-based experts, each session will involve school-based practitioners from Washington State pilot schools who are successfully implementing the RTI approach in diverse school settings. Concurrent sessions are designed to meet a wide range of professional development needs, including initial and advanced applications of RTI; implementation in primary, intermediate, and secondary schools; and three-tiered assessment and intervention/ support planning for reading, writing, mathematics, and behavioral domains. School-based teams and a wide range of school practitioners are encouraged to attend.

## Conference Schedule

### Monday, August 17, 2009

#### 7:30- 8:00 *Continental breakfast*

8:15-10:15 Concurrent sessions: Creating readiness for RTI and evaluating implementation fidelity.

10:30- 12:30 Concurrent sessions: Developing reading and writing intervention pathways.

#### 12:30-1:30 *Lunch provided*

1:30-3:30 Concurrent sessions: Developing math and behavior intervention pathways.

3:45-5:30 Featured Session: Diagnostic targeted assessment.

### Tuesday, August 18, 2009

#### 7:30-8:00 *Continental breakfast*

8:15-10:15 Concurrent sessions: Universal screening in reading, writing, math, and behavior.

10:30-12:30 Concurrent sessions: Progress monitoring in reading, writing, math and behavior.

#### 12:30- 1:30 *Lunch provided*

1:30-3:30 Concurrent sessions: Data management & sharing/ ELL students

3:45-5:30 Featured Session: SLD identification in an RTI Framework

## Conference Registration

*Please visit the WSASP website at [www.wsasp.org](http://www.wsasp.org) to register for the conference and obtain information about directions, parking, and additional options for affordable on-campus and off-campus accommodations.*

**School-based teams of three to four members: \$350**

**WSASP members: \$100**

**Non-WSASP members: \$150**

**School Psychology Students: \$100**

*Rates include continental breakfast and lunch each day.*

*Pre-registrations ends June 30<sup>th</sup>, conference registration thereafter is \$50 extra.*

*Clock hours and continuing education credit will be available.*

*Teams with more than four members must pay additional registration fees.*

(Continued from page 1)

**John Dineen, Marysville School District-** To better support the successful transition of students into the high school setting (and ultimately decrease drop-out rates), we are in the process of identifying and evaluating four basic freshmen student profiles: Group A demonstrates high academic skills and is doing well in the classroom setting; Group B demonstrates low academic skills and is not doing well in the classroom setting; Group C demonstrates high academic skills but is doing very poorly in the classroom setting; and Group D demonstrates low academic skills but is doing well in the classroom setting. Our initial overview suggests: 'A' students transition well and complete their graduation plans on time. 'B' students transition well, given access to support options, including special education. 'C' students transition poorly, often failing classes and displaying oppositional behavior. 'D' students transition poorly, often failing classes and displaying oppositional behavior. Having now developed a basic sorting methodology that can effectively identify each of the four profiles, our current focus is to better understand some of the key characteristics of Group 'C' and 'D' students. We are also in the process of formulating support and/or intervention strategies for these two divergent groups. Given our initial discussion with individual students, we want to more formally examine the role of such things as "staff relationships", "executive functions", and "post secondary goals", given that students report, to varying degrees, concerns with such issues as: 1) not completing or handing in coursework; 2) feeling a disconnect between students and staff, and 3) not being able to clearly articulate a post graduation goals or plans.

**Ellen Winningham, Ed.S., NCSP, Everett School District-** I am proposing to screen all third, fourth and fifth grade students in oral reading fluency to determine the need for interventions. We plan to be data driven in our referrals for interventions. The Read Naturally program will be used for those students in primary grades and the Rewards program will be used for those students in fourth and fifth grade. Parents of these students will be invited to participate in a One Minute Reader, School to Home program. The data will be collected to determine whether an increase in oral reading fluency is noted for those students who receive the home intervention in addition to the school interventions.

**Tammy Eychaner, Puyallup School District-** I am defining my role as a proactive member of the professional learning community and an agent for Response to Intervention, (at times also referred to as Response to Instruction). At Sunrise Elementary, with the support of the principal, the staff has enthusiastically supported and implemented the math screening tool, Math Alert! Sunrise Elementary is a Title 1 school with the district's highest percentage of free and reduced lunch. The student population is transient and diverse. Sunrise is also at Step 1 of School Improvement.

In the role of school psychologist, I am looking forward to assisting grade levels in progress monitoring. This is a step in moving Sunrise Elementary toward RTI and I believe it putting systems into place that align with the three tiered model. Math Alert! will be used three times during the 2008-2009 school year. The results from Math Alert! will be reviewed and correlated to the data from progress monitoring to determine what remedial instruction is necessary for students to experience success on the WASL.

**Travis Poulsen, Intern, Longview School District-** In my district I am trying to assist in developing a more systematic process and provide interventions to those who are identified to be at risk for depression and anxiety. To do this I am planning on meeting with the 5<sup>th</sup> grade teachers and having them fill out teacher nomination forms for students they deem as at risk internalizers. Once this is done a depression rating scale or a BASC-II Screener form will be used to see if the students that are nominated are a good fit for an intervention group. Previous to the intervention, a baseline will be established by targeting 2-3 observable and measurable behaviors through the use of Daily Report Cards. The Daily Report Cards will then be used as a means of collecting data to determine the effectiveness of the intervention. Once 4-5 students are identified and baseline data is gathered, a Cognitive based group will be run using the "Coping Cat." This is a Cognitive-based model. To assist the group in generalizing the skills they are taught, print outs will be handed out to parents and teachers. This will help them to be aware of what is being taught and then to have the ability to reinforce it in some capacity.

**Cec Carmack, Literacy Coach, Jean Gonzales, School Psychologist, Selah School Dist.** Vital signs taken for writing in our building have been taken with effective, yet time consuming instru-

(Continued on page 8)

ments. Teachers probe for writing performance three times during the year using Washington State released fourth grade writing prompts. Classroom *teachers* come together to cross-score the students' samples, with the outcomes of these assessments falling into broad categories of deficits, e.g. missing elaboration, weak organization, and/or convention errors. Instruction is adapted for these criteria in a broad, sweeping delivery that meets the needs of most students, however, those needing more specific or intensive writing interventions do not necessarily benefit from whole group instruction. Upon review of the Written Expression-Curriculum Based Measure, we believe it be a more effective method to monitor student progress. We propose to use the WE-CMB to develop school-wide norms, grade K-4, and offer the assessment data to teachers to help determine strengths and weaknesses by grades, classrooms, and individuals.

**Patty Southwick, Spokane Schools-** At the beginning of the '07-'08 school year, one of my buildings implemented the inclusion service delivery model. I would like to know what impact the change in delivery model has had on our reading scores, by looking at the school year before the service delivery model change, the first year, and the second year of implementation. Another question is how the special education population is being impacted by the change compared with the general education population. Data will be gathered and analyzed to answer these questions. Reading scores from one entire grade level from '06-'07 will be compared with the same students in '07-'08 and '08-'09 (i.e., before, during, and after the change in service delivery).

**Tim Corwin, Spokane Schools-** Currently we are using a paper pencil system at Child Study and for Sp Ed referrals to collect most of our data. After hearing Linda Byerley talk about the TSAP, along with other conversations at our recent conference. I decided to attempt a modification to our current system. I'm currently working on a project with our tech department, its a Web Based project that intervention teams may use at meetings, possibly displayed on a big screen with a projector to enter data and determine interventions..etc.. Some of the goals for this new process are:

- \* A Spokane Public Schools web based data system for students entering Tier Two.
- \* The team would be able to create an electronic system which would merge existing information from our

Sp Ed, student records, including WASL scores, H.V., Medical/Health issues, discipline issues, etc.

- \* The team would identify area's of concerns and student strengths.

- \* For each area I.E., reading, math, etc..., we would have a drop down menu which the team would use identify P.E.s, G.L.E.'s, and other PLOP's

- \* The team would then choose from a list of specific interventions for the identified area of concern.

- \* This could also be used to make a decision to evaluate a student for Sp.Ed.

- \* The document could then be printed as the referral information or for decision not to evaluate.

- \* If the student was evaluated this information could be added to the E.R. which would also help the Sp Ed teacher generate an I.E.P. Based on P.E.s or G.L.E.s

**Craig Chatterton, Franklin Pierce Schools-** FPsD. currently screens all Head Start and many of our Community-Based preschool children with the IGDIs (Individual Growth and Development Indicators). The areas measured are: Picture Naming, Rhyming, and Alliteration. We have been using this for about 3 years. If I am able to get one of the incentive awards, I would like to see if any of these measures are good early indicators of later reading problems. If we are able to discover any area that would be a possible predictor of future reading difficulties, we could focus on increasing the instruction at the preschool level. This may also tell us that we are wasting our time with the screening and may need to look at some other measures. The incentive award would pay for time after school for one or two school psychologists to analyze the data and put it into a format that would allow us to present our findings to the school.

**Jamie Chaffin, Intern, East Valley School District-** I would like to develop a method for evaluating the impact of RTI procedures on student learning. We will identify the ORF growth over an entire year for every elementary student in the district. Then, on a school by school basis, correlate it with the progress a school is making toward implementation of rti processes. It is anticipated that schools further along the rti process will demonstrate significantly greater growth in all grades and reveal a lower rate of special education referral and testing, as well as a significantly lower percentage of sped evaluations that result in a "does not qualify" label.

The collaborative research grant for 2009:

(Continued from page 8)

### Establishing Positive Discipline Policies with Safe & Civil Schools *Foundations*

**Ashli Tyre, Ed.D., Seattle U., Laura Feuerborn, Ph.D., U.W.-Tacoma; Jennifer Pierce, M.Ed. Chief Leschi Schools, Puyallup, WA.** There is a substantial and growing body of evidence supporting positive outcomes following the implementation of schoolwide systems of positive behavioral supports (PBS) in diverse groups of primary and secondary schools (Safran & Oswald, 2003; Muscott et al., 2004). Yet, creating effective and sustainable change on a schoolwide level is a difficult and long term effort. In order for schoolwide PBS to reach the widest number of schools, it is necessary to provide school staff the tools to assist in the design and implementation of schoolwide change. To this end, the *Safe & Civil Schools Foundations* (Sprick, Garrison, & Howard, 2002) program was developed to assist school staff in developing positive discipline policies. The *Foundations* program is a schoolwide PBS model that strives to increase the capacity of schools to prevent problem behavior and encourage safety and civility. *Foundations* utilizes a series of multimedia presentations to guide school teams through the process of planning for and implementing schoolwide PBS. Consistent with the key features of schoolwide PBS, *Foundations* emphasizes: (a) clear definition, explicit teaching, and reinforcement of desired behaviors; (b) clear definition and consistent consequences for undesired behaviors; and (c) the use of data to drive intervention planning and monitoring of progress across all educational settings. In that *Foundations* incorporates the critical features of schoolwide PBS programs, evidence validating the utility of schoolwide PBS may be generalized to support the utility of the Safe & Civil Schools Foundations program; however, research evaluating the efficacy of the Foundations program has yet to be published in the refereed literature.

**Purpose.** Therefore, the purpose of the proposed project is twofold, (1) to support the participating school in implementation of school wide PBS and (2) to evaluate the efficacy of the *Foundations* program.

**Support in Implementation.** This proposed project is a collaborative effort between two universities and a Bureau of Indian Education (BIE) school. This project is lead by the administrators from the participating school in that the process is guided by the administrators with technical assistance and additional supports from the university researchers. The administrator contacted the university researchers to assist her team in the implementation of *Foundations*. She contacted these researchers for the reason that her school is in need of an effective schoolwide behavior intervention and both researchers have collaborated with the school in previous initiatives and hold the knowledge and experience necessary to assist middle and high schools in developing and establishing schoolwide PBS initiatives such as *Foundations*. Since, the administrators, the behavior leadership team, and the present researchers have been collaborating in an effort to implement *Foundations*; however, the participating school lacks the resources to purchase the necessary materials. Currently the school is borrowing the materials, but on-site program materials are essential to conduct this important schoolwide discipline improvement initiative and ground-breaking research project.

**Evaluation of Foundations.** *Foundations* claims to produce the following outcomes in schools: 1) Reduced rates of student office disciplinary referrals, 2) increased consistency among staff in addressing student discipline, 3) improved school climate and safety, 4) increased positive interactions between staff and students, 5) more effective supervision of students by staff, and 6) increased use of data to make decisions. Based on these anticipated outcomes, we intend to investigate the following research questions: Is the *Foundations* implemented with fidelity in the participating school? Is *Foundations* associated with changes in annual rates of schoolwide measures, including office disciplinary referrals, out of school student suspensions, student in-school detentions, and average attendance rates? Is *Foundations* associated with changes in school climate and campus safety? What are teacher and student perceptions of *Foundations*? To explore outcomes in this school, we propose to gather three types of data: 1) archival data regularly maintained by the schools, 2) data independently gathered in schools as part of the implementation *Foundations*, and 3) a measure of implementation fidelity. Archival data shall include annual rates of office disciplinary referrals, out of school student suspensions, student in-school detentions, and average attendance rates for the 2007-8 academic year. This proposed project will compare rates of these schoolwide data before and during implementation of *Foundations*, as schoolwide positive behavior support is an ongoing initiative.

Data that the schools will independently gather as part of the regular implementation of *Foundations* will also be utilized in this proposed project. *Foundations* requires that school staff gather observational, survey, and implementation data to guide the intervention process. This data is gathered by the school planning team. The present researchers would like to assist schools in gathering and analyzing this data and also incorporate this existing data into the proposed research project. Finally, these researchers will complete the Benchmarks of Quality (BoQ). In order to effectively assess the integrity of implementation *Foundations*, it is necessary for the researchers to administer the BoQ. The BoQ includes a survey form that is completed by each member of the school planning team. The survey requires 10 to 15 minutes to complete. These researchers will also meet with the school planning team to complete the BoQ Scoring Form based on a group interview with the team members expected to last 60 to 90 minutes. Ultimately, we hope to use this project as a springboard for larger investigations into the efficacy of *Foundations*. Currently, many school districts in our community are utilizing *Foundations* and systematic evaluations of the program are necessary to inform our community and, ultimately, the field.

**Funds Requested.** Funding is requested to support a collaborative project between two universities and a middle and high tribal school. This project is both an important schoolwide PBS initiative in this school and an important research project evaluating the efficacy of *Foundations*, a program with no published research evaluating its efficacy. In order to complete this project, the collaborators are in need of the funding necessary to purchase the *Foundations* materials and present the preliminary project findings at the WSASP fall conference. The *Foundations* materials comprise staff training modules, each of which include CD video presentations and corresponding print material, including Module 1: The Process; Module II: Behavior in the Common Areas; and Module III: Safety, Discipline, and Behavior Support.

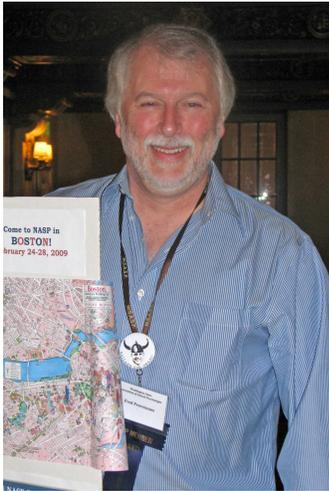
### ***School Psychology Professional Certificate has arrived in Washington***

The ProCert is the continuing professional development certificate for those School Psychologists in possession of a **Residency ESA School Psychology Certificate** having practiced in **one school district for a minimum of two years**. Psychologists will have up to five years to complete a Pro Cert once the residential psychology is issued. Consistent among programs offering the School Psychology Pro Cert is the requirement that applicants demonstrate their ability to apply national standards to their practice. Knowledge of the standards is assumed to have occurred during training. The Pro Cert is about application of this knowledge to practice. Programs shall consist, with some variability, of an entry seminar, core, and culminating seminar. The **entry seminar** includes an orientation to the process and to the benchmarks; self-evaluation using a variety of data; development of Professional Growth Plan. During the **Core**, Candidates in the programs will develop and complete a **Professional Growth Plan** with the support of a **Professional Growth Team**. To date, two School Psychology Pro-Cert programs have been approved by the Professional Standards Education Board, Central Washington University and Eastern Washington University. Our Spring Issue (arriving late May/early June) of *Scope* will provide a comparison of the two programs. We expect Seattle University to develop a program for the 2010-2011 academic year. Below is a FAQ section as answered by OSPI certification division:

*We are really interested in learning HOW MANY school psychologists are interested in participating in PRO CERT this coming academic year. If you plan to begin either this year or next at any university, please email sruby@mail.ewu.edu. Use "Pro Cert" as the subject line. State whether you are interested in beginning this year, next, and at which university. This will help us plan!*

(Continued on page 15)

## Your Connection to NASP . . .



NASP Delegate  
Fred Provenzano

By the time this is published, the annual NASP Convention in Boston will be history for the over 4500 participants. If you were there, you probably are now appreciating all of the thought-provoking ideas and new skills that inspired you there, as well as enjoying the memories of the good times you had. If you weren't able to attend, take heart.

### ***NASP IS COMING TO WASHINGTON!!***

Yes, the NASP Convention is returning to Seattle, in 2013. That may seem like a long time from now, but those years will go by quickly. Your participation and help will be needed and appreciated! First, plan on attending the convention. The primary sites will be the Seattle Sheraton and the Washington State Convention Center. Next, look for announcements about how you can get involved in the planning and implementation. There will be many opportunities for paper reviews, local arrangements and other volunteer supports. And, think about being a presenter! Given that the NASP conventions include over 800 events, opportunities for paper presentations, symposia, mini-workshops, and posters on topics of interest will abound!

A couple of individual recognitions are in order. Tom Delaney, current NASP Treasurer and our former state delegate, was instrumental in pushing the nomination of the Seattle site through the Executive Council in December. Thanks, Tom! Also, Janine Jones of the University of Washington's School Psychology Training Program was

selected to present a major workshop, entitled *Multicultural Intentionality through the Counseling Process*, at this year's NASP convention. Her book, *Psychology of Multiculturalism in the Schools: A Primer for Training, Practice and Research* was also just published by NASP. Double congratulations, Janine!

If you can only travel during the summer, consider the NASP Summer Conferences, to be held this July in Albuquerque, New Mexico and Washington, D.C. Workshops on a number of topics that are germane to school-based practice will be offered. More on this later.

Even if you're not able to attend NASP conventions or summer sessions when they're held in sites around the country, you still can enjoy many great continuing education opportunities. For Example, in February, NASP sponsored a five-day learning event by Beth Doll and Jack Cummings, two former APA Division 16 Presidents and experts on school-based mental health services. Watch the NASP website or my next Delegate email report for future online learning events.

### **Other current issues:**

- ⇒ NASP is in the process of revising standards for practice and training, to remain current with advances in our profession as well as with the changes reflected in federal legislation. Watch for news on these proposed changes and opportunities to give your input on the NASP website.
- ⇒ Next year will also begin the revision of NASP's five-year strategic plan that guides the association in serving your professional needs and interests. Watch for emerging news on these developments in the *Communique* and my upcoming messages, also.
- ⇒ NASP is collecting data and will be revising the official position on the recommended student: school psychologist ratio for school districts. This information will be influential in revisions to federal and state educational leg-

islation and regulations, and will be shared with superintendents through their professional organizations.

- ⇒ Two new interest groups are starting up. One is on RTI, and the other is on Gifted & Talented. As with all of the NASP Interest Groups, participation is open at no charge to any NASP member. These groups provide an opportunity for school psychs to share their opinions and resources and seek feedback about specific topics. The interactions are primarily online, although many interest groups also sponsor sessions at the convention.
- ⇒ The possible revisions to the American Psychological Association's Model Licensing Act continue to be monitored. Although opposition to any changes that would affect the practice of school psychology continues to gain support, this issue still poses a potential threat

to the practice of specialist/Master's level and non-licensed doctoral level school psychologists.

In closing, let me thank all of you who have continued to be NASP members. I know that in the trying economic times ahead, you will need to think about spending your money wisely. I hope that you will continue to consider your NASP membership to be a wise investment in your professional practice, both in terms of enhancing your current practice and in terms of supporting the advocate for your job in the future. If you're not a member of NASP, please consider making your contribution

Sincerely,

Fred Provenzano,  
**Washington State Delegate to NASP**

#### Area Rep News

### Area 3

On November 17 Area 3 members and other school psychologists were invited to participate in an Ethics Workshop presented by Fred Provensano and Phil Koester in Mt. Vernon for NASP CEU credit. Fred, who is the primary author of the WSASP's Purpose and Procedures of the Ethical and Professional Practices Committee of the Washington Association of School Psychologists (1987), is the Western Regional representative to the NASP Ethics Committee, an affiliate faculty member in the School Psychology Program at the University of Washington, a nationally certified school psychologist and licensed psychologist in private practice in Seattle. Phil, who represents WSASP on the Professional Advisory Committee which is managed by the Office of Professional Practice, Office of Superintendent of Instruction, works with eight certificated educational personnel advising on ethical issues. He also serves as a school psychologist in Mt. Vernon. Both presenters are former presidents of WSASP.

### Area 6

Area 6 had a round table discussion of Foster Care, the impact it has on children, and how we can best work with providers on February 6th. Our next meeting is scheduled for April 17th with another round table discussion. I have invited representative of mental health providers and the EDS, which coordinates a MH program in two schools, to discuss Mental Health services available to children and adolescents and ways to bring mental

health services to the schools. We also will have the project director for the Systems of Care Project.

Selah School District is seeking a Full-Time School Psychologist for the 2009-2010 school year.

We are also interested in a Full-time Temporary School Psychologist for the remainder of the 2008-2009 school year, with potential to continue to next year if applicant is interested and available.

#### POSITION INFORMATION:

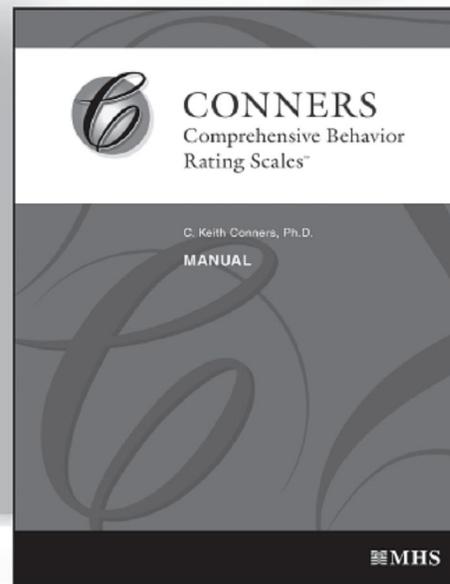
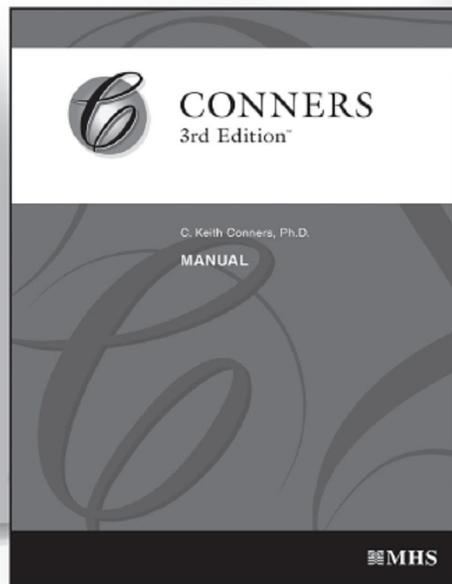
- 1.0 FTE School Psychologist, 182 days per year
- Salary per State Scale

**On-line Application System available at:**  
[www.selah.k12.wa.us](http://www.selah.k12.wa.us)

**Inquiries can be made To:** Dana Jones, Director of Student Support Services, 105 W. Bartlett Avenue, Selah, WA 98942 PH: (509) 697-0706,

Email: [danajones@selah.k12.wa.us](mailto:danajones@selah.k12.wa.us)

## Golden Standards Award for Best New Ensemble



**CONNERS**  
3rd Edition

Back by popular demand for an encore performance, meet the new and enhanced assessment of Attention-Deficit/Hyperactivity Disorder (ADHD)—the *Conners 3rd Edition™* (Conners 3™).

With the reliability and efficiency you have come to expect with the *Conners Rating Scales—Revised* (CRS-R™), the Conners 3 now offers you the addition of an all new Executive Functioning scale, Impairment items, three new Validity scales, and unlimited use software.



**CONNERS**  
Comprehensive Behavior  
Rating Scales

The premier one of a kind player, *Conners Comprehensive Behavior Rating Scales™* (Conners CBRS™) is like nothing you have seen before. The Conners CBRS, gives you a thorough view of childhood and adolescent concerns and disorders while aiding in the diagnostic process for Manic Episode, Asperger's Syndrome, Autism, Social Phobia, and many more.

Let the Conners CBRS assist you in making clear and direct links to the *Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition* (DSM-IV-TR™) and the *Individuals with Disabilities Education Improvement Act* (IDEA 2004) like never before.

MHS, committed to bringing you the very best in assessments and rating scales.



USA Tel: 1.800.456.3003 WEBSITE [www.mhs.com/conners](http://www.mhs.com/conners)  
CAN Tel: 1.800.268.6011 EMAIL [customerservice@mhs.com](mailto:customerservice@mhs.com)

**CONNERS**  
*As always. As never before.™*

**Voting Members****Officers**

President	Don Haas	<a href="mailto:dmhaas@bossig.com">dmhaas@bossig.com</a>
President-Elect	Sharron Missiaen	<a href="mailto:smissiae@bham.wednet.edu">smissiae@bham.wednet.edu</a>
Past President	John MacDonald	<a href="mailto:jdmacdonald2@comcast.net">jdmacdonald2@comcast.net</a>
Secretary	Susan Stephan	<a href="mailto:suzicuep@aol.com">suzicuep@aol.com</a>
Treasurer	Bob Howard	<a href="mailto:sbox@nthurston.k12.wa.us">sbox@nthurston.k12.wa.us</a>

**Area Representatives**

Area 1A	<b>vacant</b>	
Area 1B	Pam Hamilton	<a href="mailto:phamilto@qfalls.wednet.edu">phamilto@qfalls.wednet.edu</a>
Area 1C	Diane Sidari	<a href="mailto:sidarid@snoqualmie.k12.wa.us">sidarid@snoqualmie.k12.wa.us</a>
Area 1D	<b>vacant</b>	
Area 2	Micki Clugston	<a href="mailto:clugstonm@eastmont206.org">clugstonm@eastmont206.org</a>
Area 3	Jane Durrance	<a href="mailto:JLDurrance@comcast.net">JLDurrance@comcast.net</a>
Area 4	Kathleen Topp	<a href="mailto:ktopp@cvsd.org">ktopp@cvsd.org</a>
Area 5	Arik Branen	<a href="mailto:abranen@nthurston.k12.wa.us">abranen@nthurston.k12.wa.us</a>
Area 6	Jean Gonzales	<a href="mailto:hurlburt@aol.com">hurlburt@aol.com</a>
Area 7	<b>vacant</b>	
Area 8 Brenda Vandouris co-rep	Kristen Sims co-rep	<a href="mailto:simsk@evsd.org">simsk@evsd.org</a> , <a href="mailto:bvandouris@cvsd.org">bvandouris@cvsd.org</a>
Area 9	Dawn Magden	<a href="mailto:dawn_magden@sumner.wednet.edu">dawn_magden@sumner.wednet.edu</a>
Area 10	Jenny Marsh	<a href="mailto:Jmarsh@othello.wednet.edu">Jmarsh@othello.wednet.edu</a>

**NonVoting Members****Liasions**

University Reps	WSU - Jamie Seaburg	<a href="mailto:jseaburg@ewu.edu">jseaburg@ewu.edu</a>
	EWU - Susan Ruiby	<a href="mailto:sruby@mail.ewu.edu">sruby@mail.ewu.edu</a>
	SU - Kay Beisse	<a href="mailto:beissek@seattleu.edu">beissek@seattleu.edu</a>
	SU - Ashli Tyre	
	CWU - <b>vacant</b>	
	UW - <b>vacant</b>	
Student Rep	tbd	
NASP Delegate	Fred Provenzano	<a href="mailto:fredipro@comcast.net">fredipro@comcast.net</a>
NASP Futures Liasion	<b>vacant</b>	
NASP SPAN Rep	John MacDonald	<a href="mailto:jdmacdonald2@comcast.net">jdmacdonald2@comcast.net</a>
NASP State Health Care Rep	<b>vacant</b>	

**Committee Chairs**

Conventions/Workshops	Steve Hirsch	<a href="mailto:smhirsch@wsu.edu">smhirsch@wsu.edu</a>
Ethics & Professional Practices	Sharron Missiaen	<a href="mailto:smissiae@bham.wednet.edu">smissiae@bham.wednet.edu</a>
Communications	Jean Gonzales	<a href="mailto:hurlburt@aol.com">hurlburt@aol.com</a>
Retention & Recruitment	Diane Sidari	<a href="mailto:sidarid@snoqualmie.k12.wa.us">sidarid@snoqualmie.k12.wa.us</a>
Assessment & Review	<b>vacant</b>	
Awards Committee	John MacDonald	<a href="mailto:jdmacdonald2@comcast.net">jdmacdonald2@comcast.net</a>
Government & Professional Relations	John MacDonald	<a href="mailto:jdmacdonald2@comcast.net">jdmacdonald2@comcast.net</a>
Area Representatives Committee	Micki Clugston	<a href="mailto:clugstonm@eastmont206.org">clugstonm@eastmont206.org</a>
Research Committee	Steve Hirsch	<a href="mailto:smhirsch@wsu.edu">smhirsch@wsu.edu</a>
Office Manager	Jan Sorenson	<a href="mailto:jsorenson@yahoo.com">jsorenson@yahoo.com</a>
Webmaster	William Wood	<a href="mailto:woodwd@earthlink.net">woodwd@earthlink.net</a>
Webmaster Assistance	Autumn Niles	<a href="mailto:autiemama@msn.com">autiemama@msn.com</a>
Membership	Jean Gonzales	<a href="mailto:hurlburt@aol.com">hurlburt@aol.com</a>
SCOPE Editor	Susan Ruby	<a href="mailto:sruby@mail.ewu.edu">sruby@mail.ewu.edu</a>
Clock Hours	Marilyn Krause	<a href="mailto:mkrause@everettsd.org">mkrause@everettsd.org</a>
Lobbyist	Terry Kohl	<a href="mailto:tkohl@comcast.net">tkohl@comcast.net</a>

(Continued from page 10)

1. **Who must get a professional certificate-** every psychologist in possession of a **residency certificate** and they must do so within five years of issue. They are not eligible to seek out the pro cert until they have been on-the-job in one district for two years.
2. **What if I have an initial certificate but it lapsed or will lapse this year?** Then you must obtain a residency certificate from OSPI. You do this by contacting OSPI and obtaining an application for residential certificate. No new coursework, though you will need a master's degree.
3. **Is it too late to get the continuing certificate through peer review?** No, as long as your initial certificate is valid, you have the option of peer review vs. pro-cert. The only problem is that the state cannot force universities to continue their peer review courses in addition to offering the Pro-Cert. This year all programs were full and many applicants were out of luck.
4. **Can I obtain the peer review through an independent study at a University?** This is up to the university.
5. **Which type of certificate will be obtained by psychologists entering Washington?** A residency certificate.
6. **Is the Pro-Cert a lot more work than peer review?** This is up to individual programs. All pro-cert programs will be similar in expectations though not identical.

Residency certificates were initially offered in Fall 2005. According to OSPI Program Specialist Judy Smith, at least 190 School Psychologists may have been working with Residency ESAs for the two year minimum. What we don't know is how many have stayed with the same district for two years to meet the two year timeline of working before beginning Pro Cert. Are you one of them??? Please let us know if you are interested in Pro-Cert by emailing [sruby@mail.ewu.edu](mailto:sruby@mail.ewu.edu). Whether you're interested in Central or Eastern, we would like to develop a database of interested candidates for planning purposes.

For more information on ProCert, visit:

***<http://www.k12.wa.us/certification/ESA/ProCert-Chart.aspx>***

Area News  
continued

## ***Area 10***

We did have a meeting in October in Walla Walla. When notices were sent out in the Spring of 2008, the members suggested a Fall meeting since the Spring seems to be too busy to add a meeting. Since we have had previous meetings held in the Tri-Cities (with limited attendance), I thought I would ask to have the meeting in Walla Walla so the outlying areas would have an opportunity to attend. The turnout was small although all of Walla Wall school psychs attended including myself. I had the opportunity to put faces to names I have sent WSASP info to during the year. It has been difficult to get many other school psychs together in my area. Other than that first meeting, I send out info I receive from Micki Clugston in regards to WSASP news and psych openings.

— *Jenny Marsh*



Washington State Association of School Psychologists  
P O Box 18303  
Spokane, WA 99208

Scope is the Official Newsletter of the Washington State Association of School Psychologists. The contents of this newsletter do not necessarily reflect the opinions or policies of the Washington State Association of School Psychologists or their elected officials. Permission to reproduce and use any article is granted to all state school psychology newsletter editors providing that the original source is given credit. SCOPE is mailed without charge to all members of the Association. The editors reserve the right to edit articles, however, no change will be made in the author's overall objective. Unsigned articles or letters will not be published. Commercial advertising for professional training or materials for school psychologists is accepted. Advertising rates may be obtained from the editor.

**Editor Contact Information:**  
Susan Ruby: [sruby@mail.ewu.edu](mailto:sruby@mail.ewu.edu)

[www.WSASP.org](http://www.WSASP.org)

## Interested in Advertising in the *Scope*?



The WSASP Board has approved the following guidelines for organizations or individuals interested in advertising in our newsletter. For rates and conditions, email S. Dean Crews, [screws@mail.ewu.edu](mailto:screws@mail.ewu.edu).

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

Approximately 600 School Psychologists and other educators currently subscribe to the *SCOPE* !