



SCOPE

Newsletter of the Washington State Association of School Psychologists

Volume 31, Issue 3

Apr/ May 2010

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Save the Dates: Upcoming WSASP conferences

Thurs Oct 14-Sat Oct 16, 2010
Fall conference, Hilton, Vancouver, WA

Wed Nov 9-Fri Nov 11, 2011
Fall conference (joint with BC Psychs)- Vancouver, BC

Mon Feb 12- Fri Feb 16, 2013
NASP in Seattle at the convention center

Thurs Oct 16- Sat Oct 18, 2013
Fall conference, Spokane, WA

Editor Information: Call for Contributions to SCOPE:

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

Real Ethical Issues From the Field Phillip Koester, NCSP, WSASP ethics chair

Dear Ethics chair:

I'm a school psychologist at a high school. Over the last few years I've discovered surreptitiously that some of the students we have enrolled are classified as level 1 and 2 sex offenders. Strange that nobody in the high school seems to have any knowledge of their status. I tried to figure out why. After a long and difficult investigation, I discovered that the local county sheriff's office forwards the sex offender notifications to the district office for distribution. Unfortunately the notices were either filed or discarded, because they never made to the teachers. The danger is that a sex offender might inadvertently be put into a class or scheduled with more vulnerable students.

I've talked to the counselors, high school principal, and the superintendent about this. There has been little, if any, improvement in notification. While there was strong verbal support for notification, it almost seemed like the superintendent and principal would rather not deal with it at all since it represented bad publicity for the high school and district. It seemed like they just didn't want parents or anyone else to know that there might be registered sex offenders in the high school student body. All I know is that I have ruffled my superiors' feathers, and teachers are still not being notified. I'm not sure what else to do. What kind of an ethical problem does this create for me, the principal, the superintendent, or the district?

Concerned School Psychologist

(Continued on p. 10)

President's Message

Dear Colleagues,

Our lives as school psychologists continue to require balance, reflection, and ongoing continuing professional growth and development each day of our working lives. The announcement Saturday, February 20 by the American Psychological Association that the recommendation of the Model Licensing Act taskforce would not be acted on at this time surely brought that message home to me. The work of that taskforce has been in my thoughts as I am sure it has been in yours these past few months. What does this moratorium mean to all of us at this moment? What does it suggest as we look ahead over the next few years in our work in schools? How does it affect each of us in our daily work?

I was thinking about this on the evening of February 22 as I pulled into my driveway after a very long day at school. To my surprise and delight one of the messages on my home answering machine was from Dr. Barry Anton, a child clinical psychologist in our state, who served on the APA Model Licensing Taskforce for three years. We sat comfortably in our homes that evening sharing our thoughts in a postmortem discussion about this issue. Barry, who has extraordinary child-clinical credentials is the son of a doctoral level school psychologist mom who did her dissertation under Dr. Jack Bardon, no less. His wife is a school nurse practitioner. He is no stranger to our work.

Each discipline in psychology rises or falls based upon its theoretical framework, rigorous training and ethical standards, and emphasis on continuing professional growth and development. That is equally true for the 60,000 doctoral level psychologists he represents in his role in APA and the 20,000 school psychologists who work and serve children and families in a variety of capacities and settings. As school psychologists with entry level graduate requirements of 90 credits and an extensive internship program in 2010 we are very closely aligning ourselves to the doctoral level credentials espoused by APA as entry level credentials in the Model Licensing Act proposal. We need to reflect upon what it would take to actualize this dream for the Specialists who are interested in completing a doctoral program while they continue to work full-time as practicing school psychologists in our school here in Washington.

Barry pointed out that lay people in truly do not know the difference between what we do in schools as school psychologists and what doctoral level clinical and counseling psychologists do in their private practices. This brings to mind our need to continue to clarify our roles and responsibilities in school settings, not only for the general public, but also to our legislators who are examining our ESA request for compensation in keeping with compensation provided for teachers who gain the national certification. We do need to continue to work together as school psychologists to sustain our unique professional contributions and be recognized for them. Barry, in our discussion, remarked that the Model Licensing Act was related to by APA as "an issue that was an issue of title, not of training, scope or practice." Yet, for those of us who have followed in the tradition of Lightner Witmer and Arnold Gesell for a century, the title "School Psychologist" has great meaning. Only three of the fifty states do not use this title. It has been woven into the fabric of school culture (as reflected in the work of Seymour Sarason) with successes and challenges for many decades.

Where do we go from here: I want to applaud the efforts of all of you who have affiliated with WSASP and at the national level with NASP. We need your help to gain compensation from the legislature, to update our position papers which serve as professional practice guidelines, to identify staff development offerings that build your capacity, and to provide adequate peer support among our community of providers. I urge you to go the WSASP website and locate the name of your area representative. Be in touch with them. Please volunteer to help in areas of interest to you. Know that every email request a board member receives is shared with the board. You are invited to correspond with any committee members and officers for whom you have a question or concern.

Barry expressed a concern that an unintended consequence of the present APA moratorium on the Model Licensing Act initiative could be that unqualified persons would represent themselves as psychologists in settings for which they do not have adequate training, credentialing, or accountability. For those of us in schools, this could have untoward consequences as well if we have recommended a private provider who does not have appropriate credentials. His concern is a "heads up" to us all to continue to be conscientious in researching community resources thoroughly before we recommend them.

As we move forward to our WSASP board meeting we ask you to submit questions and concerns for our agenda. I hope you will experience joy and renewal professionally as a result of your efforts and commitment to the children and families in Washington state as we move into this very beautiful spring of 2010.

Warmest wishes, Sharon Missiaen



It pays to join WSASP and then conduct Research! Research Incentive Awards are back!

For a second year, WSASP is proud to announce that it will support building or district level School Psychologist-initiated research. The research is not limited to any one topic such as RTI, but is designed to stimulate action-research done in the field by practitioners- us!

Please take advantage of this opportunity to further your professional development by engaging in research projects that you have been thinking about.

We offer \$100 awards with the following criteria:

1. An abstract of your proposed project be submitted to Steve Hirsch, research committee chair, by April 15, 2010.
2. The project reflect actual research and not simply 'trying out a test or curriculum'. The evaluation of a tool's or curriculum's effectiveness is certainly appropriate.
3. Research can be quantitative or qualitative in nature.

A summary must be submitted suitable for SCOPE framing when research is completed. Checks will be written only after the summary is received.

Examples:

- Effectiveness of various interventions such as reading or math programs
- Predictive validity of various assessment tools (e.g. correlation with WASL)
- Aggregation of data that might prove useful statewide (e.g. ELL data)
- Developing useful data-sharing techniques using EXCEL etc.

If more than ten abstracts are submitted, the grants will be awarded on a competitive basis.

Please submit your abstracts via e-mail to:

Steve Hirsch

smhirsch@wsu.edu

WSASP Research Incentive Award Report: Using Oral Reading Fluency Data to Identify Students in Need of Reading Intervention By Ellen Winningham, Ed.S., NCSP

Cedar Wood Elementary in Everett Public Schools has the highest WASL scores in the district. Our challenge has been to continually increase the number of students who meet state standards in reading scores.

Cedar Wood staff had several instructional opportunities in place for students who demonstrated the need for further assistance in reading. Struggling students were taught reading in the classroom, referred to the Reading Specialist for small group instruction, offered Early Bird Reading and, if applicable, provided specially designed instruction as directed by an IEP. Initial teacher assessment was based on the previous year's WASL and DRA scores, placement card information, last report card information, and the results of the on-line STAR reading assessment that accompanies Accelerated Reading. Later in the fall, teachers also completed the Everett Public School's Independent Reading Assessment and, in the lower grades, the Developmental Reading Assessment (DRA) to determine reading levels. Both assessments are time consuming, taking many hours to administer and score at each grade level.

In spite of the available data, teachers were committed to referring only the lowest two or three readers from any class when selecting students for additional services with the Reading Specialist. Once identified, students often remained with the Reading Specialist for the year, with almost no movement in and out of this supplemental small group instruction. With a set number of students referred from each classroom it was possible that some of the lowest level readers were not being served with additional interventions.

The principal, Dr. Jones, and I wanted to move the referral process to data driven decision making. We chose to use the target rates and grade level reading passages that were received from Mike and Cynthia Jacobsen, of the White River School District. Dr. Jones and I agreed to begin the transition to data driven decision making with a one minute ORF screening for students in grades third and fourth.

(Continues on p. 8)

Some “take-aways” courtesy of the Ted Christ Spring Lecture Series workshop By Steve Hirsch

Ted’s research (2007) indicates that we will get more reliable ORF data if we use the same three passages each benchmarking period. This has been a real thorn in the sides of many of us as we view our ORF data (usually ala DIBELS) and can’t explain to our teachers how fluency can stay the same or decrease for a student or class, after several months of reading instruction. We may be dealing with a new syndrome among teachers- PDD (Post-DIBELS Depression). By the way, expect greater growth in reading fluency between fall and winter than winter and spring. Must be the holidays. And when you look at either ELL or low income students, you really should have higher benchmarks to reflect same degree of predicted success on WASL. In other words, a spring 4th grader should be reading at 100 words per minute to predict WASL success but if they are either ELL or low-income, benchmark might be 115. Sounds like a research incentive award project to me!

How much ORF growth should we expect? Ted indicated that 1.5 wpm increase is fairly average though it will vary from grade to grade and trimester to trimester. Sounds like another research incentive project waiting to be done.

Our efforts at dealing with the criticism that fluency does not equal comprehension have often led to districts relying on a different assessment tool for comprehension such as the MAZE or CLOZE activities. Ted has found that these tools are not better at predicting comprehension than ORF and are not sensitive to progress and therefore make poor progress monitoring measures.

Diagnostic assessment should follow screening (for those students labeled at-risk by screener). Ted mentioned the CTOPP as a good tool for assessing phonemic awareness and phonological processing post-DIBELS. In our district, East Valley, teachers are mandated to give either the QRI or DRA post DIBELS, to any student, whose screening result is suspect or at-risk. This at least verifies if student needs intervention as it gives instructional level for reading.

In math, we typically have the option of providing a single-skills probe (e.g. page of double-digit addition problems) or a multi-skills probe (page of mixed operations and difficulty). Ted suggested that we use the single-skills probe if we want information on progress for a specific skill or objective but that we use the multi-skills probe for a “general outcome measure” of overall math progress. The multi-skills probe is analogous to ORF for reading in that it gives input on overall math. Probes can be found free on line at sites such as www.interventionscentral.org

Ted introduced us to a spelling CBM that is supposedly quite reliable and sensitive to growth. Rather than 2-word sequences that we use in writing, score 2-letter sequences. So if the child spells the word house, “howse”, they would actually get a score of 4 as they have the _h; ho, se, and e_ all correct. Just like with written language, this scoring system reflects progress in spelling much better than % or number of words spelled correctly.

Speaking of written language, Ted suggested that as CBM, we use the 1-min think/3-minute write task and score: Total words written; Correct word sequences; and Words Spelled Correctly (WSC).

Lastly, Ted offered some advice on our aimline decision-making. He believes in a 4 or even 5 pt rule- If the student is not reaching aimline for five consecutive data points, then and only then should we be calling it lack of response to intervention and looking for change in intervention. If the student scores 4 or 5 consecutive times above the line, either discontinue intervention or maybe aimline needs to be more optimistic.

ITS NEVER TOO LATE TO SIGN UP AND ATTEND THE SPRING LECTURE SERIES.

HERE IS REMAINING SCHEDULE:

Social/Emotional Learning: Assessment and Intervention via webinar	Fri Feb 19 9-3:30
Intervention Integrity: Tools, Tactics and Practical Steps	Fri Mar 19 9-3:30
ASD and Bipolar Disorder in our schools & recent court cases	Fri Apr 16 9-3:30
RTI and multi-tiered behavioral intervention	Fri Apr 30 8-2:30
SLD identification- integrating RTI and Cross Battery	Fri May 21 9-3:30

Need to register- contact Steve Hirsch at smhirsch@wsu.edu or go to website- wsasp.org

Some “take-aways” courtesy of the Paul Lebuffe Spring Lecture Series workshop By Steve Hirsch

Feb 19 Spring Lecture Series (in case you missed it): Social-Emotional Learning: Assessment and Intervention

Paul Lebuffe of Devereaux Publishing presented a well-received workshop on a new tool for measuring Social-Emotional Learning. With the focus on resiliency, the DESSA (Devereaux Student Strengths Assessment) attempts to provide us with a measure of a student's resiliency strengths rather than just point out deficits. Unlike many other factors such as anxiety, depression, hyperactivity which are all deficit-based, this battery tries to identify those factors that can assist a student in handling the daily stresses of school and the instructional environment. This prevention model (catch the problems before they are too late by identifying the ability of the student to handle future problems) readily lends itself to intervention and IEP goal writing. It would take the respondent around 15 minutes to score how frequently they observe the 72 items that factor into eight scales:

Personal responsibility (e.g. acts as leader in peer group)
Optimistic thinking (e.g. says good things about himself/herself)
Goal-directed behavior (e.g. keeps trying when unsuccessful)
Social awareness (e.g. acts respectfully in game)
Decision-making (e.g. accepts responsibility for actions)
Relationship skills (e.g. shows appreciation of others)
Self-awareness (e.g. asks questions to clarify what they don't understand)
Self-management (e.g. focuses on task despite distraction)
Social emotional composite

The DESSA, as it stands, could be a wonderful tier 2 type assessment for social-emotional learning. What about Tier 1? Well, in short order, Devereaux is publishing a mini-DESSA which contains only 10 or so questions but correlates quite highly with the DESSA. The authors (Lebuffe, Shapiro of UW, Naglieri) envision the mini-DESSA to be used as a universal screener with the full DESSA being the tier 2 follow-up for those scoring high risk on the screener.

Conversations overhead after the workshop:

We like the focus on resiliency instead of pathology.

The analysis lends itself nicely to IEP development.

A universal screener in social-emotional learning is perfect-just the right addition to our assessment package.

We are currently making arrangements with Devereaux to take the DESSA and mini-DESSA for spin runs in Washington. Look for a complete review in upcoming SCOPE editions.

Interested in the law side? We need your help-

Come to the fall conference in Vancouver where, due to the time and proximity to the Special Education law conference, we have been able to sign-up several attorneys to address numerous issues of concern and interest.

Could you please e-mail any legal issues that have you thinking and maybe worrying about?

So far, with the help of the WSASP board, I have identified the following:

Recent court cases that have revolved around the implementation of RTI in our schools.

The role of the School Psychologist in Threat Assessment: Which model is most defensible?

Legal accountability for diagnosis: Where does it fall?

We have the option of panel discussions or individual talks so lets be creative-

The attorneys are coming-what would you like to ask them in what format?

Please address all communication to:

Steve Hirsch

Smhirsch@wsu.edu

Important New Update on the APA Model Licensure Act

By Bethenee Grant Engelsvold, MA
Student Intern, Government Relations Committee

This past January the American Psychological Association (APA)'s Board of Directors passed along recommendations regarding the much-publicized *Model Licensure Act* (MLA) to its Council of Representatives for consideration and vote to become policy in the upcoming February meeting. The MLA is a policy document developed as a prototype for drafting state legislation regulating the practice of psychology. APA advocates that state legislatures use the language of this document as the model for state licensure law. The MLA was first developed in 1955 and has been revised twice, most recently in 1987. In previous models, APA proposed an exemption for specific professionals, including certified doctoral and non-doctoral school psychologists, to practice psychology and use the terms "psychologist," "psychology," and "psychological" in their titles. This exemption has been around for over 30 years.

During two public comment periods, APA's MLA Task Force received approximately 30,000 comments from individuals and organizations supporting the retention of the school psychologist exemption. Nearly every major education organization at the national level, many state professional organizations, and state boards of education joined NASP and Division 16 to protest the removal of the exemption in the MLA. Despite the enormity of public outcry, the MLA Task Force made several recommendations which would severely impact the practice of school psychology, and removing the title exemption was one of them. APA Task Force members maintained that the proposed change in the exemption clause was needed to protect the public from 'confusion' regarding the training and qualifications of psychologists in the profession.

However, on February 20th, it became clear that for their part, the Council of Representatives was willing to listen to debate. What's more: they appeared ready to agree with APA Division 16 recommendations. The APA Council of Representatives voted to amend the current exemption to recognize the authority of state departments of education to establish their criteria for certified school psychologists. This does not disallow the use of the title 'school psychologist' by both specialist and doctoral level practitioners in their school-based practices. At least as important as the retention of title however, is the clear acknowledgement by the APA Council that State Education Agencies *do* have and *should retain* both credentialing power and title authority over individuals who work in the schools (), while State Boards of Psychology purview extends to individuals in private practice (who must hold doctoral degrees). Wording of the MLA revision reads:

Nothing in this act shall be construed to prevent (cite relevant state education authority or statutory provisions) from credentialing individuals to provide school psychological services in those settings that are under the purview of the state education agency. Such individuals shall be restricted in their practice and the use of the title so conferred, which must include the word "school", to employment within those settings. This provision is not intended to restrict the activities of licensed psychologists.

This critically-significant passage addresses not only the right of title and credentialing which would have been significantly impacted by suggested revisions, it further protects school psychologists from two other changes which would have taken place had the proposed MLA Act passed. First, new definitions of practice in section B of the MLA act address in total or in part all services provided by school psychologists. Any non-licensed or non-exempt person would have been impacted in the provision of services that fall within the new definitions, even though APA Task Force...

(Continued from p. 6). members noted that there were no recommendations to inhibit the practice areas of school psychologists in the school setting at the present time.

Second, supervision has been added to practice of psychology requirements for non-doctoral psychologists. It was unclear at this point if APA had actually planned to require all non-doctoral school psychologists to be supervised by a doctoral-level psychologist; however, it was clear that supervisors did not have to be credentialed in School Psychology, but could be licensed by State Boards, or credentialed by State Education Agencies. Again, the issue at stake was one of which agency had the power and purview to craft the guidelines which govern the practice of School Psychology.

What remains a bit unclear at this point is the impact, if any, new MLA language defining *specialty* and *developed areas of practice* will have on the field. Right now it appears that School Psychology will no longer be considered a specialty area. Fundamentally, this entails a re-conceptualization of School Psychology as a field—from a specialty to a foundational area of practice. By maintaining that school psychology is an area of specialization, the public is protected from being provided school psychological services by a professional that is not adequately trained in school psychology. Time will tell if this re-conceptualization actually results in changes that impact specialization requirements for both licensed and credentialed individuals who wish to practice in the schools. It will also be interesting to see if this opens the door to license psychologists or others to try to assume school psychology positions without specific training and supervised practice, and whether APA will consider this an ethical violation for practicing outside of areas of competence. Overall, the recent vote is an extremely positive outcome. The APA Council vote does not dispute the position that School Psychologists are qualified professionals—both at the specialist and at the doctoral level—whose title and scope of practice should not be restricted in the schools. As a student intern poised to enter the field this year, I'd like to extend very sincere thanks to all of you in Washington State who—on behalf of yourselves, your present colleagues, and those of us who learn from you and hope to join you—for your persistence and dedication to keep this issue alive and at the forefront of our attention. May all of us enjoy many fruitful years of non-restricted practice impacting the lives of children and their families.

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(Continued from p. 3). Staff members were trained, and students were screened. ORF data was collected and entered into an excel database and sorted by reading rates and teacher. The information was provided to teachers, who shared individual student reading rates with parents during the fall parent-teacher conferences. Any student who fell below the grade level ORF target rate was scheduled for services with the Reading Specialist, using small group instruction and the Read Naturally program in the third grade, the Rewards program in the fourth grade.

As we made this transition to data driven decision making, one of the fourth grade teachers questioned the validity of oral reading fluency scores. As required, this teacher administered the Everett School District's Independent Reading Assessment to her students. This comprehensive assessment provides in-depth information on a child's reading skills, but takes one and half hours to administer, another thirty minute to score, and is only given three times a year. In contrast, ORF screening takes one minute to administer and score, and can be done much more frequently. After scoring the Independent Reading Assessment, this teacher compared her list of those students who scored in the lowest reading level with the list of her students who received low ORF scores. The two lists matched. Based on this validation of the ORF assessment, the entire fourth grade team began to regularly screen their students using a one-minute ORF screen to monitor improvement and need in reading.

It must be noted that the ORF screening cannot take the place of a more in-depth assessment; comprehensive testing provides insight and details on students' strengths and weaknesses which cannot be determined using a simple screening. For example, a one minute fluency screening does not tease out the student who can word call with little to no comprehension. However, it is impractical to complete frequent in-depth assessments, whereas ORF screenings can be completed frequently throughout the year and provide a quick glimpse as to whether improvement has taken place. ORF screening is an excellent complement to comprehensive testing and file reviews. ORF screening lends itself to more frequent assessment; it creates the possibility for more fluid re-grouping of students throughout the year helping assure that all students are moved quickly to the least restrictive environment as soon as possible.

Frequent ORF screening was essential to keeping the composition of reading groups fluid. Reading passages from the *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)* were used to determine ORF rates in the winter and spring. The students selected to work with the Reading Specialist changed as the data changed. All students who fell below the targeted fluency rate in the fall and winter were included in small group reading at some point during the school year.

ORF Targets for Third and Fourth Grade

Grade	Fall target	Winter target	Spring target
3	80	110	120
4	100	110	125

Last year, the non-targeted 3rd grade students' average words per minute (wpm) were 128 wpm in the fall and 147 wpm in the spring, increasing an average of 19 wpm over six months. These actual rates compare favorably with the target rates of 80 wpm in the fall and 120 wpm in the spring. There were twelve 3rd grade students who were targeted for interventions at some point throughout the year. Their average wpm was 82 wpm in the fall and 104 wpm in the spring. The average growth rate for targeted students was 22 wpm from fall to spring, or a 27% average increase in their reading speed. The non-targeted group increased their wpm by 15%.

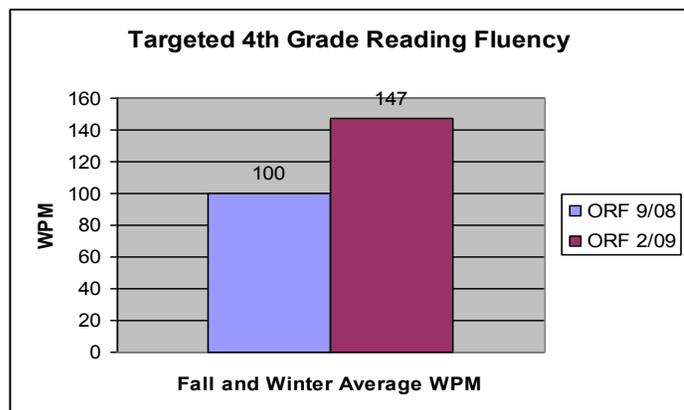
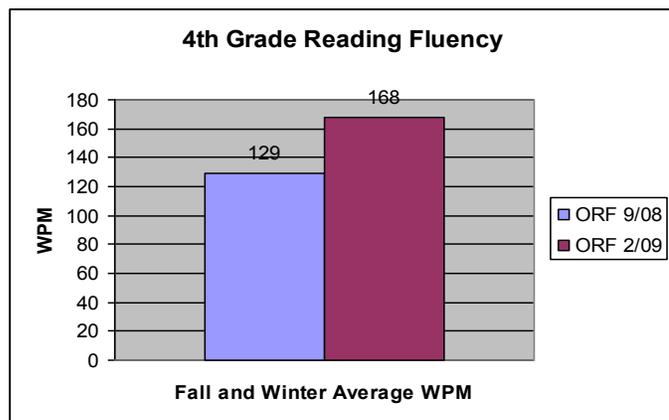
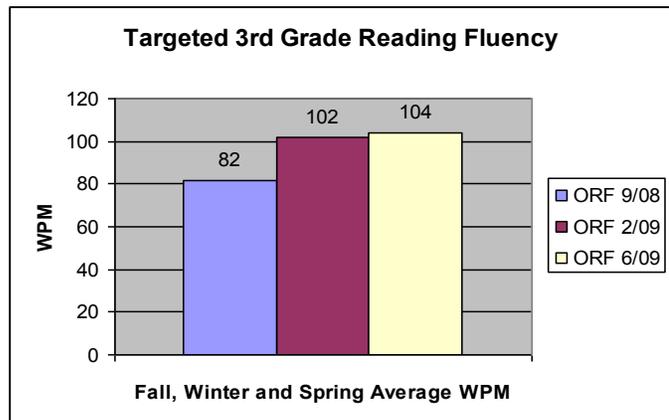
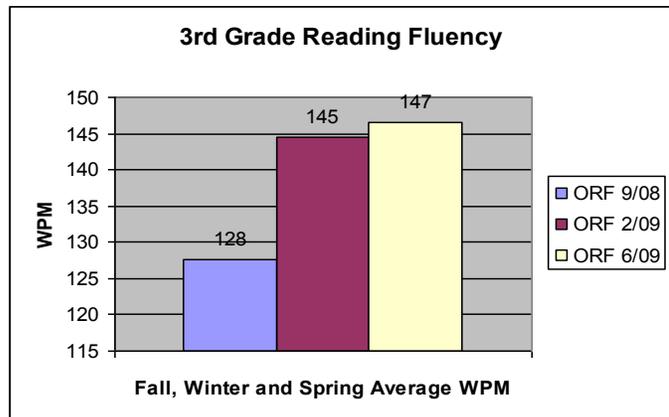
Fourth grade students' average wpm was 129 in the fall and 168 wpm in the winter, compared to the target of [100 wpm in the fall and 110 wpm in the winter](#). (The passage chosen for the spring screening was more difficult, resulting in skewed data. For the purposes of this study only data from the fall and winter data collection is used.) The average increase for non-targeted students from fall to winter was 39 wpm. There were 23 fourth grade students targeted for interventions at some point throughout the year. The average growth in ORF for targeted students from fall to winter was 47 wpm, or a 47% increase in wpm, as compared to the 30% increase in the non-targeted group's reading rate.

Overall, 35 students were targeted for additional interventions in third and fourth grade. In addition to the assistance provided the students by the Reading Specialist, these students' parents were invited to attend training on the One Minute Reader, School-to-Home program. Two parent training sessions were offered, one in December and the other in February. Parents of students in grades two through five were present, with nine parents representing the targeted third and fourth graders. At the end of the training, materials were checked-out and the procedure explained for obtaining additional materials as needed. An end of year survey was sent to each parent who attended one of the parent trainings. Five surveys were returned. Three of the five surveys indicated that they used the program less than five times. One survey indicated that they used the program between 6-10 times; one survey indicated that the program was used over 16 times. The student whose parent used the home program most frequently resulted in an increase in her oral reading fluency score from 89 wpm in the fall to 141 wpm in the spring, an increase of 61%. Seven of the nine 3rd and 4th grade students whose parents attended the One Minute Reader, School-to-Home program passed the reading WASL, a 77% pass rate.

Every student that met all three (fall, winter and spring) ORF targets passed the reading WASL. Of the 35 students targeted for intervention, 30 passed the reading WASL (a total of 86% passing rate for the targeted students). One student met the fall and winter target rates but then failed to meet the spring target rate. This student failed to reach standard on the Reading WASL, achieving a score of 392.

Several lessons were learned during our first year of using ORF data to determine the need for reading interventions.

- Individual teachers and other staff need careful training to administer the screening so that the screening scores are consistent among raters.
 - In addition to administering the ORF assessment, teachers should complete the comprehensive reading assessments, review placement cards, examine DRA scores, study previous report cards, and be aware of STAR reading and WASL scores. Only a full review of all data will provide a complete picture of a student's reading skills and needs.
 - Within a grade level, staff needs to frequently re-group for reading instruction. This year, Cedar Wood's second grade team has reconfigured so that reading is being taught simultaneously in all classrooms. Each teacher is responsible for teaching one of three reading levels (low, middle, or high). Students move from their classroom to their reading room (Walk-to-Read) for 90 minutes of targeted reading instruction each day.
 - To obtain timely reading data teachers need to screen every student in grades two through five three times each year, in the fall, winter and *early* spring.
 - The Principal must create the expectation that all staff will work together to collect accurate reading data and will use that information to determine which students receive the needed interventions. Data driven referrals must become a communal understanding and team effort.
 - Staff must always communicate reading assessment findings with parents and offer a mechanism for parents of students who are not meeting a target rate to become part of the solution.
 - Schools must have a curriculum ready to be used for small group reading instruction. Read Naturally and the Rewards program have been used effectively at Cedar Wood for students in grades three-five. Explode the Code is being used for first and second grade students. Offer the One Minute Reader, Home-to-School program training earlier in the year, preferably right after parent-teacher conferences, after each student's ORF rate is shared and explained to his/her parents.
- Based on the results of Cedar Wood Elementary implementing the ORF screening and subsequent interventions, targeted readers improved at a higher rate than their non-targeted counterparts.



THE SARDONIC VIEW

By Phil Koester,
School Psychologist/Counselor

Run education like a business? It's been said so many times; maybe it's time for some serious consideration. We just have to find the right business model.

Let's run it like the insurance industry – they are successful and they make a lot of money. Even the Oracle of Omaha, Warren Buffet, is heavily invested in the insurance business. They must be doing something right. And like compulsory education, insurance is also often required.

Let's start with something all insurance companies have in common. Let's charge everybody a premium. Now we can pick and choose from their best business strategies. Just like most car insurance companies, if a student gets any behavioral infractions or poor grades then the premium goes up. Just like home insurance, if parents don't have an adequate income, didn't graduate, don't work, have a poor credit score, get food stamps, see a therapist, speak any language other than English, or the student has a disability, been arrested, or indulged in drugs or alcohol, then there would be a series of additional risk premiums. Any field trips or involvement in sports or music or any other extracurricular activity like debate, chess, and drama would require a special rider - another premium increase. Wait there's more. Let's add in features from our health insurance industry. If you ever move and have less than a stellar record, then the school can refuse to take you because of pre-existing conditions. And if a student gets a bad result on a test, they can be dropped.

Well, maybe that is not such a good idea.

Okay then lets run businesses like education. Lets start with dentists. For every cavity they fix lets dock them money for not doing enough prevention. We can call it, No Dentist Left Behind (NDLB). We could do the same for all health care providers. Well, they only have themselves to blame; if they spent more time with good instruction and prevention they wouldn't have to deal with so many health problems.

Let's mire all businesses down with the paperwork required of special education. No, that would be cruel! Let's just require a few basic procedures and one form, called the "Prior written notice." When somebody buys something from a merchant, they would first have to get written permission from the customer, which would have to be accompanied with a 35 page manual of their buying rights and responsibilities. But before that the merchant would be required to notify each customer in writing, specifying what their options were, why the options were considered and why some were rejected, and whether the business wanted to propose or refuse the transaction and on what basis....etc. etc. etc. Surely just a few basic procedures and one simple education form, out of the thousands required in education, wouldn't cause too much of a problem for businesses?

Well, maybe that is not such a good idea either.

(Continued from p. 1) **Real Ethical Issues From the Field**

Dear Concerned School Psychologist,

This is indeed a serious problem. Let's start first with the law. RCW 13.04.155 specifically requires that the "...court must notify the principal..." and the "...principal must provide the information...to any teacher of any student who qualifies under this subsection..." (b. A sex offense as defined in RCW 9.94a.030).

If notification is not happening that would constitute a clear violation of the law. To this extent it would also violate the educational code of conduct which would put a professional's certification in jeopardy. But for whom? It's your responsibility as a school psychologist to let your supervisors/administrators know that there is a potential ethical or legal problem. It sounds like you have done that. It is your administrators' responsibility to authorize a solution to the problem. Our code of conduct also speaks to maintaining good professional relationships. So your dilemma is balanced somewhere between protecting children, respecting authority, and maintaining good professional relationships. I believe this is an ongoing problem for many school psychologists. You could report your administrators, but whistleblowers typically don't maintain good professional relationships and don't typically survive long in any organization. On the other hand it's unconscionable to sit back and let kids be victimized. My suggestion is to use your best professional communication skills. Remember the only lasting power you have is the power of influence. Use this power wisely and respectfully.

News from NASP

Hallelujah!

Fred Provenzano, NASP State Delegate

I'm sure that most of you have heard, but it certainly bears repeating: After two years of wrangling and letter-writing, the American Psychological Association (APA) adopted revisions to their Model Licensure Act (MLA). They developed this act as a model for state legislatures to use in developing their psychology licensure laws for each state. As you may know, the previous MLA, endorsed by APA for the past 20+ years, included an exemption that would allow those professionals duly certified by the state educational agency (in Washington, OSPI) but without a psychology license, to use the term "psychologist" in their title while working in their role in schools. The proposed MLA revisions that were presented to the APA Council of Representatives in their recent February meeting deleted this exemption. In essence, this would make it against the law for a person delivering psychological services in a school setting to use the title "school psychologist" in reference to their position, unless they possessed a doctoral degree in psychology from an accredited program and were certified by OSPI (with a certification that does not now exist in this form), or was also a licensed psychologist.

However, on February 20, 2010, the APA Council of Representatives amended the proposed revision that would delete the exemption for specialist-level school psychologists. They adopted the revised MLA with the following provision:

Nothing in this act shall be construed to prevent (cite relevant state education authority or statutory provisions) from credentialing individuals to provide school psychological services in those settings that are under the purview of the state education agency. Such individuals shall be restricted in their practice and the use of the title so conferred, which must include the word "school", to employment within those settings.

This provision is not intended to restrict the activities of licensed psychologists.

(Text from email communication between Bonnie Nastasi, Ph.D., Division 16 President, and Patti Harrison, NASP President, on 2/20/10)

This news is a great relief, and a huge victory for school psychologists and the students they serve. It withdraws a massive thorn that would, at the very least, provide a distracting interference to the provision of school psychological services to students for years to come. And, it could have had much more severe implications for the practice of school psychology.

Many people deserve credit for their efforts in regard to this issue, including many of you! The letters sent to APA during the public comment period (estimated to be approximately 10:1 in favor of maintaining the exemptions), the letters solicited from other stakeholders (including parents, teachers, principals, superintendents, legislators, and other professional associations), the personal contacts, and other efforts have all paid off. Let me take this opportunity to especially recognize Bonnie Nastasi, APA Division 16 President, as well as Cindy Carlson, Beth Doll, and Frank Worrell (Division 16 representatives to the APA Council of Representatives), Tammy Hughes, Randy Kamphaus, and Deborah Tharinger (Division 16 liaisons to the MLA Task Force), and Steve DeMers (representing ASPPB) for their support and influence in enacting these amendments in the Council of Representatives' session. The Division 16 leadership has been a firm, strong and reasoned voice in advocating for the continuation of the specialist-level exemption. I hope you look forward to thanking Frank Worrell in person at the WSASP Convention this fall, as he will be one of our featured speakers!

(Continued next page.)



*Fred Provenzano,
Washington State Delegate*

(Continued from previous page.)

What's in a name?

I have received several communications from colleagues in recent weeks, saying, "What's the big deal? Why all this fuss? It's only a title! We could still do what we do, even if we were called by another title." Truly, what's in a name? No less a pundit than the Great Bard tells us that "a rose by any other name would still smell as sweet." However, it is cautionary to note that Juliet, the adolescent philosopher who uttered these words, killed herself just days following this observation when she learns that her husband Romeo is dead. Too late, she learned the real difference between a "title act" (she was still Mrs. Monague, even after Romeo was dead), and a "practice act."

Also, I'm not sure that her initial premise, while poetic, holds water (or odor, as the case may be). Would the experience of a rose would be the same if we were legally required to refer to it as a "flowery substance with a rosy odor"? In a similar fashion, I wonder how others would react if they were required to refer to us as something like "specialist in school psychological services" or some other moniker rather than as a "school psychologist." (My personal favorites are to borrow from Prince, and take the title "Professional Formerly Known as School Psychologist" or from the *Harry Potter* series, "S/he Who Must Not Be Named.") How would we think of ourselves? Would we feel diminished? Feel like we were required to sit at the back of the psychological services bus? And, if we allowed others to restrict what we were called, what's to stop them from also restricting what we're allowed to *do*?

Who is Defending our Profession?

So, now let me rave for a minute. It amazes me to hear, just in the past few weeks, that some school psychologists in this state are totally unaware of this threat to the use of the title "school psychologist." It's been repeatedly

and loudly addressed at every state and national conference, and in every WSASP and NASP newsletter, in the past two years. Area reps have discussed it at length in area meetings. How could anyone have missed it?

How, indeed! It's because some of our colleagues do *not* take time to remain current in their practice, do *not* pay attention to the issues of professional practice, and do *not* support their profession's integrity and development. And, as you read this, I can say with some assurance that *I'm not talking about you!* If you're reading this, it means that you're a member of WSASP, and maybe NASP, too. It means that you do care about maintaining your currency in our profession, providing up-to-date services to help your student-clients, and support the efforts of state and national associations that will help you in maintaining your professional knowledge and identity.

However, you may know colleagues, maybe right there in your office, who do not show this professionalism. They just bump along, doing what they've always done, not contributing to the field, and declining membership in professional organizations. They rely on *you* to provide the time, effort and money through your professional association dues, participation in meetings, seeking out and sharing new learning, and professional advocacy, to protect and grow the profession of school psychology. They may complain that they can't afford the dues for professional associations, that they have kids in college, etc. Membership in WSASP is less than *18 cents a day*; full membership in NASP is less than *48 cents a day!* I can't imagine any excuse for a school psychologist in Washington to not at least be a member of WSASP! Take this article to them, tell them to read it, and then tell them that it's about time they stepped up to the plate and *joined you in supporting our profession!*

Thanks for your indulgence in my little rave, and for your ongoing support. In my next column, I'll be able to devote my words to more pleasant topics, such as NASP Conventions on the West Coast: San Francisco in 2011, and SEATTLE IN 2013!!

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Washington State Association of School Psychologists

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

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