



SCOPE

Newsletter of the Washington State Association of School Psychologists

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Winter 2011

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Editor Information:

WSASP would like to welcome Dr. Laura Feuerborn as the Managing Editor of the *WSASP Scope*. Dr. Feuerborn, a school psychologist by training, is from the University of Washington-Tacoma. She will be assisting Ashli Tyre, Editor of the *Scope*. We are also delighted to announce that Bill Link from Vancouver will be submitting a regular column accounting of his district's efforts to implement RtI in

As always, the *WSASP Scope* is your publication and we welcome submissions from trainers, practitioners, and students. We are seeking Letters to the Editor, Area News, Regular Columns, Journal Article/ Book Reviews, Opinion Pieces... and more.

Please send inquiries and submissions to the Editor at tyrea@seattleu.edu.

WSASP announces the 2011 Spring Lecture Series

Submitted by: Steve Hirsch

It took some doing, but the schedule is done. The entire series will be delivered via K-20 to numerous sites around the state including most ESDs and selected school districts. The participating districts will be determined based on who contacts me with a need for an alternative site to an ESD. I will send a list of receiving sites to all who register. We will use the first two weeks of January to finalize sites.

Vancouver's effort to implement Response to Intervention: Noble and brave or foolhardy?

Submitted by: Bill Link, School Psychologist

In the spring & summer of 2009, Vancouver Public Schools elected to begin an earnest effort toward RtI. They began by creating two new positions, one funded through HB 2136, and the other with Obama Stimulus money. With the establishment of an RtI Coordinator and an RtI Coach, the endeavor began in August 2009. The selection of these two individuals seemed prudent, a pairing of a curriculum specialist and a school psychologist. The two individuals began the collaborative effort which reflected RtI in every imaginable manner: teamwork aimed at bridging the gap between general education, title/lap, special education, and students needing extra support.

The invention of an RtI leadership team, including the director of curriculum and the director of special education became a necessary first step to provide guidance to the emerging movement. The team developed a strategic plan that focused on integrating RtI into the district's predominant initiative: Professional Learning Communities. The RtI - PLC connection began to resonate within the district. The drafting of an RtI framework was next, followed by an extensive roadshow of inservice and presentation activities targeting district leadership and schools expressing interest in RtI. A central theme in each of our presentations to staff throughout the district was the emphasis that RtI in Vancouver would first and foremost be about improving instruction for all students. Gradually, four RtI pilot sites were born.

The selection of pilot sites centered on three key elements. We selected schools that were not Reading First grantees. The logic behind not picking the Reading First Schools essentially boiled down to wanting to bring RtI to schools that have not received the extensive professional development and curricular support that accompanied the Reading First grant. The second key element revolved around finding principals brave enough to volunteer. The third key involved ensuring that each school had strong support teams (literacy specialists, counselors, school psychologists, and/or math coaches) to complement the principals' courage.

Next Issue: *Beginning the work at the RtI Pilot sites...*

President's Message

At this holiday time our entire board joins me in wishing you a well-deserved recess and time with those you love as well as health and happiness in 2011. I am so grateful for the participation of so many WSASP members and our board during the past four months. Our fall conference received wonderful support from school psychologists in Washington and Oregon. Steve Hirsch and his committee did an amazing job creating this program. Capitol region members are volunteering to help with continuing work with the legislature as we look ahead into this continuing budget crisis with our lobbyist, Terry Kohl. Cost-effective opportunities for staff development will emerge soon in the Spring Lecture Series Steve is putting finishing touches on at this time. Area rep meetings are well attended and received. We have much to look forward to in the coming year as an association of dedicated school psychologists here in Washington.



If you have not yet met with your school superintendent I urge you to do so as soon as possible. In preparing for our Bellingham meeting with our new superintendent, the Bellingham School Psychologists sent a questionnaire to their principals asking for feedback on what is working well in our roles and what other suggestions they might have if they were granted a "wish list" regarding our services. A common theme that emerged from the "wish list" related to the mental health of children not being served in special education, a theme echoed in the December, 2010 Communique article entitled "Mental Health in Schools: Serving the Whole Child" by Breeda McGrath. In reflecting on her work as a school psychologist for Chicago Public Schools, Breeda commented, "The quality of my evaluations, the integrity of my counseling technique, and the number of meetings I attended had limited impact unless they were part of a greater system that included the school climate, the home-school relationship, and the relationships I had with the child's teachers. I realized that in order to use progress monitoring, social skills programs, and behavioral intervention plans, I needed to be working on the larger context of the school, and social-emotional learning (SEL) (p.8)" She goes on to observe that at present there is tremendous focus on academic skill development in schools, prompted in part by NCLB legislation while school personnel are continuing to find that "children's academic successes and failures are inextricably linked to their social and emotional development (p. 8)."

Principals realize that the "wait to fail" model in relation to mental health in the schools is extracting a tragic toll on children, staff and families. We know from the literature that once a teacher has tried every intervention that is in their repertoire of skills they are prone to refer that child for evaluation and put their efforts elsewhere in terms of providing support in the classroom. School psychologists by virtue of their coursework and training experiences have been exposed to a much wider variety of techniques and interventions than general education teachers. They often have available insights into behaviors that can promote positive adjustment in the general education setting. It is incumbent upon all of us in this time of cost cutting measures to promote these skills to improve mental health in the schools not just for children referred for special education consideration but also for non-referred students experiencing behavioral challenges. When you visit your superintendent please carry with you the message that you as a systems change agent can make a unique and powerful contribution to the mental health of your school district. Breeda McGrath counsels, "if your school is not short on ideas, but short on time and teams, then I would suggest a collaborative consultation approach (p. 10)." Teaming with colleagues who have shared expertise and finding ways to bring those back into the classroom on a pre-referral basis could bring powerful returns on time invested. Even in the cases where eventual referral to special education is decided, when team members have worked together to implement and maintain positive behavioral supports as completely as possible in the least restrictive environment and home-school collaboration has been maximized, staff and families feel supported and validated.

We have much to bring to bear in our settings and we need to take time to reflect on our accomplishments individually, in our school-based teams, and as district employees. My wish for you this holiday season is that you can experience joy and satisfaction in all that you are doing and find time to bask in the love of those close to you.

Warmest wishes, Sharon

WSASP 2011 Spring Lecture Series Schedule:

Friday Jan 21, 9am-noon Literacy development through technology: Latest advances to assist SLD students. Jerry Connolly, Director WA tech center, Ellensburg

In this show and tell, Jerry will be introducing us to the latest software designed to help students develop and demonstrate their literacy skills. The software will be of both an instructional and accommodation nature and will focus on both reading and written language. This software is ideal for implementation as either Tier 2 intervention or 504 plan accommodation.

Friday Jan 21, 1pm-4pm Implementation of an RTI process in middle school: It is possible. Carol Beckmann-Bartlett, Principal, Northwood MS, Charleston, South Carolina

A recent NASP Communique contained an article describing the successful implementation of RTI at the middle school level in a Charleston SC school. The principal of that school is willing to spend time with us sharing the barriers and how the staff overcame these obstacles to the basic tenets of RTI: universal screening, fidelity, progress monitoring, intervention pathway design. She will also share the specific instruments and curricula adopted to meet the demands.

Friday Feb 11, 9am-noon Documenting SLD based on a pattern of strengths and weaknesses- you know the theory- let's get started. Tracy Boney, Clinical specialist, Riverside Publishing

This session will discuss the various aspects of implementing a psychological processing model along with response to intervention. Research based models of identifying processing strengths and weaknesses will be reviewed. Linkages between cognitive processing and achievement will be outlined to drive assessment decisions. Issues related to streamlining the process to provide quality data for eligibility and intervention will be discussed.

Friday Mar 25, 9:30am-12:30pm Interventions for students with anxiety.

Thomas Huberty, Ph.D., ABPP, University of Indiana

This presentation will focus on identification and intervention for students with anxiety problems and disorders in the school setting. Included will be discussion of how to use a three-tier approach to prevent the development or worsening of anxiety problems and how to develop and implement intervention and consultation approaches for students who have anxiety problems that interfere with personal, social, and academic performance.

Friday Mar 25, 1:00-4:00pm Ethics for the 21st century.

Fred Provenzano, Ph.D., NCSP.

New technologies have raised many novel dilemmas, especially related to generation, storage, transfer and destruction of confidential data. This workshop will address these issues as well as other ethical dilemmas that deal with dual relationships, protocol storage, HIPAA-FERPA relationships, and other issues. An overview of the new NASP ethics code will also be presented. Audience participation in case discussions will be expected. This workshop meets NASP requirement for NCSP recertification requirement for ethics

Friday April 22, 9am-3:30pm Disruptive behavior disorders: Etiology and interventions.

Richard Marshall Ph.D., University of Southern Florida Polytech

In the past 15 years, there has been a significant increase in the number of school aged children who display aggressive, oppositional, and antisocial behavior in school and at home. At the same time, there has been a corresponding increase in diagnoses that were virtually unheard of until the mid-1990's, including conduct disorder, early onset bipolar disorder, and, more recently, childhood schizophrenia. There is increasing evidence that a number of childhood disorders have strikingly similar causal mechanisms and symptoms, and that they respond to similar medical and non-medical interventions. Although the Disruptive Behavior Disorders (ADHD, ODD, Conduct Disorder) are explained in the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, other child disorders are less well understood and there are important disagreements about whether they exist as well as how best to identify and manage these children. This workshop provides an explanation of the Disruptive Behavior Disorders, as well as child onset bipolar disorder, that share causal mechanisms and that respond to similar medical and nonmedical interventions. Because it is anticipated that increasing numbers of children with these disorders will be enrolled in public and private schools, a portion of the workshop is devoted to how best to manage children with aggressive and oppositional behaviors within the context of the Response to Intervention model proposed in the 2004 reauthorization of IDEA.

Friday May 6, 2010 9am-3:30pm Contemporary issues in early childhood assessment

Laurie Ford, Ph.D., University of British Columbia

Part I (Morning Session): Contemporary issues in early childhood assessment: Foundations

The focus of this session is on conceptual and theoretical foundations needed of early childhood assessment. The session is designed for participants who do not have a strong background in early childhood (birth to 7 years) development and assessment. It will be designed to orient the school psychologist new to work with early child populations and/or those with no or limited prior experiences as a school psychologist working with children in early childhood.

Part II: (Afternoon Session): Contemporary issues in early childhood assessment: Procedures

This session will build upon the foundations outlined in the morning sessions. Participants should have some, at least beginning, exposure working as a school psychologist with early childhood populations and have participated in the morning session. A focus will be on appropriate procedures for use in the assessment of young children primarily in the preschool and primary (ages 3 to 7) years. A critical review of strengths and limitations of early childhood assessment measures will be presented. While the primary emphasis will be on measures of cognitive, readiness, and pre-academic measures, a discussion of social-emotional and behavioral assessment procedures appropriate for students in the early years will also be included.

Friday May 13, 9am-3:30pm **Not included in Season Pass The comprehensive school crisis team: NASP PREPARE program (leads to NASP certification to organize and lead school crisis teams).

Tom Delaney PhD, NCSP, Lake Washington School District

Program Description and Learning Objectives: 1. Understand the comprehensive school crisis team roles on these teams. 2. Know systems issues relevant to the prevention and preparedness. 3. Understand the importance of preventing and responding to crises within the structure of a comprehensive, multidisciplinary school crisis team. 4. Understand safe, effective, and responsive school environments to prevent crises. (Note: There is a \$25 materials charge, for the NASP Prepare handbook.)

Friday June 3, 9am-3:30pm Evidence-based practice in nondiscriminatory assessment: Use of the culture-language test classifications and interpretive matrix with diverse populations.

Samuel Ortiz PhD, NCSP, St. Johns Univ.

One of the reasons why assessment with diverse individuals is difficult lies in the fact that certain fundamental assumptions key to the validity of testing are confounded by the dynamic interaction between language, cognitive, and academic development. In addition, current practices tend to be based largely on generalizations, misconceptions, and with little attention to the literature or compliance with legal mandates and ethical standards. The purpose of this presentation is to provide participants with a research-based but practical framework for conducting valid and defensible assessments of culturally and linguistically diverse children. Presentation topics include: issues in first and second language acquisition, monolingual and bilingual development (including BICS and CALP); instructional methodology for English learners and the impact on achievement and ability; limitations of traditional approaches to testing diverse individuals; use of the Culture-Language Test Classifications and Interpretive Matrix as a method for reducing bias and evaluating the impact of cultural and linguistic factors on test performance; and guidelines for non-discriminatory interpretation of assessment data. Both the knowledge and materials gained from this presentation will provide individuals with a solid base for engaging in evidence-based assessment of culturally and linguistically diverse children that constitutes defensible and current best practices.

**You may register for the lecture series online at wsasp.org
or download a printable registration and send it to Steve Hirsch at:**

WSASP
PO Box 18303
Spokane, WA 99208

Cost: \$200 for the season pass for WSASP members
\$300 for the season pass for non-members
\$100 for WSASP student/retired members
\$50 per full day session; \$25 per half-day session

33 Clock hours will be provided for season pass holders

*** the May 13 session by Tom Delaney "Prepare Curriculum for times of crisis" has a registration limit of 50 and is therefore not included in the season pass. (Additional clock hours will be provided for attendees)

2011 Spring Lecture Series Registration Form

Name: _____

Address: _____

School District: _____

Phone Contact- Hm: _____ Wk: _____

Preferred e-mail address: _____

Are you a WSASP member? If you attended the fall conference, you are a member!
If not, you might want to consider joining and save \$. Online membership at wsasp.org

Registration

- \$200 for the season pass for WSASP members
- \$300 for the season pass for non-members
- \$100 for WSASP student/retired members
- \$ 50 per full day session; \$25 per half-day session
- \$50 (plus \$25 materials fee)-NASP PREPARE Curriculum for Crisis Intervention

33 Clock hours will be available to season pass holders (Six additional hours are available if you sign up for the PREPARE session with Tom Delaney.)

6 clock hours per full day session; 3 per half day session will be available (we will send clock hour forms to you electronically dependent on session registration)

Handouts/power point presentations will be sent electronically to those who register for a session.

Desired Location:

We have transmitted to the following ESDs in the past. If you prefer to have the transmission sent to your individual district, please check with them and e-mail me at shirsch@ewu.edu or list below

- ESD 101- Spokane
- ESD 105- Yakima
- ESD 123- Pasco
- ESD 171- Wenatchee
- ESD 189- Anacortes

And we have had numerous districts in the past sign on due to extensive travel demands to ESD.

After winter break I will contact:

- Battle Ground
- Longview
- Sumner
- Other (please specify district)

Mail to:

WSASP c/o Steve Hirsch
PO Box 18303
Spokane, WA 99208

The 2011 WSASP– Seattle U Summer Institute in School Psychology **Behavioral RtI: Supporting the needs of all students through universal, targeted, and intensive supports.**

August 15-16, 2011

Seattle University’s Campus in Seattle, WA

Now more than ever, school professionals must work together as problem-solving teams to meet the needs of our students. This institute will provide school professionals with behavioral consultation skills and evidence-based strategies for meeting the behavioral support needs of all students within an RtI framework.

Target Audience: School-based problem-solving teams are encouraged to attend, the sessions will be particularly relevant to school psychologists, counselors, behavioral specialists, and administrators.

Registration fees:

- \$150 for WSASP Members
- \$175 for non-WSASP Members
- \$125 Students

If a WSASP member registers with their school or district administrator, the administrator may attend at the membership rate of \$150.

The registration fee includes lunch both days, as well as coffee and snacks in the mornings and afternoons.

August 15th- General Session: **Universal behavioral supports within an RtI framework presented by Doug Cheney from the UW.**

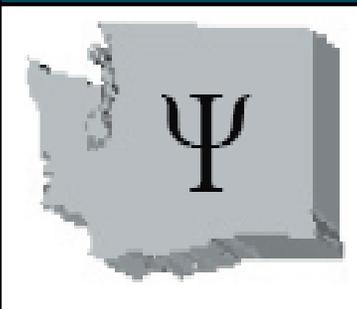
Breakout sessions include: Advances in universal screening & diagnostic techniques, Implementation in secondary schools, bully prevention, social skills instruction, and more.

August 16th– General Session: **Supporting positive student behavior with the *Check, Connect, & Expect* program presented by Lori Lynnass from the UW.**

Breakout sessions include: Functional behavior assessment and behavioral supports for our most challenging students, Enhancing student self-regulation, Developing effective leadership teams, and more.

Also, hear from panels of practitioners from across Washington State as they share how they support positive behavior in their schools.

Be sure to watch for more details in the Spring 2011 issue of the WSASP Scope...



NEWS FROM WSASP

Call for Abstracts for WSASP Research Incentive Awards

It's that time of year colleagues! If you have that research idea in back of your head but waiting for incentive to move on it- please consider submitting it to WSASP Research Committee. Funded projects will receive \$100 upon study summary. Doesn't this make sense? Join WSASP for free (or \$60 if you did not go to fall conference) then submit a research idea and get \$100. Keep this up and you're looking at early retirement!

What are we looking for? **Action research that identifies you to your district as a valuable research-competent employee.** It might be evaluating an ongoing intervention or curriculum; it might be evaluating the impact of an assessment tool for screening. It might be the impact of implementing a progress monitoring tool for IEP growth. It might be comparison of progress in two or more populations of interest. It might be the benchmarking of current district assessment tools using MSP as target of validity. Only requirement: it must be research and not simply the purchase of some tool or another. The award is an incentive to conduct action research and does not need to be justified in terms of product purchases. Our maximum is ten awards so don't let too much time slip by.

Deadline for abstract submission: Dec 15. Awards announced Jan 15. Summaries of research must be sufficient for SCOPE inclusion and checks issued upon receipt of summaries.

Research to Practice: A WSASP goal

Not getting a chance to keep up with the research? Looking for an opportunity to read current research and pass it on to colleagues? Ready to expand your professional literacy beyond IEP online? WSASP is looking for a few Psychologists who are willing to read an article a month and write up its potential to fellow practitioners for SCOPE publication. We will provide the articles or electronic citations. All you need to do is read it and summarize it for the rest of us. We need to hear how current research can help us in our practice.

If interested, please contact Steve Hirsch at shirsch@ewu.edu or call at 509.230.6643

Please include the best contact information for you (e-mail and phone)

Eastern Washington University announces enrollment opportunity in the post-master's School Psychology Certificate Program

In Spring 2010, EWU obtained permission from the state to continue the re-specialization program that began as a collaborative effort with Washington State University ten years ago. In 2008 due to state budget-cuts, WSU announced its withdrawal from the partnership but EWU recognized the value of this program. With over 100 graduates now practicing in Washington, the program is of vital importance to the profession in this state. Last summer, EWU marked the successful re-opening of this program with the entrance of the first cohort of participants.

The interactive curriculum incorporates web-based video-conferencing technology that allows for real-time delivery of the entire program. Participants statewide, even nationwide and worldwide, can enroll and earn the Washington State School Psychology Certificate without leaving home. The only technology requirements are a wired, high speed internet connection with a camera and microphone headset. The capacity for participation is unlimited. In addition to being open to national and international applicants; instructors can also be located throughout the country. Several of Washington's most eminent practitioners have eagerly signed to teach classes. This program represents an opportunity for current, 'seasoned' school psychologists to expand their level of expertise and career mobility. To allow for an accelerated path to the certificate, this 90-quarter hour program incorporates two summer sessions, evening classes and recognition of required coursework taken in prior master's programs. Participants are able to complete the program, including a 320-hr practicum and 1200-hr internship, in two calendar years.

Announcing recent exciting news from the National Association of School Psychologists (NASP):

Given the equivalent nature of the curriculum to existing master's program curricula and the NASP accredited status of the EWU MA program in School Psychology, graduates of the EWU re-specialization program will, upon successful submission of a portfolio, completion of the 1200-hr internship, and passage of the Praxis exam, be eligible for the NCSP along with their counterparts from Master's prepared programs.

If interested in earning the certificate for a School Psychologist, beyond a master's in counseling, social work, clinical psychology, special education, teaching or a related field; **please contact:**

Steve Hirsch, PhD, NCSP, School Psychology Certification Program Coordinator

151 Martin Hall, Cheney WA 99004

Office: 509.359.2431. Cell: 509 230.6643

shirsch@ewu.edu

Or: <http://www.ewu.edu/Grad/GradCerts/School-Psychology-Cert.xml>

Winter 2011

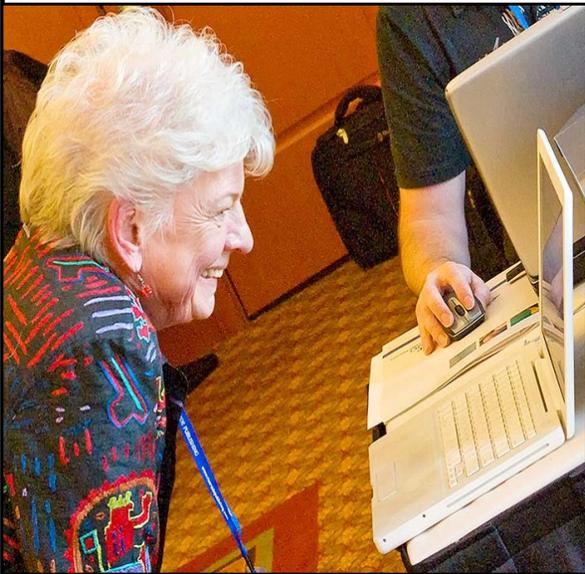
News from the 2010 Oregon– Washington Bi-State School Psychology Conference

Awards Announced by our WSASP President

Award winners of the 2010 WSASP Distinguished Service and President's Awards this year were announced at the WSASP Annual Association Business Meeting in Vancouver Washington at the state convention. **Bob Howard, from the North Thurston District**, was awarded School Psychologist of the Year. **Diane Sidari, from the Snoqualmie Valley School District**, was awarded the Louisa Thompson Award. The Best Practices in Supervision award was presented to **Rhonda Gardner from the Seattle School District**. **Glen Boyd, from the Seattle School District** received the Best Practices in Assessment Award. **Jack Errant, Principal of Peter G. Schmidt Elementary School in the Tumwater School District**, accepted the School Psychologist Services Award for his staff. **Jessica Ford, from the Yakima School District**, received the Best Practices in Intervention Award. President's Award winners included **Sharon Costello, from the Seattle School District**, for School-Wide Practices to Promote Learning; **Shane Baguyo, from the Seattle School District**, for Preventive and Responsive Services; and **Bobbie Bawyn, from the Granite Falls School District**, for Best Practices in Consultation. Additionally, **Kathy Denny, from the Ferndale School District**, who could not attend the conference, was presented with the Interventions and Instructional Support to Develop Academic Skills Award in her home district following the conference. *WSASP celebrates the outstanding contributions of these school psychologists and the board urges you to step forward and nominate deserving candidates from your school district for the 2011 Awards. Please direct correspondence to Sharon Missiaen, President.*

WSASP Announces the 2010 Minority Scholarship Recipient

WSASP is proud to present the 2010 recipient of the Minority Scholarship for Graduate Training in School Psychology to **Sharon Xie**. Sharon is currently enrolled at the University of Washington in the Master's in School Psychology Program. She earned her Bachelor of Arts Degree in Psychology from the University of California-Irvine. In her first year at the University of Washington, Ms. Xie has become involved in researching the effectiveness of multicultural competence and awareness training for educators as a method of decreasing the overrepresentation of minorities – African American males in particular – in disciplinary actions within schools. Her goals include assisting with the development of a combined respond-to-intervention, parental outreach, and multicultural training for educators to reduce overrepresentation of minorities in discipline. Sharon has been described as “model student” in her graduate program and as someone who demonstrates a strong dedication to the field of school psychology. Culturally competent practice benefits children in many ways. In addition to improved cross-cultural communication, school psychologists who are culturally competent ensure that consultation, intervention, and assessments are appropriately designed to meet student, staff, and parental needs. According to NASP, through natural population growth and immigration, the overall U.S. population is forecast to increase by almost 50% by the year 2050. The Caucasian (White Not of Hispanic Origin) population will experience the smallest proportional increase. This is in sharp contrast to the large proportional increase forecast for the African-American, Asian/Pacific Islander, Hispanic, and Native American populations during the same time period. This combination of cultural and linguistic diversity necessitates unique skills on the part of school psychologists.



Judy Jones, past Oregon School Psychologists Association (OSPA) President - now working as a school psychologist in Washington - verifies her website account status. Photos by Philip B. Bowser, ©2010



Dr. Worrell, (UC Berkely) gave the Keynote address. Photos by Philip B. Bowser, ©2010

Congratulations to School Psychology Graduate Students!

This year the Student Poster Competition was re-instituted and it was excellent! Students presented during the social hour and interacted with colleagues in the field. There were four categories in which to participate: application to practice, original research, intervention evaluation, and research review. In addition to the discount on the conference registration, each category had a first place winner that received a combination of prizes from our generous sponsors. Riverside Publishing donated books from their popular "Essentials" Series; PAR donated \$50 gift cards; Read Naturally.com donated a Read Naturally program kit; and, your very own WSASP donated official WSASP T-shirts. So, congratulations to the first place winners who contributed to the professional development opportunities at the conference by presenting their work:

Erin Iddins and Jill Cano, Seattle University, *Using a Self-Management and Monitoring System with Group Contingencies to Increase On-Task Behavior in High School Students with Strong Emotional and Behavioral Needs*

Patrick Murphy, Kelly Marth, & Sara Lanier, Seattle University, *Improving Learning Outcomes for All Students by Fostering a Welcoming Environment for LGBTQ Headed Families*

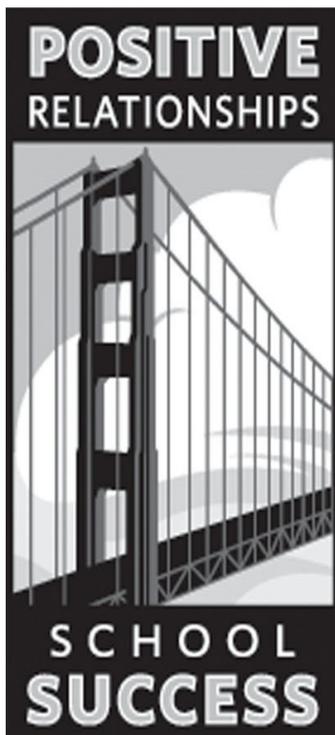
Emily Irwin, Seattle University, *Putting the Pieces Together: Collaboration with Latino Families*

Rebecca Fenicle, Rachel Pavilanis, & Shaheen Munir-McHill, University of Oregon, *Professional Development for RTI Implementation: Context, Process and Content Considerations*

Many thanks go to the students for participating, Arick Branen, Steve Hirsch, Sharon Missiaen, the WSASP board, and everyone who interacted with the students to give them encouragement! Submitted by: Sam Song, SU Faculty
Be sure to participate at next year's conference in Vancouver, B.C. Watch for the call for proposals in Spring 2011!



Dr. Fred Provenzano gave a workshop on professional ethics, and worked the NASP booth. Photos by Philip B. Bowser, ©2010



FROM THE NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

NASP 2011

Annual Convention

February 22–25 • San Francisco, CA
Hilton San Francisco Union Square

**Expand your knowledge,
improve your skills, and
connect with peers at the
NASP 2011 Annual Convention.**

For more information and to register visit

www.nasponline.org/conventions



News from NASP

Best of the season to you all! I have lots of news to report, most of it positive. The first news relates to the health of NASP. Despite the economic times that and the degree to which it has impacted professionals in educational settings, NASP membership has continued to break records. And, thanks to your support, we've already broken the record for the most NASP members from Washington State for any year except for 1994, when the NASP Convention was in Seattle! This is a testament to the professionalism we share, as well as the appreciation for the many benefits that NASP provides in supporting our professional practice. In other news:

Clock Hours for NASP Continuing Education Activities: Several of you have contacted me with concerns that NASP is not recognized by OSPI as an approved provider for continuing education clock hours. This is true. I won't bore you with the details, but OPSI has reported that they will be revising their policies related to approved providers in the spring so that their approval system will be much more flexible and accepting of professional associations. In the meantime, good news! You can get clock hour credit through WSASP for any NASP continuing education activities you've attended. If you attended the 2010 NASP Convention in Chicago, one of the NASP summer institutes, or are planning to attend the 2011 NASP Convention in February, here's the procedure you can use. Send a copy of your certificate of attendance for each workshop you attended to *Marilyn Krause, WSASP Clock Hours Chair*. You can either send them by snail mail to her at *12621 55th Ave. SE; Snohomish, WA 98296*; or send by email to her at voyage53@hotmail.com. She'll total up the clock hours and issue you a clock hour form for them. These forms will provide the documentation needed for OSPI.

And, Speaking of San Francisco.... The 2011 NASP Convention is coming soon! It will be held February 22-26 in San Francisco, CA. Early registrations suggest that this may be one of the largest NASP conventions ever, and the program is very strong and diverse. I hope that you will attend. Once you attend a NASP convention, you'll definitely want to repeat! If you are planning to attend, watch for opportunities to get together with colleagues from Washington. If you're just deciding to attend now, it's not too late to register. Go the www.nasponline.org/conventions. If you are a student who is planning to attend to convention in San Francisco, there will be lots of opportunities for special activities for you! One opportunity is the Mentoring Program. This program gives you an opportunity to meet 1:1 with an experienced practitioner to "pick their brains." This is offered at no additional cost; all of the mentors are volunteers.

Some recognition is in order for the high number of our colleagues from Washington State who will be offering major presentations at the NASP Conference. Janine Jones, Ph.D. of the University of Washington has been invited to provide a special session as part of the President's Strand: *INVEST in Community: Six Steps to Building Relationships Across Cultures*. Catherine Collier, Ph.D. of Ferndale will be offering a workshop on *ELL Students and Response to Intervention*; UW's Virginia Berninger, Ph.D. will co-present a workshop on *Evidence-Based, Instructionally Relevant, Differential Diagnosis of Specific Learning Disabilities*; Clay Cook, Ph.D., a new faculty member at UW, is also a workshop co-presenter on *RTI in Restrictive Settings for Students with Emotional-Behavioral Disorder*; and, yours truly will be offering a Documented Session on ethics as they apply to electronic communication.

Son of MLA: When the American APA voted in 2/10 to maintain the exemption in the Model Licensing Act that allows certified school psychologists to be called "school psychologists" while they are working for a school district, I warned that we might not be done with legal challenges to the practice of school psychology. NASP has been involved in supporting the Texas School Psychology Association and NASP members in that state who have been restricted from using the *Nationally Certified School Psychologist (NCSP)* designation. That situation has not been resolved, but preliminary indications suggest the matter will be decided in favor of specialist-level school psychologists. Unfortunately, we have troubles brewing right here in Washington state. Our state regulations specify that any graduate of an APA-approved doctoral program in psychology does not need to demonstrate that they have met the state standards for educational experience or pre-doctoral practicum and internship to sit for the state licensing exam. State regulations indicate that the APA approval already certifies that the student who has completed an APA-approved program has met those standards. However, there currently are members of the Washington State Examining Board of Psychology who are questioning whether graduates of APA-approved doctoral program in School Psychology meet those standards. If you do not hold a doctoral degree, you may be asking yourself what this has to do with you. The answer is that this represents yet another attempt by a few psychologists to undermine the professional respect that all school psychologists legitimately deserve. The Licensing Board is not questioning whether graduates of clinical or counseling psychology programs meet the standards. This means that *some* of our colleagues in clinical or counseling psychology do not appreciate or respect school psychology as a specialty. They do not respect the unique aspects that our specialty brings to the practice of psychology in schools, and are acting to treat school psychology as second-class citizens within the field of psychology. Rumor has it that APA has responded to a request from the Licensing Board for an opinion, and that APA stated that *any* graduate of *any* APA approved program meets the core criteria required. NASP has not become involved as it involves a licensure for individual practice, not certification for practice in school. I'll keep you posted on this issue. I also want to take this opportunity to recognize and thank Janet Look, Ed.D., NCSP, a certified school psychologist and licensed psychologist who is on the Licensing Board and has been a strong advocate for school psychology.



Fred Provenzano,

Developing a Collaborative Foundation for the Effective Implementation of RTI

Suzanne Little, Central Washington University

With changes in the IDEA, schools are now incorporating response to intervention (RTI) in the pre-referral and identification processes to assist students. RTI is a three-tiered, general education intervention model:

Tier 1 – general curriculum (at which approximately 80% of students are successful)

Tier 2 – specialized instruction/intervention (at which approximately 15% of students are successful)

Tier 3 – more specialized instruction/intervention (approximately 5% of students need this support)

These new provisions allow districts to intervene earlier when a student is working below grade level by utilizing research-based interventions to assist students. This method bypasses the “wait to fail” model historically used to identify students with special needs (Bradley, Danielson, & Doolittle, 2007). Professionals no longer must wait until a student is “significantly” delayed before intervening. With the implementation of new initiatives, there is an adjustment for all stakeholders including a shift from “the way we have always done it” (Fletcher et al., 2004).

RTI is a process that emphasizes how well students respond to intentionally implemented changes in instruction. The essential elements of RTI are: the implementation of scientific, research-based instruction and interventions in general education; the regular monitoring and measurement of student progress in response to the instruction and interventions; and the use of these measures to shape instruction and make educational decisions. In 2004, the Learning Disabilities (LD) Roundtable coalition outlined the core features of RTI. They are as follows:

- * High quality, research-based instruction and behavioral support in general education.
- * Universal screening of academics and behavior to determine which students need closer monitoring or additional interventions.
- * Multiple tiers of increasingly intense scientific, research-based interventions matched to student need.
- * Use of a collaborative approach by school staff for the development, implementation, and monitoring of interventions.
- * Continuous monitoring of student progress during interventions to determine if students are meeting goals.
- * Follow-up measures to ensure that the intervention was implemented as intended and with appropriate consistency.
- * Documentation of parent involvement during the process.
- * Documentation that special education evaluation timelines specified in IDEA 2004 and in state regulations are followed unless both the parents and the school team agree to an extension.

Collaboration to Implement RTI

With the increased emphasis on data and accountability, educational professionals are rightfully focused on student progress. This spotlight on student data can result in a lack of awareness of progress in areas that are not clearly documented through data. Professionals in education do not often have an opportunity to recognize the other achievements that occur through the implementation of response to intervention (RTI). Those who are engaged in this revolutionary new process recognize the importance of collaboration, but this is not an area that has received much time in the spotlight until quite recently. Collaboration has been researched in the helping professions and in the school improvement literature for many years, but RTI has brought collaboration among education professionals to the forefront again.

In an ideal world, RTI is a school-wide initiative, rather than solely a general or special education project, aimed at optimizing instruction for all students. Within this framework, collaboration among professionals, students and their families is critical. Effective collaboration begins with breaking down stereotypical beliefs of the stakeholders involved in the process. Recognizing the strengths that all bring to this collaborative endeavor while avoiding notions that could impede open communication will assist the process from the beginning. Collaboration is the interaction among professionals with different areas of expertise who maintain common responsibilities and goals (Friend & Cook, 2007). Educators often collaborate on many levels and are well aware of the benefits of working together to achieve high expectations.

Preferably, RTI occurs through collaboration and shared expertise. Therefore, RTI is a different way of viewing general and special education, as well as, the other educational professionals engaged in the process such as school psychologists, school counselors, and other interventionists. Educators and specialists within education often work independently of one another, but **RTI calls for deliberate, intentional, ongoing collaboration (Ehren, Laster, Watts-Taffe, 2009)**. In this sense, collaboration can be defined as the sharing of expertise in order to meet shared goals for instruction and assessment. For RTI to be successful, a variety of stakeholders need to collaborate. These include students, parents, general and special educators, administrators and other educational professionals.

Shared Goals and Common Language

If collaboration is a key element to the successful implementation of RTI, then it is critical to accurately define collaboration. Professionals working collaboratively to implement RTI need a common language and framework from which to work. Bean and colleagues (1999) defined communication skills as critical to collaboration among educational professionals. Other important components are mutual respect and flexibility. If collaborators are not operating from the same paradigm, then uncertainty may result. Attempts to maximize collaboration through effective communication include awareness that professionals from differing specializations have varying

professional terminology. For example, school psychologists and speech language pathologists both play an important role in RTI, but both have specific jargon which could impede their communication with one another, as well as, with other professionals. Further, professionals should clarify terms they use and seek clarification from others to allow stakeholders to communicate clearly and openly. Finally, these efforts to seek a common communication style will assist in helping stakeholders having felt included in the implementation process. Without a common language, professionals may not effectively collaborate in problem-solving teams. Further, a lack of communication can result in some stakeholders not fully embracing the problem-solving process which can impact the fidelity of the implementation of interventions.

In schools, it is sometimes incorrectly assumed that all professionals know how to work collaboratively. However, one does not have to be a very experienced educational professional to realize that this not true. The collaborative process needs to be thoughtfully and intentionally implemented in order to be successful. Senge, et. al (2000) identified six principles for schools to facilitate collaboration for student success. Those include:

- * Regularly scheduled times and locations for teachers to meet and talk
- * Interdependent teaching structures such as teaching teams
- * Physical proximity such as working near those with whom you work
- * Communication structures including defining how information will be shared
- * Teacher empowerment and school autonomy including teacher decision-making
- * Rotating roles to allow for many professionals to contribute at varying levels

Collaborating with Professionals from Outside the School System

As discussed above, working with individuals within schools and districts is a complicated endeavor, but working with professionals from outside one's school or district is even more challenging. When consultants from outside the school become involved, a host of other issues are raised. However, outside consultants can bring knowledge, expertise, and an objective point of view to the situation; at the same time, outside consultants may encounter challenges when working within the school or district setting. The consultant may not be greeted with open arms due to the assumption that the consultant is not familiar with how the school or district operates and with the uniqueness of the students, faculty, and staff. This "us versus them" issue can decrease the effectiveness of the consultation model. In order to avoid some of these challenges, the consultant should assess a school's culture to assist in designing interventions that take the school's natural context into account. Further and of paramount importance is the consultant always remembering that he or she is a guest in the school or district. Breaking down barriers such as those listed will make the change process smoother, but not without challenges.

To that end, consultants are a valuable asset to schools and districts in this age of high accountability and budget shortfalls. While this is a viable option for many districts, the process can be particularly helpful for small and rural districts. For these districts, the burden to implement new initiatives such as RTI may appear larger due to fewer resources, both financially and with human resources. Through collaboration and pooling of resources, small and rural districts can effectively maximize resources and minimize cost.

In a recent example of such a collaborative effort, a local rural elementary school counselor requested consultative support from a university school psychology professor with expertise in RTI for the implementation of RTI at their school. An initial meeting of the school counselor, school psychologist, building administrator, and the consultant resulted in the development of strategies and an initial plan to implement the process. Based upon that meeting, specific plans were put into place to support the school's implementation of RTI. The school needed support in accessing benchmark assessment materials and in utilizing a data management and charting system. Specifically, an in-service training was designed by the consultant with the input of the school counselor to train a targeted group of teachers and staff members on the administration of benchmark assessments and the utility of the data gathered during those assessments. After the in-service training, assistance was available during benchmark assessment periods to help with assessment, scoring, and data entry. Further, supports were also available during intervention planning for students showing need of additional support. Throughout the process, regular communication, usually through email was maintained to answer questions and offer trouble-shooting support. Face-to-face meetings were also available, as needed, to plan next steps and offer continued support to faculty and staff. While it is much too early to determine the level of success of this project, the initial evaluation shows that the students have shown gains in the targeted area of math skills with more students meeting or exceeding grade level expectations in math.

In conclusion, early results of a collaborative implementation of RTI supports that collaboration is crucial in the effective implementation of RTI. A common language and paradigm are also important to be maintained among stakeholders. Pooling resources and collaboration appear to be successful when lines of communication are open, a shared language is utilized, and an inclusive environment is established. In an era of limited resources collaboration may be the key for school systems to successfully implement the RTI process to better meet the needs of their students.

(See References Next Page...)

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AREA NEWS: NANCY MATHER VISITS THE BETHEL SCHOOL DISTRICT

Submitted by: Sharon Missiaen

Eighty-eight school psychologists from across Washington State accepted an invitation from the Woodcock-Munoz Foundation to attend a full-day workshop with Nancy Mather, Ph.D. entitled "Use and Interpretation of the Woodcock-Johnson III for SLD Identification and Intervention" on October 8, 2010 in the Bethel School District. Dr. Mather is a professor of special education and school psychology at the University of Arizona and an author of the Woodcock-Johnson III. Dr. Mather's presentation included a historical review of specific reading disability assessment and intervention, a review of the role of ability-achievement discrepancy and RTI in the SLD assessment process, recommendations for intervention based upon CHC theory using the Woodcock-Johnson III Tests of Cognitive Abilities and Achievement, score interpretation of the W-J III, a review of cognitive and linguistic factors affecting interpretation in testing children with special language considerations, a discussion about how to interpret variations and discrepancies in W-J III cognitive scores, and applications of all these considerations in an illustrative case study.

Dr. Mather's presentation, consistent with the findings of The Learning Disabilities Association of America's White Paper on Evaluation, Identification, and Eligibility Criteria for Students with Specific Learning Disabilities, published in February, 2010 (of which Dr. Mather was a contributor) placed stress upon use of a balanced approach in SLD identification, including determining whether good first instruction was provided, assessing extrinsic factors that affect instruction, assessing cognitive factors which facilitate performance, determining patterns of cognitive strengths and weaknesses that differentially impact the development of various aspects of achievement, and then specifying appropriate interventions based upon the problems and applying them with treatment integrity.

Dr. Mather's workshop provided an in-depth look into research about what CHC abilities predict a variety of academic tasks across the k-20 school years, with specific emphasis on students with ADHD, and academic disorders including reading, writing, math, and language challenges. Considerable time was spent on reviewing the psychometric properties of test scores at each level of interpretive information from qualitative observational data to age and grade equivalent information to level of proficiency to data expressing a child's relative standing in a group using standard score and percentiles. Dr. Mather's training provided the school psychologists with a very helpful review of how scores can be used contextually to find out more about the presenting problem and link the information to empirically validated interventions using the Woodcock Intervention and Instruction Program, which the Bethel School District school psychologists and special education teachers are using in a pilot program under a grant from the Woodcock-Munoz Foundation, under the guidance of Fred Schrank, Ph.D.

Attendees commented how helpful it was to experience a review of administration, scoring, and interpretation components of the W-J III in an interactive format with Dr. Mather over the course of this full-day program. The session also gave participants an opportunity to interact with the Bethel School District staff as well to learn about how they are applying the W-J III tools in their work across their school district in buildings at varying levels of program development in the RTI process.

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Washington State Association of School Psychologists

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