



WSASP SCOPE

Summer 2011

Volume 32, Issue 4

EDITOR
INFORMATION:

As always, we welcome your ideas, feedback, and contributions to SCOPE. Practitioners can contact me at tyrea@seattleu.edu; or our Managing Editor, Laura Feuerborn at feuerl@u.washington.edu; and students can contact Dajana, our Student Editor, at kurbegov@seattleu.edu.

THANKS,
ASHLEY
TYRE, EDITOR

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A Reminder to Join us in Seattle this summer at the

WSASP- SEATTLE U SUMMER INSTITUTE ON RTI

August 15-16, 2011

Behavioral RtI:

Supporting the needs of all students through Positive Behavior
Interventions and Supports.

More details inside SCOPE...

The 2011 WSASP International Fall Conference Vancouver B.C.

Nov 10-12, 2011

A professional development extravaganza!

Over ten years have passed since the Washington and British Columbia School Psychology Associations joined forces to produce an annual conference. It was wonderful the last time and it is without question going to be even better this time around.

RtI in VPS: Beginning the Work at the Pilot Sites (Part 3)

Bill Link, School Psychologist, Vancouver, WA

Improving instruction for the whole child became the mission at each of our 4 RtI Pilot sites – meaning we are working toward the establishment of an “Integrated RtI Triangle”

Reality – our baseline assessment informed us that at each of our sites, we have a rectangle instead of a triangle. That is, the theoretical RtI triangle in which 80% of the students are green and “low risk” for poor learning outcomes and challenging behavior was not reflected in our data. Thus, we were closer to a rectangle...

The good news about our rectangular reality is that we were able to ascertain this because we now have universal screening in reading and in two of our four pilots, in math as well. Consequently, our question became “**What to do when your schools are rectangles instead of triangles?**” The “improving instructional for all” mantra we have embraced led to the establishment of our Tier I teams.

Tier I Teams

We quickly felt the need to establish a mechanism or support system for teachers at each grade level. The benchmarking and/or screening activities we were performing was yielding results that can be discouraging, daunting, and, in some cases, threatening to teachers. Furthermore, language in RtI around special education eligibility includes “appropriate instruction” in the big ideas of reading as a rule out clause. If our schools are rectangles instead of triangles, it is difficult to claim that the instruction students are receiving is “appropriate”. How can this be? Is it our teaching? Is it our curriculum? The publishers tell us our materials are research-based... The old model of referring a student for special education services when our instruction appears to be working for only half the students at any given grade level no longer makes sense (Continues...).

PRESIDENT'S MESSAGE



"Pam Hamilton in the Granite Falls School District will take office as your new president the end of June at our annual WSASP board retreat . I ask you to join me in welcoming her into this leadership position."

Dear colleagues,

We are on the home stretch! Another school year soon will draw to a close. We find ourselves once again scrambling to pull children for testing as they juggle an end-of-the-year calendar filled with activities. We can finally drive to work and come home from work in daylight! Our snow tires are finally parked in the garage after a long, long winter of exciting driving. Summer will be upon us soon. Hopefully it will bring all of you some much needed rest and relaxation.

As school psychologists we have faced many challenges this school year. The effects of the economy on the families we serve has been very significant. Much effort and teamwork has been required to problem solve and support students during these trying times. The energy and commitment we bring to our work has been very important and provided strength in so many little and big ways each working day.

I applaud your efforts additionally to enhance your own skills through professional development opportunities you have participated in with WSASP and NASP. School psychology is a vibrant discipline and the energy we bring to learning is extraordinary.

This is my last opportunity to dialogue with you as WSASP president. Pam Hamilton in the Granite Falls School District will take office as your new president the end of June at our annual WSASP board retreat . I ask you to join me in welcoming her into this leadership position. I urge you to consider joining one of our work groups in the coming year to help us work more effectively to build out skill sets, make our legislators aware of unmet needs, and support one another in the important work we do.

I am very grateful for the support I have received from all of you these past two years. You inspire me every day with the information you share about the work you are doing!

Have a wonderful summer!

Best wishes,
Sharon

(Continued from Front Page...) RtI in VPS: Beginning the Work at the Pilot Sites (Part 3)
Bill Link, School Psychologist, Vancouver, WA

We created Tier I teams to help our teachers wrestle with this challenge. Tier I teams membership, which would convene three times a year include: Classroom teachers at each grade level, the principal, the literacy specialist, the math coach (if the school has one), and either the counselor or the school psychologist (depending on their respective role and function in that particular building). We developed these structures for our teams:

Purpose of Meeting:

- To screen for students at risk of learning and behavior problems
- To determine the effectiveness of core instruction
- To make necessary adjustments to instruction not meeting the needs of students
- To determine if our system is moving students toward benchmark goals

Guiding Steps:

- Review and analyze benchmark screening data
- Review and analyze core program assessments
- Review and analyze discipline referrals/health room visits

Guiding Questions:

- Is our core program sufficient for most students?
- What instructional adjustments are needed to improve the health of the core?
- How can we support the students for whom the core is not sufficient?



Washington State Council for Children with Behavior Disorders (CCBD) will be offering a spring workshop on the *Ethical & Legal Issues of Seclusion and Restraint* this May 14th from 9:00-12:00 at the Professional Development Center in Tacoma, WA.



Northwest Positive Behavior Supports (NWPBIS)
News and Events by Laura Feuerborn, Ph.D., NCSP

To better serve the needs of schools in Washington State, the NWPBIS Network will be offering several exciting events:

This SPRING: The PBIS WA Conference is just around the corner, so please register soon! The conference will be held in Bellevue, WA on May 20th and 21st.
Next FALL: Those in PBIS leadership roles will want to save the date for the fall PBIS Conference for Coaches! This conference will be held in Yakima on October 21st.
We travel to Oregon, our NWPBIS partner state, to provide the 10th Annual Oregon PBIS Conference in Portland on February 29th-March 2nd.
We are also considering additional professional development opportunities, so please contact us if you have requests.
If you would like to become involved with the NWPBIS Network or if you are seeking PBIS supports for your school(s), please contact Lori Lynass for more information. See www.pbisnetwork.org. You may also contact me at feuerl@u.washington.edu.

The WSASP/ Seattle University Summer Institute on RtI Behavioral RtI: Supporting the needs of all students through Positive Behavior Interventions and Supports.

In tight budget times, school professionals who support students with behavior that impedes their learning are being asked to do more and more with fewer resources. Now more than ever we must work together as problem solving teams to efficiently and effectively meet work to meet the needs of students. This conference will provide behavioral consultation skills and strategies to promote interventions that support positive behavior in all students. 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 for Students, \$200

Registration after August 1st. (Coffee, Snacks, and Lunches Included in Registration Fee.)

****If a WSASP member registers with the district administrator, the administrator may attend at the member rate!**

Register Online or Print Mail in Registration Forms at www.wsasp.org

August 15, 2011

9:00- 11:45	GENERAL SESSION: Integrating behavior into the RTI process: Schoolwide applications of PBIS. Doug Cheney, Ph.D., University of Washington; Northwest PBIS
11:45-12:45	LUNCH PROVIDED
12:45- 2:15	CONCURRENT SESSIONS: Bullying Prevention and RtI: An Integrated Approach. Samuel Song, Ph.D. & Kelly Marth, Seattle University; and Jodie Jones, Ed.S., Edmonds SD. Effective Schoolwide Screening: Identifying and Supporting Students At-Risk for Emotional/ Behavioral Problems. Bridget Walker, Ph.D., Seattle University PANEL SESSION: Building a Raft in the Middle of the River? PBIS in Secondary Schools. Moderator: Laura Feuerborn, Ph.D., University of Washington- Tacoma
2:30-3:45	CONCURRENT SESSIONS: Evaluating Behavioral Support Systems: Assessing Implementation Fidelity and Student Outcomes. Laura Feuerborn, Ph.D., NCSP, University of Washington, Tacoma; Ashli Tyre, Ed.D. Seattle U. Responding Challenging Behavior: Multi-Tiered Systems for Enhancing Student Self-Regulation. Greg Benner, Ph.D., University of Washington- Tacoma PANEL SESSION: School Bullying & RtI: Reflections from the Real World Moderator: Samuel Song, Ph.D., Seattle U.

August 16, 2011

9:00- 11:45	GENERAL SESSION: Tier 2 Readiness & the Check Connect and Expect Program. Lori Lynass, Ed.D., University of Washington, Northwest PBIS
11:45-12:45	LUNCH PROVIDED
12:45- 2:15	CONCURRENT SESSIONS: Team-Based Functional Behavior Assessment: Developing a Schoolwide Model of Data-Based Supports (Part 1 of 2) Scott A. Spaulding, Ph.D., Carol Davis, Ed.D., University of Washington Meeting the Needs of Students with Behavioral Difficulties: Scientifically-Based Approaches for the Red Zone. Greg Benner, Ph.D., University of Wash.- Tacoma Strategies for Supporting Success in SWPBS Across the Continuum of Student Needs. Michaela Clancy, Ed.D., Seattle School District and Bridget Walker, Ph. D., Seattle University
2:30-3:45	CONCURRENT SESSIONS: Team-Based Functional Behavior Assessment: Developing a School-Wide Model of Data-Based Supports (Part 2 of 2) Scott A. Spaulding, Ph.D., & Carol Davis, Ed.D., University of Wash. Social Skills at Tiers 2 & 3: Individualized Solutions for Improving Performance. Caroline Wallace PANEL SESSION: Implementation of the Check Connect and Expect Program. Moderator: Lori Lynass, Ed.D., University of Washington, Northwest PBIS

The WSASP/ Seattle University Summer Institute on Rtl
Behavioral Rtl: Supporting the needs of all students through Positive Behavior Interventions
and Supports.

August 15-16, 2011

Seattle University Campus, Seattle, WA

CONFERENCE REGISTRATION FORM

Register online at www.wsasp.org –OR- Mail in this form with check/ purchase order to
WSASP PO Box 18303, Spokane, WA 99208

Questions?

RE: Conference Contact: Ashli Tyre tyrea@seattleu.edu

RE: Registration Contact: Deb Lambert wsaspregristration@yahoo.com

Check type of registration: Check One

- WSASP Members: \$150
 Administrator attending with a WSASP Member: \$150 (Member name: _____)
 Non-WSASP Member \$175
 Student \$125

Type of payment: Check (payable to WSASP) Purchase Order (attach to registration form)

Credit Card : Visa Master Card Exp. Date Card # _____

Signature: _____ **Employer:** _____

Name: _____ Job Title: _____

Home phone: _____ Address: _____

Work phone: _____ City _____ State _____ Zip _____

Preferred Email address: _____

May we include your contact information in the WSASP directory (board members must check yes)? Yes No

Are you interested in a WSASP board or committee position? Yes No

Special accommodations necessary? (specify): _____

Special dietary restrictions? (specify): _____

Vegetarian Meals? Yes No

**Please indicate afternoon session preferences by circling each session you plan to attend.
This is necessary to determine appropriate room size for speakers.**

August 15 12:45-2:15	A. Song et al.	B. Walker	C. Feuerborn & Tyre
2:30-3:45	A. Benner	B. Song	C. Feuerborn
August 16 12:45-2:15	A. Spaulding & Davis Pt. 1. of 2	B. Benner	C. Clancy & Walker
2:30-3:45	A. Spaulding & Davis Pt. 1. of 2	B. Wallace	C. Lynass

The 2011 WSASP International Fall Conference

The 2011 WSASP International Fall Conference-
Vancouver BC
Nov 10-12, 2011

A Professional Development Extravaganza!

There are four main reasons to attend the state conference:

#1: Location- it's going to be a fun place to visit- downtown Vancouver, BC-beautiful hotel; good food.

#2 Talks- look at the agenda, need I say more?

#3 Collegiality- not only us, but a chance to visit with B.C. counterparts.

#4 Interest in supporting the state association- why?

See my article on upcoming year for Professional Development-

WSASP CARES ABOUT and SUPPORTS YOUR PROFESSIONAL GROWTH

Conference Location:

Four Seasons Hotel
791 West Georgia Street
Vancouver, British Columbia, Canada V6C2T4
Reservations: 866.223.9333 (toll free)
604.689.9333

Email: reservations.vcr@fourseasons.com

Be sure to let 'em know- "BCASP & WSASP Conference"

Conference room rate: \$145.00/day (Published room rate: \$290.00/day).

“Don't believe me? Let me defend my enthusiasm—”

Many of you have asked for more 'lengthy and substantial' workshops- just for you:

Thursday Workshops

10am-5pm

Cecil Reynolds-RTI in the Real World: Some Unresolved but Significant Issues and Solutions through advanced applications of the BASC 2

2pm-5pm

Peter Entwistle & Pat Moran- Research Based Methods for Improving Working Memory in Children with SLD, ADHD, and Executive Functioning Problems

Kelly Powell-Smith-Pursuing Increased Achievement Through Targeted Assessment and Progress Monitoring

Maria Kovacs- Assessing Childhood Depression from Multiple Perspectives

Friday Workshops

10:00am-5:00pm

Sam Goldstein- Autism

Steve Feifer-Neuropsychology of emotional disorders

Saturday Workshops

9:15-12:30

Milt Dehn- Interventions and Effective Instruction for Students with Long-Term Memory Impairments
Ethics case studies

Reynolds- Targeting the I in RTI: Preventing School Failure through assessment and remediation of deficits in study and learning strategies, listening skills, reading comprehension strategies and related academic skills

Many of you have indicated that you prefer the shorter breakout sessions- just for you:

Beisse

Sprague

Support for Supervisors of School Psychology Field Experiences

Implementing School Wide PBIS in Middle Schools: Results of the First Ever Randomized Effectiveness Study

Feuerborn & Tyre

Understanding Staff Resistance and Facilitating Support for the Implementation of SWPBS.

Becker

McMinimee

Differentiating behaviors caused by disability or personality: implications for IEPs
Sped Law- what's new?

Song

Social justice in school psychology: How it is different from multiculturalism?

Cook

Using RTI to Improve the Identification and Treatment of Students with EBD

Popanz

Washington State Psychological Foundation: Creation of a Non-Profit

Simonsen

The function of Functional Behavioral Assessment: Beyond accountability to sustainable behavior change.

Seepaul

Factors associated with educator's Knowledge of Traumatic Brain Injury

Cryer

Early Warning Signs of Possible Psychoses

Maars

Evidence-based Interventions for Anxiety-related Issues in the Schools

Cunningham

Rainier Scholars: We're not gonna wait for Superman!

Saklofske

Emotional intelligence: applications and implications for education

Student Connections

Dajana Kurbegovic, SCOPE Student Editor

Fellow students!

I hope that the school year is going well for my fellow school psychers! I trust that winter quarter went well for everyone, and I know that everyone is excited for summer to hurry up and get here! Above all, I want to say congratulations to those students who recently accepted internship opportunities for the 2011-2012 academic year. What an accomplishment! I cannot wait to begin that same experience starting with practicum.

Resources for Students and Current School Psychologists:

Washington State Association of School Psychologists (WSASP)

Membership Opportunities: <http://www.wsasp.org/member.html>

Employment: <http://www.wsasp.org/employ.html>

Office of Superintendent of Public Instruction (OSPI)

Our State Report Card: <http://reportcard.ospi.k12.wa.us/summary.aspx?year=2009-10>

Teacher Resource Tool: <http://www.k12.wa.us/TeacherResourceTool2009-10/default.aspx>

National Association of School Psychologists (NASP)

Student Fact Sheets: <http://www.nasponline.org/students/factsheets.aspx>

Upcoming Conventions: <http://www.nasponline.org/conventions/index.aspx>

OWL Purdue Online Writing Guide

APA Style Guidelines: <http://owl.english.purdue.edu/owl/resource/560/01/>

JOIN US!

Become a
WSASP Member

CALLING ALL STUDENTS!
Let me know what you think about the world of school psychology. I want to hear your likes, dislikes, and input! I am just one voice and would like to reflect on your experiences as well!

“The School Psychology Program’s vision is to prepare knowledgeable, ethical and reflective school psychologists for leadership and service in diverse communities”

-Seattle University’s mission

Some Great Textbooks to Pick Up!

Maag, J.W. (2004). *Behavioral management: From theoretical implications to practical applications*.

Belmont, CA: Nelson, Education, Ltd.

Rathvon, (2008). *Effective school interventions: Evidence based strategies for improving student outcomes (5th Ed.)*.

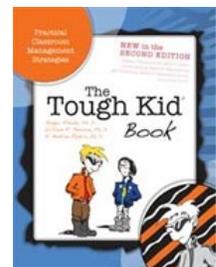
New York, NY: Guilford Press.

Rhode, G., Jenson, W. R., Reavis,

H. K. (1992). *Tough kid book:*

Practical classroom management strategies. Longmont,

CO: Sopris West.





NEWS FROM NASP

NASP Services & Opportunities: As we draw to the end of the school year, it's a good time to reflect on what's occurred over the past year and to plan for next year. If you're a NASP member, you can look back on this year with satisfaction and pride. NASP membership is at an all-time high, both nationally and in Washington State. This reflects the dynamic growth in our profession and the broad range of services that are enjoyed by NASP members.

NASP continues to offer a range of continuing education opportunities, including online podcasts and training units. One of the recent podcasts is a presentation by Josh Langberg, Ph.D., author of *Homework, Organizing and Planning Skills (HOPS) Interventions*. This can be accessed at www.nasponline.org/resources/podcasts/index.aspx. You can also access a wide variety of CPD modules at the NASP website, encompassing topics that include suicide prevention, child psychopharmacology, selective mutism, addressing needs of sexual minority youth, making ethical decisions, and a selection of videotaped sessions from the recent NASP Convention in San Francisco.

And, for in-person summer training, there are many opportunities at the NASP Summer Institutes. The program in Indianapolis, IN on July 11th-13th will include a broad array of sessions, including such topics as behavior interventions for challenging students, RTI data-based decision making, cognitive-behavior strategies with students, and advanced ethical decision making. The Summer Institute in Atlantic City, NJ on July 25th-27th will focus primarily on issues related to RTI.

Many of you have expressed concerns that NASP is not an OSPI approved provider for clock hours. Not to worry. WSASP can approve the clock hours since it is an approved provider for both OSPI and NASP. If you need to get clock hour credit, contact Marilyn Krause, the WSASP Clock Hours Chair, at voyage53@hotmail.com.

NASP Membership: This is a good time to renew your NASP membership. And, if you're not currently a member, now is the time to join. This will allow the continuation of the many important services that will support your practice and increase the positive recognition of our profession. Please look for opportunities to renew online. If you're not now a member, you can easily join online at nasponline.org.

Ethics: Now, let me change hats from your NASP delegate to a member of the NASP Ethics Committee, and write about a concern that has surfaced repeatedly this year. Several school psychologists have contacted me regarding being required by their supervisors to alter recommendations for services to students. This is not a new problem: school psychologists have voiced complaints regarding pressure from some administrators for decades. However, I am disturbed by the intensity that some school psychologists are reporting, including threats of retaliation and charges of misconduct for defying directives from administrative superiors. It has left some school psychologists feeling like they are between a rock and a hard place: cave to pressures to alter recommendations for what are considered to be appropriate services for a student, or risk retaliation and possible loss of their jobs with no guarantee about finding another one in this tight economy.

I can easily tell you that the NASP *Principles for Professional Ethics* is unequivocal on this issue. It states that school psychologists "consider the interests and rights of children and youth to be their highest priority in decision making, and act as advocates for all students." It goes on to further emphasize this point by stating that school psychologists "speak up for the needs and rights of students even when it may be difficult to do so" (*Introduction, NASP PPE, 2010 Revision*). In Principle IV.3, the NASP code also clearly outlines school psychologists' obligation to seek consultation and take action when another professional is suspected of acting unethically. If a collegial problem solving process is not successful or feasible, then taking more formal action appropriate to the situation is warranted. It is important to remember that, in these situations, we may be talking about not only the denial of services that can make a real difference in a child's educational and psychological growth, but also the violation of their civil rights as guaranteed under state and federal laws.



Fred Provenzano,
Washington State Delegate

Letter to the Editor

Steve Hirsch poses the question: "Is the Due Process Hearing inevitable?"

Is the Due Process Hearing inevitable? A response to Stephen Lange viewpoint, "Is there a School Psychology Diaspora?" (Communique, Jan/Feb 2011, p. 20)...

In the last Communique, there was a lengthy 'letter' describing the exodus of an apparently very talented and trained School Psychologist, from our field. His main point was that the reason for his leaving was the continued threat of "The Hearing". It saddens me that our profession has lost members due to our sword of Damocles, the Due Process Hearing, which like the sword, seems to forever sway over our heads. At the risk of blaming the victim, I wonder how many psychologists out there, like me, have had minimal courtroom experience despite many (24 in my case) years of practice? I wonder whether my lack of experience is due to dumb luck (a tendency for parents in my districts to avoid lawyers) or a result of intentional, or unintentional fostering of an atmosphere that is more conducive to problem-solving than it is adversarial? No doubt, a little of both. While I can't give much advice on how to create a climate of dumb luck, I think we can evaluate our success at building an educational atmosphere which is non-adversarial.

It is not my intent to list the "10 things you must do to avoid a hearing" since I don't know them, but rather adopt a Best Practices approach. Parents are willing to 'take on the school system' if they perceive their needs or desires on behalf of their children as ignored or disrespected. If the major function of the School Psychologist, and the MDT for that matter, is that of gatekeeper to the secret land where magical curricula (not available to the general public), and individualized instruction are delivered, and where nobody fails or gets suspended, then hearings and courtroom battles are inevitable as a disagreement in the decision will be all that it takes. After all, what parent is not willing to fight to the death or courtroom, their child's access to such a place or benefits of membership such as related services? Somehow we must reform our role from that of gatekeeper to that of problem-solver. Let us not forget that we are dealing with a student (and parent) who is hurting. Grades are poor, behavior might be a concern, and school failure seems inevitable. Do you really expect the parent to accept the news that, despite the inevitable failure, the student is not going to be allowed access to the magical kingdom because of a lack of a statistically significant discrepancy between ability and achievement?

A final piece of sage advice is to not forget the reason for the meeting, "the student". I typically suggest to the future School Psychologists in our training program, that they literally or figuratively place a picture of the student in the middle of the conference table at the initiation of the meeting. **It's all about the student**, not you and not some abstract process or set of laws and procedures. The student is not making it and it's the team's job to come up with a plan to increase the likelihood of success. By not placing the student in the center of our deliberations, we are basically disrespecting the parent as we are telling them that their concerns are secondary to 'The Process'. With this approach comes the inevitable conclusion that Special Education is indeed a service, or intervention, and not a place (or as I like to think of it, a destiny). We can never forget that the parent knows their child better than we ever hope to, and will be dealing with this child long past the time we graduate them on to the next grade or school.

If hearings are expected, they will, no doubt, occur. If hearings are seen as a viable alternative to the hard work of problem-solving, they will, no doubt, occur and I for one have better things to do with my time than prepare for hearings (or worse, having to re-read my reports).

News From NASP (Continued...) Still, the reality of taking some action can be daunting, especially when it may be interpreted as insubordination. Here are a few suggestions to consider:

- Talk Directly with your Supervisor:* Explain how this has raised a dilemma for you in terms of your fiduciary responsibility to your student-client, and that you are feeling pressured to violate both ethical standards and state and federal law. Talk about the risk of loss of opportunities for the student, as well as professional and legal risks to you and to the district.
- Seek consultation:* Talk with colleagues you trust: other school psychologists in your district, former classmates or instructors from graduate school, or members of the WSASP or NASP ethics committees.
- Join with Others:* If other school psychologists or other professionals are feeling similar pressures, form a working group to address the issue. Administrators may be more responsive to a concern raised by a number of their staff versus only one.
- Consult with your LEA:* They may provide you with substantive and even legal counsel and support.
- Consult with your Superintendent:* This is a matter that could have significant implications for the district if legal action is pursued. And, district superintendents in the state of Washington can be found in violation of the OSPI Code of Professional Educator Conduct if they fail to file a complaint regarding lack of good moral character or regarding an act of unprofessional conduct by an educational practitioner (WAC 181-87-095).
- Consult with OSPI or the Office of Civil Rights:* This may result in a filing of a formal complaint.
- Consult with the student's parent:* Let them know that their child may be denied services that are considered appropriate and necessary to the child's academic performance by the professionals who performed the evaluation.

DOCUMENT EVERYTHING: Request directives in writing. Keep copies of emails, memoranda, etc. This is an ugly part of practice, and I hope that it does not apply to your situation. If it does, know that you are not alone even when you feel that way. Reach out to your professional community and the resources for information and support that are there for you.

WSASP EXECUTIVE BOARD MEMBERSHIP

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WWW.WSASP.ORG

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University

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The WSASP Board has approved the following guidelines for organizations or individuals interested in advertising in our newsletter.

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

- 1) The services or products offered (advertised) shall provide potential direct and/or indirect benefit for school psychologists; children; and/or families. Benefits are not to be limited to the field of education. For example, a USBank solicitation might be of potential benefit for our subscribers.
- 2) The advertisements must be in good taste, meaning suitable for viewing by children

and otherwise non-offensive i.e. non-sexist, non-racist, etc.;

- 3) The company purchasing the advertisement space must be an established company in business for over five years and with known products. If the company's status does not meet this criteria, WSASP may require a catalog of products or services offered; a sample of products offered to preview; and/or references of prior service recipients. If the product/services are judged to be of likely benefit, the account will be accepted.
- 4) Product and service accounts are to be encouraged. Paid political advertisements and paid public policy statements will not be accepted unless

approved by the executive board.

- 5) The Scope Editor will use the above guidelines to accept or decline advertising accounts.
- 6) The Scope Editor will refer questionable accounts to the WSASP executive board when the guidelines above aren't sufficient to make judgment.
- 7) The WSASP executive board reserves the right to reject any accounts deemed below our standards of professionalism or of possible detriment to our Scope readers or association.

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