



# WSASP SCOPE

Fall 2011

Volume 33, Issue 1

## EDITOR INFORMATION:

**As always, we welcome  
your ideas, feedback,  
and contributions to  
SCOPE!**

**Practitioners can con-  
tact me at [feuerl@  
u.washington.edu](mailto:feuerl@u.washington.edu).  
Students can contact  
Dajana, our Student  
Editor, at [kurbgov@  
seattleu.edu](mailto:kurbgov@seattleu.edu).**

## THANK YOU!

LAURA FEU-  
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PH.D., NCSP

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UW, TACOMA

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## The 2011 WSASP International Fall Conference Vancouver B.C. November 10-11

*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!*

*Details on pages 6 & 7.*

The Washington State Association of School Psychologists (WSASP) would like to announce a two-year long, monthly k-20 workshop series geared towards helping Special Educators including teachers, psychologists, therapists, administrators, directors as well as the general educators with whom they work.

*Details on pages 8 & 9.*

## RTI in Vancouver Public Schools: Continuing the Effort Part IV

Even though we are only in this effort two school years, Rtl is gaining popularity and momentum in our schools. We began with three schools in 2009/2010. We added three more during 2010/2011. This year, we look to bring on a middle school!

Our big learning during the second year of implementation centered around team processes, data, and the need to provide guidance for teams to use data.

The Tier I Team processes outlined in the Summer Edition of the Scope caught on among our non Rtl schools as well as the Pilot Sites. The grade level instructional needs identified during these meetings, and the meaning of this screening data, became important discussion points for our teachers and the school teams. It became apparent that many teams lacked a fundamental understanding of the purpose of "Universal Screening", which then affected their use of screening data.

*Continued on page 3.*

*“The highlight of my summer was the birth of my first grandchild! As I hold her and gaze at her, I marvel at the miracle of birth and the continuation of generations. I know that she will be well loved, all of her life, by many people. Unfortunately, some of our students don’t have that assurance...Let us be among the ones that recognize their individuality, their strengths, and their goodness. Let us be among the ones that encourage them to be the best that they can be.”*

## PRESIDENT’S MESSAGE

Dear colleagues,

Welcome Back to School - I hope you all had a nice summer and you are feeling refreshed and ready for a fantastic school year! I am feeling very excited about this upcoming year as your WSASP President.

There are some important events that I want to emphasize. First and foremost is our joint conference with British Columbia on November 10-12. Steve Hirsch has put together an outstanding program of speakers. You will have your choice of all day presentations and/ or shorter workshop sessions. The speakers are all excellent and knowledgeable in their fields. Vancouver, BC is a great venue, with lots of areas to explore during non-conference hours. If you haven’t already, go to the website ([www.wsasp.org](http://www.wsasp.org)) and register. The weekend promises to be well worth your time! Just remember that you will need a passport or enhanced driver’s license in order to enter Canada.

Steve has also put together a series for special education teams: **Developing and Implementing a Multi-tiered Model of Specially Designed Instruction and Intervention**. This starts soon, so get your district on board. In the spring, we will be sending out information on a spring lecture series focusing on the mental-health needs of students.

Another emphasis this year will be the new NASP Standards Model for our practice of School Psychology. I encourage all of you to go to the NASP website ([www.nasponline.org](http://www.nasponline.org)) and become familiar with this document. Our Professional Standards Board in Olympia is in the process of adopting a new “Standard V” which is modeled after NASP. This will be the standard in the WAC’s that applies to us, and on which our work will be judged. Please take the time to become familiar with this. We will be putting out more information as the year progresses.

The highlight of my summer was the birth of my first grandchild! As I hold her and gaze at her, I marvel at the miracle of birth and the continuation of generations. I know that she will be well loved, all of her life, by many people. Unfortunately, some of our students don’t have that assurance. Let us be among the ones that give them the assurance that they are special, that they can become someone great, that they have something to offer society. Let us be among the ones that recognize their individuality, their strengths, and their goodness. Let us be among the ones that encourage them to be the best that they can be.

Have a wonderful start to this school year!

Pam Hamilton  
WSASP President

(Continued from Front Page...)

## RtI in VPS: Continuing the Effort Part IV

In addition, OSPI came to visit us last year to see our implementation. Some of our schools were evaluated using the National Center on Response to Intervention “RtI Essential Components Integrity Rubric”. This informative process prompted us to draft up a district level RtI Procedures Guide that includes “Decision Rules” to support team processes.

The need to organize training about our RtI Procedures led to the creation of “Core Teams” at each RtI site. These teams are comprised of the support staff who participate in Tier I Meetings but who are also available for ongoing problem-solving during the instructional day - when most teachers are teaching. Core team members are the staff who support kids, teachers, and innovation in their buildings. It is the members of these teams who are now receiving training in the essential components of RtI: Universal Screening, Progress Monitoring, Data-Based Decision-Making, and Diagnostic Assessment.

## Northwest Positive Behavior Supports (NWPBIS) Network Update

**This year, we travel to Oregon, our NWPBIS partner state, to provide the *10th Annual Oregon PBIS Conference* in Portland on February 29th-March 2nd!**



### **ATTENTION STUDENTS: SCHOLARSHIP OPPORTUNITY!**

**Did you know that the WSASP offers a \$1000 Minority Scholarship?**

**Deadline: November 1, 2011**

**Award will be presented at the 2011 Fall Conference**

**For application and information go to [www.wsasp.org](http://www.wsasp.org)**

**Don't miss this GREAT opportunity!**

## The Exiting of a Student from Special Education : A Standards-Based Re-Evaluation Model by Steve Hirsch, Ph.D.

*Practitioners have been wrestling with the purpose and format of reevaluations (and subsequent decision whether a student is ready to be exited from special ed.) for some 35 years now. We all know that reevals are to be conducted every three years with the bottom line purpose being the re-establishment of eligibility for sped services. What has confused me is whether the re-establishment of eligibility has, as its goal, the determination of whether a student is 'making adequate progress toward success in general education (graduation) or simply continuing to meet the discrepancy numbers'. In other words, what role do grades, behavior, motivation etc. play in the decision?*

*WACs make it clear that re-instrumentation is optional which would imply that either previous assessment data is accepted as representative of current concerns or that existing, non-standardized assessment data is sufficient for making the decision. Lets take IQ for example. Integral to the initial eligibility (provided we are talking about SLD, ID, DD) IQ is calculated and integrated into the decision. At reevaluation time, we could accept previous IQ as valid representation of current cognitive ability levels (and thus not re-administer IQ test) or we could adopt the stance that IQ not required to answer questions of continued eligibility (disability continues to exist since disabilities by definition don't disappear but are managed, has adverse impact on learning and requires Specially Designed Instruction and we have all sorts of CBM, progress monitoring and grade data to prove it). I'm a self-professed RTI junkie and as such, tend to resist cognitive testing in all but a few cases (suspected ID or when such data might actually be helpful). Maybe its just that I feel reluctance in linking my cognitive assessment results to meaningful and doable classroom intervention and this is my escape.*

**WAC(392.172A.03025) purpose of reevaluation: Does the student continue to meet eligibility and whether the educational needs of the student including accommodations or modifications, are being met to enable the student to meet IEP goals and **participate as appropriate in general education**. Includes identification of disability; adverse impact and need for specially designed instruction.**

**The reevaluation will consist of collecting and reporting data that addresses the following four questions:**

- 1. Has the student achieved his or her IEP goals?**
- 1. Is there a history of grades in the general education classroom that predict a reasonable degree of success in future?**
- 3. Is the state assessment and in-district assessment history predictive of future success?**
- 4. Have non-academic areas of potential interference been adequately addressed e.g. language, attendance, behavior, mental health, motivation, organization?**

## Standards-Based Re-evaluations Continued

### **I. IEP Goals:**

IEP goals are developed to give the student the skills to advance toward standard. Standards are grade level and THE bar for the state. The IEP recognizes that students are at different points in their progress toward a particular standard but it is the reaching of the standard that must be the focus of our instruction. Standards will need to be ‘unpacked’ in terms of the skills they require, to determine where the student is in terms of the unpacked skill set and what skills will need to be acquired for the student to access general education instruction and move toward standard. IEP goals, by definition, are below grade level but the questions address the issues of whether the student successfully met IEP goals and by doing so, are they on track to meet standard without the support of special education. General education teachers must be actively involved in discussion as they know their standards and expectations for their class for current year. They will be needed to help ‘unpack’ the standard into basic skills that must be acquired. Maybe they even need to lead the IEP discussion or at least start it—how’s that for a change in tradition?

### **2. Analysis of Grades:**

Prior to a possible exit, a transition period should be instituted in an effort to determine the student’s ability to be successful in the general classroom without special education support. Success in content area classes such as history or science should be evaluated as part of this evaluation. Parent awareness of the transition period should, of course, occur.

### **3. Analysis of Assessments:**

While universal screening data should not be the criteria for initial special education eligibility, for purposes of continued eligibility, it is probably as or more valuable than progress monitoring which is conducted at instructional level and not grade level as is screening. Progress toward standard will probably be better reflected in the Universal Screening rather than Progress Monitoring. Assessment data must come from several sources. Traditional standardized assessment such as the cognitive assessment represent a specific source of data that may or may not be necessary to answer questions. Does the IQ test reveal the likelihood of a student being successful in general education without special education support? Probably not. Will observations of the student problem-solving during cognitive testing assist in answering these questions? Possibly, but it’s a pretty time-consuming way of getting that data. Also, a criteria-based assessment will be more likely to predict success in general education.

### **4. Analysis of Possible Inferences:**

We don’t want to exit a student with a high degree of failure because we have neglected to address an issue of interference such as behavior. While these areas of possible interference are not necessarily in need of specially designed instruction, they are factors in the instructional environment that could be preventing the student from accessing either general or special education instruction. They also serve to identify possible exclusions to a special education label and might have been overlooked in prior assessments or are just now surfacing in high school. If we are going to think about either exiting a student from special education or continuing their placement, then these factors need to be identified and interventions developed.

## 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 the 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](mailto: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).

*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**

Support for supervisors of school psychology field experiences.

**Sprague**

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**

Differentiating behaviors caused by disability or personality: implications for IEPs

**McMinimee**

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.

**Lynass**

Readiness & Implementation of Tier 2 School-wide PBIS

**Saklofske**

Emotional intelligence: Applications and implications for education.

## *Developing and Implementing a Multi-tiered Model of Specially Designed Instruction and Intervention*

### Workshop objectives:

Special educators will leave with an increased knowledge of how to measure progress towards both IEP goals and general education standards for students receiving SDI.

Alternative interventions for students whose progress towards IEP goals has been minimal will be introduced (thus creating a multi-tiered model for service delivery).

Special and general educators will receive assistance in developing IEP goals/objectives designed to assist the “special education student” while in general education classes.

Strategies for developing IEP exiting criteria will be introduced to both special and general educators. IEP-oriented assessment will be the focus.

**With the use of the k-20 videoconferencing system, our intent is to bring this workshop as close as the nearest ESD.**

**Audience:** While all special educators are welcome, for purposes of implementation and follow-through our hope is that staff can attend as building teams including special education teachers, psychologists, general education teachers. Principals and Special Education teachers will certainly benefit from being part of the audience. Topics will be revisited throughout the year allowing for feedback from teams as they attempt to implement introduced strategies.

**OSPI and NASP approved Clock hours will be offered (up to 6 hrs per session)**

### Questions:

Contact Steve Hirsch [shirsch@ewu.edu](mailto:shirsch@ewu.edu) or 509 230.6643 for questions regarding the series  
Billing questions: contact Deb Lambert at [wsaspregristration@yahoo.com](mailto:wsaspregristration@yahoo.com)

The purpose of these workshops is to help school districts assist the professional development of special educators. Our hope is that districts will arrange for building teams to engage in the workshops. We are totally flexible regarding the makeup of the team and that the team members may change from one workshop to another.

Team of four (two year total)-----\$1200

Team of four (one year only)-----\$ 750

Individual (two year)-----\$ 400

Individual (WSASP member)-----\$ 300

Individual (one year)-----\$ 250

Individual (WSASP member)-----\$ 175

**Tentative schedule of workshops (all workshops will be 9am-3:00pm)**

**Friday Oct 21, 2011** - Libby Street, Central Wa. U. *Developing and implementing a multi-tiered model for the delivery of specially designed instruction in reading*

**Friday Nov. 18, 2011** - Kim Villalpando, Whitworth U.-*Developing and implementing a multi-tiered model for the delivery of specially designed instruction in Math*

**Friday Dec. 9, 2011** - Cynthia Petersen, St.Martin's U.- *Developing and implementing a strategy for teaching study skills to the student with an IEP (Anita Archer may be co-teaching this topic)*

**Friday Jan. 20, 2012**- *Reading Pt. II*

**Friday Feb.10, 2012**- *Math Pt. II*

**Friday Mar.23, 2012**- *Study Skills Pt. II*

**Friday April 20, 2012**- *Reading Pt. III*

**Friday May 18, 2012**- *Math Pt. III*

**Friday June 8, 2012**- *Study Skills Pt. III (to be determined if needed)*

**Friday Sept 21, 2012**- Clay Cook, U. Washington- *Developing and implementing a multi-tiered model for the delivery of specially designed instruction in Behavior/Social Skills*

**Friday Oct. 19, 2012**- Jean Schumaker, Kansas U.-*Developing and implementing a multi-tiered model for the success of students while in Science and Social Studies*

**Friday Nov 16, 2012**- LeAnne Robinson, Western Wa.U.-*Developing and implementing a multi-tiered model for the delivery of specially designed instruction in Written Language*

**Friday Dec. 7, 2012**- *Written Language Pt. II*

**Friday Jan.18, 2013**- *Written Language Pt. III*

**Friday Feb 8, 2013**- *Behavior/Social Skills II*

**Friday Mar 21 2013**- *Science/Social Studies II*

**Friday April 18, 2013**- *Behavior/Social Skills III*

**Friday May 16, 2013**-*Science/Social Studies III*

**TO REGISTER**

**Mail in (purchase orders, credit cards, checks):** WSASP PO Box 18303 Spokane, WA 99208

Name (building name or individual) \_\_\_\_\_

Contact person's e-mail address \_\_\_\_\_

Contact person's phone number \_\_\_\_\_

District \_\_\_\_\_

ESD site \_\_\_\_\_

Method of payment: \_\_\_\_\_ Purchase Order \_\_\_\_\_ Credit Card \_\_\_\_\_ Check

Credit card type: \_\_\_\_\_ Visa \_\_\_\_\_ American Express \_\_\_\_\_ Master Charge

Credit card number \_\_\_\_\_

Expiration date \_\_\_\_\_

Signature of approval for use \_\_\_\_\_

Space will be limited so please consider applying early

Additional materials might need to be purchased for specific workshops

All contact for your team(s) will be made via your contact person's information

Individuals who register will be contacted individually

While they have indicated that they support our efforts to provide professional development to special educators, OSPI will not be reviewing or 'vetting' our presentations and as such cannot be held responsible for information presented in these

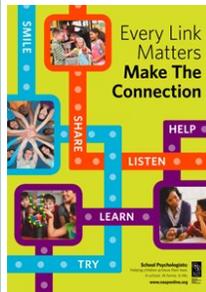
## Student Connections

Dajana Kurbegovic, SCOPE Student Editor

Fellow students!

Once again, we look forward to a new year in the world of school psychology. I hope that everyone's summer went well and that both students and staff are ready to begin a new school year! As a 2nd year school psychology student, I look forward to beginning my practicum experience, and I hope that my fellow school psychers are excited about their new experiences as well.

**Mark your calendars! National School Psychology Awareness Week is right around the corner!**



**WHEN:** NOVEMBER 14-18, 2011

**THEME:** "EVERY LINK MATTERS. MAKE A CONNECTION"

**FOCUS:** HELPING STUDENTS STRENGTHEN POSITIVE RELATIONSHIPS AND INCREASE POSITIVE CONNECTIONS

**FOR MORE INFORMATION:**

[HTTP://WWW.NASPONLINE.ORG/COMMUNICATIONS/SPAW/2011/INDEX.ASPX](http://www.nasponline.org/communications/spaw/2011/index.aspx)

### WSASP 2011: Seattle University Summer Institute in School Psychology



From the Left: Leslie Woods (SU Student), Ashli Tyre, Ed.D (SU Director & Assistant Professor, School Psychology), Melissa Huppin (SU Student)



### 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. Please contact me at [kurbegov@seattleu.edu](mailto:kurbegov@seattleu.edu) if interested.

*"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

**JOIN US!**  
Become a  
WSASP Member



## NEWS FROM NASP

With the school year getting underway, I want to start by encouraging you to renew your NASP membership at [www.nasponline.org](http://www.nasponline.org). As a member, you can take advantage of the many resources and opportunities, including those listed below.

As an added bonus, you will want to act now to take advantage of the special back-to-school sale for NASP members. Through October 6, members save up to 35% off the list price of practitioner-friendly tools like 'Helping Children at Home and School III' and 'Homework, Organization, and Planning Skills (HOPS) Interventions.' Plus, save on the newly released, portable 'Best Practices V' CD-ROM! Add a pack of 'From Your School Psychologist' Post-It notes and you'll be ready to start the school year! Renew your membership and visit the NASP publications store at [www.nasponline.org/publications/index.aspx](http://www.nasponline.org/publications/index.aspx) before October 6 to take advantage of the sale.



*Fred Provenzano,  
Washington State Delegate*

Get ready to gear up for School Psychology Awareness Week! NASP has designated November 14-18, 2011 as National School Psychology Awareness Week. This year's theme, 'Every link matters. Make a connection.' helps our students and schools focus on creating positive connections within the school community, their academics, and their lives. For valuable resources, visit [www.nasponline.org/communications/spaw/2011/index.aspx](http://www.nasponline.org/communications/spaw/2011/index.aspx). If you attend the WSASP-BCASP Conference the week before, stop by the NASP table to pick up some materials to support your celebration of this special week!

NASP has created resources and information to help school psychologists support parents, educators, and other caregivers helping children understand the many facets of the 10th anniversary of September 11, 2001. Resources, available at [www.nasponline.org/resources/crisis\\_safety/9-11/index.aspx](http://www.nasponline.org/resources/crisis_safety/9-11/index.aspx), include guidance on fostering resilience and optimism in students, tips for parents and caregivers, and tips for youth. You also have the opportunity to share reflections online about 9/11 and observations about the years since.

The NASP Communities are launching this month! Watch your e-mail for information on the communities and your subscription to your member community. I encourage you to visit the new site today at <http://communities.nasponline.org> to connect with your colleagues, share resources, and blog!

The NASP Children's Fund offers Tiny Grants, Service Grants, Youth Empowerment Mini-Grants, and Disaster Relief to help support projects that benefit children and families. Applications and information about these grants can be found at [www.nasponline.org/about\\_nasp/grant-opps.aspx](http://www.nasponline.org/about_nasp/grant-opps.aspx). As a result of the many disasters that have occurred in the United States this year, the Children's Fund has increased the amount of money allocated for disaster relief. Learn more today! Once you renew your membership, be sure to take advantage of this great opportunity!

I hope that your school year is off to a good start.

Sincerely,  
Fred Provenzano, NCSP, WA Delegate

## ASSESSMENT REVIEW : Kaufman Brief Intelligence Test 2nd Edition WSASP Assessment Committee

**Test Description:** The KBIT-2 has three subtests that combine to give Verbal, Nonverbal, and IQ Composite scores. Administration time of the test depends on the age of the examinee. I worked with high school students, and test administration took approximately 30 minutes. According to the manual, administration with a 5 year old takes approximately 15 minutes.

The Verbal domain consists of two subtests. The Verbal Knowledge subtest instructs the examinee to point to a picture corresponding to a stated word (very similar to the PPVT). The Riddles subtest asks the examinee to solve a verbally presented riddle with a one word response.

The Nonverbal domain consists of Matrices, in which the examinee is asked to choose (point to) a picture from an array that completes a puzzle.

The IQ Composite is derived from the overall Verbal and Nonverbal Scores.

### **Improvements from the original KBIT:**

The pictures are colorful and have been updated – people of color and people with disabilities are included. Antiquated and black and white pictures have been removed.

(Some) Spanish administration procedures have been added. The Matrices directions can be given in any language that is shared by the examiner and examinee. However, the verbal subtests must be administered in English. The respondent may answer in another language and still receive credit if the examiner knows it to be equivalent to a correct response in English.

The Verbal score now consists of two subtests.

All three subtests are administered to all age ranges.

### **Validity:**

Correlations of K-BIT Index scores with the WASI and WISC-III are consistently high for the overall Verbal IQ (generally .80 or higher).

Correlations of the PIQ are high for older students ages 20 and older (.80/WASI and .79/WAIS-III), but lower for younger students ages 7-19 (.62/WASI and .53/WISC-III).

Full scale correlations with the WASI, WISC-III, WAIS-III and WISC-IV range from .89 to .76.

### **Personal Opinion:**

I found this test to be quick to learn and easy to administer. I work at the high school level and gave the KBIT-2 four times. I found it to be useful when assessing 9<sup>th</sup> graders who had not had an intellectual assessment in quite some time. Since I knew I would want to administer a full battery at the adult level during their 12<sup>th</sup> grade year for college services, an abbreviated battery allowed me to monitor intellectual skills without spending an undue amount of time. Students at the high school level took approximately 30 minutes to finish the assessment, and they found the activities to be fairly engaging. In our district, we plan to use this assessment as part of our early-entry Kindergarten screening. Of interest, is that Spanish instructions for the Matrices subtest are provided on the administration easel, and possible examinee Spanish responses to the Riddles questions are provided on the protocol.

## WSASP Board Meeting/ Summer Retreat at the Rainbow Lodge in North Bend.



### ***Call For Posters & Student Poster Competition*** **2011 British Columbia - Washington State Association of School Psychologists Conference** **NOV 10-12, VANCOUVER, B.C., CANADA**

Presentations will be accepted based on space availability. Please submit this form early! Poster presentations can cover any topic relevant to school psychology.

**Procedures:**

Student poster session will be on Thursday, Nov 10th during the Social Hour (8-9pm)

The Student Poster Recognition Ceremony will be held during the WSASP luncheon on Friday.

**Incentives for Students:**

Students who present a poster will receive a \$25 discount on the student conference registration rate of \$100, thereby paying only \$75.

Student posters will be automatically entered in the Student Poster Competition. Depending on the number of proposals, there will be awards in varying categories, e.g., research, intervention case study, and innovation in practice.

Awards recipients will receive an official WSASP certificate plus a gift card (yet to be determined).

Students will be involved in an invaluable learning and networking opportunity.

**If you are interested in presenting a poster, please contact:** Samuel Song, [songs@seattleu.edu](mailto:songs@seattleu.edu) for more information

## The School Psychologist Survival Situation by Michael W. Kirlin, Bethel Public Schools

Over 22 years, I have heard stories from colleagues in all disciplines of education about how different school psychologists compare to one another. And I suggest that this is a good thing, even though it presents challenges for us as we attempt to manage our responsibilities each year. Truthfully, we need to be a disparate group for at least three reasons. First, we are individuals first who can only be expected to bring our personal strengths and challenges to our positions. We are concrete and sequential, abstract and random, and everything in between. Second, our job descriptions delineate what we do. Fulfilling our job descriptions really depends on how we manage to function where we work. We work with students of different ages and with different skill levels, whether or not we find ourselves working in situations where we can be as successful as possible. Finally, how we act as a group with our colleagues on IEP teams and other guidance teams shapes the impressions we have of our own roles. We are a reflection of whom we serve, and have to manage the technical, legal and ethical aspects of our roles as school psychologists around the people with whom we adapt. It is this third point that led me to conduct an exercise with my colleagues. In the area of group dynamics, there are exercises that individuals and larger groups can complete to assess their ability to make decisions on novel tasks and share their input with others. The Desert Survival Situation, a simulation activity that was created many years ago, was my inspiration for creating The School Psychologist Survival Situation. I developed 15 scenarios that I have experienced and asked my colleagues to group them in terms of their importance. I predicted that there would be little consensus in our group of 14 school psychologists over what we each considered to be important, but I was even surprised how accurate this conclusion turned out!

### The School Psychologist Survival Situation

You are in a round table meeting with parents, teachers, and maybe the student. You are discussing an initial special education referral. The fifteen options below are presented as directions on how to proceed. Rank these items in order of importance to the group with whom you are meeting. Indicate the five most important considerations (A), the next five most important considerations (B), and the five least important considerations (C).

- \_\_\_\_\_ You meet individually with the parent to discuss one's options, as you know there will be no further direction without their input. The team understands that time needed to discuss the options is limited, and discussing the matter individually with the school psychologist will be an effective use of the group's and parent's time.
- \_\_\_\_\_ The group agrees to evaluate the student, as eligibility for special education cannot be established without assessing the student.
- \_\_\_\_\_ The group recommends a set of reasonable interventions to be attempted, with the goal of meeting again to determine their efficacy.
- \_\_\_\_\_ You ask the parent to provide information on the student's developmental history.
- \_\_\_\_\_ You recommend Title I/LAP services as such involvement is expected prior to evaluating the student for special education services.
- \_\_\_\_\_ You recommend for the group to discuss the student's report cards, and review work samples before deciding how to proceed.
- \_\_\_\_\_ You tell the parent that more time is needed to determine if the student requires a special education evaluation, and the group will inform the parent of the decision when it is decided if evaluation is necessary.
- \_\_\_\_\_ You recommend observing the student in multiple settings, as eligibility depends on conducting such observations.
- \_\_\_\_\_ You recommend discontinuing the referral, as conducting necessary observations of the student and interventions are needed before the group can make a reasonable recommendation on whether to proceed.
- \_\_\_\_\_ You involve an administrator or designee other than yourself, as decisions on special education eligibility must consider whether or not the student has received proper instruction in reading and mathematics, as mandated by IDEA 2004, and their involvement is necessary to help draw that conclusion.
- \_\_\_\_\_ You ask the group to consider eligibility in other than the specific learning disability category, as rules pertaining to response to intervention do not apply to eligibility in another category.
- \_\_\_\_\_ You ask the group to consider counseling outside of the school setting, or ask the student to work with a social worker, counselor, or the school psychologist as a necessary intervention.
- \_\_\_\_\_ You recommend the group to consider programs available at the school to help determine whether an evaluation would be in order.
- \_\_\_\_\_ You recommend a 504 plan for the student and formulate reasonable accommodations for the suspected disability in the event the student would be classified as a special education student at a later date.
- \_\_\_\_\_ You discuss what has already been done to help the student learn in the general curriculum, and understanding that SLD eligibility no longer requires standardized assessments decide what previously attempted interventions will be interpreted as meaningful interventions in order to establish the student's eligibility for special education and any related services.

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

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- 2) The advertisements must be in good taste, meaning suitable for viewing by children

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- 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.

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