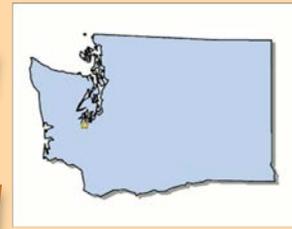


# SCOPE



Washington State Association of School Psychologists

Volume 34, Issue 3

Summer 2013

## President's Message

Updates on current WSASP initiatives.



Page 1

## Fall Conference update

WSASP Fall Conference: October 17-19, 2013. Save the Date!

Page 2

## News from NASP

Updates from NASP from our new NASP Delegate.



Page 3

## Executive Board Bios

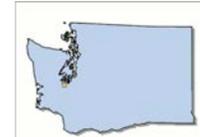
Mini-bios on your executive board members.



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## Area Representatives Listing

A complete listing of all WA areas by school district.



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## Editorial

Letter to the editor.



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## President's Message

Dear Colleagues,

2013-2014 is going to be an amazing year for our association. Our Annual Fall Conference is at the Spokane Davenport Hotel, October 17th - 19th, with a powerful line-up of researchers paired with practitioners to present best practices across many domains! We hope that you'll join us.

Our big emphasis this year is the creation and dissemination of a few very important position papers. We'll be highlighting our

position paper on the *Evaluation of Students with Specific Learning Disabilities*. We have several groups working on Technical Assistance Papers to support this progressive and much needed position. We'll also have the *Evaluation of Students with Intellectual Disability* paper open for public comment prior to the fall conference.

This is a re-building year for WSASP. Last year the attention of many school psychologists was on NASP, and we are glad that we had such an awesome opportunity for PD for many of us! Between the economy downswing in 2011-2012 and NASP in 2013, our association has lost some of the financial resources we've

previously had to bring top-notch trainers to Washington school psychologists. We see this year as an opportunity to re-establish our long running history in strong state focused, needs-oriented professional development. We want to bring support to you so that you might do your jobs in more meaningful and efficient ways. Following our Annual Fall Conference, we'll have solid spring speaker series through either K-20 or Webinar, bringing support for linking assessment and intervention with students with EBD and providing specific training for our new position papers.

One thing many of you may have asked about is membership. We

Continued from page 1

have moved to a July 1 renewal, which aligns with NASP. This allows us to operate responsibly on a fiscal calendar and to track membership better. We've also separated membership from fall registration, primarily because our system does not recognize that you are a member just because you attended fall conference. Of course, you still get a huge discount on fall conference (save \$100 when you become a member for \$60) when you are a member. With membership, you'll also receive "members only" messages and resources, as well as discounts on Spring Speaker series and Summer Institute. Following Annual Fall Conference, we'll also be sending members a survey to see how we might meet your needs better.

Finally, you are all probably aware that we have a HUGE shortage of school psychologists in Washington State right now. Our training programs are not able to keep up with demand currently. All students leaving are getting jobs rather quickly. This is a time for us to communicate with districts regarding the need to possibly re-specialize people within, especially within regions that are more challenged geographically to pull in new school psychologists. EWU is building and seeking national approval for its online re-specialization program (Director is Jamie Chaffin, [jchaffin@ewu.edu](mailto:jchaffin@ewu.edu)), and I hear that other programs may be developing. Let's work together so that school psychologists are not stretched so thin that they are forced to focus on assessment/evaluation only. Instead, let's push for a model where we have one school psychologist per building!! To do this, we have to reduce the current shortage. If you have ideas, please consider sending them to me, [sruby@ewu.edu](mailto:sruby@ewu.edu). We'll be putting something in our SCOPE newsletter, Edited by Caroline Wallace.

Thank you for your continued support of WSASP.

*Susan Ruby*

## Fall 2013 WSASP Conference

### Best Practice: From Theory to Implementation

October 17-19th

#### Sessions include some of the following topics:

- \* *Changes in the DSM-5: Autism Spectrum & Social Communication Disorder*
- \* *Functional Assessment of Students with Moderate to Severe Disabilities*
- \* *Various sessions focusing on systems change within multi-tiered frameworks (PBIS & RTI)*
- \* *Patterns of Strength and Weakness: Identification & Intervention with Learning Disabilities*
- \* *Supporting Special Populations: Attachment Disorder, Traumatized Students, and Deaf/Hard of Hearing*
- \* *Academic Interventions (Math) and Differentiated Instruction*

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Reservations: 1-800-899-1482

[www.davenporthotelcollection.com](http://www.davenporthotelcollection.com)

#### QUESTIONS?

General conference: [steve.hirsch@shorelineschools.org](mailto:steve.hirsch@shorelineschools.org)

Registration: [wsasapregistration@yahoo.com](mailto:wsasapregistration@yahoo.com)

Web site/technology: [donnaro@cksd.wednet.edu](mailto:donnaro@cksd.wednet.edu)

# NEWS FROM OUR NASP DELEGATE

by Pam Hamilton

I don't know about you, but it seems like summer went by very fast! Hopefully you had time to relax and rejuvenate, in preparation for another great school year. I am starting in a new district, so my learning curve is going to be very steep, but I am excited with the new challenges.

If you have not become a NASP member, I want to urge you to do so. NASP has so many wonderful resources on their website, as well as discounts on publications and professional development if you are a member. Some examples are below. These were highlighted in the August NASP newsletter. So if you have already received that, you don't need to read further!

I am pleased to invite you to attend the webinar 'Developing High Quality Counseling IEPs' on September 25 at 1:00 p.m. EDT. This webinar, a \$30 value, is **FREE for NASP members**, and offers an invaluable opportunity to learn how to effectively incorporate counseling into the IEP process, and understand the unique benefits of counseling service. The live format lets you ask your questions directly to the authors of 'School Psychologist as Counselor,' Dr. Cynthia Plotts and Dr. Jon Lasser. Plus, you'll earn 1 hour of documented NASP-, APA-, and NBCC-approved CPD for attending. You must register to be included in this webinar; visit <http://nasp.inreachce.com/Details/Information/b185ff91-a028-44b3-8356-3055083283e4> to register today!

Get your copy of NASP's newest edition of 'Evidence-Based Practices for School Refusal and Truancy.' Expert Mary Wimmer outlines meaningful interventions for different types of school refusal behavior in this practical, how-to guide. Remember, **NASP members save 20% off the list price of**

**this book** at [iweb.nasponline.org/iweb/Purchase/ProductDetail.aspx?Product\\_code=N1308](http://iweb.nasponline.org/iweb/Purchase/ProductDetail.aspx?Product_code=N1308).

We want to hear your voice! Become a part of the NASP Communities at <http://communities.nasponline.org> and ask questions related to our profession, share your experience and ideas, and connect with your colleagues. Log in, sign up for the Communities of your choice, (**once you are a member**) and join the conversation.

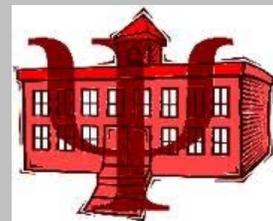
Mark your calendar! On October 1, registration will open for the NASP 2014 Annual Convention. This year's convention will be held February 18–21 in Washington, DC and will cover topics ranging from social and academic interventions and assessments to bullying prevention and positive school discipline. Join us in DC and reignite your passion for school psychology. (**Discount for members**) For more information, visit [www.nasponline.org/conventions/2014/index.aspx](http://www.nasponline.org/conventions/2014/index.aspx).

**Your NASP membership includes access to many easy-to-use resources for parents.** As we enter a new school year, you will want to check out the back-to-school resources available at [www.nasponline.org/families/index.aspx#back](http://www.nasponline.org/families/index.aspx#back).

I look forward to sharing more NASP news with you as the year progresses.

Sincerely,

*Pam Hamilton, NASP State Delegate - WA*





## *Executive Board Biographies*

*As completed by your WSASP representatives*

Happy August! We hope everyone is having (or wrapping up) a phenomenal summer. We (your WSASP representatives) believed that now is a great time to re-introduce ourselves, as well as welcome/share new faces and new members, with one another. Please take a few minutes to learn about your fellow school psychologists and feel free to contact us with questions, information, or thoughts.

Enjoy!



## Susan Ruby

President



I am currently serving my second term as WSASP President. I previously served as membership

chair 2009-2011 and Scope Editor 2006-2009. I have worked as a school psychologist in Virginia, Texas, Hawaii, California, and Idaho. I currently directs the Ed.S. School Psychology Program at Eastern Washington University. I am interested in supporting efforts to improve consistency in delivering quality interventions to students. I live in Spokane and am married to Darrell, a Naval reservist who works in Emergency Management. We have three children, ages 10, 15, and 18.

## Sherri Bentley

President Elect

I am the current President Elect of WSASP, and was previously the Area 5 Representative for four years. I have been a school psychologist for over 20 years, working in several districts in Washington and Idaho, from urban to rural. I have also worked in the private sector as a mental health and family education professional, and also worked on a special project with DOC/OSPI. I currently work in the Tumwater School District and live in Olympia. Other than my job, I volunteer for various organizations I am in (including WSASP), travel, dig in the dirt, and play with friends.

## Pam Hamilton

Past President



I am the Past-President of WSASP, and your new State

Delegate to NASP. I first got involved with WSASP during my internship year, as a co-rep for Area 1B. I was the only rep for the area for 4 years, then was elected as President-Elect. Prior to becoming a school psychologist, I was first a general education teacher, then a special education teacher for 14 years. I have been a school psych in the Granite Falls and Northshore School Districts, and start in the Edmonds School District this fall. I have two adult sons. My oldest son and his wife have graced me with two beautiful granddaughters, whom I love to spend time with! I live in Kenmore with my younger son and our combined four cats. My "escape" is reading historical mysteries.

**Arick Branen**

Treasurer



I graduated with a bachelor of science in psychology

from the University of Idaho in 1991, then opened a pizza restaurant in Moscow in June of 1992. I acted as operator / owner of "Branegan's Pizza" until November 2005. After selling the property I went to graduate school at WSU, obtaining a master's degree in school counseling in May of 2007 and school psychologist certificate in May of 2008. I now work as a school psychologist for the Grandview WA school district, with a future goal of becoming a special education director. I completed the program admin cert program through WSU Tri Cities in May of 2013. I have two sons, ages 11 and 16, whom live with their mother. Unlike many divorces, however, we get along great! And I see my boys on a regular basis.

**Sandra Mathews**

Secretary

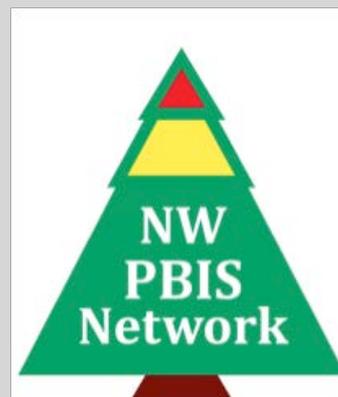
I earned my masters degree in school psychology from Eastern Washington University in 2003. I attended both EWU and Gonzaga University as an undergraduate. Becoming a school psychologist was a career change for me (having previously worked in the corporate world). I have been employed as a school psychologist in the Cheney School District for the last eight years after spending five years in Western Washington. I have been assigned to Cheney High School and Three Springs Alternative High School for all of my eight years in Cheney, but have worked in other buildings in the district as well including the middle school and two elementary schools. In addition to my full time job as a school psychologist, I work part-time at EWU in the counseling department and have been an adjunct instructor at EWU. I also teach an Intro to Psychology class for an online university. Each school year, I work with intern and practicum students who are enrolled in the EWU School Psychology program. I am hoping to complete my admin credentials in the near future and eventually work as a special ed director for a small district somewhere in the Pacific Northwest. I have one child, Christopher. He is 9 years old and will be starting 4th grade this fall. We live on a ranch and stay very

busy with all that living on a ranch entails. Our summer fun includes visiting Silverwood, Wild Waters, Triple Play, and Lake Coeur d'Alene as many times as we can. During the winter, we like to ski at the many different resorts that are within just a few miles of where we live.

**NWPBIS update**

There were no organizational meetings over the 2013 summer.

Updates on current organizational work, conferences, etc. will be included in our next issue. Stay tuned!



**Professional Development Chair:** *Steve Hirsch*

I am the professional development chair for WSASP, and a psychologist in the Shoreline School District (Shorecrest High School). In my spare time I teach School Psychology classes for EWU and Statistics for the Nursing Program at Seattle U. With my wife, Annie (associate dean of nursing-Seattle U), son Colin (finishing MIT program so that he can teach special ed), daughter Kelsey (just graduated nursing school) and two very spoiled dogs, I live in downtown Seattle overlooking Elliot Bay. I hail from Brooklyn and they say that I still have a tiny accent though I moved west in 1975 to go to UW grad school. Heroes are Sherlock Holmes, Hawkeye (from MASH) and Groucho Marx (that alone explains who I am).

**SCOPE Editor:** *Caroline Wallace*

I am the current editor of the SCOPE. I hail from Connecticut and Maine, obtaining my BA in English from Mount Holyoke College and my MS in School Psychology from the University of Southern Maine. In 2010 I relocated to Kenmore, WA with my husband and daughter (Masha, age 10). I have worked as a school psychologist in the Shoreline and Issaquah School Districts. I currently work part-time as a Behavior Specialist in Issaquah. During my non-contract time, I am a research analyst for the UW, conducting research on staff perceptions and multi-tiered frameworks (PBIS)

with Dr. Laura Feuerborn. I enjoy outside pursuits (biking, kayaking, hiking) with my family and friends.

**Clock Hours:** *Ginger Alonzo*

I am beginning my second year as Clock Hour Chairperson for WSASP. I have been a school psychologist for 32 years. Prior to that I was a general ed elementary teacher and a special ed elementary teacher. While being credentialed as a school psychologist, I am also credentialed as an administrator and elementary and special education teacher. I have worked in New Orleans, LA, Little Rock, AR and in several districts in WA including Seattle, Clover Park, and Everett School Districts. I have held special ed positions of: School Psychology Supervisor, Special Ed Coordinator,

Special Education Director, Secondary Special Education Director, Special Education High School Department Chair, School Psychology Lead and School Psychologist. I currently work in Everett at Henry M. Jackson High School as a School Psychologist. While in Seattle I was an Area 1 representative for WSASP for 1 year. Prior to moving to Washington I resided in Arkansas where I completed my Master's in Education at the University of Arkansas and completed additional classwork for certification as an Educational Examiner and to participate in the 1<sup>st</sup> NASP praxis exam to earn my NCSP. I was treasurer and then president of the Arkansas School Psychology Association. I received my BA in the area of Elementary Education from Louisiana State University. During my educational career I have worked on many committees at state, city, district and school. I currently live in Mill Creek with David, who is now retired from computer programming, and our cat Jake. I enjoy the opportunity to attend a variety of plays in the Seattle area and appreciate a variety of music, including opera. I like getting together with friends, watching movies. and reading. Professionally, I am always interested in learning new things. In particular, I am very interested in Cross Battery Assessment as a statewide solution to SLD identification.

## Area Representatives

See page 12 for a listing of all areas and their corresponding school districts. A thorough review of current areas and boundary lines will commence in the coming months.... Stay tuned to the SCOPE for any changes.



### Area 1A: Julia Rudin Gorelik

I recently moved with my family to Seattle from Hoboken, New Jersey. For the past four years, I worked as a school psychologist in Clifton Public Schools in Clifton, NJ. I am excited to be starting a new position with the Lake Washington School District this fall. During my undergraduate years, I studied Psychology at Indiana University-Bloomington. After college, I worked in advertising and documentaries. I eventually changed my career path and studied School Psychology at Temple University in Philadelphia, PA. There, I received my M.A. and Ph.D. During my graduate studies, I gained a wide range of clinical experience (e.g., Head Start research grant, the Children's Hospital of Philadelphia, the School District of Philadelphia) and taught undergraduates. When not focused on professional matters, I spend time with my husband, David, and our 2-year-old twin boys, Jacob and Gabriel. Once I have more free time, I look forward to once again taking up painting, running, and traveling to exotic locations. In the meantime, we are enjoying meeting new people and exploring the Pacific Northwest. I look forward to becoming more involved in WSASP and serving as a representative for the areas of Seattle and Vashon.

### Area 1B: Anne Manhaus



I did undergraduate and graduate work at the University of Aberdeen, Scotland and earned an honours degree in Religious Studies and English and a Dip.Ed., which is the first year of work leading to an M.Ed. I also did a full-time one course at the Aberdeen College of Education to obtain my teaching certificate and then taught secondary school for a couple of years. (Educational psychologists in Scotland have to have 2 years of successful teaching experience.) I completed my M.Ed at the University of Washington and now have the pleasure of serving on the UW's school psychology PEAB. I did my internship in Montana, but came back to Washington afterward and have worked in Everett ever since. I currently serve a middle school and students placed in a variety of behavioral placements outside the district. I also mentor psychologists new to the district. My husband Naresh and I met at the University of Aberdeen. We have 3 children now in their 20s. In my spare time, I like to read, garden, cook with friends, and go walking & hiking.

Continued from page 8

**Area 1C:** *Diane Sidari*

**Area 1D:** *Laura Boyer & Aaron Meyers*



Laura Boyer: I about to begin my seventh year as a practicing school psychologist. I worked one year in the Longview School District and the other years have all been for Federal Way Public Schools. I am excited for another fabulous year at Decatur High School. Go Gators! I studied Psychology and Global Media Studies at The University of Michigan in Ann Arbor, Michigan. I continued my studies in psychology and received my masters and specialists degree in School and Community Psychology at Wayne State University in Detroit, Michigan.

When not focused on serving my role as the school psychologist at Decatur, I am enjoying being a newlywed with just celebrating my first anniversary. I also assist with my high school's dance team and am obsessed with Zumba. Feel free to join me at the Gig Harbor YMCA. I can also be heard boasting my pride for Michigan to anyone that will listen. I look forward to serving 1D and growing professionally by being a part of the WSASP Board.

**Area 2:** *Caprice Logan*

I just finished my second year as a full time school psychologist. I currently work in three districts; Orondo, Waterville and Manson with students from birth to 21. Before that I was a kindergarten teacher for two years in Everett and a special education teacher P-7 in Orondo for 17 years. I earned my School Psychology certificate from the WSU/EWU program with Steve Hirsch and spent my field experience learning about working with middle school and high school students.

I will be celebrating my 20<sup>th</sup> wedding anniversary in December and have three very different children. Bailey is seventeen and has severe developmental delays and medical issues, Harrison is eleven and always on the go and his twin brother Hunter is really into video games and reading. We also just received permanent custody of two year old Aneya and I am enjoying working with playdough and reading picture books again.

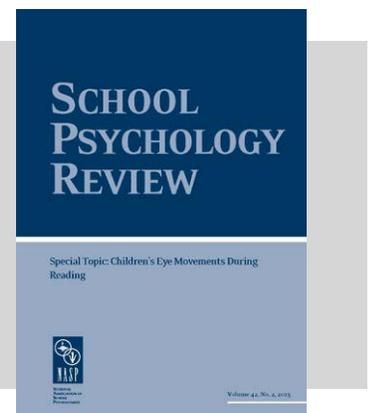
**Area 3:** *vacant*

**Area 4:** *Donna Rodgers*

**SCHOOL PSYCHOLOGY REVIEW: Summer Issue**

Special Topic: Children's Eye Movements During Reading

*\*\* Includes articles on associations between eye movement and fluency, phonemic awareness, and word frequency.*



Continued from page 9

### Area 5: *Gahlya Auel & Carrie Suchy*



Gahlya Auel: I currently work as a school psych at the Pioneer School District in Shelton, WA. I previously worked for Clark County School District, in Las Vegas, NV where I also completed my graduate program at the University of Nevada, Las Vegas. I moved to Washington from Nevada to be closer to my family and have been very happy with the move. I am bilingual in Spanish and work as the interpreter for my district and love this part of my job as well. I serve preschool through 8th grade students, and just love this age group. I worked with my team to bring a regular education preschool to my school as well and have thoroughly enjoyed working on this project. In my spare time I like to run, salsa dance, travel, read, and visit my family.



Carrie Suchy: Newly elected co-rep, I graduated from the California State University, Chico Applied Psychology/Pupil Personnel Services Master's program (May 2011). Previous to this I earned my Bachelor of Arts Degree in Psychology, Summa Cum Laude, from the same university. My husband and I promptly left the hot Sacramento valley upon being offered a job in the Olympia School District. The 2013-14 school year will be my third year as a school psychologist/Social Service Coordinator in the Olympia School District. In addition, I have served as the department head for the School Psychologist/Social Service Coordinator's since August of 2012. I have presented at the NASP conference twice, in 2011 (relational aggression) and 2013 (assessment evaluation and cost benefit analysis).

Personally, I am the youngest from a family of five hailing from the rural Sacramento valley (though the clan is up to 13 with the new generation and spouses added in!). I am the first member of my family to attend and graduate from a university. My loving husband and I have been together for 10 years (we met in middle school!), and have been married for three years. I maintain the ever important "self-care" with 3 basic hobbies: reading, crafting, and cooking. I love to read a variety of genres, be it classic literature, fantasy, comics, or paranormal romance to name a few. As an avid crafter, I particularly favor the art of crochet. I am always looking for the next great recipe to try.

### Area 6: *Jean Gonzalez & Justin Smith*

Jean Gonzalez: I am recently retired but still active as your Area 6 representative.

### Area 7: *Bill Link & Chris Miller*

Bill Link: I am the RTI/PBIS coordinator and a Special Services Manager for Vancouver Public Schools. I am also the department lead for the School Psychologists and School Counselors in the district and practiced as an Expanded Role School Psychologist in VPS for a good number of years. Some of my career highlights include six years of teaching in the Education Department as an Adjunct at WSU-Vancouver.

Continued from 10

**Area 8: Jamie Chaffin**



Jamie Chaffin: WSASP area 8 representative and association website manager. I have been a school psychologist in the Central Valley School District of Spokane since 2009. I am also the current Director of the Post-Master's School Psychology Certificate Program at Eastern Washington University. Prior to becoming a school psychologist, I taught special education in both Idaho and Washington for 6 years. My husband Brian and I live in Coeur d'Alene, Idaho with our three children, Parker, Carli, and Cassie.

**Area 9: vacant**

**Area 10: Jenny Marsh and Lore'K Garofola**



Lore'K Garofola: I am a co rep for area 10. I also hold a position on the conference committee chair. I have been a lead school psychologist for 6 years at the new high school in Pasco, Chiawana. I attended the University of Oklahoma for undergraduate work, Capella University for my masters, and through Eastern Washington State University for the certificate program. School psychology was a second consideration for work as I has a love for business. I own two franchises in Kennewick with my husband Chris: Auntie Anne's Pretzels and Cinnabon. I also keep myself very busy with work, business, and my two wonderful children, Miles (10) and Sophia (8 months).



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AREA	SCHOOL DISTRICTS
<b>1A</b>	Seattle, Seattle University, University of Washington, Vashon Island
<b>1B</b>	Arlington, Darrington, Edmonds, Everett, Granite Falls, Lake Stevens, Lakewood, Monroe, Mukilteo, Shoreline, Snohomish, Stanwood-Camano Island
<b>1C</b>	Bellevue, Index, Issaquah, Lake Washington, Mercer Island, Renton, Riverview, Skykomish, Snoqualmie Valley, Sultan, Tahomah
<b>1D</b>	Auburn, Enumclaw, Federal Way, Finley, Highline, Kent, Tukwila
<b>2</b>	Bridgeport, Cascade, Cashmere, Coulee-Hartline, Eastmont, Entiat, Ephrata, Grand Coulee Dam, Lake Chelan, Mansfield, Manson, Methow Valley, Moses Lake, Nespelem, Okanogan, Omak, Orondo, Oroville, Palisades, Pateros, Quincy, Royal, Soap Lake, Stehekin, Tonasket, Toppenish, Wahluke, Warden, Waterville, Wenatchee, Wilson Creek
<b>3</b>	Anacortes, Bellingham, Blaine, Brewster, Burlington-Edison, Concrete, Conway, Coupeville, Ferndale, La Conner, Lopez Island, Lynden, Meridian, Mount Baker, Mount Vernon, Noonsack Valley, Oak Harbor, Orcas Island, San Juan Island, Sedro Woolley, Shaw Island, South Whidbey
<b>4</b>	Bainbridge Island, Bremerton, Brinnon, Cape Flattery, Central Kitsap, Chimacum, Crescent, North Kitsap, North Mason, Port Angeles, Port Townsend, Queets-Clearwater, Quilcene, Quillayute Valley, Sequim, South Kitsap
<b>5</b>	Aberdeen, Adna, Boistfort, Centralia, Chehalis, Cosmopolis, Elma, Evaline, Grapeview, Griffin, Hood Canal, Hoquim, Lake Quinalt, Mary M Knight, McCleary, Montesano, Morton, Mossyrock, Napaville, Naselle-Grays River, North Beach, North River, North Thurston, Oakville, Ocean Beach, Olympia, Onalaska, Ocosta, Pel Ell, Pioneer, Ranier, Raymond, Rochester, Satsop, Shelton, South Bend, Southside, Taholah-Grays, Tenino, Toledo, Tumwater, Vader, White Pass, Willapa Valley, Winlock, Wishkam Valley, Yelm
<b>6</b>	Bickleton, Centerville, Cle Elm-Roslyn, Damman, East Valley 090, Easton, Ellensburg, Glenwood, Goldendale, Grandview, Granger, Highland, Kittitas, Klickitat, Lyle, Mabton, Mount Adams, Naches Valley, Roosevelt, Selah, Sunnyside, Thorp, Trout Lake, Union Gap, Wapato, Central WU, West Valley 208, White Salmon, Wishram, Yakima, Zillah
<b>7</b>	Battle Ground, Camas, Castle Rock, Evergreen 114, Green Mountain, Hockinson, Kalama, Kelso, La Center, Longview, Mill A, Mount Pleasant, Ridgefield, Skamania, Stevenson-Carson, Toutle Lake, Vancouver, Wahkiakum, Washougal, Woodland
<b>8</b>	Almira, Central Valley, Cheney, Chewelah, Columbia 206, Colville, Creston, Curlew, Cusick, Davenport, Deer Park, Eastern WU, East Valley 361, Evergreen 205, Freeman, Great Norhtern, Harrington, Keller, Kettle Falls, Liberty, Loon Lake, Mary Walker, Mead, Medical Lake, Newport, Nine Mile Falls, Northport, Odessa, Onion Creek, Orchard Prairie, Orient, Reardon-Edwall, Republic, Riverside, Selkirk, Spokane, Sprague, Summit Valley, Valley, Wellpinit, West Valley 363, Wilbur
<b>9</b>	Bethel, Carbonado, Clover Park,, Dieringer, Eatonville, Fife, Franklin Pierce, Orting, Pennisula, Puyallup, Steilacoom Historical, Sumner, Tacoma, University Place, White River
<b>10</b>	Asotin-Anatone, Benge, Clarkston, Colfax, College Place, Colton, Comumbia 400, Dayton, Dixie, Endicott, Garfield, Kalotus, Kenniwick, Kiona-Bentron, Lacrosse, Lamont, Lind, North Franklin, Oaksdale, Othello, Palouse, Pasco, Patterson, Pomeroy, Prescott, Prosser, Pullman, Richland, Ritzville, Rosalia, Star, St John, Starbuck, Steptoe, Teko, Touchet, Waitsburg, Walla Walla, Washington State University, Washitucna



## University Liaisons

**Eastern Washington University:** *Shanna Davis*

**Eastern Washington University - Post-Masters:** *Jamie Chaffin (see Area 8 for bio)*

**Seattle University:** *Ashli Tyre*

I am an Associate Professor in the School Psychology program at Seattle University, who is currently enjoying her first sabbatical. I teach courses in assessment, intervention, and data-based decision making, as well as field-based practicum and internship courses. I am interested in participatory action research in the field of schoolwide positive behavior support. Prior to relocating to Washington, I earned my doctorate from Northern Arizona University and practiced as a school psychologist in Arizona public schools.

**Central Washington University:** *Suzanne Little*

I have worked as a school psychologist in Florida and Washington. I am currently an Assistant Professor in the Ed.S. School Psychology Training Program at Central Washington University. I am the CWU faculty representative for WSASP.

### STUDENT REPRESENTATIVES

**University of Washington:** *Ameet Bosmia*



I am a doctoral student of School Psychology at the University of Washington and currently serve as our training program's Student Representative at WSASP and at the Washington State Professional Education Advisory Board (PEAB). My present function as the Student Representative is to assist with the Technical Assistance Papers (TAPS) that our WSASP subcommittees will be presenting to the Office of Superintendent of Public Instruction (OSPI). My current research interests examine the extent and ways in which cumulative victimization experiences influence the risk of adult substance use and mental health problems, and in particular, suicidality. I hail all the way from Birmingham, Alabama and moved out to Washington State for graduate school after marrying my childhood sweetheart, Samantha. We have two very charming cats, Apricot and Louie. In my free time, I enjoy reading a good book while drinking sweet tea.

Continued from page 13

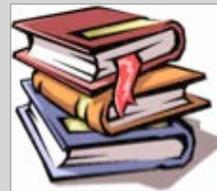
**Central Washington University:** *Rachel Liudahl*

**Eastern Washington University:** *Sandy Henry*

**Eastern Washington University - Post-Masters:** *Laura Ploudre*

**Seattle University:** *vacant*

Check for our regular **STUDENT CONNECTIONS** column in *SCOPE*. If you have specific questions or topics that you would like to have addressed, please forward them to the Editor. Our student writer(s) are always looking for topics valued by fellow students, as well as practitioners. Note, the Seattle University student representative position is now vacant!



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## A Letter to the Editor

*Fear Not the Future; for when the bell tolls, it tolls for Specific Learning Disability not thee*  
by Steve Hirsch



Dear Washington Psychs,

I need to confess- I'm a wee bit nervous about the expectations that my profession will have of me when the revolution comes. You see, I'm one of three authors of the new WSASP SLD position paper and when it hits the newsstands fall conference time, its going to ask of me and all of you, to leave our comfort zone and think about eligibility in terms other than a severe discrepancy. It'll ask us to think in terms of establishing a dual discrepancy (the student is significantly behind peers in an academic area and is not demonstrating the ability to catch up despite solid intervention). That I can handle- RTI even though my high school is barely scratching the RTI surface and not moving any too fast toward that end. There's lots of general ed data out there that can support a deficit, though intervention not very in-depth. By high school, there usually is a history of failed intervention and we have nothing new to offer. Then the paper is going to ask me to utilize a cross-battery approach couched in CHC theory, to establish an area of deficit in a psychological process (this has always been in the definition but I've always hidden behind discrepancy). Why are we searching for a process?

Today it all came together-I was testing a high school student, who is being referred to special education. He is taking Algebra 1 for the third time and going to fail it for the third

time. In fact, his math achievement has been dismal his entire academic career, but because most of his career has been in private schools, no special ed referral or services. I always start these days with the KABC-II. Immediately, a hypothesis, with respect to a psychological process, started to surface. The Atlantis subtest asks students to associate a ridiculous name e.g. Lops, with a cute picture of an imaginary fish, plant or shell. He couldn't do it! At least not to a level close to age peers. This gen ed kiddo couldn't remember that Lops was the yellow fish!!! In fact, any new association, if not tested immediately (but rather had some intervening pairs thrown in), was extremely difficult. His working memory was suspect. Was it working memory in general or specific working memory where a verbal name is linked to a visual stimulus? I kept close tabs on other 'memory' subtests and was dying to drop what I was doing and give him other memory subtests from other cognitive tools such as WISC, WJIII, DAS and WRAML. Would he struggle on all of them or is there a pattern? What if on the WRAML, he does well when there are no words as part of the pairing? When casually talking (I do a lot of that when testing in effort to stay awake), he said that he has to write down EVERYTHING a teacher says or he can't remember enough to pass a test or do the assignment. Of course he has to write everything; he can't remember anything!

Cross-battery asks us to not worry so much about getting a Full Scale IQ, but rather, test out hypotheses as they arise. It might take more time; it will take a more complete testing library in my office (and familiarity with all of them); it will require me to stay awake and formulate hypotheses as we go along rather than simply score the whole darn test when done; and it will force me to learn CHC and the various psychological processes that might contribute to, if not cause, the learning disability. But it makes sense! This kiddo's working memory deficit has significantly impacted his ability to learn. I'll have no problem documenting a significant deficit (based on grades, MSP and HPSE scores, teachers comments on report cards, discrepancy from progress in reading and writing etc etc) and he certainly hasn't responded to anything gen ed has offered intervention-wise. Now I would have a processing deficit to explore if I wasn't so concerned about establishing an ability/achievement discrepancy (which won't be easy since I suspect his overall KABC composite score will be pretty low). It would be a heck of a lot more interesting to drop what I'm doing and start to explore this hypothesis about working memory. So I will not fear the future- It could be downright exciting!



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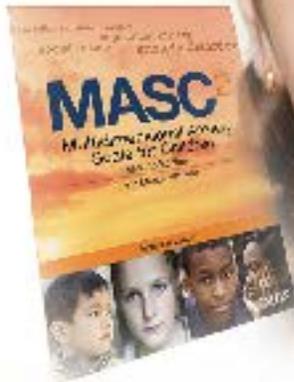
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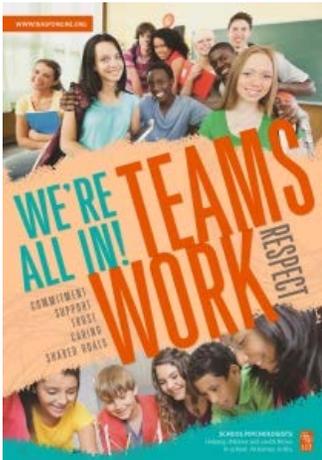
## *TIDBITS from NASP: FOCUS on TEAMING*

(Data taken from [www.nasponline.org](http://www.nasponline.org))



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Check out the NASP website for resources/links:

- \* **We are ALL In! Teams Work!**
- \* **Gratitude Works Program**
- \* **Possibilities in Action Partner Program**
- \* **Student POWER Award**

### NASP COMMUNIQUE SEPTEMBER 2013 ISSUE

Check out the *September 2013* issue of *Communique* for additional resources on supporting school teams.

#### **TEAM WORK: Tips for Coordinating a Strong School Psychologist Team**

*by Laura Rice & Benjamin S. Fernandez*

This includes a 3-page handout that details the key components of a successful team, tips for large and small districts, as well as benefits of successful teams. Resources are also provided.

#### **Communication Matters: Recognizing and Developing Team Players**

*by Amy Glazer*

This brief article highlights the theme of this year’s School Psychology Awareness Week and concisely presents the programs and poster activities that have been identified as integral to benefitting our practice in this area.



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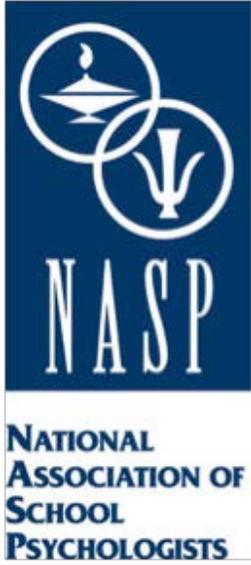


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*We value your contributions and suggestions!  
Please contact Caroline Wallace, the SCOPE  
Editor, at [caroline@jwallace.org](mailto:caroline@jwallace.org)*

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- 5) The Scope Editor will use the above guidelines to accept or decline advertising accounts.
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