



SCOPE

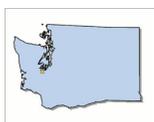
Washington State Association of School Psychologists

Volume 35, Issue 2

Spring 2014

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President's Message



Dear Colleagues,

I am humbled and honored to begin my term as president of WSASP. I want to begin by thanking those who have served before me, especially Susan Ruby, Pam Hamilton, and Sharon Missiean. And thanks to Jamie Chaffin, who is our current President Elect and will begin her term as president this time next year. I also want to thank all those who have served on the board, especially in the last five years that I've been an active board member. If you know someone who has or is currently serving on the WSASP board, thank them for their service to your profession and to students and families. You can't believe how hard they work for you!

Past-president Susan Ruby did such an excellent job recapping the year in her last SCOPE message. She also gave you a pretty good idea of what's emerging for WSASP in the future. I have to say, it is an exciting time

be a member of WSASP, and to work with the board. We are working hard on our guidance or professional practice standards papers, and will hopefully have more to share with you soon. We are working on re-establishing relationships with OSPI, in both special education and other departments. We are working toward re-establishing our relationship with the WEA ESA Task Force. And we have a strong GPR committee forming. Pretty exciting stuff!! I feel honored to help lead that work.

In this coming year we will be revisiting our bylaws, as well as working on our strategic plan. We will also be working with OSPI on additions to the SLD discrepancy tables (I know, we may have been hoping they might go away, but it is still a reality for most districts at this time—better to work in a positive and collaborative way as we move forward). My focus will be to continue re-establishing relationships with OSPI, WEA, and the

Continued on page (3)

NW PBIS REPORT

by Bob Howard



“It was the best of times, it was the worst of times...” (Charles Dickens)

The Best of Times

Times have never been better for NWPBIS organizationally, politically, or in rate of growth! 1700 attended the recent Oregon PBIS Conference. The recent Washington Conference in Spokane was filled to capacity (500). The next Washington Conference in Seattle will be prepared for far greater numbers approximating or possibly surpassing the size of the Oregon Conference.

The enthusiasm for attending these conferences and the growth in numbers are wonderful. Also, these conferences and other training seminars generate money. Lots of money. This has enabled NWPBIS to greatly expand its organizational structure. Two full time employees are being hired to assist Lori Lynass and enable her to more strategically target her own efforts. One hire will be the Coordinator for Oregon. Another will become the Professional Development Coordinator for Washington, largely taking over the training. Two part time employees also will be hired to expand training capacity.

The political climate is very promising. Both Governor Inslee and OSPI Superintendent, Randy Dorn, are in agreement and enthusiastically pushing for significantly increased funding for the umbrella block of educational funding that includes PBIS. There is the judicial push, too, indicating that increased funding is coming. NWPBIS is coordinating political efforts with WEA. PBIS is participating in the WEA Conference in October where both Randy Dorn and Governor Inslee will attend and speak.

NWPBIS has multiple plans for promoting PBIS to the state legislators. NWPBIS will present information at the state Legislative Day on campus in Olympia. This summer, NWPBIS has scheduled a van tour of Washington. The idea is to *show* legislators, in their

home district, the benefits of PBIS instead of telling them. Please contact me at rdhoward1@comcast.net if you have a personal or professional relationship with any of our state legislators. We will try to have you at the van when your representative or senator is there.

PBIS has been wonderfully successful. One high school on the I-5 corridor in Western Washington in its 5th year of PBIS, no longer has an on-campus police officer for the first time in decades. The principal attributes the safe and civil environment to successful implementation of PBIS.

The Worst of Times

Some on the front lines are struggling.

I believe that two state/federal mandates are the biggest barriers to implementation of PBIS into the schools. The principals (and superintendents) report being overwhelmed by the Teacher/Principal Evaluation Program (TPEP) and the Common Core Curriculum mandates.

Principals already reaping the rewards of PBIS are generally continuing with it. Other principals just do not want to add another big program or system regardless of the potential benefits. Some principals who are forced into it are delegating the leadership to someone else in their buildings. That isn't working. The most successful PBIS startups have strong building principal leadership and involvement. Extensive support for this statement will make for a future article.

Failure to adequately address the needs of TIER III Behavior students creates disillusionment with PBIS. Front-line teachers and support personnel don't care so much about TIER I and TIER II supports when a student is chronically throwing chairs and books about the classroom or causing serious harm to others. They want something done right away about the worst behaved

Continued from page 1

legislature; we are also looking at other organizations to begin to forge relationships with, as we move forward in a collaborative spirit. I would like WSASP to be a 'voice at the table' whenever our interests are involved, which includes whenever students and families will be impacted by decisions of these larger stakeholder groups.

We have an exciting fall conference planned in Skamania, and hope you will join us there for professional development and collegial bonding. It is a shared conference with Oregon again, and we look forward to working with our colleagues across the river.

At the conference, we present awards to various members of our association that are doing outstanding things. If you know someone you'd like to nominate for an award, please contact Susan Ruby, Past President (sruby@ewu.edu) or visit the WSASP website for more information (www.wsasp.org).

If any of this sounds positive to you, we hope you will continue to support WSASP, both with your membership, and possibly your time. We are an all volunteer organization, and we all know many hands make light work. There are so many ways to get involved with your association, ranging from small scale to large scale, and we would welcome your participation at whatever level you can provide. Please consider joining this great group of volunteers to further the concerns of school psychologists, as well as students and families in Washington State.

I look forward to serving you in this coming year.

Thanks,

Sherrí Bentley

Contact Sherrí directly for questions, concerns regarding WSASP initiatives or how to become more involved in our organization!

Continued from page 2

students. PBIS teams are better accepted on the front lines when they have a plan for the TIER III students while implementing the TIER I and II supports systems.

There is a lack of personnel with behaviorist backgrounds to support TIER III students. Schools are reporting that their #1 problem is obtaining the skilled personnel to deal with the TIER III behavior students. Those most successful are proving to be school psychologists and former EBD teachers. Sometimes, others have been successful. ESD directors who provide itinerate specialists for the smaller, rural districts tell me that they are desperate to hire PBIS/Behavior Specialists.

Sustainability Problems in current PBIS schools worthy of further discussion in future articles:

1. High turnover of Coaches and Behavior Specialists;
2. Failure to recognize and address the needs of TIER III students with DSM 5 diagnoses;
3. Failure to seek a diagnosis for obvious but not confirmed DSM 5 diagnoses;
4. Behavior Specialists being pulled from PBIS Team Support to prepare and attend to Special Education cases going to court; and
5. Failing to hire replacement principals and other critical PBIS leaders with new employees having PBIS skills. Some hiring teams are not asking *any* questions about PBIS knowledge and experience!

The DSM 5 issue is critical because many of those diagnoses do not respond, or respond inadequately, to functional behavioral types of interventions. Behavior plans are not the treatment of choice and prove inadequate for a number of diagnoses. Many buildings will have very few EBD or DSM 5 students. Other buildings will have double or triple the number considered average. Those buildings will need extra supports. I recommend that PBIS teams have foresight, know their clientele, and anticipate unusual TIER III Supports needs.

Have a great summer!

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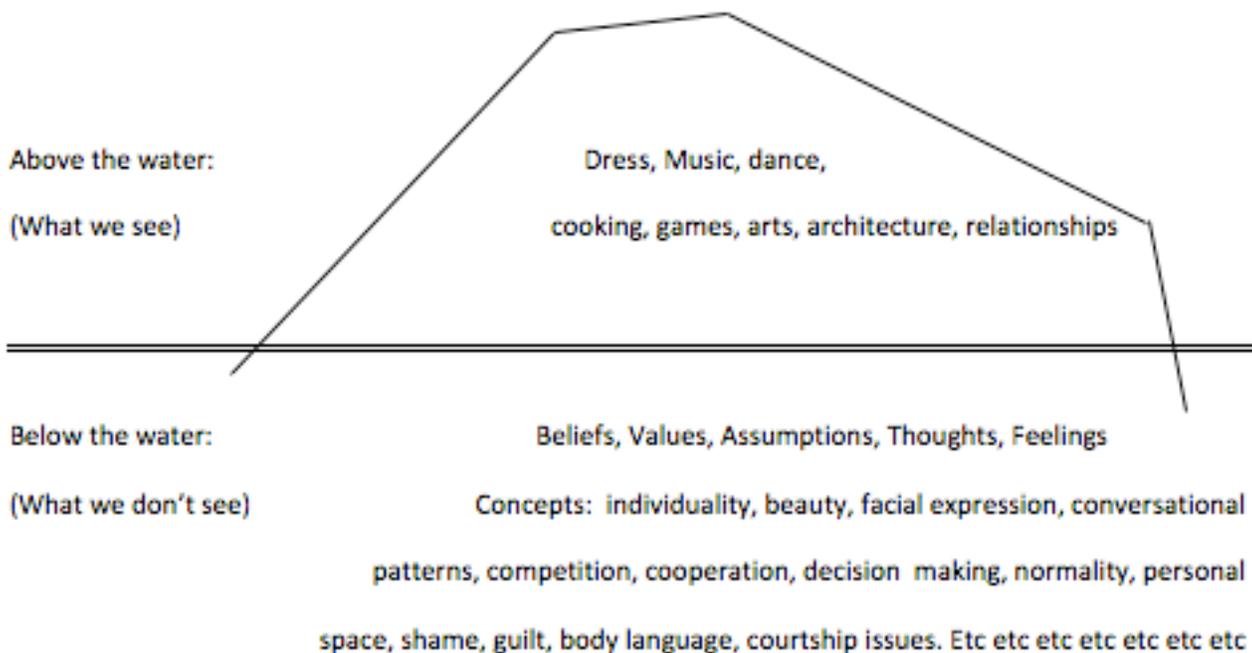
WSASP ETHICS COMMITTEE

By Phil Koester, NCSP, (WSASP Ethics Chair)

The best way to discover the relationship between ethics and culture is to work overseas, where you are commonly referred to as an expatriate. This article was inspired by my personal expatriate experience: 9 years in Hong Kong and 3 years in Saudi Arabia.

Culture is like an Iceberg. The most obvious things are the 10% you can see. The other 90% is much more difficult to see and understand.

Iceberg Model



Let's look at a few very concrete examples. In Washington Public schools federal law prohibits any alcohol on school grounds. A violation of our law is also a violation of our ethical code of conduct. In Hong Kong it was rather common to have beer and wine served at our school meetings, supplied by our administration. The teachers from the British School Foundation even went a step further. They reportedly had a keg of beer on tap in their faculty lounge. Having a bad day, have a beer!

How are business deals made in the far East? The Chinese will routinely prove excess alcohol to get their potential business associates drunk. They do this to lower the inhibitions and see what the person is really like. If they like what they see, you have a business deal. If not, no deal. We have found that the process can be similar if a parent takes

Continued from page 6

the teacher out for dinner. Lower the inhibitions and see what the teacher is really like.

In America we have rule of law. We have strict rules against bribery and corruption. Not so clear in Asia. The Middle Eastern word (Persian) **bak•sheesh**, means a tip or monetary favor. For all practical purposes it's universally known across Asia as a bribe. It's given for the express purpose of making things happen. The larger the baksheesh, the faster it happens. Fortune 500 and multinational companies know this well. The timing of a gift is of particular importance. As a school counselor in Asia I routinely received expensive gifts just before I was asked to write a letter of recommendation. We were told that in Asia it would be rude not to accept the gift. In the West it's more common to give your educators a gift during teacher appreciation week or at the end of the school year. This timing conveys more of a thank-you message than a quid-pro-quo expectation, or bribe.

In Saudi Arabia, women have virtually no rights. Few have an education and they cannot drive or travel without permission from a male family member. With an absent husband permission falls to the oldest son (it happens occasionally that a five year old must give his mother permission to travel). Women have a strict dress code – simply put- they have to be covered up! My wife was subject to several wardrobe violations in Saudi Arabia. She dressed very professionally by western standards. In Saudi Arabia if her shoulders, arms or ankles were exposed she was routinely asked to cover up. The young women expats especially were routinely asked to cover their hair, as well. When my wife and I opened a bank account the male teller could not talk directly to my wife – culturally, it was an insult to me. He asked me to ask her to sign the form. She gave it to me and I in turn passed it back to him. Direct communication - a male to another male's wife is Haram – forbidden. All of these examples, while cultural, are viewed also as ethical violations. Consequences for

noncompliance could be severe. In Saudi Arabia men can have 4 wives but this would be illegal in most western countries. These issues are just the tip of the cultural iceberg! Don't make the mistake of extending your left hand when you greet somebody in the Middle East!

In the Far East, especially China, filial piety, a principal advanced by Confucius, serves as the ethical foundation. Essentially, older family comes first! This is why Chinese score low on Kohlberg's stages of moral development. They say this theory is culturally biased – probably true. Filial piety is a cultural imperative that essentially determines right from wrong. If an older member (usually male) of your family says to do it, then it's right. If you do not do it, then you are wrong. Acknowledgement and support of the family is paramount. You can see for example where nepotism in the west (usually considered unethical) would be completely appropriate in the East. I still remember a middle school student who told me that her Grandfather told her to kill herself because she brought shame upon the family. Why? by getting a D grade. The lists of cultural differences are numerous. Read "Piaget meets Confucius" for a detailed explanation between East and West.

This is just the tip of the cultural iceberg. If you want to understand culture and ethics, broaden your horizons and work overseas. Seeing is believing.

***For questions about ethics,
please contact Phil Koester @
mr.philkoester@gmail.com***

**School Psychology Action Network
(SPAN)**

Carrie Suchy



SPAN Update: None at this time

Governmental Affairs Committee: None at this time

Assessment Committee: None at this time

Focus on the Norms when Suspecting a Learning Disability

by Aaron Myers, NCSP

My first job after finishing my internship was at a high school. During that year the math department dropped off a list of 30 students they were referring for special education primarily due to one data point – these students did not pass the state math test. Similar referrals came from teachers and parents over the years as high stakes testing became a focal point in our circles of education. In each case, I asked the question of how the student’s performance on the test (be it State, District, or CBMs) compared with the average student’s performance on the test. I soon realized nobody was looking at the data the way I was and there was no clear answer to my average question (pun intended).

The apparent lack of data and a growing number of referrals based primarily on state test scores prompted me to find a way to demonstrate learning differences in a way that is easily understood by parents and teachers. The notion was that below standards equated to below grade level, which coincided with below average. Just telling teams that this notion was not true resulted in situations where I (School Psychologist) was a lone ranger on the island of learning disabilities with arrows pointed in my direction. I needed to deliver on my question or they were going to release said arrows --- but, I did not have the necessary tools to deliver on my question.

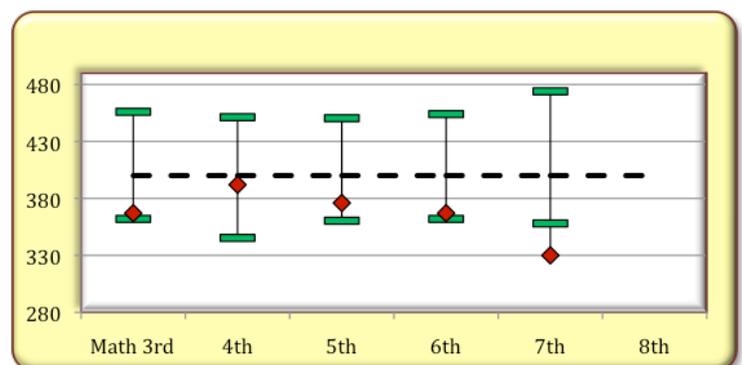
I conducted an analysis of our district data and was able to identify, at least compared to our district, what the average range was on each section of the WASL. From this database we were able to graphically show what the student’s academic skills were like in comparison to the average student. This brought a whole new light on the topic of suspected learning disability. Parents and educators did not realize that a student who has average skills could perform below the state standards (this is particularly true in math).

I am so grateful that OSPI has taken action to provide a statistical analysis of all state assessments. OSPI has

posted the “Frequency Distribution Tables” on their assessment website and it covers all the state tests over the past six years (WASL, MSP, HSPE, EOC). I have updated the database that we are using in our district with the data on the state distribution tables. This way we can easily identify if a student’s performance on any of the state tests over the past six years is within the normative levels when compared to the tens of thousands of students across the state that took the same test. We can also identify the percentile ranks and trends over the past six years.

Using this analysis of the state assessments is very useful (especially for the secondary level) and it adds to other data that we have or can gather about a student’s academic skills (such as nationally normed benchmark assessments like EasyCBM). Now, when our teams look at the data, we are spending more time talking about the reality of where the student’s skills are at and what interventions will help them develop their skills rather than throwing darts through the fog hoping to hit the right target.

You may be asking, “How does it work?” Refer to the chart below as I explain the findings from the State Math tests for a couple fictitious students. The bars are the high and low cutoff scores for the average range of student scores based on the state distribution tables. The diamonds are the student’s test scores on each of the State Math assessments. The dashed line is the benchmark for the state standards “passing” score (400).



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Now suppose that this student is in 6th grade (ignore the 6th and 7th grade scores) and is referred for an evaluation because they have performed below the state standards on the 3rd, 4th, and 5th grade math tests. This comparison data indicates that while the student has performed below the standards over the years, they have consistently performed in the average range and there is a slight trend in the positive direction. According to this data, at the time the student was in 6th grade there was no reason to suspect they had a mathematics disability (assuming that benchmark data and classroom data indicated the same thing). They probably required targeted interventions to help them close the achievement gap.

Now consider this student as an 8th grade student with all the data from the past 5 years (3rd through 7th). Their Math Teacher refers them for a special education evaluation because they have performed below the state standards on the 7th grade MSP. The team would see that this student has consistently performed below the

state math standards and that they have a trend in the negative direction (the achievement gap is getting bigger). These are characteristics of learning challenges and this data, along with intervention data, may be used to support a suspected learning disability and a decision to conduct an evaluation for special education services.

Having this kind of data analysis has been extremely helpful in our referral and evaluation processes because it visually displays where the student's skills are at in comparison with the average student in the state. My hope is that OSPI will continue to provide us with the frequency distribution tables on the state assessments. This data is very valuable to a School Psychologist collaborating with our pre-referral and eligibility teams.

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A Letter to the Editor

APA had it right- We Are Psychologists!

by *Steve Hirsch*, PhD, NCSP, chair WSASP professional development



It seems like only yesterday that we School Psychologists were fighting for our identity just as the American Psychological Association was challenging our title and very essence. Briefly, their argument went like this: By having the word “Psychologist” in our job title, we are misleading the public into believing that we are doctorally-prepared clinical psychologists who are capable of delivering varying levels of mental health services, including therapy. Now, everyone acknowledged that we weren’t intentionally misleading anyone or practicing therapy without a license, but the perception is that we are Psychologists and that mental health is our game. APA was concerned that this unintentional misrepresentation was accompanied by a lack of adequate training (non-doctoral; lack of clinical supervision/internship) and a lack of accountability (lack of license and accompanying oversight).

Today, it became apparent to me that APA was correct in some respects. A mother called me because her son was dealing with debilitating migraines and the family physician’s advice was that she contact THE psychologist at the school rather than the counselor. He was talking about me: the one trained in the zen of IQ testing and problem-solving special education placements while simultaneously navigating the WACs.

The fact that I engage in various levels of mental health intervention is not the issue right now. The physician and parent were of the belief that I was THE one to help the student deal with migraines and the stresses that might be triggering them. Hmmm... seems like a stretch when one considers my training. We are talking perceptions here: the perception that there are no differences between me and that of a licensed, doctorally prepared clinical psychologist. I do what you all do (well, at least I try) -- small group work, individual counseling, coordination of services, agency and therapist referral, problem-solving of behaviors, FBAs, etc., to try and get a handle on how to manage some of these behaviors. However, I do not

advertise myself as a clinical psychologist. But the perception is out there -- APA did get that part right. We need to be careful what we wish for.

Where Am I Going With This?

At the fall conference there will be a presentation by Clay Cook, Jim Mazza, & Jim Henson unveiling the 2015 Spring Webinar - Lecture series: *A multi-tiered model of Mental Health Delivery in the Schools and the role of the School Psychologist*. Our expectation is that both APA and NASP will collaborate to help develop the series curriculum. Look for it; register for it; attend it!

EDITOR RESPONSE

Thanks Steve! As you so aptly point out, our job description and roles are ill defined and understood by the general public. That can be both a blessing and a curse, I suspect. In an environment where we see families and schools struggling to support students, it is hard to say “no.” However, it is our professional obligation to draw boundaries on where our expertise and experience lie -- and to voice those when appropriate. In all cases, our expertise is in collaborative problem-solving, which both identifies and navigates student’s needs to the best interventions, awareness, resources, etc.

Interestingly, this fact hit home with me recently in my pursuit of jobs in Connecticut (where I am relocating in a few weeks time). Per my interviews, I have ascertained that school psychologists have a more extensive role in all levels of student growth (e.g., academic, social-emotional, behavioral) as both evaluation and IEP case managers. This knowledge coincided with acknowledgment that all services were “push in,” the psychologist designs and monitors programming and progress, and writes both the evaluation and IEP. This is a big change from my experiences in WA state ---- one that will require a new hat. Moreover, I also uncovered that the severe discrepancy model is not allowed in the identification of SLD! Seems our Spring Lecture series was extremely timely for me! I look forward to participating and learning in a RTI-focused environment.

TEST ANXIETY & STUDY STRATEGIES:

A Few Resources for Consideration

by Caroline Wallace

Maybe it's linked to the MSPs and end of the year assessments, but I've recently encountered a significant handful of students struggling with performance/test anxiety. In talking with colleagues, this seems to be a noteworthy topic, so I've been actively researching and mining sites for good ideas. Here are a few resources that I found; many include tips on study strategies, which is a key preventive method for reducing performance anxiety in the first place!



Assessment tool: SMALSI (School Motivation and Assessment Student Learning Inventory): a self-assessment of a variety of student learning skills, e.g., reading comprehension, study skills. Includes a measure of test

anxiety. Manual includes a detailed description of strategies and resources for all areas of skills evaluated.

Resources:

Study Guides & Strategies: <http://www.studygs.net/tstprp8.htm>

How to Study: <http://www.how-to-study.com/study-skills-articles/test-anxiety.asp>

NASP: http://www.nasponline.org/resources/principals/Anxiety_NASSP_Oct09.pdf

Test Taking Tips: <http://testtakingtips.com/>

Intervention Central: <http://www.interventioncentral.org/academic-interventions/study-organization/test-anxiety-classroom-tips>

Education Corner: <http://www.educationcorner.com/study-skills.html>

Strategies best for secondary level students: http://www.coedu.usf.edu/zalaquett/Help_Screens/Test_AnxietyMHS.htm and http://kidshealth.org/teen/school_jobs/school/test_anxiety.html

Strategies best for elementary level students: <http://www.elementaryschoolcounseling.org/test-anxiety.html>

and <http://pbskids.org/itsmylife/school/teststress/article10.html>

Teaching coping skills: <http://www.pbisworld.com/tier-1/teach-coping-skills/>



FACEBOOK membership is on the rise! Facebook is a great place for you to go to ask those ethical or even technical questions that nag at us, particularly for those who are more isolated in their schools or districts.

Jen Moore is the lucky winner of a Pink Freud T Shirt for her comical reflection of the 2013-2014 school year:

According to answers on the IQ and academic assessments, I learned that a cow is an animal that pee's milk, rabbits hatch from eggs and that I should not have cut my hair short (that gem was from today when a girl saw my wedding photo and made horrible~face saying "ugh, why did you cut your hair short"?). Also that if you don't want to take your pj's off, just put other clothes on top of them and no one will know (from the same girl who did not approve of my current look).

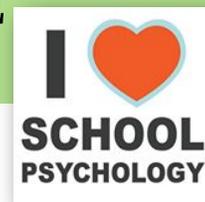


Join us on facebook for another giveaway this fall!

Be sure to check in with the group and participate with some great discussions!

NEWS FROM YOUR NASP DELEGATE

by Pam Hamilton



Happy June! It's hard to believe that another school year is over. I also hope you have a very relaxing summer break, and take time to enjoy your family and friends. Below are a few events and happenings from NASP:

Your NASP membership will expire on June 30, so the time to renew is now! You can divide your dues across three monthly installments when you renew online by June 30. Ensure that your access to NASP member benefits continues by renewing at www.nasponline.org/membership.

The “Safe Schools for Transgender and Gender Diverse Students” position statement outlines NASP’s commitment to efforts that ensure schools are safe and welcoming to all students. View the statement at www.nasponline.org/about_nasp/positionpapers/Transgender_PositionStatement.pdf. You can also read an interview with the lead authors of the statement at www.nasponline.org/publications/cq/42/7/welcoming.aspx.



NASP has resources designed for early career school psychologists available at www.nasponline.org/earlycareer/index.aspx. The NASP Early Career Workgroup is also currently seeking early career members to spotlight! If you know a NASP member in the first two years of his or her career who you think should be featured, please e-mail daniel.newman@nl.edu.

Join us for the webinar “DSM-5 and School Psychology: Neuro-developmental Disorders” on June 12 at 2 p.m. Eastern time. You’ll earn 1 hour of documented NASP- and APA-approved CPD for attending. This webinar is just \$10 for NASP members, so register at <https://nasp.inreachce.com/Details/Information/03788d54-dc25-4e6c-bd61-519f1c7d099b?ref=featured>

Now is the time to register for your choice of two NASP programs being offered this July. NASP and George Washington University (GW) are co-hosting the annual Public Policy Institute in Washington, DC. Learn more at www.nasponline.org/advocacy/ppi/2014/index.aspx. The NASP Summer Conferences will be held in Pittsburgh, PA and Las Vegas, NV. You can find the details at www.nasponline.org/summer. Both programs offer documented NASP- and APA-approved CPD credits.

It has been a pleasure serving as your NASP representative this year. Have a wonderful summer!

SCHOOL PSYCHOLOGIST WEBSITES/BLOGS: (2) Examples

Below are a couple of websites/blogs that I found in my travels that particularly highlight the passion of our fellow psychologists across the nation:

<http://thefreshmanschoolpsych.wordpress.com/>. (Krista Foley, EdS, NCSP Maumee City Schools, OH).

Take a minute to check it out and click on some of her links, which include sub-links to resources, research-based interventions, etc.

<http://mindfulschoolpsychologist.blogspot.com> (Benjamin Knaebel)





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Practitioner Spotlight

Sherri Bentley, MS

WSASP President & School Psychologist (Tumwater)

Educational Background

Sherri received her MS from a "clinical psych" program at Eastern Washington University in late 1980's. At that time there was an "added" emphasis for school psychology as EWU was not yet an NCSP program. In essence, she attained two graduate degrees in two years. She is also a certificated school counselor.

Employment History

Sherri has a 26 year history as a school psychologist. Her experiences have included employment at six different districts, as well as work in the private sector as a therapist (individual, group, family), and program coordinator (family education). In addition, she also participated in a special project for DOC and OSPI in prison system, etc...) in the 1980s; this involved a needs assessment of special education funding (state level) that resulted in a policy and procedures manual. Sherri has incorporated her work as counselor into the districts she has worked in (e.g., ½ & ½).

Current Role & Responsibilities

Sherri is currently employed as a school psychologist in the Tumwater school district; she works full time at (2) elementary schools. In addition to conducting initial and re-evaluations, Sherri designs behavior plans, and has supported students through individual and small group interventions. Currently, Sherri is providing weekly social skills instruction for a Functional Academics classroom. Overall, she perceives she is

navigating a balance between meeting WAC compliance regulations and trying to meet the needs of students. With regard to eligibility evaluations, Sherri reports that Tumwater is exploring the PSW approach at this time.

Perceived Personal Strengths

The primary personal strengths that Sherri self-assessed is collaboration, notably with students with significant behavioral problems.

The best part of my job... is serving students and families to the best of my abilities.

*The hardest thing about my job....*the paperwork associated with the special education process and trying to address student needs with limited options (e.g., categorical systems that don't address all students' needs).

*Advice to someone preparing to enter the field...*be prepared to juggle many plates -- be flexible!

Personal Information

Sherri likes to read and garden. She also volunteers with various organizations across the state, including Zonta (a group that focuses on advancing issues/concerns for women and children locally and internationally). Sherri is also becoming trained to be on the Community Accountability Board (CAB) for youth diversion in the juvenile justice system. She is also passionate about other community issues, including volunteering her time at local homeless shelters.

Continued from page 13

Plans as WSASP's President

As WSASP's current president, Sherri's first goal to re-establish WSASP's relationships with OSPI (various depts.), and relationships with other organizations (e.g., WEA ESA groups). Another goal is to continue to develop the position/guidance papers that are under review, as well as support a strong government and public relations committee. Finally, another area that Sherri feels passionate about is the changing role of school psychologists; she seeks to closer align Washington practice with the NASP practice model. She would like to help psychologists take a more active role in supporting mental health practices in the schools, especially providing direct service.

EDITOR NOTE: Sherri reports that she is not a huge fan of photographs of herself, so a "shadow" feature has been used instead!

WSASP wishes everyone a relaxing summer break!

Check out the NASP website for summer reading to catch up on the latest hot-topics.

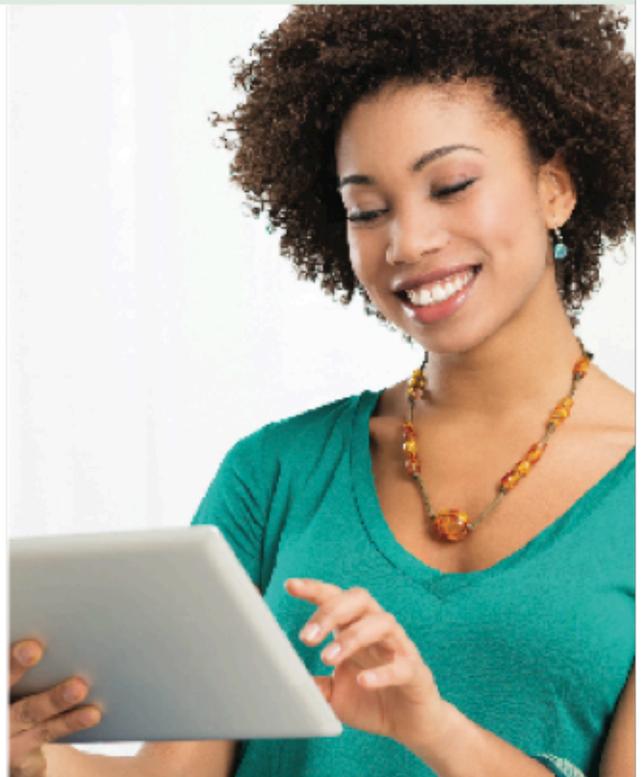


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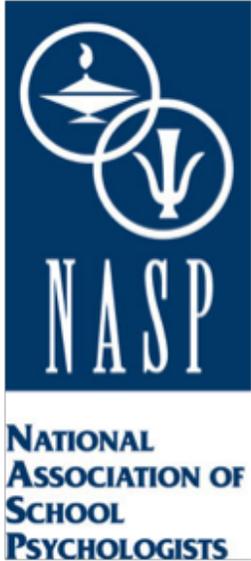


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Area 1C: Diane Sidari	Assessment & Review: Suzi Stephan	Student Reps - UW: vacant
Area 1D: Laura Boyer	Retention & Recruitment: Diane Sidari	
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*We value your contributions and suggestions!
Please contact Caroline Wallace, the SCOPE
Editor, at caroline@jwallace.org*

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