

SCOPE



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Fall 2014

Welcome Back! President Sherri Bentley



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A Call to Action: Increase Membership to WSASP
It is time to coordinate and collaborate for better Legislation & District contracts



President's Message



Dear Colleagues,

Welcome back! Hopefully all of you had a restful and restorative summer break. I am excited and ready to return to the job of helping students and families, as well as supporting your administrators and colleagues. I hope you will join us at our annual fall conference in Skamania. This is a bi-state conference with Oregon, the theme is "Raising the Bar for Northwest School Psychologists." The term "raise the bar" could be interpreted as a challenge—to make something more difficult. It could also be interpreted as a call to growth—to raise standards or expectations, especially by creating or doing something to a higher standard. So, let's "raise the bar" together.

First, I'd like to talk to you about membership. If you are receiving this SCOPE, then you are a member and I'd be interested in knowing the reasons why you choose to be a member of WSASP. But you may have colleagues, or know other school psychologists, that are not members of WSASP. We'd be interested in knowing why as well, so please encourage them to contact WSASP and let us know—we want to know what folks want from us. I'd also ask you who are members to encourage your colleagues to become members. There are many benefits of membership, such as: decreased rates for all of WSASP's professional development offerings; free clock hours for WSASP PD; receiving the SCOPE (WSASP's high quality newsletter); access to 'members only' parts of our



President's Message



new website; and access to the organization that advocates for you and the profession of school psychology. In order to do all of those things, we need members—we are your voice, and we are stronger together.

Second, I'd like to talk to you about being 'engaged'—participating, and perhaps even volunteering your time and skills for WSASP. And here's why...

In 1999 I returned to working in Washington, after a several year stint over the border in Idaho. That year, in December during our holiday break, a colleague invited me to a committee meeting in Tacoma. The WAC had recently been re-authorized, and this committee wanted to discuss the new definition of Mental Retardation (now Intellectual Disability). I, with furrowed brow, asked my colleague why I would want to give up time over my holiday break to attend a committee meeting, and she replied, "If it is going to affect how I am able to do my job/practice my profession in this state, I want to have a say..." Well, needless to say I attended that committee meeting, out of which was born the task force that wrote the first round of 'position papers' for this association in 2000 and 2001. It was actually quite fulfilling, and I felt somewhat empowered through this participation and being able to help identify what would be considered the current best practices in our field regarding the topics the papers covered. I was sold on the idea of participating and wanting to influence how school psychologists practiced our profession in this state.

In my 26 years as a school psychologist, there have been many changes and new directions and trends. The law has been re-authorized several times, and each new rendition has brought its share of changes. At every turn, you could sense the frustration of those who now had to implement these changes. I often heard the comments and complaints, as I attended professional development activities around the state. And I realized that it is easy to become overwhelmed and frustrated, especially when you do not feel empowered to influence these changes coming from the outside. But I also realized that it was too easy to be the one complaining, rather than the one trying to do something about it. That meeting in December 1999 changed the way I thought about

my job, my profession. I decided that I, too, wanted to 'have a say' regarding those things that affect school psychologists, impact children and families, or influence education.

Are you a school psychologist that would like to 'have a say' in how you are able to practice your profession in Washington state? Are you someone that would like to be able to influence the direction of school psychology in your state, area, or district? If so, we need you! WSASP has amazing, committed people, especially those serving on the board, but it takes many more of us to get all those papers written, to serve on committees (which are chaired by board members), and to perform many other tasks throughout the year. We are in an exciting time, working with OSPI, WEA, and other organizations to develop strong, collaborative relationships. We want to be able to respond to any upcoming legislation that could affect students or families. We want to partner with other organizations that have missions similar to ours. The board of WSASP cannot do all of these things without your help. We are a small group and an all volunteer association, and we need the 'whole village.' You can participate in many ways, from being elected to an office/board position, serving on a committee, or helping to author one of the many professional practice papers that we are committed to creating. Not everyone that volunteers or participates needs to be a board member, and it certainly takes more than the board to accomplish all of our goals. And one of my goals is to have engaged members! If you would like to become more involved, please contact us—we would love to have your help!

Sincerely,

Sherri Bentley
WSASP President



Oregon/Washington Bi-State School Psychologist Conference October 16 - 18 2014 Skamania Lodge

Stevenson, Washington (45 minutes from Portland/Vancouver)

Registration

Oregon & Washington
www.wsasp.org

Mail in registration

(checks/purchase orders)
WSASP
Box 525
Cheney, WA 99004

Questions

Registration:
contact@wsasp.org
Website difficulty:
admin@wsasp.org
General conference:
contact@wsasp.org

Lodgings

Skamania Lodge (866) 599-6674

(Rooms available are King bed only)

Bonneville Hot Springs Resort: (509) 427-7767

(3-star resort with Hot Springs on location)

Columbia Gorge Riverside Lodge: (509) 427-5650

(Cabins, incredibly cute & inexpensive just minutes away)

Hood River, OR

(20 minutes away-many less expensive options)

Choice of a wide range of sessions

The Cross-Battery Approach, SLD Identification, and Evaluation of Culturally and Linguistically Diverse Students.

Vincent C. Alfonso, Ph.D., Gonzaga University; Dawn P. Flanagan, Ph.D., St. John's University; and Samuel O. Ortiz, Ph.D., St. John's University.

The Evidence for Executive Function Assessment and Intervention.

Peter K. Isquith, Ph.D., Geisel School of Medicine at Dartmouth.

What Compromises a Comprehensive Evaluation?

Douglas Gill, Ed.D., Special Education Director OSPI; Susan Ruby, Ph.D., NCSP, Director Eastern Washington University School Psychology Program; Steve Hirsch, Ph.D., NCSP, Shoreline School District; Kristi Thurston, Special Education Director Cheney School District.

Multi-tiered System of Support Promoting Student Mental Health: The Pivotal Role of the School Psychologist.

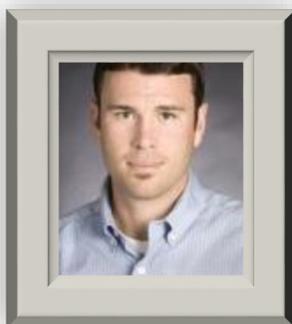
Clay Cook, Ph.D., University of Washington School Psychology Program.

Oregon/Washington Bi-State Fall Conference

Featuring University of Washington Faculty

Our upcoming Bi-State Conference has numerous, outstanding presenters featuring a wide variety of topics ranging from mental health strategies/resources, dynamic home visits, executive functioning, training on new assessments....So much needed and valuable information it will be difficult to choose which conference to attend.

In this current publication we would like to highlight our extraordinary and talented presenters from the University of Washington: James Mazza, Janine Jones, Clay Cook and Amy Bohlander. All four bring an intense passion to their specific areas of interest and are on the leading edge of the skills, resources and curriculum that we need to drive into the schools.



*Clay Cook, Ph.D.,
University of Washington School
Psychology Program.*

Clay Cook will be presenting on Friday from 8:30 to 10:15 continuing his presentation from 10:45 to 12:15 on Multi-tiered System of Support Promoting Student Mental Health: The Pivotal Role of the School Psychologist.

It is well documented that mental health problems serve as barriers to academic success and increase the likelihood of negative long-term outcomes. As a result, there is burgeoning agreement that schools must adopt programs and practices that address these challenges so all students have the opportunity to learn and succeed academically. Indeed, research has uncovered numerous evidence-based practices (EBPs) that address mental health to promote academic and life success. However, the school infrastructure for addressing these needs is often fragmented and the quality and effectiveness of practices targeting these areas needs to be strengthened. Although there are concerns with the current status of school mental health practices, these same concerns represent an opportunity, because of the large number of youth who could be reached in the school setting. In order to capitalize on this opportunity, schools need organizational frameworks for integrating mental health services into the educational setting that fit well with the delivery of existing academic practices.

Within the past decade, practitioners, researchers, and policymakers have increasingly emphasized the utility of Multi-tiered Systems of Support (MTSS) as a framework for providing effective and efficient academic, behavioral, and mental health services to youth in the schools. MTSS is an equity-based service delivery framework for effectively and efficiently selecting, implementing, and evaluating a continuum of supports for preventing mental health problems and promoting student academic and life success. As one of the few school-based mental health providers, school psychologists can play a pivotal role as change agents to facilitate the adoption and implementation of a MTSS that consists of providing a continuum of evidence-based supports and making decisions about students based on data.

This presentation will discuss the specific evidence-based practices associated with a MTSS targeting mental health. Attendees will be provided with the results of studies examining the impact of school-based mental health practices. Attendees will also learn about the role they can play as system change agents to improve the quality of mental health services students receive in the schools.

At the Fall Conference there will be a presentation by Clay Cook, James Mazza, & James Hanson 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!

Oregon/Washington Bi-State Fall Conference

Featuring University of Washington Faculty



The foundation of my research and teaching is multiculturalism—an inclusive construct that recognizes that within each person co-existing cultures can interrelate and influence one another.

*Janine M Jones, PhD, NCSP,
School Psychology Program Director, University of Washington*

*Janine M. Jones will be presenting on Friday 8:45 to 10:15 continuing her presentation from 10:45 to 12:15 on **Through a New Lens: Transforming Emotional and Behavioral Disability Identification Through Culturally Responsive Approaches**. This workshop focuses on the problem of disproportionality and the over-representation of students of color identified for special education under the category of Emotional Disturbance. This workshop is designed to support School Psychologists and Behavior Specialists in making disability determination decisions by demonstrating the connections to culture and behavior in students. The workshop includes a review of culturally responsive assessment practices, including addressing culture in interviews and analyzing cultural factors in the context of eligibility criteria. To maximize the benefit of this workshop, participants are encouraged to bring along a previous EBD evaluation (with redacted identifiers) to use for self-study purposed in the workshop.*



*Amy Bohlander, Ph.D.,
Seattle Children's Hospital Autism Clinic
University of Washington School Psychology Program*

I greatly enjoy working with graduate students through my teaching position at UW, and with children and their families through my clinical position at Seattle Children's.

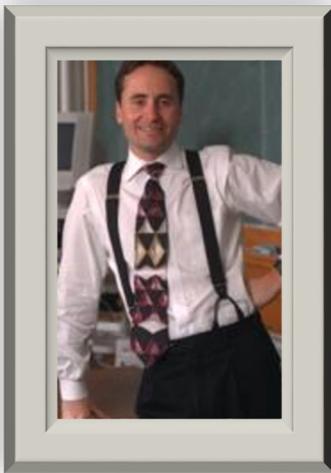
*Amy Bohlander will be presenting on Thursday from 12 to 1:30 on **Educational Approaches to Working with Students with Autism Spectrum Disorder**. This talk will focus on practical strategies that school psychologists and others can use to work effectively with children with ASD within educational settings. The talk will include behavioral strategies, and will also address visual supports, meeting students' sensory needs, targeting social communication skills, and teaching coping strategies.*

Oregon/Washington Bi-State Fall Conference

Featuring University of Washington Faculty

Results from my research are used to better understand adolescent mental health problems and to examine the complex relationship between mental health problems and precipitating factors, such as violence exposure.

James Mazza, Ph.D., University of Washington;



Jim Mazza will be presenting on with James Hanson on Friday from 1:45-3:15 A Multi-tiered Approach to Dialectical Behavior Therapy (DBT) in Schools.

DBT has been shown to be an effective therapeutic strategy for working with adolescents who experience emotional dysregulation behaviors: such as emotional outbursts, cutting, and suicidal behavior. Frequently these behaviors are first experienced in middle and high school; thus developing effective strategies that are empirically-based that assist all students along the continuum of services- are important. This session will discuss how DBT skills and strategies have been employed at the Tier I, Tier II, and Tier III within school systems. Also, this session will identify barriers that may exist at the school or district level in implementing a school-based DBT program as well as some strategies to overcome the barriers.

On Friday evening between 5:15-6:00 University of Washington faculty will lead one of the Panel Discussions, definitely a must see.

The School Psychologist and Delivery of Mental Health Services in Schools.

James Mazza, Ph.D., University of Washington; Clay Cook, Ph.D., University of Washington School Psychology Program; James Hanson, M.Ed.

At the Fall Conference there will be a presentation by Clay Cook, James Mazza, & James Hanson 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!



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Have you looked at your District contract lately?

Laurie Anne Harrison, Ph.D., Scope Editor

School Psychologists throughout our state provide invaluable services to our children, parents, educators and to our state as a whole. During the school year, we are in almost every public school each week, learning about children who are struggling in school with greater and more complex disabilities ranging from the emotional to the physical. We work an inordinate amount of hours, most in less than optimal working conditions and usually in multiple schools. We are contacted informally and formally by teachers, counselors, parents, and administration regarding the needs and challenges of children. We provide a continuum of support to them from recommending strategies to the teacher to implement in the classroom, or to a parent to try at home. Sometimes it takes a few minutes to several weeks, based on the needs of the child, parents and staff. Even so, frequently due to many factors, we end up conducting a comprehensive evaluation. Any child with any type of disability ranging from the already identified and quantified mental, emotional, or physical disabilities to those with challenges we have neither seen before in the public schools. Every year, I have students walk in with diagnosis (es) that are very complex and have at students in which there is a clear but as of yet unidentified disability by the medical or psychological professionals.

As school psychologists we are always in process of upgrading our knowledge in a wide variety of areas. We must stay abreast of state and federal laws, including the most recent case law. We need on-going professional development in order to accurately identify why a child is failing, which requires the most recent research on the brain (what is typical, gender, any type of possible cognitive impairment as it relates to structure and/or neurochemical imbalances), understanding the impact of trauma, cultural differences, effective strategies for support learning, and shifting behavior for the specific types and interactions of different diagnoses, learning new assessment tools to help us task analysis the disabilities, in order to recommend appropriate programming to insure a child has access to a Free and Appropriate Education. And because of our caseloads, and the intense need for ongoing education we stay in our professional world, with the hopes that our interests will be addressed. After all, if we are supported properly, there would be more support for students and

staff. In most district contracts general education teachers are well represented and we benefit as a whole, for instance when there is an increase in base or tri-pay. But in most district contracts, psychologists fall under the Building of Special Services, and generally have very little voice in regards to caseload, working conditions, and having the necessary tools to do our job.

School Psychologists are in high demand, and we have a shortage in our state. If we can highlight school districts that have strong, supportive language and financial recognition of our value, we can post that information on our website, wasap.org. Members could access and decide, based on accurate information as to where they may choose to work. Most school psychologist ignore their district contracts, show up every day and work extraordinarily hard. This is no longer an adaptive or intelligent way to address our professional concerns around the parameters we must operate in, in order to effectively do our job. If we come together as a group, we can highlight the best contract language for school psychologists, and accomplish a greater shift in district contracts across Washington State. We have a significant shortage of school psychologists in our state, let's set up a system together in which we have the school districts compete for us by providing us reasonable caseloads, up-dated tools, good working conditions along with the same rights and considerations in the contract as general education teachers.

If We Come Together As A Group, We Can Highlight The Best Contract Language For School Psychologists And Accomplish A Greater Shift in District Contracts Across Washington State.

Please email me your District's contract language regarding School Psychologists, including additional stipends/compensations. Please send information to SCOPE@wsasp.org

A Letter to the Editor

When is enough, enough:

Thoughts on Exiting HS students with Specific Learning Disabilities from Special Education

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

I work at a high school just north of Seattle where 90-95% of my evaluation caseload consists of re-evaluations. Of those, about 1 in 5 are triggered by a teacher or the student themselves, seeking to exit from special education prior to the 3-year re-evaluation due date. Inevitably, every such request for early evaluation triggers a minor civil war amongst our Multi-Disciplinary Team (MDT) members. The general education teachers typically look at their grade books and state scores and support the request. Special education teachers look at progress toward IEP goals and the student's motivation levels (gee, why aren't they more motivated to attend and work hard in a dumbed-down class that resembles the Sweathog's resource room from Welcome Back Kotter) and might or might not support the exiting effort. The administrator is typically focused on the likelihood of graduation and meeting standard on ever-more difficult state assessments (have you seen or heard about SBAC? The general ed. math teachers are scared) and are reluctant to disengage students from their protective nets. Inevitably, parents and psychologists seem to be caught in the middle.

We School Psychologists operate under a set of assumptions or rules:

- Disabilities last for a lifetime
- What changes is the student's ability to apply learned strategies (or ones that just come naturally or with maturity) and 'override' the adverse impact associated with the disability
- The purpose of the re-evaluation is two-fold:
 - a. Re-establish the student's eligibility for service and if eligible;
 - b. Make recommendations to the IEP team based on current data
- Eligibility for service remains a three-pronged litmus test consisting of:

- a. Establishing the existence of a disability
- b. Identifying the significant adverse impact of that disability
- c. Establishing the need for Specially Designed Instruction

Given the above assumptions and rules, the comprehensive SLD re-evaluation for a student being recommended for exit probably does not need to include another foray into the world of norm-referenced academic and cognitive assessment batteries. After all, disabilities last for a lifetime, so the discrepancy does not need to be re-established (honestly, do we believe that the SLD has disappeared because the student now earned a standard score of 83 on a norm-referenced test when 82 was the criteria)? We have all no doubt experienced the frustration of relating results on such tests to prediction of success in the HS general education curriculum. Of course, there is much that can be learned from the administration of both cognitive and norm-reference academic tests so the decision to use such tests is up to the MDT.

The focus, however, should be on whether the disability continues to have an adverse impact on learning and whether or not there continues to be a need for Specially Designed Instruction or merely a set of well thought-out accommodations.

So how do we determine if adverse impact or a continued need for SDI exists?

1. We could look at grades on transcript and surmise that if a student is doing well in English 9, they don't need the special education equivalent.
2. We could look at state assessment scores and conclude that if a student has met standard on the math assessment, they can't possibly require Math Skills instead of the general education math sequence.

Letter to the Editor, Continued

3. We could more closely look at scores on Common Core Assessments in History for example, and conclude that anyone who can do well on those babies can't possibly require English Skills for they have proven that they can read and write adequately.
4. We could even evaluate progress toward IEP goals and reach the mistaken conclusion that if IEP goals are mastered, SDI is no longer called for (unless the goals are the standards themselves).
5. We could assess whether the deficits in related service goal areas have been remediated, and if not, perhaps responsiveness to direct therapy has plateaued and thus should be minimized or eliminated (the fallacy of this reasoning rests in our understanding of the concept of developmental delay. Just because there appears to be non-responsiveness does not mean that the student's deficit is beyond help. Skill development is not linear, but contains times of plateau).

Then there is the Best Practices V chapter (*Powell-Smith and Ball pp 263*), which infers that if progress monitoring reveals a student has reached Oral Reading Fluency goals that bring them in line with peers, they no longer qualify for or are in need of reading SDI. Don't know about you, but I'm not about to suggest that a HS student is no longer in need of an IEP reading goal because their DIBELS scores are now comparable to peers.

***There is an underlying assumption behind all of the above-that being, if a student does not do well on a measure, it doesn't necessarily imply a disability; but if a student does do well on some measure, there must be a 'passable' level of knowledge and/or ability to apply that knowledge. In other words, there are a million reasons why a student may have done poorly on a particular test at a particular time, but if they do well some-time, on some test, they are not special education material.*

The answer should be obvious- take all of the above into consideration and if the data is inconsistent, have the team use their Best Clinical Judgment as to

whether this student continues to qualify for and is in need of Special Education services, but....

I wish (and so do you, no doubt) that I could end the letter right here. Critical thinking won't let me. Every once in a while, usually the parent, drops the ultimate logical bombshell, "How do you know that the ONLY reason for this student's success is the fact that you are scaffolding their education with Special Education services and Specially Designed Instruction? How do you know that if the services were withdrawn, all of this progress would not simply disappear?"

I will end this lengthy diatribe with a plea- that we address this last, devastatingly logical and plausible argument with (for me) a new practice: When sitting at what might be the last IEP (team members and parents are starting to see the kind of progress mentioned above and thoughts if not talk turns to an eventual exiting), a period of time (recommended-one quarter, trimester or semester) be set aside as a transition period where special education supports (except for essential accommodations that allow for access to school and can be part of a 504 plan) are withdrawn and the student 'weaned' of the IEP. (The IEP services matrix could be minimized to 5 minutes of service per week for each area to avoid the technical snafu of trying to get IEP computer software to print zero minutes). Progress without SDI and support services is then evaluated and it can be determined whether general education success is indeed the result of special education scaffolding. **This works ONLY if written into the IEP and agreed to by all parties.** It recognizes the fact that, while a disability continues to exist, the student may have acquired the necessary strategies to achieve success in general education, despite the disability. Imagine how much easier and logical the decision to exit would be if such data were present.

Some or many of you might already do this- that's a weakness in our profession-we tend to work on islands (some 301 islands if you count school districts) and don't realize what the rest of us are or not doing. WSASP hopes to change that with a lengthy statewide survey assessing School Psychology practice in Washington state-current trends and issues. Look for it soon in your e-mailboxes and please complete it.

I am very interested in your thoughts. Please join the conversation with peers on the WSASP forum at wsasp.org.



2014 Public Policy Institute, SPAN Update Aug. 2014 Carrie Suchy, NCSP

I was lucky enough to go to the NASP PPI this year in Washington DC. This was quite possibly the best training I have had since graduate school. The training left me feeling empowered and prepared to go out and DO something. I hope you were all following along on Facebook!

The PPI theme this year was resilience, which is a topic near and dear to me. We had presenters from several federal organizations, private and government, to prepare us for a culminating experience going to Capitol Hill and meeting with our state representatives to advocate for kids and the field of School Psychology. The training began with background of public policy and education, and then became more focused on resilience and how to advocate for what we know works.

The presenters were very engaging, and left me with some great anecdotes, but what I came away with was more based on my Capitol Hill Experience. Like many of my generation, I have often felt that my opinion will not change government policy. This training left me feeling very differently. Public Policy can be a frustrating process, but knowing that it really can make a difference makes it all worth it. It is all about the long term with this kind of work.

Things I learned that I could go and work on in my state:

1. Anyone can request a meeting with their representatives, state or federal. Federal representatives maintain local offices in the home state, so you do not need to be in DC to do so. Representatives want to hear from their constituents (those living in their district/state), and the words and stories of local people carry weight. Note that you may not be able to meet with the representative themselves, but rather with their staff. There are staffers that work in these offices who advise the representatives on policy, and often they acknowledge that we are the experts, and once they know who you are, will seek you out for information and research about a particular issue. By taking meetings and writing them regularly, you make sure they know you.
 - a. They do like to know if there is specific legislation that you want to talk about, but you do not need to have legislation to discuss to meet. If there is something, have the number and name of the bill prepared to share as well as a brief synopsis of the bill and your opinion.
 - b. Also, always send a thank you note or email for the meeting, manners are always appreciated.
2. The One Minute Solution from NASP can truly make a difference! NASP has a public policy page online with something called the One Minute Solution where you can write your federal representatives about issues NASP has identified, or about anything you want. When several letters arrive in one office, they take note. By just taking 1 minute a month, for example, you are having a louder voice. Also, this is not only for school psychologists, anyone can participate in the one minute solution.
3. As a group, we are mysterious, unknown, and unheard. Few people really understand who school psychologists are, what we do, and why we matter. If we want that to change, we have to start educating everyone! Representative offices are no exception. I had one office think I was a counselor, another who didn't know I had anything to do with special education, and one that was well informed. The first step in advocacy is educating others on who we are. Describe your job in one sentence. That is quite a challenge.

2014 Public Policy Institute, SPAN Update Aug. 2014

4. School Psychologists, School Counselors, and School Social Workers are stronger as a united front. The national associations all work together on public policy advocacy. We should try to do this at the state level as well.

This is a call to action! What I want you all to start doing right now!

1. Go online; write down who your state and federal representatives are. You will have 3 state and 3 federal. Now, imagine if you just wrote one person an email once a month; that is only 2 contacts to the same office a year, but you are becoming a recurring name, and as a constituent, your voice will stand out. (Of course more is better!)
2. When you get back to work you are likely to have some sort of school psychology dept. meeting, at least monthly. If not, you have some kind of special education meeting monthly. I would like to encourage all of us to incorporate the One Minute Solution into their monthly meetings. At least as a reminder for people to check it out monthly. Note that you are required to do this during a break, as it is political activity, which cannot be done during the work day. You can send letters about the same issues every day if you want to, so even if there is nothing new you can write a letter about something you covered before. Imagine if our representatives got 900 letters a month, from each of us speaking up just once: that would be powerful!

Think about how much harder this is for our group compared to teachers. There are thousands of them to our estimated 900... Every voice matters.

3. School Psychology Awareness week is in November. You will be hearing more from me about this issue as we try to make this a legally recognized occasion by the state legislature in fall. In the meantime though, think about how you might use this week to educate those in your building and district about who school psychologists are and what we can do. If we don't start talking about our profession we will continue to be a shadow in the halls, the one that no one knows quite what we do. We can do better.

NASP will have a ton of resources for this in fall, use them, and be creative.

4. Contact your representative's local offices, and make an appointment. It is not nearly as scary as you think it will be; you are often more seasoned in your career than they are! If you want to take this step, please contact me, I am happy to go with you if possible, or walk you through the process. If you are going to DC, that is a great chance, but you can do this at home. And you can do this at the state level. If you do decide to meet with or call your representatives let us know! We will have materials that you can share with them available and will be tracking our political activism for future use.

All of that being said there are several bills at the federal level right now that NASP is interested in:

- a. S. 403/H.R. 1199 Safe Schools Improvement Act
- b. S. 188/H.R. 1652 Student Non-Discrimination Act
- c. S. 689 Mental Health Awareness and Improvement Act of 2013
- d. S. 1094 Strengthening America's Schools Act (reauthorization of ESEA)
- e. HR 1854 Partnerships for Achieving Student Success
- f. HR 1875 Academic, Social, and Emotional Learning Act of 2013
- g. HR 4574 Strengthening Mental Health in our Communities

At the state level, we are monitoring these bills:

- a. House Bill 1735 (expansion of transition services)
- b. Senate Bill 5330 (reducing class sizes, changes to the prototypical school ratios)

If you want more information about these you can either contact members of the Governmental Affairs Committee, NASP, or go online for more details.

2014 Public Policy Institute, SPAN Update Aug. 2014

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If you want more information about these you can either contact members of the Governmental Affairs Committee, NASP, or go online for

Additionally, here are some great resources I found and you may be interested in:

1. First Focus: this organization analyzes the federal budget and determines how much of our budget goes to children. This data can be alarming, and very helpful in advocacy. firstfocus.net
2. Kids Count: this organization is a center for data on kids, beyond the budget. Each state has an agency. datacenter.kidscount.org
3. Leading by Convening: The Power of Authentic Engagement: this is a very cool empowering model for how to work toward

Did you know that you can be on a committee without being an officer on the executive board? If you are interested in joining the governmental affairs committee, please contact me! SPAN@wsasp.org



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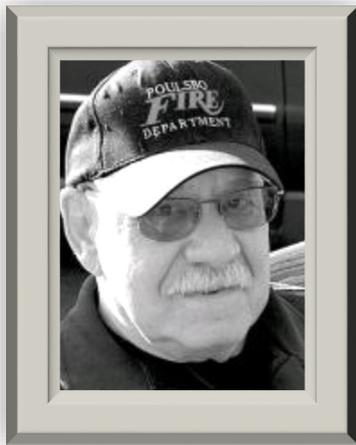
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Beloved and Highly Respected University of Washington Professor Stanton P. Thalberg will be missed.

Stanton P. Thalberg: February 29, 1932 – August 2, 2014.

Stanton P. Thalberg passed away in his Vancouver, WA home on August 2, 2014, in the presence of his family, after experiencing 20.5 birthdays. He was born in New Haven, CT, and grew up in Plantsville, CT.



The achievement of his Bachelor's degree in Psychology was temporarily interrupted by a stint in the U.S. Air Force, where Stan served in the Intelligence Department during the Korean War. After a Master's degree in Educational Psychology, he earned a Ph.D. in 1964, also in Educational Psychology. All these degrees were obtained from the University of Iowa, where he was also an assistant professor of Educational Psychology and Rhetoric until 1965.

Stan taught Clinical Educational Psychology at the University of Washington since 1965, and was Chair of the University of Washington School Psychology Training Program since 1985, until his retirement as an associate professor in

1993. He was on inter-agency loan to St. Elizabeth Hospital in Washington, D.C. from 1980 to 1981, which provided background for him to become an evaluator for the Joint Commission for the Accreditation of Hospitals.

In the 1960's, Stan participated in the Freedom Rider movement, for civil equality.

After building his first log house on Bainbridge Island in 1984, he built another one in Port Ludlow in 1993. Stan volunteered for the American Red Cross and for FEMA, from 1995 to 2004, and functioned as a disaster mental health counselor, specialist, technician and ultimately as an officer in charge of mental health. He attended over 50 large national disasters, including 9/11 (World Trade Center and Pentagon attacks), the Alaska Air 261 crash, and multiple floods, hurricanes, earthquakes, tornadoes and wildfires.

At the age of 62, Stan received his volunteer fireman credentials, and was certified by the Washington State Fire Academy in 12 skills. In 1996, he received his emergency medical technician (EMT-IV) certification. He was most proud of his volunteer work for the North Kitsap Fire and Rescue, the Poulsbo Fire Department and the Port Ludlow Fire and Rescue. He received an inspirational award from Jefferson County Fire Protection district #3, station #33 (Port Ludlow), in 1994,

and was awarded the 'EMT of the Year' the following year. The Poulsbo Fire Department awarded him for his 'tireless efforts and contributions on special projects' in 2004-2005.

He also enjoyed woodworking, target practice, fly fishing and lure making, and attending the Mariner's Spring Training as a fan.

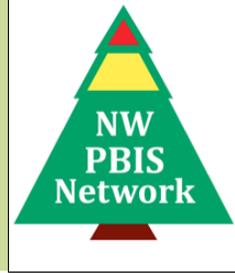
Stan is survived by his sons, Steve Thalberg (Linda) and Mark Thalberg (Sandra), and daughter, Leslie Axelson (Jim); his wife, Marcia Ruskin; his step-sons, Seth Ramus (Lisa) and Joshua Ramus; his sister, Sue Bond; his grandchildren, Rebecca Khalil (Peter), Micalah Burgess (Blake), Jaellah Thalberg, Casey Axelson, Hannah Axelson; his great grandchildren, Jaden Cox, Adrian Khalil, Evelia Burgess; his step-grandchildren and step-great-grandchildren, Teri Oushani, Ian Oushani, Molly Ramus, Claire Ramus and Lilyblue Prince-Ramus; and nieces, Robyn Fineberg (Eric), Marnie Harrison (Chad) and Nicole Braveman (Jonathan), and grand-nephew, Zachary Fineberg.

He will be missed.

NW PBIS REPORT

by *Bob Howard*

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



NWPBIS Report

By Bob Howard

Early in my career, the staff at an elementary school building received several days of positive reinforcement training prior to the start of the school year. A coach was hired to train the staff. It was strongly supported by the school board and administration. The main idea was for classroom teachers to attend to (reinforce) positive behaviors, ignore minor misbehaviors, and greatly reduce negative teacher to student interactions (reprimands, re-directs, etc.).

A competent and otherwise successful first-grade teacher, who was diligently implementing her training, was having trouble changing the behavior of one particular boy. She couldn't get him to stay in his seat during class lessons. She had worked hard and attended closely to the desired in-seat behavior for weeks without success. I did an in-class observation and within the first ten minutes of the teacher's instruction, the boy got out of his chair; walked to another part of the room where he casually inspected something; and then went right back to his seat and sat down. The teacher promptly walked up near the boy and praised him for his in-seat behavior...

The teacher was unknowingly rewarding sitting down behavior instead of “staying” seated behavior! The boy, who was quite bright, had quickly discovered that he must first get out of his seat (to draw attention to himself) before he could sit down and get his reward, the individualized praise of his

teacher. He got his reward promptly every time he did this, which increased the frequency of his behavior instead of reducing it. When explained, the teacher got the idea, and the boy easily understood that the (rules) had changed. The teacher made a minor adjustment, and the boy thereafter stayed in his seat during lessons!

I thought about this case for a long time. How could something so simple and so obvious be so misunderstood and misapplied? I came to understand that this is more the rule than the exception in the world of regular education. I found that it was very rare for regular education classroom teachers to have ever had any training in behavior modification, reinforcement, etc. The same with most counselors.

My last eleven years I worked as an Intervention Specialist funded in the regular education budget. I believe I wrote over 100 individualized behavior plans, mostly for the students of regular education teachers in a very high needs building. Over time, I found recurring patterns of misapplications of the plans. Classroom teachers kept making the same mistakes. I started writing a “Helpful Hints” Addendum that I attached to each plan. These helpful hints were written as if for the child. However, the hints were always specific about the teachers' behavior, what they should do to make the plan stronger and more likely to succeed. Most years I had eight Helpful Hints. But, I added a couple more later. One example was the Hint to sustain the plan for a certain number of weeks. Prior, the plans had become so successful with a sudden

and dramatic improvement in behavior that the teachers would quit the reinforcements thinking that the problem was solved. The child would revert back to the old habits, and I would often have difficulty getting another “buy in” by the student. I didn't appreciate having to revisit “solved” cases and having a more difficult time of it, too.

A main point to be taken in this article is that school psychologists who move from Special Education Departments to working with regular education students and staff can expect to find communication problems with staff. TIER I and II PBIS interventions make common sense and largely involve group psychology and motivation. Conversely, TIER III interventions will be the same or nearly the same as IEP behavioral interventions, individually targeted to specific behavioral maladjustment, not to exclude the underlying emotional factors. The more competent the PBIS, TIER III team, the fewer will be those who end up in Special Education for behavioral reasons. However, those school psychologists on the PBIS TIER III team will find challenges, some sighted above, working with regular education staff. Staff will often will have no experience with these types of interventions, they won't understand, exactly, what you are trying to do, or how, and they won't have knowledge about the underlying behavioral principals. They usually won't have a clue as to why the plan is failing if and when it does fail.

Even worse is when certain staff become embarrassed (or just give up) and hide the plan's failure from you as long as they can.

NW PBIS REPORT

by Bob Howard

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

For sure, much more coaching and monitoring will be required than was needed with the more often self-directed, Special Education, behavior teams.

This article lists challenges. However, please understand that those school psychologists who have joined strong PBIS teams have loved their career changes! It is very rewarding to do work in which you can make meaningful improvements in the lives and education of students quicker and in greater numbers than ever before.

Beware: Doing PBIS work without reductions in Special Education caseloads too often is overwhelming and can lead to self-perceived failure. Don't do it unless you can be guaranteed time commitments to PBIS. If doing both roles, federally legislated, Special Education Timelines always take precedence to PBIS. PBIS will suffer. Those who seem most satisfied are those who take a district-wide PBIS leadership role instead of covering the building already assigned by Special Education.

If you are a school psychologist in a PBIS role and haven't communicated with me, I would love to hear from you. My contact information is in Scope and our web-site. Thank you.

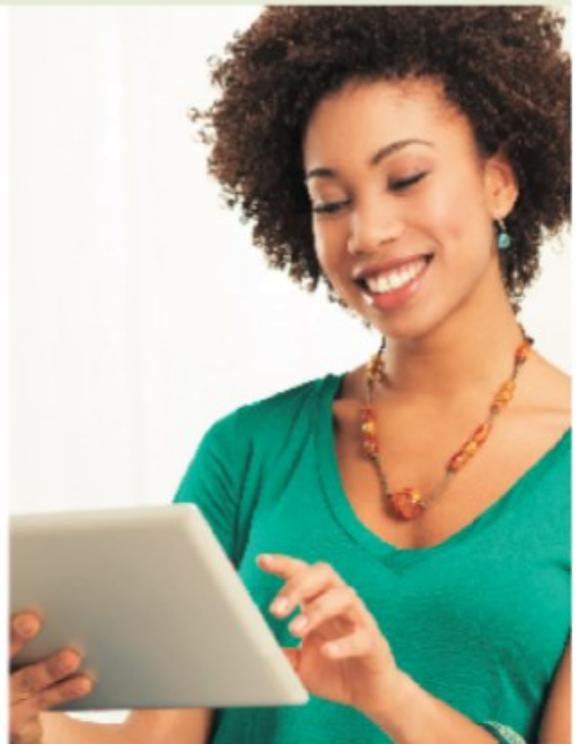
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