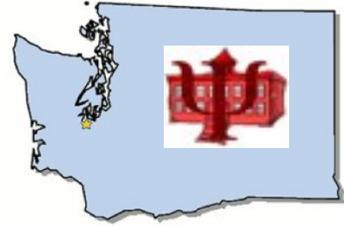


## SCOPE



Volume 36, Issue 1

Winter 2015

President Sherri Bentley



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**Upcoming and significant changes in the role of School Psychologists will require a multi-tiered mental health model in the school setting.**  
[Sign up for the 2015 Spring Lecture Series](#)



## President's Message



Dear Colleagues,

At this time of year, as we celebrated various holidays and time off, I feel many things—the main one being gratitude. Gratitude for the things that matter—friends, family, a job I feel good about, a roof over my head, etc. And this year, especially, as a school psychologist I'm grateful for some big things in our field and profession.

First, we just had one of the best WSASP fall conferences ever! The feedback we received was overwhelmingly positive, and considering all the logistics, it went amazingly well. We are also coming up on another WSASP professional development opportunity, our yearly Spring Lecture Series; this year the focus is on "Developing a Multi-Tiered Model for the Delivery of Mental Health Services in the School Setting," and

promises to offer great value to practicing school psychologists (especially those interested in moving toward the NASP practice model/practicing in an expanded role).

In addition, the WSASP board has officially adopted the NASP practice model—meaning that we endorse and believe that this model of professional practice is the vision of what school psychologists should be doing. We understand that many of us are still under the constraints of poor psychologist to student ratios, special education directors that do not see an expanded role for us, etc., but we truly believe that it is the duty of WSASP to continue to advocate for a model of practice that more accurately represents our training and skills. We also have the fullest and most active WSASP board in years, so a lot more work is getting done!



## President's Message



Also, this promises to be an exciting year on the legislative front. Various organizations around the state are mobilizing around both the McCleary decision, and Social Emotional Learning (SEL), to name a few things that would be of interest to us; and did you read the class-size initiative and notice that it contained language regarding better school psychologist ratios/staffing? Our Gov't & Public Relations (GPR) committee has been working hard at making connections and fostering relationships with many of these groups, and we will be making contacts with elected officials in the near future. I strongly encourage you to make contact with your elected representatives, letting them know what school psychologists do, what skills and training we have, and how they might support us in our profession. Watch for ground-breaking legislation and look for those who are on legislative committees that are important to our work (i.e., the education committee). We need to raise our voices and become a presence in Olympia!

Finally, I am immensely grateful to those who were able to respond and provide crisis intervention and support for the Marysville School District immediately after the tragic events of October 24<sup>th</sup>. I am honored and humbled to know and be affiliated with some of them, and in awe of the level of expertise that was rallied in such a timely and thoughtful fashion. I know that all of us sent and continue to send our best thoughts and wishes to them and to those affected by this event as they continue to move forward and heal.

I leave you with one of my favorite quotes, which I see every day on my computer: "I am only one; still I am one. I cannot do everything, but still I can do something. I will not refuse to do the something I can do."

Sincerely,

Sherri Bentley

WSASP President

### **Do you have an interest in helping to approve training provided by Washington State's school psychology and educator preparation programs?**

The Professional Educator Standards Board (PESB) currently has NO school psychologists who are serving as volunteer site reviewers to support the program approval process. PESB offers site reviewer training twice a year and is interested in having professionals in a variety of roles with various expertise review the different educator preparation programs in our state. We all benefit from knowledgeable peers reviewing the programs. The next training is in February. Please click on the link below to register. Please share this with your higher education and P-12 colleagues.

#### **Site Reviewer Training**

When: February 12, 2015

Where: City U-Renton

Registration: <https://docs.google.com/a/pesb.wa.gov/forms/d/11bVAhBZVAuV1dR3zpOeD2M36DYk4YYGQp3UGNHAZtpY/viewform>



## Responding to Marysville

Sherri Bentley, WSASP President



Marysville - Pilchuck High School

While the events of 10/24/14 at Marysville Pilchuck High School (MPHS) were tragic, and there are no words that could lessen that fact, there were some things that were very good that happened in the aftermath. The Edmonds and Everett school districts reached out to Marysville, and provided immediate support. Edmonds has a highly trained (NASP PREPaRE model) team, called their Flight Team, which was in Marysville as early as the next day. Everett sent 20 people on the following day. The Flight Team from Edmonds went to Totem Middle School on the Monday following the incident, where five of the six students directly involved in the shooting had attended the prior three years; they also were present at MPHS (even though school was not in session) and Marysville Getchell High School. It was evident that schools across the district, both students and staff, were significantly impacted by this event.

Jo Callaghan, Director of Psychology and Elementary Counseling from Edmonds, coordinated contact between Marysville and Edmonds. She also worked closely with Becky Ballbach, Director of Student Support Services from Everett and Amy Vujovich, Director of Student Services from Shoreline (a district, that later provided support) to ensure a smooth transition in support between the Edmonds Flight Team and those coming in later. In addition, Cheri Lovre, from Crisis Management Institute (CMI), worked closely with Jo Callaghan in coordinating the response and support; Ms. Lovre also worked with the staff at MPHS, supporting them and offering guidance on how they could support their students. Dr. Mary Schoenfeldt from the Everett Office of Emergency Management was also alongside as she coordinated community responders. When students returned to MPHS, the Edmonds Flight Team was there. As one of the Flight Team stated, "We were trained and knew how to provide crisis response (and not counseling) to an entire district in desperate need of support." It is impossible to fully represent here, in this brief space, the complexity and variety of what is encompassed in this type of response, but here are some examples:

\*The week of Oct 27<sup>th</sup> at Totem Middle School and Marysville Getchell High School the Flight Team set up in the school libraries and were available for students that needed support; there was an area labeled as a 'Safe Room' where more structured activities were available, as well as more in-depth

one-to-one interventions available for students that needed more support; forms (from PREPaRE) were used to distinguish student risk (Low, Moderate, Severe) and then compiled on a spread sheet and given to the school counselors; Flight Team members also checked on school staff to see who was more impacted and perhaps in need of support; information about grief and trauma, local resources were given out, and student attendance was reviewed to determine which students were absent for an extended period of time, so that their families could be contacted and/or given additional information about supportive resources.

\*The week of Nov 3<sup>rd</sup>, the Flight Team from Edmonds still had the lead Monday and Tuesday, and set up similar supports at MPHS. In addition to the supports listed above, individuals followed the schedules of those students who were no longer with the school community; they were available to support both students and staff in the face of the empty desk and able to honor the student that was no longer with them. On Wednesday, 15 counselors from Everett went to Marysville; they saw over 100 students that day. The Shoreline School District sent support staff (school counselors and a school psychologist) that week as well; Shoreline finished on Thursday and Friday. Again, students could access support individually or in a small group, and staff were able to identify those students in need of more help and provide linkages to both school counselors and outside agencies. One of the counselors from Shoreline noted that having the structure that Edmonds had set up was helpful for the people who followed; they had a focused purpose, which was mental health 'first aid' for students and coordinating supports for students and staff.

\*Some other amazing things of note—therapy dogs were made available, and provided a 'bridge' for those students reluctant to engage support staff; a person from the Linus Project drove from Oregon, collecting blankets along the way, bringing them to Marysville for the comfort that they could provide; Compass Health and the Tulalip Tribe provided counselors, and Island County Human Services provided counselors as well; NASP Crisis Response Chair Cathy Paine and President Stephen Brock reached out to WSASP and to Marysville, offering support; WSASP rallied support from a variety of places, as the request went out for those trained in grief and trauma response; a retired school psychologist, as well as a professor from Seattle U also



## Responding to Marysville, continued

Sherri Bentley, WSASP President



Marysville - Pilchuck High School

responded in that third wave, showing up willing to help...this list could go on and on.

In contacting people to collect information for this article, what I heard over and over were the words 'honored,' 'humbled,' 'grateful' to have an opportunity to serve students,' 'it was an immense privilege to be able to support,' and the frequent references to the confidence and competence the team felt in the face of such a crisis, based on the training they had received. References to the expertise and willingness of those who formed these response teams were noted often. Also the level of collaboration across districts, roles and training, agencies and other entities was cited often as a model of how a response such as this should be approached.

What I take away from this is the knowledge that we have some very well trained people in our midst, that were able to step up and provide support in a skilled way when a community really needed it. But what I also take away is that not enough of us have this level of training or expertise, and that many of our districts are woefully unprepared to respond to such an event. So I want to take this opportunity to remind folks of training opportunities—first, NASP provides PREPaRE training every year at the national conference. Also, PREPaRE training is being offered this spring at the 2015 General & Special Education Conference in Seattle (March 5<sup>th</sup> & 6<sup>th</sup>). In addition, there are a variety of resources available through NASP; for broader information in the area of School Safety and Crisis Resources, go to [http://www.nasponline.org/resources/crisis\\_safety/index.aspx](http://www.nasponline.org/resources/crisis_safety/index.aspx). For more narrow or specific information, look at A Framework for Safe and Successful Schools (4/2013): <http://www.nasponline.org/resources/framework-safe-and-successful-schools.aspx>.

Finally, what I know in my heart to be true is that while the events in Marysville will linger in the hearts and minds of those who experienced it, the subsequent supportive and collaborative response will stay with them as well. In addition, from what the responders shared with me, they also will be forever touched and changed from their participation in this response. We are fortunate to have these people among us and I am proud that many of them are school psychologists—they are heroes all.

### *Developing a Multi-Tiered Model for the Delivery of Mental Health Services in the School Setting: The Role of the School Psychologist*

In accordance with the [NASP Model for Comprehensive and Integrated School Psychological Services](#), WSASP has developed a webinar series targeting the role of the school psychologist in providing and supporting the delivery of school mental health services. The aim of this webinar series is to empower school psychologists to take a more prominent role in school mental health service delivery by either providing direct services to students, consulting with staff on the implementation of mental health-related practices, or simply being knowledgeable about mental health practices in order to communicate effectively with outside mental health providers and coordinate school-based services.

### **Sign up for the Washington State Association of School Psychologists**

#### **2015 Spring Lecture Series**

Register on the WSASP website at ([www.wsasp.org](http://www.wsasp.org)), The webinars will be live but all talks will be archived and available as digital recordings along with presentation power points, handouts and readings for all who have registered for the day or for the full series

Maximum 36 clock hours will be provided.

Please contact [SCOPE@wsasp.org](mailto:SCOPE@wsasp.org) to contribute your thoughts or log on to the member forums at [wsasp.org](http://wsasp.org) and engage in a discussion with peers, or join us on Facebook!

## School psychologists now have 2 paths to second tier certification

Update by Susan Ruby, Eastern Washington University

In November, Washington State's Professional Educators Standards Board (PESB) approved an option for school psychologists who are unable to seek the Nationally Certified School Psychologist (NCSP) and obtain the Professional Certification (Pro Cert) may earn a continuing certificate by completing 180 days in the role and 150 clock hours. School psychologists may still earn professional certification through NCSP. Within Washington State, most of our training programs are approved by the National Association of School Psychologists. Graduates of these programs qualify for the NCSP and just need signatures from their program directors and internship supervisors to complete paperwork for the NCSP, available at: [http://www.nasponline.org/certification/NASP-Approved\\_NCSP\\_Application.pdf](http://www.nasponline.org/certification/NASP-Approved_NCSP_Application.pdf). Graduates of non-NASP approved programs may still seek the NCSP but must submit a portfolio and case study for review with their applications. The application for applicants from non-approved programs is available at: <http://www.nasponline.org/certification/ncsp/app/index.aspx>.

The PESB decided to offer an option for continuing certificates for school psychologists, as currently no universities are offering Professional Certificate courses for applicants who need a course because they cannot or prefer not to seek the NCSP to obtain a Pro Cert. Some universities are continuing to talk about possibly offering a Pro Cert Program, and this remains a viable option for candidates if a program is approved. In general, the five school psychology programs in Washington (University of Washington, Eastern Washington University (2 programs), Central Washington University, and Seattle University) are primarily focused on training candidates to become Residency Educational Staff Associates in School Psychology. Capacity is the biggest barrier for the universities to offer Professional Certificate courses.

The Office of Superintendent of Public Instruction has updated their website to reflect the new options for school psychologists seeking to obtain the second tier for certification: <http://www.k12.wa.us/certification/ESA/Residency2.aspx>. Below is a summary of options for school psychologists, taken directly from this site:

1. **School psychologists earning NCSP can apply for a professional certificate. School psychologists in the process of obtaining the NCSP may apply for a one-time two-year renewal with verification of NCSP submission.**
2. **School psychologists may apply for a continuing certificate by completing 180 days in the role and 150 clock hours.**
3. **An individual school psychologist who is applying for the National Certificate for School Psychologist (NCSP) may apply for a one-time two-year renewal with verification of NCSP submission. (WAC 181-79A-251(c)(iii))**
4. **School psychologists with residency certificates dated to expire June 30, 2013, 2014, or 2015 may apply until June 30, 2016 for a one-time two-year extension. (WAC 181-79A-251(c)(v))**

*We are thankful that PESB has offered school psychologists options for second tier certification.*

If your **RESIDENCY** has **LAPSED** you have the following options: Renew a Residency ESA Certificate, apply for a Residency ESA reissuance, Substitute Certificate

## 2014 Award Winner

### School Psychologist of the Year: Vicki Anderson



Vicki Anderson was nominated for the WSASP, School Psychologist of the Year Award (2014) by Bob Howard who first met Ms. Anderson in the late 1970's while he was in graduate school. She had already graduated with a Masters in Science degree in Experimental Psychology. She loved (and loves) the field of psychology. The following is an excerpt from Mr. Howard's nomination letter.

Her career started off as an assessment psychologist and was great at it. She was the favorite of her Special Education director, because when the district was under pressure and missing deadlines, she would take backlogs from other buildings, assessing over, and sometimes well over, 180 students per year for a number of years in the 1980's.

Vicki's experimental skills soon surfaced. Whenever there was a BD, later E/BD, and still later TIER III student that no one could manage, Vicki was called upon to help. Her skills in assisting students succeed in school settings were so superior that she was assigned to the elementary building that housed all the behaviorally disabled students from ten, large, elementary schools in the district. There were huge numbers of Behavior Disordered types of students concentrated in her building. Vicki was so successful, her reputation grew quickly. If a child was unable to ride a school bus without misbehaving, Vicki would ride that bus morning and/or afternoon until the interventions she had designed were implemented properly and successfully. So called "impossible children" learned to behave and stay integrated regardless of the school setting.

Vicki was so successful that the administration created a new position for her in which she no longer was assigned to a building, but was free to go to any and all of the buildings in the district that presented difficult to solve cases. There were 18 to 20 K-12 school building in the 1990's, so we are discussing a large numbers of referrals. Because she was so successful, the rate of referrals increased.

Vicki was fast! Many, many times, she would have a plan developed in half a day and could move on to the next child. She would consult the teachers and many times spend as few as 15 minutes observing the child. She would already recognize the DSM disorder, if any; determine the function of the behavior or behaviors; and would immediately come up with an intervention in her mind. Usually, Vicki did not have to revisit cases and revise her interventions, because staff were successful with implementing her interventions and saw a change in the student's behavior.

Things happen. Vicki left us and moved on, at one point becoming a Special Education Director. But, two years ago, our

district recruited Vicki to come back. She did, and proved her worth all over again. I have never known any educator as skilled in behavior modification as Vicki, her interventions are unsurpassed. But, her strengths in other domains are, perhaps, as strong. She has been a skilled and fast producing assessment psychologist; superior at evaluations other than eligibility; and her consultation skills enabled her to double and quadruple, than considered normal, the number of children and families she could help per year.

All the above addressed Vicki's skills. I could write as much more about her character. Vicki is a nice, good person. She has always been trusted and respected by colleagues, children, and parents. Vicki has been an advocate for children, sometimes pushing the system remarkably hard for those children. Her ethics and dedication to her profession have been admirable. Vicki is the best!

#### Note from the editor:

I had the great fortune to work with Vicki Anderson as a behavior specialist in Snohomish School District for 5 years. All that Bob Howard stated about her was also well evidenced in my district. She is highly skilled in working with all parties concerned, keeping her focus and intent on how to best build functional and adaptive skills in children and with the adults who work with them. Her inherent understanding, compassion and skills combined with her diplomatic skills built exceptional programs and collaborative teaming around children. I have high respect for Vicki Anderson, and I sincerely support her as School Psychologist of the Year!

**2014 Award Winners**  
**Louisa Thompson Award: Arick Branen**  
**School Psychology Services Award: Jason Lee Elementary**

### Louisa Thompson Award

#### Arick Branen Grandview School District



Susan Ruby nominated Arick Branen for the Louisa Thompson award. This award recognizes individuals for outstanding service to the Association. The award was set up in honor of Louisa Thompson who was one of the primary persons in establishing WSASP, and was recognized for her dynamic personality, extraordinary drive and determination from the beginning of her career in 1967. The recipient must be a member of WSASP and one whose contributions, commitment, quality of service and accomplishments represent those of Louisa Thompson. This award contrasts with the School Psychologist of the Year Award in that it focuses on the boundless variety of the Association affairs rather than on direct services to children teachers and parents.

The Washington State Association of School Psychologists was greatly affected by the state's economic downturn in 2010. Attendance at our state conferences was down significantly in 2011 and 2012. Our association had generally been strong financially, and assets dwindled to a much less secure level during this time. Arick Branen stepped in as Treasurer during this timeframe, not a great time to assume the role of financial manager! Arick began his work by upgrading us to newer financial programs such as QuickBooks. He provided training to others and successfully kept us out of the red by keeping a consistent eye on our spending and management of funds. In the past year, we have made some major transitions in the way we do business at WSASP. With Jamie Chaffin's hard work, we have a new website that hosts membership and conference events. Arick has worked tirelessly to help us move to this new system, beginning with importing registration and membership from our previous system to the new one. Arick has provided great training and support to our new office manager, Curt Blair. His direction in understanding the interfacing of QuickBooks, PayPal, and the new website, Wild Apricot, has required hundreds of hours of work, and we appreciate Arick's tireless dedication to WSASP. We are thankful to say that Arick is now managing a healthy budget and has played a huge role in keeping our association financially secure. In addition to his role as treasurer, Arick is also on the WSASP Conference Committee and has provided staunch support and attention to detail to: registration, nametags, vendor communication, and many other jobs. Thank you for all of your hard work and leadership, Arick!

### School Psychology Services Award: Jason Lee Elementary



This is an award which may be given to departments, schools, districts, clinics, hospitals, or other corporate entities,



which exemplify effective School Psychology, practice in assessment intervention, consultation, education supervision, or research/evaluation. Nominated by Ken Davis, Jason Lee Elementary in the Richland School District is on the cutting edge of best educational practices for all students. Under the leadership of Assistant Superintendent Erich Bolz, Jason Lee Elementary made the decision to take a response to intervention approach to providing services to all students based on need rather than the program for which children may qualify. At all levels the staff use data to drive decisions from the building systemic level down to grade levels, classrooms, and individual student levels. The Student Assistance Team effectively problem-solves and monitors individual student issues to dramatically reduce initial special education referrals. Teachers ask to keep children in their classrooms, requesting ideas for intervention strategies, freely sharing resources, and implementing educational practices to meet the needs of all students in a way that appear to be seamless. This exemplifies the atmosphere of the entire school, an atmosphere of belonging, seeking to do better, and trust in each other that can be seen not only with the staff but with the children. It is a safe place for children to thrive and this has been enriched with the development of a comprehensive PBIS system that uses group and individual contingencies to reward prosocial behavior in very fun and unique ways. To see how they organize PBIS at this school go to:

<https://jasonleeelementarypbis.shutterfly.com>.

Jason Lee Elementary in the Richland School District is a school where all children know they are valued, staff feel empowered, and administrators trust and respect the staff. To top it off, the school is a fun place to be. It is with thanks to the School Psychologist BJ Sorensen, School Counselor Brian Neill, and Principal Joe Jisa that they recommended Jason Lee Elementary for the Washington State Association of School Psychologists School Psychology Services Award. Congratulations on being Superb Educational Leaders!

2014 Award Winners

Best Practices Award in Research & Program Evaluation: Vancouver Public Schools  
Best Practices Award in Assessment: Ingo Lemme



Vancouver Public Schools  
Imagine what you can learn.



**Best Practices Award in Research & Program Evaluation**

**Vancouver Public Schools**

Bob Howard and Susan Ruby nominated the Special Services Department of Vancouver Public Schools: Sally Charuhas and Bill Link for Best Practice in Research/Program Evaluation. Vancouver School District has served as a model for us over the past year, both in Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS). Leaders to note in the district are Sally Charuhas, Special Services Director; and Bill Link, Special Services Manager. The district recently learned that they will be a recipient of a multi-million dollar grant to evaluate the implementation efforts of PBIS in their District. This award is given to districts to maintain strong data systems and build infrastructure to measure change over time.

This fall starts the 9th year of Positive Behavior and Intervention Supports (PBIS) and Response to Intervention (RTI) implementation in Vancouver Public Schools. Keys to Vancouver's success include organizational blending of Special Education; Title; and LAP, which has formed a very strong team for implementing PBIS and RTI. Also key has been Sally Charuhas who as director has sustained strong support at all levels of the district's administration, acquiring financing and promoting coordination among the three, key departments. Success at Vancouver has been phenomenal! This team makes PBIS and RTI so successful that other buildings within their district have asked to join their program. Sometimes, it has been a strain to expand at such a rapid pace and provide the trained PBIS/RTI support personnel needed. Yet, they continue to show remarkable success, highly appreciated by the buildings, new and old. Improved behavior, more studious learning environments, and higher achievement scores are the results.

WSASP appreciates Bill Link's work for his district. He has been great at sharing his district's success with his school psychologist community, through the spring lecture series and contributions through Bob Howard in the SCOPE. Bill's job responsibilities include directing district-wide: Safe & Supportive Learning Environments; RTI; and PBIS. Bill's expertise in these areas has been highly recognized for many years, and his district's work was a featured article in the winter, 2014, edition of "Scope", our association's newsletter. Bill is our "Link" to discovering how Vancouver succeeds. Vancouver is

helping the rest of the state and beyond.

It is with great pleasure that our association awards this district team the Best Practices in Research and Program Evaluation Award. Our association respects and is glad to honor programs or interventions such as PBIS and RTI in Vancouver. We recognize Vancouver's success as beneficial for their students, but we also foresee their pioneering efforts as helping many more students in other districts throughout our state. We look forward to hearing more about the implementation findings of PBIS and RTI in the district.

Thank you Vancouver Special Services!



**Best Practices Award in Assessment:**

**Ingo Lemme  
Burlington-Edison S. D.**

Ingo Lemme was nominated by Dr. Tim Wittman, both work in the Burlington-Edison School District. Dr. Wittman writes, Ingo is a thorough evaluator who conducts cutting edge assessments, high in detail, and effective in determining student eligibility for services and the translation of results to specially designed instruction. Ingo is particularly effective in cases where dual language and cultural factors are involved. Ingo has been with Burlington-Edison School District for a number of years. I believe he presents a superior model for other psychologists in terms of the selection of evaluation tools, administration of tests, interpretation, and translation of results to instructional goals and objectives that truly benefit student growth in all areas.

Ingo was selected to membership on our 'Special Education Teaching & Learning' team; a creative problem solving group organized to assist administration in decision making leading to best practices in our district.

Congratulations Ingo Lemme!



Child & Youth Focused Workshop  
JACKHIROSE.COM

# THE EXPLOSIVE CHILD

*Noncompliant, Disruptive, Disenfranchised Kids:  
Moving from Modifying Behavior to Solving Problems Collaboratively*

SEATTLE, WA | FRIDAY, MAY 22, 2015 | 9:00 AM - 4:00 PM

Broadway Performance Hall at Seattle Central College | 1625 Broadway Avenue

EDUCATORS, PARENTS, AND MENTAL HEALTH CLINICIANS ARE INCREASINGLY CHALLENGED to understand and help kids with social, emotional, and behavioral difficulties. These kids are at tremendous risk for adverse long-term outcomes, and their behavior can significantly impact life at home and in the classroom. While these kids may be diagnosed with any of a variety of psychiatric disorders – such as ADHD, depression, bipolar disorder, Tourette's disorder, oppositional defiant disorder, disruptive mood dysregulation disorder, and autism spectrum disorders – compelling research indicates that lagging cognitive skills are the primary contributor to their difficulties. These lagging skills make it difficult for these kids to meet academic and behavioral expectations.

Dr. Ross Greene's model – as described in his influential books *The Explosive Child* and *Lost at School*, and now called *Collaborative & Proactive Solutions* (CPS) – helps adults and kids

collaboratively solve the problems precipitating challenging behavior, while simultaneously teaching lagging skills. The empirically supported CPS model represents a dramatic departure from conventional wisdom and practice, and has been found to be effective in a vast array of settings, including families (where it has been shown to significantly reduce family conflict and improve parent-child interactions), general and special education schools (where it dramatically reduced discipline referrals, detentions, and suspensions), and inpatient, residential, and juvenile detention facilities (where it has produced significant reductions in recidivism and in the use of restraint and locked-door seclusion).

Participants in this workshop will leave with an understanding of the underpinnings of the model, along with practical assessment and intervention tools that can be brought back to and used in these diverse settings.☺

“Very relevant and real methods to help young people both in school settings and everyday life – very powerful stuff Thank you Dr. Greene!”

– Marge Rutherford, Educator

## WORKSHOP AGENDA – KEY TOPICS COVERED

### 1<sup>st</sup> Segment

- » Key Themes/Key Questions
- » Why are Challenging Kids Challenging? What Research Tells Us

### 2<sup>nd</sup> Segment

- » When are Challenging Kids Challenging?
- » The Assessment of Lagging Skills and Unsolved Problems (ALSUP)
- » The Problem Solving Plan

### 3<sup>rd</sup> Segment

- » Three Approaches to Solving Problems
- » Plan B: Solving Problems Collaboratively

### 4<sup>th</sup> Segment

- » Plan B: What's Hard?
- » Training Skills
- » Application with Nonverbal Kids
- » Implementation in Schools and Restrictive Therapeutic Facilities

## WHO SHOULD ATTEND

K-12 Classroom Teachers • School Counsellors/Psychologists • Learning Assistance/Resource Teachers • School Administrators • School Paraprofessionals including Special Education Assistants, Classroom Assistants and Childcare Workers • All other professionals who support students with behavioral challenges and complex learning needs including but not limited to: Nurses, Social Workers, Psychologists, Clinical Counsellors, Family Therapists, Nurses, Occupational Therapists, Speech Language Pathologists, Addiction Counsellors, Youth Workers, Mental Health Workers, Probation Officers and Community Police Officers.



ROSS W. GREENE, PH.D.

Ross W. Greene, Ph.D., is the originator of the *Collaborative Problem Solving* approach (now known as *Collaborative & Proactive Solutions*), as described in his influential books *The Explosive Child* (now in a completely updated fifth edition) and *Lost at School* (now in a revised second edition). He is also the Founding Director of the non-profit *Lives in the Balance* ([livesinthebalance.org](http://livesinthebalance.org)), which provides a vast array of free, web-based resources on his model and advocates on behalf of behaviorally challenging kids and their parents, teachers, and other caregivers. Dr. Greene served on the teaching faculty at Harvard Medical School for over 20 years (1992 to 2014), and is currently adjunct associate professor in the Department of Psychology at Virginia Tech. He lectures and consults widely throughout the world, and has authored dozens of articles, chapters, and research papers.



AUTHOR  
*The Explosive Child*  
(5<sup>th</sup> Edition)  
*Lost at School*  
(2<sup>nd</sup> Edition)

## LEARNING OBJECTIVES

- » Describe how different explanations for and interpretations of challenging behavior in kids can lead to dramatically different approaches to intervention, and why conventional reward and punishment procedures may not be effective for many challenging kids
- » Identify and assess the various cognitive skills that are central to adaptively handling life's social, emotional, and behavioral challenges
- » Identify and prioritize unsolved problems precipitating challenging behavior
- » Describe the three basic mechanisms by which adults handle unsolved problems and unmet expectations in kids and what is accomplished
- » Describe how to effectively solve problems, teach skills, and reduce the frequency and intensity of challenging behavior

EARLY BIRD DISCOUNT - SAVE \$20! - Register by May 8, 2015 | JACKHIROSE.COM

# REGISTRATION FORM

Ross W. Greene, Ph.D. - *The Explosive Child* | Seattle, WA | Friday, May 22, 2015

## ► STEP 1 – CONTACT INFO

Name		
Position	School / Organization	
Address		
City	State	Zip Code
Work Phone [    ]	Work Fax [    ]	
Email		
<input type="checkbox"/> No, I do not want to stay informed of upcoming events, exclusive offers and receive the quarterly eNewsletter.		

## ► STEP 2 – SELECT APPLICABLE FEE

All fees include tax.

 Individual

 Group: 3-7

 Group: 8+

Earlybird Fee	<input type="checkbox"/> \$220 USD	\$210 USD	\$200 USD
Regular Fee	<input type="checkbox"/> \$240 USD	\$230 USD	\$220 USD

\*Group registration must be completed online at [www.registration-jackhirose.com](http://www.registration-jackhirose.com)

### EARLY BIRD DEADLINE: MAY 8, 2015

Registration and payment must be received by this date. Upon receipt of registration and payment, an emailed confirmation notice will be sent.

### REGISTRATION FEE INCLUDES

Reference notes, certificate of completion, morning coffee, muffins and refreshment breaks. *Please note lunches are not included.*

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Cheque	Signature	Cheque #	

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\$20 OFF

EARLY BIRD DISCOUNT  
Deadline: Mar 8, 2015

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2014 Award Winners

Best Practices Award in Consultation: Gail Omdal

Best Practices Award in Education/Supervision: Amy Bohlander



**Best Practices Award in Consultation**  
**Gail Omdal**  
**Burlington-Edison School District**

Gail Omdal was nominated by Jeff Brown for the Best Practices Award in Consultation, what follows is from his nomination letter. Gail Omdal stands out as a clear example of what a well-trained, professional, nurturing school psychologist should be. I was fortunate enough to have known Ms. Omdal when she first started her training program at Seattle University. It was clear early on that the role was a natural fit for her. What may have surprised Mrs. Omdal was how drawn she would be to the collaborative nature of the role. Students, teachers, parents, and peers all seek Mrs. Omdal's guidance, support, and insight.

One of my first moves when I became a director was to hire Mrs. Omdal as a school psychologist for BESD. That next year she impressed me by identifying the needs of the students who were lacking fiscal supports and found donations from various sources to provide the basic necessities to these families. This was not part of a holiday drive, but rather a simple realization that there was a need, and she could, or should, fill it.

Her ability to provide support in implementation in PBIS strategies has been actively sought by her building, and led early on to her leadership role on the building instructional leadership team. Her role there has become even more important as the team wrestles with providing support to English language learners. Mrs. Omdal's desire to educate herself on the topic of language acquisition and acculturation has been expanded by the professionals who seek her consultation. What began as a desire to better understand the interrelation between language differences and learning disabilities, has placed her in a position where she was asked to take part on a district leadership team addressing ELL and Cultural differences in relation to teaching and learning.

I could continue on for pages, with examples of how Mrs. Omdal has expanded on her initial training, has shared her

learning with others in such a way that they welcome her input, and ultimately has caused her to be one of the most well respected school psychologists in our district and area; however, one item may set Mrs. Omdal apart from others. Mrs. Omdal does all of this without any desire for internal reward. She is the most humble professional I've ever worked with, she places the needs of others before her own. Her door is always open. I have not spoken with anyone who has left a meeting with Mrs. Omdal not feeling valued, respected, and empowered. To do all of that, while still meeting her legal obligations, and continuing to live in a position of continued growth and education is incredibly impressive. If there were a single school psychologist who could exemplify the power of consultation within the field of education, it would be hard for it not to be Gail Omdal.

Congratulations Gail on being outstanding in your field!



**Best Practices Award in Education/Supervision**

**Amy Bohlander**  
**University of Washington**

Dr. Amy Bohlander was nominated by Megan Frye for Best Practices Award in Education/Supervision. Dr. Amy Bohlander is not only an excellent practicing psychologist, professor and leader in providing interventions for children with autism spectrum disorders, she is the most supportive supervisor I have had the pleasure of working with. She is always available to consult regarding cases, manage crisis and overall, just help to put a realistic and effective evidence-based spin on any type of case that comes your way. She has an artful way of helping to integrate various systems together to establish high quality care for kids. From psychoeducational evaluation, to school-based interventions, to clinic-based therapy; from her I have learned a great deal about how powerful integrated behavioral and academic care can be for kids and what a big change we can make when the worlds of school psychology and clinical psychology work together. Above and beyond all of this, she spent numerous hours of her own time helping to prepare students who were going through the APA doctoral level internship application process. Dr. Bohlander embodies the idea of developmental supervision and uses a type of reflective supervision, particularly when helping students to prepare for an internship.

Congratulations Dr. Bohlander!

## 2014 Award Winners

### Best Practices Award in Intervention: Colleen Allen



Best Practices Award in Intervention  
Colleen Allen  
Federal Way Public Schools

Colleen Allen was nominated by Christopher Willis, Director of Special Education in the Federal Way Public Schools for the Best Practices Award in Interventions. Colleen has been a school psychologist at Federal Way High School for 8 years, where she has been a strong advocate for students on a daily basis. She has a strong social justice focus and is directly involved with equity work in the school district and at Federal Way.

Colleen has a true open door policy for students, staff, and families. She is the go-to staff member for teachers who identify students in crisis. Colleen is always available to assist in problem-solving, communicating with stakeholders, and trouble-shooting possible resources. Within the last couple of years, she has taken on the role of counselor for all students with special education services at Federal Way High School. Colleen effectively builds relationships with a variety of students with her strong communication skills and inclusive approach.

Colleen is a vital member of her special education team at Federal Way High School. She supports the head of the special education department as well as new and veteran teachers within their individual roles and with specific students. Colleen communicates clearly and effectively with staff and students evidenced by her strong consultation skills and student-centered, solution-focused approach.

At Federal Way High School, Colleen is directly involved with student leadership activities. She has been a senior counselor at Mount Baker Leadership Camp for the past 8 summers. Students in leadership positions (ASB, class officers) from various high schools come together and build skills to support them in their positions for

the next school year. Colleen works to foster youth leadership skills through workshops and team building exercises, infusing her energetic personality along the way. Colleen is currently the sophomore and senior class advisor. She also advises H.O.P.E. Club (Helping Other People Everyday), an anti-bullying club at school.

Colleen has great diagnostic skills when conducting special education evaluations and a clear communication style when sharing results with others. She has previously been a member of our school psychologist lead team, where she worked on evaluation compliance and organized the Specific Learning Disability Investigation Team. The SLD team is focused on providing professional development to school psychologists of cross-battery assessment and patterns of strengths and weaknesses in special education evaluations. Colleen's work on this team set the stage for a change in school board policy regarding best practices in evaluations of students with Specific Learning Disabilities.

Most recently, Colleen has launched Dynamic Home Visits at Federal Way High School. She has recruited teachers and other staff, secured funding, and helped identified students and families to conduct home visits. The Dynamic Home Visit approach is based on learning about the lives, culture, and educational experiences of families and students in order to build relationships. By building effective relationships with students and families, school staff employs their knowledge to empower families' involvement in their students' education as well as increase student engagement in classes.

Colleen is an invaluable school psychologist at Federal Way High School and amongst the school psychologist team in the district. Congratulations Colleen on earning the WSASP Best Practices: Intervention Award!

## Professional Development Corner

### *SPRING 2015 LECTURE SERIES*

DEVELOPING A MULTI-TIERED MODEL FOR THE DELIVERY OF MENTAL HEALTH SERVICES IN THE SCHOOL SETTING:  
THE ROLE OF THE SCHOOL PSYCHOLOGIST

**Register on-line at [WSASP.org](http://WSASP.org)**

Clock Hours: Washington will issue a clock hour verification form which will be linked to individual registration and completing an evaluation for the full series (Maximum 36 Hours) or the one day session (Maximum 6 Hours)

#### Lecture Series Cost for WSASP Members

Full Series - Regular Members = \$250  
Full Series - Student/Retired Psychologist = \$125  
One day session only - Regular Members = \$75  
One day session only - Student/Retired Psych. = \$50

#### Lecture Series Cost for Nonmembers

Full Series = \$350  
One day session only = \$100

**Reciprocity with other state certification offices must be petitioned prior to the start of the series**

**\*\*AM Lectures 8:30 –11:30 AM Pacific Standard Time\*\***

**\*\*PM Lectures 12:15 - 3:15 Pacific Standard Time\*\***

<b>Date/ Session</b>	<b>Topic</b>	<b>Presenter</b>
January 30th AM	The need to incorporate mental health services in our schools, particularly IEPs.  Overview of School-Based Mental Health and the Role of the School Psychologist	Stacy Gillett Washington State Office of Ombudsman  Clayton Cook (Education), University of Washington
January 30th PM	Universal Screening and Selective Mental Health Services within a Multi-Tiered System of Supports: Building Capacity to Implement the First Two Tiers	Clayton Cook (Education) University of Washington
February 27th AM	Modularized Approach to Cognitive Behavior Therapy	Aaron Lyon (Psychiatry), University of Washington
February 27th PM	Trauma-Focused Cognitive Behavior Therapy	Shannon Dorsey (Psychology), University of Washington
March 27th AM	Motivational Interviewing Tactics to Motivate Students to Change	Kevin King (Psychology), University of Washington
March 27th PM	Mental Health Services for Students with Intellectual Disabilities/ Autism	Ralph Bernier (Psychiatry), University of Washington
May 1st AM	Evidence-Based Treatments for Students with Clinically Rare Disorders (Tic Disorders, Enuresis/Encopresis, Selective Mutism, etc.)	Clayton Cook (Education) University of Washington
May 1st PM	Prevention and Treatment of Depression	Elizabeth McCauley (Psychiatry) University of Washington
May 29th AM	High Quality Wraparound Services and Coordinating Mental Health Services in Schools	Eric Bruns (Psychiatry) University of Washington
May 29th PM	Suicide Prevention and Assessment	James Mazza (Educational Psych), University of Washington
June 5th AM	Culturally Responsive Considerations when Delivering Evidence Based Treatments	Janine Jones (Educational Psychology), University of Washington
June 5th PM	The representation of the mental health service delivery model on the IEP	Marsha Durst, Seneca Center



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**GOVERNMENTAL & PUBLIC RELATIONS COMMITTEE REPORT**  
by  
**Laura Boyer, NCSP**

The Washington State Association of School Psychologists' Governmental & Public Relations Committee is hard at work advocating for our profession when it comes to governmental and political issues. This committee strives to meet with elected officials at the state and federal level, to share what our profession does and the great value in our work, communicate with the membership any political organizing we would like to do, and to think of ways to promote our profession.

Did you celebrate School Psychology Awareness Week the week of November 10<sup>th</sup>? Did you see the declaration signed by Governor Jay Inslee awarding us officially that week of awareness and celebration? That was the work of the Governmental & Public Relations. One might wonder what this declaration does for us as I am sure that we all still worked that week, sans the holiday, and no parades were thrown in our honor. However, the wording selected for the declaration is important in that it stresses what we do as a profession and how we are appreciated and was seen by political leaders. It is setting the stage for inserting ourselves into the political arena and getting our name out there.

We are also getting our name out there by regularly scheduling meetings with elected officials to share our views on topics, what our profession entails, and what type of support we need to be more effective in our work with students. Our committee is already seeing this work paying off in that our opinion is being asked by elected officials on various topics that they are facing in these person to person meetings. We were invited and sent a representative to a meeting just last month in regards to social-emotional education in the schools that was set up at the University of Washington in response to the rising concerns about mental health and violence in the schools.

Our goal is to not meet solely with elected officials, we have also engaged in meetings with staff at the Office of Superintendent Public Instruction and Washington Education Association (WEA). The Governmental & Public Relations wants to make sure that we are represented at every table as we have unique needs. Our views on special education procedures and licensing should be taken into account when making decisions. WEA lobbying time and agenda should include items that improve our profession as we are members of this organization and pay dues.

We are building professional and liaison relations with other professional groups in education. We have made email contact with other professional organizations such as counselors, nurses, motor therapists, social workers, and speech and language pathologists. We have similar political goals and we should approach them with a united front to have power in number. The plan is when bills come up to share our suggested email text with these organizations and vice versa so we may all speak as one.

In addition to meeting with elected officials, OSPI and WEA staff members, and reaching out to our colleagues, some other topics being addressed include trying to return Medicaid billing rights to those licensed as a school psychologist, sharing our feedback on how retooling dollars should be used so we can encourage people to become school psychologists and alleviate the current shortage, as well as advocating for an NCSP bonus at the district or state level.

## Governmental & Public Relations Committee Report, continued

The Governmental & Public Relations is working to promote our profession, advocate for legislation and operating procedures that align with our vision, secure better compensation and incentives for joining and staying in the profession, and make sure that our perspective is taken into account when making decisions. Our committee is strongest when we have a strong membership and we encourage any interested members to contact WSASP about joining this committee. What we hope for the majority though is just to be aware of topics facing our field, speak up, let us know if you have issues you would like addressed or ideas on how to respond to topics, and participate when we ask for email blasts on various topics. So stay tuned as the next legislative session is around the bend. For input please contact [GPR@wsasp.org](mailto:GPR@wsasp.org)

## PROFESSIONAL DEVELOPMENT CORNER

### *SUMMER 2015 : SECONDARY PSYCHOLOGIST SUMMIT*

**August 20, 2015 Red Lion Olympia 8:15am-3:45pm (breakfast; lunch provided)**  
6 clock hours provided free to WSASP members (\$2/cl. hr. for non-members)

#### **8:15am- continental breakfast**

**8:45 am- session 1-The Secondary Level Re-Evaluation:** Continued eligibility for services- regression tables; The comprehensive evaluation-should it be transition-focused? The termination of related services due to 'plateauing' of skills- Real or Memorex? How do you decide that it isn't the SDI that is enabling success and therefore should be continued even if student doing well?

**10:00 am-session 2-The initial Evaluation at the Secondary Level:** Study/Organization Skills: How is eligibility determined? How is lack of adequate instruction being ruled out? Pragmatic (Social) Communication: How is eligibility determined? What is the role of general education? Math: (is computation and application really appropriate for prediction of success in algebra and geometry?)

**11:15 am -session 3- Establishing an Effective SST at the Secondary Level:** Handling the pressure for initial evaluations due to high stakes. Tips for creating intervention time in the high school schedule. Lack of ELL intervention at the HS-impact on Sp. Ed. referral. Making the most of 'pre-referral' and pre-SST meetings. Effective HS screening processes to help guide SST decisions. Logistics of establishing an effective SST at secondary level

#### **12:30pm Lunch**

**1:30pm The 504 plan at the Secondary Level:** Extra time on tests-establishing an assessment protocol to determine need. The 504- establishing significant or substantial need. Re-establishing eligibility for 504 at HS level. Update on court cases involving 504 and IDEA at secondary level.

**2:45pm The CLD student in the High School- Is disproportionality inevitable? Accurately assessing and serving CLD populations-different models/perspectives:** Ethics vs. graduation /AYP pressure. Issues/best practices at secondary level referral. Issues/best practices in secondary level assessment. Is there a secondary intervention model out there?

#### Registration rates:

- Regular WSASP member (\$100)
- Regular non-member (\$200)
- Student/retired WSASP member (\$40)
- Student/retired non-member (\$75)

**Save the date! Look for announcements in upcoming SCOPE issues or at [wsasp.org](http://wsasp.org)**



## Ethics and Integrity

By Phil Koester, NCSP

WSASP Ethics Chair



To integrate is to unify, or bring the parts together into a harmonious whole. We tend to admire those people around us who have integrated their parts into a harmonious whole. We say, "Wow, they have integrity!" When we refer to people who lack integrity, we often hear people say, "Those people say one thing, and yet they do another." They haven't integrated the talk with the deeds and therefore they lack integrity. We have many ways we communicate this frustration from "talk is cheap", to "show me the money", "I'll believe it when I see it", or worse, "liars." The lack of integrity is a common problem in our world, and unfortunately the schools are no isolated paradise unscathed by the lack of integrity. Actually we see it all the time in life. It cannot be confined just to people in any one group or strata - we actually see it throughout the spectrum.

I remember years ago a superintendent saying to teachers that, "Literacy is our number one goal this year", while also laying off most of the librarians. Some referred to their leader as "a stranger to the truth." But was it a statement of hope, a "wish-dream", or a lack of integrity? Would Freud call this a reaction formation? Would this be considered a lie? Hard to say. But at what point does this become an ethical problem? When does our behavior become a deliberate misrepresentation? The key word from the OSPI's Code of Conduct is, "deliberate." It seems like some sort of a pattern might be necessary to establish that it was deliberate, but not always.

Years ago I knew a principal who deliberately falsified faculty observations to make the staff evaluation process easier for himself. Basically he didn't do formal observations, but wrote evaluations as though he did. He had been doing it for years. He knew what he was doing, and because of an intensive investigation, so did the authorities. His certification was taken away by OSPI's Office of Professional Practice (OPP) for a deliberate misrepresentation.

I had a performance evaluation once that used another name in place of mine. I guess the boss forgot to use the "replace" feature in Word. OOPS! We can all probably relate to this clerical error. At any rate, while false, and probably not best practice, this would not likely be considered deliberate.

I recall an educator who insisted on being called, "Dr. \_\_\_\_\_." But the person was only a student in a doctoral program, actually far from being an official Ph.D. Told to stop many times by colleagues and supervisors this person was undeterred, and kept on insisting that others refer to them as, "Dr. \_\_\_\_\_." FYI: The correct term is Ph.C. – C for "Candidate." Maybe the ego was too inflated? Wish dream? Problems with delay of gratification? Delusions of grandeur? Who knows? OSPI's Admissions and Professional Advisory Committee (APCAP), a committee I served on for two terms, agreed that a reprimand, by OSPI's Office of Professional Practice, was appropriate.

Years ago there was a teacher who abandoned the state's standard testing protocol and ultimately falsified students' tests scores on the now defunct WASL. Was it an accident? Not very likely. This was ruled a deliberate misrepresentation and she lost her certification.

Since the inception of the Code of Conduct in 1990 there have been numerous people with past ethical violations who have omitted these details when applying for jobs in the public schools. In many of these cases, the omission, failure to disclose on the application, is viewed by OPP as a deliberate misrepresentation. Many of these people have had their certifications subsequently revoked or suspended.

To establish proof the Office of Professional Practice (OPP) must determine that the misrepresentation was done deliberately. While a pattern of behavior is often solid evidence, a one-off incident could also be considered deliberate, under the right circumstances. Now for the burden of proof, and this is really important.

## Ethics and Integrity continued

In a criminal court the standard for proof is “beyond a reasonable doubt.” This is often explained roughly as, “we’re 99% sure.” But for all certificated educators, the Code of Conduct requires different standards for proof. For an educator’s certificate to be revoked or suspended, the OPP needs “clear and convincing” evidence, thought to be, “we’re 85% sure.” For a reprimand, the standard of proof is known as, “preponderance” or “we’re 51% sure or higher” (but below 85%). Some say that preponderance is when “the scales of justice tip ever so slightly.” This low standard should give educators reason to be thoughtful in their professional endeavors.

### WAC 282-87-050

#### Misrepresentation or falsification in the course of professional practice

Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

- (1) Statement of professional qualifications.
- (2) Application or recommendation for professional employment, promotion, certification, or an endorsement.
- (3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
- (4) Representation of completion of inservice or continuing education credit hours.
- (5) Evaluations or grading of students and/or personnel.
- (6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.
- (7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
  - (a) Good moral character or personal fitness.
  - (b) Acts of unprofessional conduct.
- (8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.
- (9) Assessments leading to certification.
- (10) An education practitioner who aids, encourages, and/or abets another educator in any falsification or deliberate misrepresentation, including omission, of a material fact in conjunction with the acts listed above commits misrepresentation in the course of professional practice.

**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. Recently, a fellow school psychologist posed the following question:

*“What are your thoughts on opting out of updated cognitive testing for reevaluations? I have seen evaluations where, say, a student was qualified in elementary school (2nd-3rd grade) and a cognitive assessment was not completed during the next two re-evals. I’ve also seen opting out of cognitive assessments in other cases as well, where the student is in high school and there is a history of cognitive testing. That scenario makes sense to me. The first one does not.”*



Respondents included field practitioners as well as university professors, how often do we get to check in with professors after grad school? Log into Facebook to see the answers!



**Did you know as a member of WSASP, you can be on a committee without being an officer on the executive board? If you are interested in joining the Governmental & Public Relations committee, please contact us! [GPR@wsasp.org](mailto:GPR@wsasp.org)**



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## A LETTER TO THE EDITOR

On the Sudden appearance of a disability in High School

BY STEVE HIRSCH, PH.D., NCSP, CHAIR WSASP CONFERENCES &amp; WORKSHOPS

Until I actually sat down and thought about this, I was one of the, no doubt, hundreds of High School psychologists who gets upset every time a new referral crosses my desk. These 'disabilities' seem to pop out of nowhere. Where did the math disability or dysgraphia surfacing for first time in 9<sup>th</sup> grade come from? "Oh come on-who are they kidding?" Then there is the seemingly ludicrous example of an initial diagnosis of autism in a HS freshman, seriously? What happened to the 'appears before age 3 DSM criteria'?

Upon further reflection, maybe these cases aren't so ridiculous and actually should be expected. I believe that the 'sudden' referrals have several origins, not the least of which is graduation pressure, a result of required passage of state assessments. High school represents a bottom line-"don't meet standard on HSPE, EOC or now SBAC, no diploma (unless the student is willing to undertake the incredibly time-consuming process of a collection of evidence)." The IEP represents what seems like the only (if not most efficient) pathway to the graduation walk. Obviously there will be a push for diagnosis by those who can afford it. This pressure though, is only one source of the magically appearing initial referral.

I would also like to point to Response To Intervention (RTI)-or at least the way that districts are typically unfurling RTI. Possibly for financial reasons, most likely for reasons related to our traditional approach to rolling out anything, RTI typically gets attention in the elementary schools long before (if ever) high schools. RTI is all about universal screening, intervention design and implementation and finally progress monitoring. Students with mild learning disabilities, mild intellectual disability and even autism, are objects of focus and intervention at the level of the elementary school. If successful, the intervention pathways reduce the need for or even eliminate the special education referral, or at least delay it, until the student reaches the level where the interventions are no more-High School. While the disability has remained, the adverse impact of the disability has been muffled by the acquisition of successful strategies-in the elementary school environment.

A source of sudden disability that we have neglected to discuss is the sudden change in curriculum and instruction that exacerbates academic difficulties. Lets focus on math. high school math is not about addition and subtraction. It's about learning how to solve an algebraic equation or use theorems of geometry as proofs. Is it possible that a student's math disability doesn't surface until such mathematical thinking is being assessed? Is it possible that a student can be capable of subtracting with regrouping but can't visualize a geometric proof or rotate figures in space to determine congruence? Of course but more likely, it's a matter of the student not receiving explicit instruction. Sadly, High School math teachers are often more concerned about the delivery of the content than teaching pedagogy. I see very little differentiated instruction or concern about why a student is not 'getting it'. Math instruction prior to High School may have been weak and inadequate- In High School, its 'sink or swim'.

I used math as an example but the same holds true for all areas of focus including social communication. It was much easier to design and implement interventions that help the 'socially awkward' 10-year old than the high school student. The elementary teams are ready and willing to deal with that student and their needs.

*If this discussion of sudden disability stimulated your thinking at all, please comment in the WSASP forum online at wsasp.org. Issues like this one, or my previous letter addressing the exiting of students from IEPs, that face secondary psychs will be addressed at our 'Secondary Psych Summit', Aug 14, 2015 in Olympia. Look for announcements in upcoming SCOPE issues.*

*I also want to encourage more of you to write a letter to SCOPE expressing your thoughts, concerns, frustrations, etc. It's a great catharsis for frustration and a terrific outlet for creative thinking/analyzing. Besides, it livens up our profession as so many of you have so much wisdom to pass on.*

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