

# Washington State Association of School Psychologists

**Mission Statement:** Uniting school psychologists to support all students through advocacy, leadership and professional development.

**Vision Statement:** School psychologists are an integral and dynamic force in fostering student success

## SCOPE



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**President Sherri Bentley**

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## President's Message



Dear Colleagues,

It is with mixed feelings that I write this... This is my last President's Message—soon, Jamie Chaffin will be taking the reins as President, and I know she will do an amazing job! This transition happens at our Washington State Association of School Psychologists' board retreat in June, but Jamie has already been very active in implementing new procedures for improved communication within the board and to the association membership as a whole. She has lots of great ideas for developing better systems within our organization, to help us work more effectively, and under her guidance, WSASP will continue to develop our strategic plan.

As I reflect back on my year as President, I realize I have learned a lot on this journey, and WSASP has been changing and growing in some very exciting ways. We have a full and robust board, with almost

every position filled and most committees with several active members. It seems that there is never enough time to accomplish all that you hope you will get done, and then suddenly the time is over. We have an amazing organization and I look forward to seeing how some of our new ideas, new people, and new procedures make this association even more awesome. I look forward to my term as Immediate Past President and continued work with WSASP.

While this year has been exciting in many ways, there were also challenges. In the forefront of my mind is the shooting in Marysville. We realized, through this tragedy, that we have too few highly trained responders, and we don't necessarily know who they are. Washington State Association of School Psychologists would like to gather the names and contact information of school psychologists in our state that have this type of training.



## President's Message continued



With the development of regional databases, we can hopefully call on trained responders in other situations. If you are interested please go to <http://www.wsasp.org/Preventative-Responsive-Services> and fill out the form.

One of the most exciting things that happened this year has been the involvement of our Government and Public Relations (GPR) committee with bills in the legislature. We have made visits to elected officials, provided testimony at hearings, helped with model language in one bill, written letters and provided sample letters to our membership, and tracked a variety of bills this session. While we have tracked and responded to many bills this legislative session, some of the most satisfying work came regarding a bill in both the House and Senate (1760/5688) that focuses on social-emotional learning in schools, and creating a work group to develop benchmarks in this area. Our focus was to have a school psychologist on that work group, who has our unique training and expertise in education, child development, and mental health. Another critical bill that we worked on has passed the House (House Bill 1900), which helps to better define the role of a school psychologist, especially in the areas of mental health and an expanded role. With the help of the National Association of School Psychologists, we were able to provide model language for this bill—very exciting work to engage in! We are working on the Advocacy in Action page on the website, where you can find form letters to send to your elected officials and also find information about various bills we are following. We want to make this process as accessible as possible for our membership, so be sure to check it out! This committee has also been working on forging and re-establishing relationships with many organizations, such as OSPI and WEA, and other stakeholders in the field of education and mental health.

I've realized and taken to heart this year, that it is possible for our professional organization to make a real difference in the lives of our students and families, in our school districts and the educational systems in which we work, as well as in the professional lives of our members. We can do that in both small and big ways--by working together, collaborating with other organizations, and taking a few moments here and there to pitch in. By doing this, we end up making a difference and effecting change. I have worked with some amazing school psychologists these last several years on the WSASP board, and I look forward to continued contact with them. Please join in whatever way you can, because together we are creating changes that matter.

Sherri Bentley  
WSASP President

### JOIN A WSASP COMMITTEE NOW & MAKE A DIFFERENCE

Did you know that as a WSASP member you can join a committee and have voice in our professional community? If interested please email [Contact@wsasp.org](mailto:Contact@wsasp.org). Our current committees are as follows:

Governmental & Public Relations Committee	Communications Committee
Retention & Recruitment Committee	Professional Development Committee
Assessment Review Committee	Budget Committee
Ethics and Professional Practices Committee	Awards Committee
Nominating Committee	

WSASP Committees will be featured in the upcoming Summer SCOPE

**NASP Award: Best Practice in use of PREPaRE  
PREPaRE Response to Marysville Pilchuck High School  
Anna Rockwood Jo Callaghan Kate Pothier**

Three school psychologists from Edmonds School District, Jo Callaghan, JoAnna Rockwood, and Kate Pothier, were honored by NASP with the first Best Practice in use of PREPaRE award in February 2015. These dedicated school psychologists, as members of the Edmonds Flight Team immediately, supported Marysville Pilchuck High School directly after a devastating shooting that killed several students and endangered the lives of many.

Jo Callaghan is on the WSASP Executive Board as a Co-Representative for Area 1B. She also coordinated the Edmonds Flight Team. They had been trained on PREPaRE. The PREPaRE curriculum provides school-based mental health professionals and other educational professionals on how to best fill the roles and responsibilities generated by their participation on school safety and crisis teams.



From Left to Right: NASP President, Steve Brock; JoAnna Rockwood, Jo Callaghan, Kate Pothier; NASP President-Elect, Melissa Reeves.

National Association of School Psychologist website:

<http://www.nasponline.org/prepare/>

PREPaRE is one of the first comprehensive nationally available training curriculum developed by school-based professionals with firsthand experience and formal training, the PREPaRE curriculum had been co-authored by NASP President Steve Brockman and NASP President-Elect Melissa Reeves. This is an evidenced-based curriculum providing resources and consultation related to school crisis prevention and response. PREPaRE training is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response.

PREPaRE provides school-based mental health professionals and other educational professionals training on how to best fill the roles and responsibilities generated by their participation on school safety and crisis teams.

PREPaRE trainings can be scheduled by any sponsoring organization, school, district, etc. Sponsoring simply means that you are hosting and organizing this training.

\*\*\*\*\* See Jo Callaghan's article in this edition of SCOPE on page 4\*\*\*\*\*

**Crisis Responders Needed**  
**Jo Callaghan, Area 1B Co-Representative**  
**Edmonds School District**

In the winter edition of SCOPE, our esteemed President, Sherri Bentley, shared her reflections on the support and response provided after the school shooting in Marysville on October 24<sup>th</sup> 2014. She shared that, along with our colleagues from Everett, Shoreline, and Island County Mental Health, the highly trained team from the Edmonds School District were on hand to support students and to initiate the recovery process.

On the morning of October 24<sup>th</sup>, our PREPaRE (School Crisis Prevention and Intervention Training Curriculum developed by NASP) training team was reviewing a part of the curriculum with the Psychology and Elementary Counseling Department staff. We have had a crisis response team for many years; in 2009, we moved our model to match the PREPaRE model. Almost all of our counseling and school psychology staff have received the training; we now have 8 trainers on staff to support our ongoing skill development, regional skills development, and practice in this area. An important part of our ongoing work is to make sure we connect with each other, revisit our skills training, and practice self-care. One of those essential pieces is to participate in an ongoing monthly meeting to discuss and practice the skills used in responding to crisis or loss.

Sherri Bentley did an excellent job of outlining the response and support that we began to provide to students and staff that were traumatized and/or grieving. I am grateful for the training that we have and extremely proud of the hard work done by everyone involved. At the same time, I share the concern and worry for a community that continues to recover as well as the impact that responding to this event has on the crisis responders and the support personnel that are continuing the recovery work in Marysville. An important and consistent message during our time there (which is really small in comparison to the continuing support) was "recovery is the norm."

As those of us who responded look forward, the three administrators involved from outside districts in supporting Marysville have formed a regional response planning team. Becky Ballbach from Everett, Amy Vujovich from Shoreline and I, Jo Callaghan, have begun to work with districts in our region to support training and resource management in our area. A task of this team is to request all crisis response trained staff across the state to identify themselves by communicating with WSASP. What we are looking for are mental health professionals with school-based experience that have had specific training in crisis response. The training may have been Critical Incident Stress (ICS) De-briefing, Flight team, PREPaRE, or any mental health component of ICS. If you are one of those staff, and are willing to be contacted to support a regional response to a major crisis, please go to <http://www.wsasp.org/Preventative-Responsive-Services> Having your name on the list does not commit you to responding, it only gives us names to contact if needed. Also, please solicit volunteers from your colleagues in counseling and social work that are trained and encourage them to submit their names and contact info. This list will be held by WSASP and we will begin to let districts know how they can access resources through our organization. We will not give names out to districts; if needed you would be contacted by a WSASP member.

Thanks again for considering your support. If your district is interested in PREPaRE training, feel free to contact me at [callaghanj@edmonds.wednet.edu](mailto:callaghanj@edmonds.wednet.edu) Jo Callaghan, Area 1B Co-Representative

**Please go to <http://www.wsasp.org/Preventative-Responsive-Services> to indicate interest and abilities to volunteer as part of a crisis response team.**

The Reynolds Adaptable Intelligence Test (RAIT) by PAR Inc

The Reynolds Adaptable Intelligence Test (RAIT) is a measure of cognitive ability and is to be administered to students who are from 10 to 75 years old. This assessment demonstrates strong validity (significant convergent and divergent validity with 2 appropriate measures each) and moderate reliability with a reliability coefficient in the .81-.89 range at subtest level, and the .92-.97 range at the index level, and test retest reliability coefficients of .7-.99 over at least 3 months. The norm group is formed within the last 5 years based on nationally representative sampling, and has less than 100 students per age level in the school age range, which is less than ideal.

The RAIT costs less than \$600, and has manual scoring only. Protocols are less than \$100 for a set of 25. Those qualified to administer cognitive tests would be able to administer this upon review of the manual. This assessment is composed of seven subtests that assess crystallized intelligence, fluid intelligence, and quantitative aptitude or intelligence. It is designed to provide continuity of measurement across a wide age span. It requires minimal reading skill and almost no motor coordination and visual-motor skill, reducing the complications that can occur when manipulated objects (e.g., blocks) are used to assess intelligence.

This assessment was easy to administer, somewhat challenging to score and interpret, and was not very kid friendly or engaging. Two members who viewed this tool stated this would not be very useful for their teams, although one noted that this might be a consideration for reevaluation of older students with a history of stronger testing. It is noted that this is on the OSPI pre-approved table of assessments for use on the discrepancy table.

The Test of General Reasoning Ability (TOGRA), by PAR Inc

The Test of General Reasoning Ability (TOGRA) is a measure of reasoning ability and problem solving under pressure, and is to be administered to students who are from 10 to 75 years old. This may be administered to more than one student at a time and is a speed, or timed test. The TOGRA is primarily a screening measure. This assessment demonstrated strong validity with moderately strong convergent validity with other cognitive measures, and no relationship with divergent constructs such as working memory which is not measured by this instrument. Also demonstrated was strong reliability with coefficient alphas ranging from .88-.94 and test re-test coefficients ranging from .78-.99. The norm group was formed within the last 5 years based on nationally representative sampling and has less than 100 students per age level in the school age range, which is less than ideal.

This assessment costs \$125 and has manual scoring only. Protocols cost less than \$100 for 25. This assessment consists of items that assess verbal, nonverbal, and quantitative reasoning and problem-solving skills through tasks that are inductive as well as deductive in nature. The test yields a General Reasoning Index (GRI), a highly reliable score that reflects overall measurement of the general factor of reasoning and problem-solving skill. It requires only 16 minutes for administration and 2-3 minutes for scoring. Those qualified to administer cognitive tests would be able to administer this upon review of the manual.

This assessment has limited use in special education for purposes of eligibility, but may be a test to rule out cognitive ability as an area of concern if needed.

## ASSESSMENT REVIEW continued

The Comprehensive Test of Phonological Processing, Second Edition (CTOPP 2) by Proedinc

The Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2) is a measure of phonological processing and is to be administered to students who are 4 to 24 years old. This assessment demonstrated strong criterion validity and convergent validity. It also demonstrated strong reliability with coefficients ranging from .77-.94 across several studies and test-retest reliability coefficients ranging from .70-.93. This measure had a norm group more than 200 students per age band and was nationally representative within 5 years of publication.

This assessment costs \$330 for the kit and is manually scored. Protocols cost \$69 for 25 in a given age band. Those qualified to administer tests in general could be trained independently via review of materials.

This assessment was easy to administer, score, and interpret without additional training. Additionally it was somewhat kid friendly and engaging. One member who viewed this tool stated this would be very useful to the team in determining the cause of reading problems, or in determining a learning disability. A member provided the following supplemental narrative about this measure: This information would be of use in determining a pattern of strengths and weaknesses. The CTOPP 2 subtests fall within 3 of the PSW areas: phonological processing, long term memory, and short term memory.)

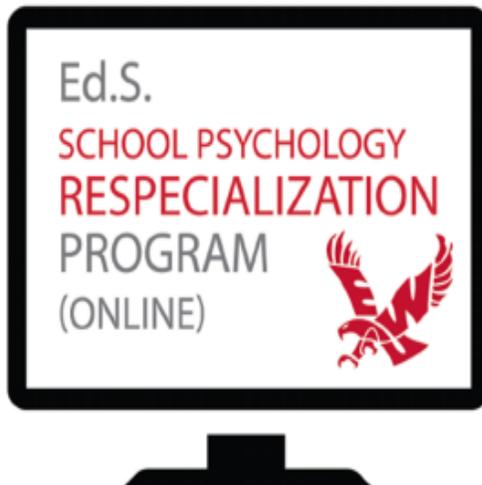
Carry Suchy, Area 5 Representative., Assessment Review Committee Chair, NCSP Secondary Author: Jeanette Holuk , NCSP, Shelton School District, Assessment Committee Member

(See additional assessment reviews on page 22)

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### Contact

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## Graduation Rate: Exceeding the Average in Special Education

Golda E. Lund, NCSP and Juan F. Espinoza  
Mount Vernon School District

Public education graduation rates seem to always be a top priority item for administrators, superintendents, as well as legislators and with good reason: it's one way of showing that public high schools are generating successful students that move on to post-secondary activities (i.e., work, technical college, community colleges, universities). A reflection of a successful school system in the public arena, one may argue, results in a high graduation rate, but, there are many "moving parts" that go into a student meeting high school graduation requirements. Some of these parts include state assessment completion, state requirements pertaining to what classes a student must take and pass, and obtaining the required credits to obtain a diploma, among others. In addition to teachers who lead the instruction, and students who demonstrate adequate mastery skills to pass classes/assessments, there is one important person that helps guide the completion of a high school diploma and preparation for beyond high school: the school counselor. However, in the general education realm, a school counselor could be responsible for 400 students or more, making it rather challenging at times to make a solid connection with individual students in order to see them through the course of their high school career. In regards to special education, this presents even more of a challenge. Not only is a School counselor responsible for the student's schedule, but a student on an Individualized Educational Plan (IEP) requires even more attention and precision because of the additional legal requirements. Luckily, each student on an IEP has a case manager that is typically a special education teacher who case manages the student's IEP. The case manager can assist the school counselor, but when a school counselor has greater than 400 students to monitor, that can present even more of a challenge. So, is there an answer to some of these challenges regarding graduation rate, school counselors work load, and even special education? We think so.

### **The MVHS Model**

Mount Vernon High School has developed a very unique personnel model within the Special Education Department: a dedicated school counselor, a dedicated school psychologist, a dedicated Special Education Secre-

tary, a dedicated IEP case manager, an elected Team Leader-special education teacher, and an appointed administrator overseeing the Special Education Department. One school counselor is dedicated to just the students on IEPs. This dedicated school counselor works closely with the students, parents, IEP case managers, and the school psychologist to ensure that the student is on track, is enrolled in the correct classes, and completes the culminating project. The school counselor will also maintain a cross-referenced credit accumulation report of the student and work with the registrar to insure the transcript accurately reflects the student's academic progression towards meeting graduation requirements.

Generally, one school psychologist is dedicated to the high school. With a student population that hovers around 1,800 students two would be ideal but, with a current shortage of school psychologists, it may be difficult fill another position. The school psychologist works closely with the school counselor, assisting in monitoring graduation requirements, especially when it comes to state assessment testing. If a student on an IEP does not pass the standard state assessment requirements, then there are options for the students who are eligible in each specific area (i.e., has specially designed instructions in math and must pass the math state assessment requirement). Ultimately, students have the option of taking the Locally Determined Assessment (LDA) if they haven't passed the different levels of state assessments. This is one piece that a student must accomplish to obtain their high school diploma, and the school psychologist administers the LDAs.

The special education secretary is the heart of the team. She maintains a master appointment schedule and coordinates meetings for the department. This may sound like a simple task, but our office runs nearly 600 meetings a year. Even though this is only a fraction of her job, it's one that takes the most precedence within the department.

## Graduation Rate: Exceeding the Average in Special Education continued

The administrator that oversees the Special Education Department at the high school coordinates a weekly meeting titled the Special Education Administration Team, that consists of the administrator (assistant principal), special education secretary, school counselor, school psychologist, and team leader (special education teacher appointed as the department chair). This team monitors students of concern, referrals, and meets to help problem-solve or analyze areas where improvement is needed.

This team, along with the entire department, works together to help students meet their potential and, ultimately to have the opportunity to obtain their high school diplomas. But, there's a catch: extra meetings.

### Meetings that Matter

Not only do we have IEP meetings to factor in, but we also have "concerns" and "progress" meetings to help us monitor our students. Just like the titles indicate, a Concerns meeting is held when there are concerns about a student's progress, and a Progress meeting is held to check on progress of a certain goal that may affect the student's class schedule. The School counselor and School Psychologist attend nearly all of these meetings. Regardless of the title of the meeting a student's graduation requirements are reviewed, including a credit accumulation report, especially for our Juniors and Seniors. The School counselor displays the student's graduation status sheet, identifying credits earned, state assessments completed/not completed, and credits needed in specified categories (e.g., English credits, Social Studies credits, etc.). This is displayed in the conference room in the SPED office at MVHS which has a projector, as many to most classrooms have, so that the entire team for that student (including the parent and student) can follow along visually with what has been completed, and what still needs to be completed.

What has been determined after having this model for several years now is that this extra attention and tracking of each individual student has demonstrated benefits with our graduation rate. For several years now the school counselor has been keeping track of the seniors to identify the percentage of these IEP students that graduate on time. The chart indicates the graduation year, and the percentage of on-time graduation.

### MVHS: Year and Graduation Rate for Students Receiving Special Education Services

2010: 41%	2013: 72%
2011: 63%	2014: 81%
2012: 63%	

When these results compared to the overall graduation rate at MVHS (the general education students), which is approximately 68%, this is what we have determined: *our success is because of our model*. This model maximizes the amount of time that is needed by a very specialized team, working with parents and teachers to give every student the best opportunity to succeed in graduating from high school. While some students make the decision to drop out, our model does not allow any student to fall through the cracks. We arrange not only IEP but the aforementioned concerns and progress meetings with these students and their parents to make sure that they understand the consequences and ramifications of leaving high school. We also identify what can be done to reach the goal of a high school diploma, which may mean an extra semester to a year of high school. We have found that by taking this extra time, in an already packed schedule, is the right thing to do for the neediest students in our system. Our students that have disabilities struggle every day and their levels of frustration and discouragement can often get extremely high. We purposely treat them as an intricate team member, provide our encouragement, and support by using any and all resources we have available to us (or creating them when needed to help the student obtain their diploma).

### Falling Through the Cracks

We also have students that are identified by their at-risk behaviors as well. As professionals who deal with at-risk students on a daily basis, we begin to see patterns of behavior that point out to us that the neediest of kids are usually the ones who do not seek help on their own. This is not a new phenomenon, but few schools seem to be taking the time to make sure that these students are found within the system and helped.

## Graduation Rate: Exceeding the Average in Special Education continued

School counselors and school psychologists are incredibly busy and so it is no wonder that some kids are “out of sight, out of mind”.

What, then, is the solution for not allowing these at-risk students to fall behind and drop out? At MVHS, we do this through the use of a Learning Lab class (most commonly known as a Resource Room), one of eight classes that each of our special education students must have for their specially designed instruction minutes. This class has a special education teacher, at least one instructional assistant (IA), and a limit of 12 students in the class. Within the class, all different kinds of activities help the teacher to understand how each student is functioning. These activities are homework help, test preparation, quiet time, organization of school assignments/materials, one-on-one sessions with the teacher/IA to help with emotional distress, family issues, personal problems, progress monitoring assessments, etc. As an added benefit, the teacher typically is able to contact the school counselor and/or school psychologist almost immediately when there is a need. Finally, we strategically place students as much as possible within their IEP case managers' Learning Lab(s).

These Learning Labs have really helped us to keep abreast of the comings and goings of all of our students, since 99% of our special education students have a Learning Lab. Without this class, each student is at the mercy of being lost in a huge system of 1,800 students. Getting to know where they are each week helps us keep our students from falling through the cracks. Without this class, we believe that we would not have achieved the graduation rates that we presently have.

### Conclusions

Students special education are the most vulnerable students within our educational system. We must take extraordinary measures to help them and guide them towards graduation. There is no magic in doing this, simply a great deal of hard work and dedication by educators. The model that we have developed at Mount Vernon High School -- having dedicated professionals and a school counselor assigned to only students on an IEP in particular -- has assisted significantly with our success and improved the graduation rate. The system that we have created is intentional because it gets to the heart of making sure that students are getting the help they need. It is an incredibly powerful intervention and progress monitoring system. It is clear that certainly more can be done since there is no perfect system, but we have come a long way towards meeting the needs of a very special group of students, and our model continues to show us that what our team is doing is working. We are pleased with our efforts to date, though not completely satisfied. We still have about 20 percent of our students that do not make it. We continue to work hard to meet our goal of 100% graduation.

We welcome any ideas that others have for positively affecting this group of at-risk students with disabilities. Please contact the authors (Juan Espinoza and Golda Lund) for questions or comments at (360) 428-6100.

Golda Lund, NCSP & Juan Espinoza, School Counselor

To contribute your thoughts on the MVHS model please visit our member forums at [WSASP.ORG](http://WSASP.ORG)

## ADHD and Medications 101- What's New and What Isn't

Steve Hirsch, Ph.D., WSASP Professional Development Chair  
Shoreline School District

Over the years, I have heard two statements over and over again regarding ADHD and meds:

"Someone needs to tell the mom to put this kid on meds,"  
and

"We don't believe in medicating our child."

As an aging school psychologist, I can't help but notice the proliferation of ADHD medications and feel a bit like a dinosaur trying to keep up with them. I also continually wonder about the need for medications and the interaction between meds and behavior plans (i.e., Do we really need both?)

Upon seeing a recent article in the Journal of Nurse Practitioners (my wife is an NP) entitled, "ADHD: Comparison of Medication Efficacy and Cost", I thought that maybe it is high time to get caught up on what's new and what isn't. Luthy et al. (2015) point out what we already know when it comes to demographics, "20% of children in the US exhibit signs or symptoms of ADHD, and 3-7% of school age children are diagnosed with ADHD." Though not addressed, we also know that the percentage of children taking an ADHD medication has correspondingly risen over the past ten years. In Washington, we are medicating about 5% of the school population, which is low compared to Kentucky and Louisiana (both with over 10% of the school-aged population being medicated). What follows is the (Luthy et al. 2015) analysis of the medications currently being prescribed for children to address the symptoms of ADHD.

There are two major classes of ADHD medications: stimulants and non-stimulants. The stimulants can be divided into three groups dependent on the efficacy; short-acting; intermediate-acting and long-acting. The stimulants act by stimulating (hence their categorical name) the release of specific neurotransmitters i.e., Norepinephrine. Short-acting stimu-

lants last approximately 3-6 hours and require several doses per day. While disruptive to one's schedule, it does allow for greater precision when dosing. The short-acting stimulants Dexedrine, Dextrostat, Focalin, Procentra, Zenzedi, Desoxyn, Methylin and Ritalin are FDA approved for children 6 and older. They mainly differ in their mode of delivery (tablet or liquid). One short-acting stimulant, Adderall (amphetamine) is FDA approved for children ages 3 and over. Typically the intermediate-acting stimulants are extended release versions of the short-acting stimulants such as Ritalin SR (slow release), Metadate ER (extended release), and Metadate CD (controlled delivery).

Long-acting stimulants are typically taken daily and last up to 12 hrs. They come in tablets, capsules, liquid and a transdermal patch. All are FDA approved for children 6 and older. The most common medications are Dexedrine, Ritalin LA, Concerta, Daytrana, Quillivant XR, Adderall XR, Vyvanse, and Focalin XR. These stimulants promote the release of norepinephrine, which is an inhibitory neurotransmitter. Norepinephrine decreases the impulsivity of the child, in essence, inserting brakes when there had been none.

The non-stimulants can also be viewed in categories; Norepinephrine Reuptake Inhibitors and Alpha-2 Adrenergic Agonists. Norepinephrine levels can be increased by blocking its reuptake leaving higher levels of the neurotransmitter around the synapses. This action is facilitated by medications such as Strattera or its generic version, Atomoxetine. Both are long lasting, usually requiring only one dose per day. The Alpha 2-adrenergic agonist Guanfacine (Intuniv) may be prescribed but only if Strattera has failed. Clonidine is a next tier medication if Guanfacine has failed. This particular class of drugs stimulate adrenergic receptors which mimic epinephrine (also known as adrenaline). Epinephrine and Norepinephrine are two separate but related hormones secreted by the medulla of the adrenal glands.

ADHD and Medications 101- What's New and What's Not—Continued

And what of behavior plans and medication? Connors (2001) compared the impact of medication, behavioral intervention, medication plus behavioral intervention, and a control group where it was business as usual in some 600 students. Results: 68% of the combined group improved; 56% of the medication only group improved; 34% the behavior plan only group improved; and 25% of the students in the control group improved.

Evans (2014) looked at the Horizons program where coaching plays a key role. Coaching improved parents' perceptions of their child's behavior (inattention and family relations). Teacher ratings showed no difference between experimental and control groups. It seems that behavior programs and coaching help the behavioral symptoms associated with ADHD but don't increase academic achievement. The more integrated an intervention is into the routine of the school, the greater the feasibility for providing intensive and consistent services over time. Academic intervention with ADHD should be seen as proactive since many behaviors are a result of academic frustration. The use of a daily report card has been shown to be effective (evidence-based intervention).

It has also been found that if medication is delivered without an accompanying behavior plan, the dosage to get the same result is four times what it would be if there is a behavior plan at school. Typically you get a 15-30% improvement if you

add a behavior plan; and 15-30% if you increase the dosage level of medication. The best results, of course, are when you combine the medication and the behavior plan.

So the bottom line is as it has always been - the most effective results when it comes to treating ADHD effectively requires appropriate medication and a solid behavior plan with thoughtful and creative behavioral/academic interventions. What should you say to the teacher that wants the student on medication? Probably something along the lines of, "You are absolutely correct that medication is essential for dealing with ADHD, but without the school doing a dynamite job of coming up with a behavior plan to address areas of developmental need, the medication won't do that much for the student." And to the parent who refuses to provide medication to their child, "I understand completely your reluctance to provide any medication to your child. The problem is that a good behavior plan only goes so far, and that the appropriate medication seems just as important if not more so."

Steve Hirsch, Ph.D. WSASP Professional Development Chair

Reference: Attention-deficit Hyperactivity Disorder: Comparison of Medication Efficacy and Cost. Luther, K.E. et al. JNP. The Journal for Nurse Practitioners, 11(2): 226-233.

FACEBOOK membership is on the rise! Join the Washington State Association of School



Psychologists on FACEBOOK. It is a great place for you to network with peers in the field and university professors. To ask the tough ethical and technical questions that we frequently face on the job. Members post interesting articles and additional websites that will expand your knowledge and understanding .

Go to Facebook, and send a friendship request to the **Washington State Association of School Psychologist**. This site is not available to anyone. It would be best to send a message as to why you want to join.



## A Conversation on the Trials and Tribulations of Implementing PBIS

by Bob Howard: NWPBIS Liaison

*"Endeavor to persevere."*

*(Lone Watie, Cherokee Chief. Outlaw Josey Wales, 1976).*

This article contains an interview of school psychologist, Craig Montagne, a long-time advocate of Positive Behavior and Intervention Supports (PBIS). Craig's involvement in implementing PBIS in his school district makes for an excellent case history. Craig has been interested and involved in PBIS for at least ten years. He is a former Area Representative for our state association (WSASP) and is highly respected for his work as a school psychologist.

**Bob:** Craig, thank you for sharing your experiences with our SCOPE readers and colleagues. You and I have talked about your PBIS work in the past, and I'm finding that other districts in our state have similar experiences. I believe that our colleagues might benefit (from) hearing about your challenges and successes in your buildings and district. Let's start with the adversity you've faced.

**Craig:** Thank you, Bob. Eight years ago, I applied (for) and accepted my school psychologist position here at Deer Park School District. I was eager to work here because of my one building's (Arcadia Elementary) excitement and eagerness to develop their new PBIS program. I wanted to be a part of it. Eight years later, our district, staff, and I are still enthusiastic about PBIS, although we have had setbacks at times.

We are a relatively small district. There are only two school psychologists providing services for our district's five buildings. We are a poor district with a small tax base. We are a Title School which allows for blending of programs and funds, Special Education and Title, which has good and bad points.

Our greatest setbacks have been turnover and absences of key staff. In a school our size there are few certified adults who aren't classroom teachers. Twice, the Teacher on Special Assignment (TOSA), the person facilitating the development of PBIS at Arcadia Elementary, was hired as a principal in another district and left us. The transitions were difficult. Then, it happened a third time in only eight years when our TOSA got hired as an assistant principal at another building in our district! The latest iteration of our PBIS team has changed and is not so dependent on one key individual to keep the process alive. The responsibilities currently are spread around various staff from different roles. This will, hopefully, reduce the impact should one individual leave. We'll see how this works for us.

We have experienced additional adversity this year. Both our building counselor and our intern principal are on long-term leave with newborn babies and my referrals for evaluations

are high this year. Of course, my traditional special education assessments take precedence. I sit in on PBIS staff meetings as much as possible, and I help our staff with behavior problem students as much as I can while attending to my evaluations.

The grants are long gone. There is no building budget line for PBIS with team members volunteering most of the time. We are lucky to have a committed staff with PBIS team members from all grade levels, para professionals, school counselor, general education and special education teachers, principal, principal intern, computer specialist and school psychologist. Hopefully we will at, some time, add a parent representative to our team. I am disappointed at this time that my availability for PBIS has been limited due to my other responsibilities, but I am very encouraged by the enthusiasm that our staff has placed in working on the PBIS process. Most of what we do is done by volunteer staff who add on their PBIS work to their other duties. This staffing is key to the success of Arcadia's PBIS endeavor. We use "Think Time" and "Step Up" (from the Second Step program) on a building basis but have adapted the application of these programs to help fit the majority of teachers' classroom behavior plans. We are lucky to have Ron Martella, Ph.D., BCBA-D, one of the authors of "Think Time" and a professor at Eastern Washington University, available to consult with us.

**Bob:** I'm hearing state-wide that Common Core Curriculum mandates are overwhelming staffs. That plus the Teacher/Principal Evaluation Program (TPEP) are making it very, very difficult for administrators to give the time, personnel, and financing that they say are needed to develop PBIS. Yet, you at Deer Park are persevering! To what else do you credit your PBIS successes?

**Craig:** Well, to start, we have excellent administrative support; a very necessary component to our PBIS. The building made it a priority and our entire PBIS team (sans myself) went to the NWPBIS training seminar this year. This was wonderful for training and morale! Also, we have staff buy-in that hasn't diminished. Our staff supports our TIER I School environment and reinforcement interventions. We are doing a good job of providing monthly themes, recognizing and rewarding positive behavior and academic successes. We really do believe that behavior and the learning environment are better because of PBIS. Office referrals are reduced. Our principal believes in PBIS, supports PBIS, and encourages PBIS. The main factors have been building principal support as well as a representative and knowledgeable team.

## NWPBIS Continued

**Bob: Craig, please give us a status report. What do you want to do or need to do to further PBIS advancement in your buildings?**

**Craig:** *We have a lot to be optimistic about. We are now able to fund a full time school counselor. We know that we will become stronger and more effective when key people come back to work. We have a strong IT person on the team who helps us with data and facilitates the process. We are proactive in reviewing academic data three times per year to identify at-risk students and intervene more promptly through our Title I and special education programs. We are beginning to use our Professional Learning Communities (PLC) to address students with specific needs. We all try to pull together and give teacher support when TIER II types of interventions are warranted. We use what staff we have including using classroom teacher pairs (a buddy system), "Think Time" and "Step-Up" in supporting classrooms. We have a (behavior) Solutions room, and more. Since we don't have a behavior specialist, our teachers have supplemented their knowledge of interventions through a school-wide book study on the "Tough Kid Toolbox." We maximize our resources with what little money we have and limited personnel."*

*We are weakest with the TIER II behavior interventions. This is a primary focus of our school at this time. We just don't have the personnel to do desired interventions or support the classroom teachers in implementing the interventions. Because of our blended Title status, TIER III placement is allowed, at times, with or without Special Education eligibility. An example (of) students who qualify for, or would qualify for, a 504 Plan, are being placed in the Special Education program. An encouraging sign is that this has gotten to be more the exception rather than the rule this year. Appropriately, our strong Special Education staff recognizes this and seeks other placement options when their numbers are too high.*

**Bob: I believe that this is a state-wide problem now. I have lots of Special Education teachers reporting to me that they are getting spread too thin because too many non-Special Education students are being placed in their classrooms.**

**Thank you for this interview, Craig. I know that you have been a school psychologist for a long time. Any conclusions or insights you want to share as you near the end of your career?**

**Craig:** *Well, now that you ask, I've often thought about the irony often present in public education. For example, we ask classroom teachers to do TIER II types of interventions with students. If the teacher is successful, he or she "gets" to keep the difficult child in the classroom. If the teacher fails to improve the child, the child is removed and put in another TIER III or special education placement! The same with Response to Intervention (RTI). If RTI works in a building and you get your numbers down to below 12.3%, then you lose education dollars. The logical thing to do to maximize your staffing and money available for support is to keep your percentage of Special Education students at 12.3%.....which, of course, is counter to the intent of RTI and our efforts!*

**Bob: Insightful! Thought provoking! Thank you, Craig. I'm impressed by the number of supplemental strategies, tools, and interventions you have at your school. Thank you for sharing what you are doing with the rest of us. Have a great end to your school year. And, may your hopes come true for continued gains with PBIS in your district.**

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.*

**Letter from the Editor: Significant Legislative Changes and the Impact on School Psychologists****Laurie Anne Harrison, Ph.D., SCOPE Editor, Communications Co-chair; Governmental & Public Relations Co-Chair****Snohomish School District.**

In the Fall 2014 edition of SCOPE ,released in October 2014, I discussed the importance of reviewing the contract language of school districts across the state that addressed the pay and working conditions of school psychologists. The intent was to share this with fellow school psychologists so that they could make informed decisions as to where to apply for employment, and when given the choice, to accept a job in the most supportive school district. I received multiple emails from school psychologists with their specific contract language. There is a huge inconsistency between school districts, even between neighboring districts. In some contracts there is a cursory reference, perhaps a line or two, such as “The district will attempt to limit school psychologists to 1,000 students.” Whereas in other districts, there are paragraphs that specifically address additional pay for national certification and working conditions.

However, we are currently in a holding pattern. There was a court case initiated by two families and supported by multiple school districts that Washington State was underfunding education. The case was decided in favor of the families in 2010, but was appealed by our Congress. In 2012 The Washington State Supreme Court ruled “It is the paramount duty of the State to make ample provision for the education of all children residing within its borders.” The Court specifically ordered the Legislature “to make steady, real and measurable progress each year and to fully fund K-12 public education by 2018.” For the full ruling go to <http://www.courts.wa.gov/opinions/pdf/843627.opn.pdf>. This is now known as the McCleary Decision.

In response to the McCleary Decision our senators and representative established the ‘prototype’ school for the state of Washington and passed it into law. This ‘prototype’ school has low class sizes, and additional personnel to support children academically and emotionally. However, they tied no funding to this law, which meant there would be no changes in education. Currently our legislators are being held in contempt by our Washington State Supreme Court. Could they go to jail? Yes. But most likely they will have to work until they come up with a budget that satisfies the Court.

In the meantime our Washington Education Association was able to push through Initiative 1351 in November 2014. Initiative 1351 substantially increases the number of school psychologists per school placing it in alignment with NASP recommendations. The expectation is we would have lower caseloads and could provide direct mental health services to students. To see the specific language on increases at the elementary, middle school and high school go to pages 6 & 7 at [http://sos.wa.gov/assets/elections/initiatives/FinalText\\_578.pdf](http://sos.wa.gov/assets/elections/initiatives/FinalText_578.pdf). Not only will the number of school psychologists increase, there will additional personnel as well as lower class sizes. The funding will come from general education dollars.

District contracts are very important. The more frequently an individual or group is mentioned in a contract, the more valuable the individual/group is seen by an employer. However, the caseload issues may be resolved by the state. There are still a number of issues, working conditions and challenges we face. Building a database for our members of school districts that are supportive of school psychologists is still the goal. We currently provide job postings on wsasp.org, and will with your support build a solid data base, that will be updated as more districts understand the value of supporting us properly.

Laurie Anne Harrison, Ph.D., SCOPE Editor

Promoting the educational and  
mental health needs of all children and youth



Washington State Association  
of School Psychologists

## Membership

Membership in the Washington State Association of School Psychologists provides practicing and retired school psychologists, educators and students with valuable resources, networking opportunities and discounts on professional development. Members have access to the following:

- SCOPE - the WSASP quarterly newsletter
- Member Forums - an active, collaborative forum with discuss around topics of interest and member questions
- Association Blog - wondering what the state association is up to? Review the association blog that lists activities, provides pictures, and discover where you could participate in activities on a state level.
- Directory - looking for a classmate for have questions about a given district's practices? Love a form you found and want an electronic copy? Members can use the directory to find other school psychologists in the state by searching by name, area, district, and network to improve collaborative efforts.

Ready to become a member? Membership is only \$60 for currently practicing school psychologists and educational professional and \$15 for students and retirees. Please complete the online application at [www.wsasp.org](http://www.wsasp.org) to become a WSASP member and enjoy all of the benefits of membership!

## Professional Development Opportunities

**Spring Lecture Series** – the 2nd annual Spring Lecture Series is happening now! This year, the series is being delivered through GoTo Webinar, making it accessible for all registrations via computer, tablet, and even smart phone. The theme is *Developing a Multi-Tiered Model for the Delivery of Mental Health Services in the School Setting: The Role of the School Psychologist*. You can register for the entire series or individual sessions. Sessions are archived, allowing registrants to watch previous sessions. There are 36 clock hours available.

**Secondary Summer Summit** - the Secondary Psych Summit is being held at the Red Lion Hotel Olympia in Olympia, WA on August 20, 2015 from 8am-3:45pm. This summit focuses on issues facing school psychologists working in secondary schools. Finally, a conference for us! Breakfast and lunch are provided. There are 7.5 clock hours available.

**Fall Conference** – the annual Fall Conference is being held at The Davenport Hotel in Spokane, WA from October 15-17, 2015. The theme is *Assessment 201: Interpretation and Intervention Design*. Topics range from executive function interventions, suicide prevention & awareness, ethics, PBIS, social emotional learning, and MUCH more! Registration will be open soon.

For further information for WSASP, including registration for the above events, go to [www.wsasp.org](http://www.wsasp.org).  
For all events, clock hours are free for WSASP members and cost \$2/clock hour for non-members.

## Professional Development Corner

### *SPRING 2015 LECTURE SERIES*

The Spring Lecture Series has been very successful, with excellent feedback from participants. You can still access ALL the lectures online! The lectures that have already occurred are available and can be reviewed at your convenience. The upcoming lectures will be available the day they are being presented and then available online to be reviewed at your convenience. You can still earn up to 36 clock hours by individually registering and completing an evaluation per lecture. Please see the listings below as a reference to what you can currently access as well as the upcoming lectures.

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

*Register online at [WSASP.org](http://WSASP.org)*

Clock Hours: WSASP 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\*\***

#### Spring Lectures Series now available online

1. The need to incorporate mental health services in our schools, particularly IEP's. Stacy Gillett, Office of Ombudsman, WA
2. Overview of School-Based Mental Health and the Role of the School Psychologist. Clayton Cook, Education, UW
3. Universal Screening and Selective Mental Health Services within a Multi-Tiered System of Supports: Building Capacity to Implement the First Two Tiers by Clayton Cook, Education, UW
4. Modularized Approach to Cognitive Behavior Therapy. Aaron Lyon, Psychiatry, UW
5. Trauma-Focused Cognitive Behavior Therapy by Shannon Dorsey, Psychology, UW
6. Motivational Interviewing Tactics to Motivate Student to Change by Kevin King, Psychology, UW
7. Mental Health Services for Students with Intellectual Disabilities/Autism by Ralph Bernier, Psychiatry, UW
8. Evidence-Based Treatments for Students with Clinically Rare Disorders (Tic's, Enuresis/Encopresis, Selective Mutism). Clayton Cook, Education, UW
9. Prevention and Treatment of Depression. Elizabeth McCauley, Psychiatry, UW
10. High Quality Wraparound Services and Coordinating Mental Health Services in the Schools. Eric Burns, Psychiatry, UW
11. Suicide Prevention & Assessments. James Mazza, Educational Psychology, UW

Date	Topic	Presenter
June 5th AM	Culturally Responsive Considerations when Delivering Evidence-Based Treatments	Janine Jones, Educational Psychology, UW
June 5th PM	The Representation of the Mental Health Service Delivery Model on the IEP	Marsha Durst, Seneca Center

PROFESSIONAL DEVELOPMENT CORNER

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STUDENT/RETIRED WSASP MEMBER = \$40  
STUDENT/RETIRED NON-MEMBER = \$75

8:00 AM - 3:45 PM  
Breakfast & Lunch Included

7.5 CLOCK HOURS PROVIDED FREE TO WSASP MEMBERS. FOR  
NON-MEMBERS THERE WILL BE A \$2 CHARGE PER CLOCK  
HOUR.

Schedule

8:00am- Continental Breakfast

8:30-10:30 am-Session 1

AN INTRODUCTION TO A COMPREHENSIVE SYSTEM FOR THREAT ASSESSMENT AND MANAGEMENT IN THE SCHOOLS- Presenter:

**John Van Dreal, Salem-Kaiser SD, Oregon**

- a. Review the history and nature of human violence as segue to understanding the fundamentals of reducing school violence.
- b. Explain the threat assessment process and highlight the collaborative, multi-agency structure of the Mid-Valley Student Threat Assessment Team, located in Salem, Oregon.
- c. Review the steps necessary to establish a multi-jurisdictional, multi-agency structure that operates as consultation and support to a school district's efforts in establishing a climate of safety and learning + case study

10:45-12:00 pm-Session 2

ESTABLISHING AN EFFECTIVE STUDENT SUPPORT TEAM (SST) AT THE SECONDARY LEVEL.

Presenter Jamie Chaffin, Eastern Washington University

- a. Handling the pressure for initial evaluations due to high stakes
- b. Tips for creating intervention time in the high school schedule
- c. Lack of ELL intervention at the HS-impact on Special Education referral
- d. Making the most of 'pre-referral' and pre-SST meetings
- e. Effective HS screening processes to help guide SST decisions
- f. Logistics of establishing an effective SST at secondary level

12:15pm Lunch QUESTIONS & ANSWERS REGARDING THE WASHINGTON ADMINISTRATIVE CODE with **Doug Gill, OSPI Special Education Director**

1:15-2:15 pm- Session 3-

THE SECONDARY LEVEL INITIAL AND RE-EVALUATIONS.

Presenters: Katherine Blair, EWU, Central Valley S.D.; and Steve Hirsch, Shoreline S.D.

- a. Defining continued eligibility for services
- b. The comprehensive evaluation-should it be transition-focused?
- c. Establishing a process and criteria for exiting students from Special Education
- d. Study/Organization Skills on the IEP and establishing eligibility
- e. Eligibility for Pragmatic (social) Communication
- f. Math-alternative tests for establishing disability

2:30-3:45 pm Session 4

THE CULTURALLY & LINGUISTICALLY DIVERSE (CLD) STUDENT IN THE HIGH SCHOOL - IS DISPROPORTIONALITY INEVITABLE? Presenters : Erich Bolz & Bob Sorenson, Richland S.D.

- a. Accurately assessing and serving CLD populations-different models/perspectives
- b. Developing a multi-tiered model of support for CLD population
- c. Strengthening the core curriculum to build success in CLD population
- d. Focus on an Early Warning System for At-Risk CLD population

The Washington State Association of School Psychologists (WSASP) has been very politically active this school year via the Governmental & Public Relations committee. We have helped craft specific language on several bills and we now need your help in making sure our legislators across the state are also on board. We built an Advocacy page on our website that clearly specifies bills as well as the process on how to contact your legislators. We have made it as simple as possible: you can use a form letter for a specific bill, or write your own. Your response will be sent to both your state senator and state representatives at the same time. The following Advocacy Action Center page can be found on the wsasp.org website under the Resources tab. Please review and add your voice and story to make a difference. Go to [wsasp.org/advocacy](http://wsasp.org/advocacy)



# Advocacy Action Center

[State Advocacy](#)
[Federal Advocacy](#)
[Advocacy News](#)
[Advocacy Resources](#)

## TAKE ACTION NOW!

**Who:** WSASP's Government and Public Relations (GPR) committee has been hard at work in Olympia, and now we need your vital contribution and active support!

**What: Advocate for your self, your field, and kids!** Contact your representatives TODAY about the below-mentioned important issues! Your representatives value your opinion as a constituent, and the more of us they hear from, the louder our collective voice! Below are 8 bills we are tracking now. A brief summary is provided and each bill is linked, allowing you to review the contents of the actual bill.

**When:** The legislature is in session, and will likely be in session through June! As bills cycle through the process and move to a vote from the entire legislative body, we will alert you to action through our member email system. When the time is right for each bill, the **Form Letter Link** will be activated, and you will get an email reminder to take action!

**Where:** Thanks to [Our Voice](#), you will only have to send the message once to get to all three representatives based on your home address.

**Why:** With more letters of support and phone calls from all stakeholders and professionals in school psychology and allied fields, more the legislators in the House and Senate will be informed and can realize the wide range of importance these issues represent.

**How:** The GPR has provided **form letters** (see below) for each bill of interest to WSASP. You can use these form letter exactly, add personal stories or comments, or write an original letter to submit to your legislators. Once your letter is ready, using [Our Voice](#), you can send it to all your representatives. We ask that you send one letter for each bill, as this is how representatives prefer communication, and it keeps our message clear. On [Our Voice](#), paste the letter into the space provided and provide your personal identifying information (this links your letter to your area representatives) and send! (Click [here](#) for a step by step tutorial on how to use Our Voice to email your representatives.)

### Current Bills & Form Letters

**SB 5688/HB 1760** Being referred to as the "Social Emotional Learning (SEL) bill", this is a bill that focuses on providing students with skills that promote mental health and well-being and increase academic performance, via the establishment of SEL benchmarks and standards for K-12 education.

[Senate Bill](#) [House Bill](#) [Form Letter](#)

**HB 1900** Defines the role of the School Counselor, School Social Worker, and School Psychologist to emphasize that we are primary providers of mental health services in the schools. This bill speaks to the barriers to this as well, ie, caseloads.

[Bill](#) [Form Letter](#)

**HB 1947** Establishing a comprehensive plan to expand learning opportunities and improve educational outcomes for students with disabilities or special needs using multiple strategies and statewide partnerships.



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## WHAT HAPPENED TO THE THREE Rs?: RELATIONSHIP, RELEVANCE AND RIGOR

By Phil Koester, NCSP ESA Counselor



You want student success? The answer these days seem to be good instruction. Just look at our Teacher/Principal Evaluation Project (TPEP), it's all about quality instruction. Somehow we have missed the three most important Rs; Relationship, Relevance and Rigor. These are the three basic principles my friend, Juan Espinoza, (retired assistant principal) likes to talk about that will ensure student success. As a counselor/psychologist I have worked with hundreds of kids over the years who were instructed by skilled teachers. These teachers had perfected the science of instruction. They were masters at their craft! Yet, some students still would not do their school work. Why? While the causes of their lack of motivation varied, there was a common theme.: few of those kids believed that they had a positive relationship with their teacher. Yes, it's their perception, and maybe irrational, yet for most people, perception is reality. As adults, many of us are not much different. We find it hard to be motivated when we don't think our boss respects us, when we perceive that we do not have a good relationship. We would all like to be listened to, understood, recognized and respected.

Let's be fair, teachers have been redirected by the federal and state governments since the enactment of the law "No Child Left Behind," to focus on quality instruction, achievement standards, and test scores; as though a test score defines the student - it doesn't! Teachers, in an effort to comply with these new requirements, and with class sizes of 30+, are often unable to spend the time required to build a

relationship with each student. The truth is that good relationships require a lot of time! **Somehow we have all forgotten that it's the Relationship that helps us to motivate students.** We need to know them, their values, skills, interests, fears and respect them as individuals. Without a relationship the best instruction often only produces substandard or average results. What should the relationship look like? It should be a relationship built on trust and mutual respect. To contrast this I'm reminded of William Glasser's 7 deadly habits that destroy all relationships: CRITICIZING, BLAMING, COMPLAINING, NAGGING, THREATENING, PUNISHING, and REWARDING PEOPLE TO CONTROL THEM. Think about what students need. Like us, they have an innate need to be listened to, understood, acknowledged, and respected. With 25-30+ students in a class, relationship building and maintenance takes tremendous time. I have deep respect for teachers trying to manage all these expectations, legal, instructional, and interpersonal. The relationship is what is required if we want to motivate students to do quality work. Education is a people business – it's about growing people. For those test and standards people, with a good relationship, scores are also likely to improve.

**The second basic principal for instruction is Relevance.** Educators hear the same complaint from kids countless times. "What am I going to need this useless information for?" It's their way of saying, it's not relevant to me. Of course for a student wanting to become a

## What happened to the three Rs: Relationship, Relevance, and Rigor continued.

massage therapist or an artist it's hard to convince them that algebra or World History will be necessary for their job choice. What we have here is a "failure to communicate." Students think our job is to train them for the work force. The public expects us to educate them so they can think and change with the ever changing work force; because jobs today will morph into tomorrow's jobs which will be different and require thinking and skills. To educate or to train? That is the question. The truth is people expect both from educators even though the system has been designed to educate students not to train them. We attempt training with a small smattering of vocational classes, but even these are more introductory exposure than training. If the educational system was serious about relevance then they would incorporate regular fieldtrips into the various professional and vocational employment classifications. What would that look like? Every Friday kids (K-12) would take a field trip. Through the years students can visit the range of employment opportunities: 1) Financial jobs e.g. banks, brokerage houses, currency exchanges, etc. 2) Blue collar jobs, plumbing, welding, etc. 3) Manufacturing jobs, and 4) Service jobs, retail, health care related jobs, etc. As the kids grow, the field trips would morph into internships. The only sense kids have now of work is what their parents do. That's extremely limiting! Because students have no idea of what work is or the range of possibilities it's no wonder that they struggle with Relevance. At 16 I asked my dad about his job, and he said something I couldn't understand e.g. "a systems and program analyst." I just remember constantly asking, "but what is it you do?" I don't think I understood his title until I was in college. Okay, that's a problem! Here is the

reality, kids in our schools are not little adults. If you want them to understand, they need to see it. Telling them about a job makes no sense to them. They have no hanger in their mental closet to hang the information on, and so the information drops to the floor. Telling them something they cannot imagine is not learning, showing them is a start to learning. If schools are serious about relevance they would incorporate regular systematic fieldtrips into their school year so kids could see the range of employment opportunities, and I mean more than the allotted once-a-year field trip you have now. On to the third principle of instruction.

**What happened to Rigor?** Wow, how the pendulum has swung on this issue! Unfortunately, people have misinterpreted the self-esteem literature and believe that Rigor is the enemy. Easy work and low expectations became self-esteem's friend. Wrong. Others believe rigor is more and more work! Both camps have it wrong. People have a powerful built-in need to feel like they are growing and learning. Rigor is necessary to make that happen. To be clear, I worked in Asia for 9 years and I'm not talking about having school 7 days a week, 9 hours a day, with 3 hours of homework every night. That's not the rigor I'm talking about. We don't want our kids so out of balance that our suicide rates go up to the levels seen in Asian countries. I believe it's possible to have balance, high expectations and rigor!

Phil Koester, Ethics & Professional Practice Chair, NCSP

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



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**Academic****The Woodcock-Johnson Test of Achievement, Fourth Edition (WJ IV Achievement) by Riverside**

The Woodcock Johnson Test of Achievement, Fourth Edition is a measure of academic achievement and is to be administered to students who are 2 to 90 years old. This assessment demonstrated strong validity with highly significant (.85 or more) correlations to 2 or more related measures and significantly different from 3 or more unrelated measures, Significant correlations (.75-.84) with 1 measure and/or significantly different from 1 unrelated measure, and reliability with Internal consistency alpha between .90 and .94, Internal consistency alpha between .8 and .89, test/retest reliability of .50 over at least 3 months, Inter-rater reliability of .50 or more, dependent on subtest. The test has a norm group that is nationally representative and has more than 200 students per age band.

This assessment costs \$1315.60 with a case, and \$1194.80 without a case. Software included in this cost is based on protocol purchases. Per 25 each, protocols cost \$158.85 and the student response booklets costs \$61.35.

Those qualified to administer tests in general could be trained independently via review of materials, though the publisher does recommend attendance at a full day training with a qualified person. It is noted that when purchased with the Cognitive and/or Oral batteries, there are overall savings on kit costs.

This assessment was easy to administer and score, although challenging to interpret. Additionally it was rated as somewhat kid friendly and engaging by 3 raters, and not very kid friendly and engaging by one rater. Of the four members who reviewed this tool, three members found it to be at least useful, while one rater stated it was not very useful. Information from this test could be used for eligibility, in a pattern of strengths and weaknesses model, program planning information, and intervention recommendations. Reviewing parties noted the following:

“This would be helpful for special education eligibility determination as well as a pattern of strengths and weaknesses determinations.”

“This would be particularly useful for lower functioning secondary level students. The update seems good, and the new reading subtests are interesting.”

“Like the cognitive, I would only use this test if no other was available. This revision is very similar to the WJ III with a few changed on some subtests, but the same overall battery available before.”

**The Kaufman Test of Educational Achievement, Third Edition (KTEA 3) by Pearson**

The Kaufman Test of Educational Achievement, Third Edition (KTEA-3) is a measure of academic achievement and is to be administered to students who are from 4 to 25 years old. This assessment demonstrated validity with moderately high convergent validity presented in the manual, as well as reliability split half mean reliability coefficients for composites that are greater than or equal to .89 with the exception of Oral Language (.86) and Oral Fluency (.72). The test has a norm group that is nationally representative and has 100 or more students per age band.

This assessment costs \$410.00 for a manual score kit for Form A or for the kit, and is manually scored. Protocols cost \$164.00 for 25 stimulus booklets, plus \$14.00 for the written expression booklet per age band. A Q-Global Kit will cost \$610.00 and include 100 Q Global reports. Protocol cost is the same. There is a new option for Q-Global scoring, for unlimited scoring to a particular examiner at the rate of \$35 for 1 year, \$99 for 3 years or \$149 for 5 years. (Q-Global is Pearson's online scoring program, there is no software based scoring program available.)

**KTEA 3 continued**

Those qualified to administer tests in general could be trained independently via review of materials.

This assessment was somewhat challenging to very easy to administer, score, and interpret, depending upon prior experience with the KTEA 2. Additionally it was very kid friendly and engaging. This test would provide information useful in program planning, information for eligibility, and information for pattern of strengths and weaknesses. Three members provided the following supplemental narrative about this measure:

“I would use this test to determine eligibility and need for specially designed instruction as well as understanding the students’ strengths and weaknesses.”

“Numerous electronic analysis forms are included for printing and included a 6 page qualitative observations hand scoring form, which links specific observations to specific domains. This could be very useful for generating hypotheses regarding patterns of strengths and weakness. There are manual scoring options available as well as online scoring options.”

“I would use this as my core academic battery. I appreciate the additional fluency measures.”

**Speech & Language****The Woodcock Johnson Test of Oral Language, Fourth edition (WJ IV Oral) by Riverside**

The Woodcock Johnson Test of Oral Language, Fourth Edition measures Listening and Speaking ability and is to be administered to student’s age 2-90 years old. This assessment demonstrated strong validity with significant correlations (.75-.84) with 1 measure AND/OR significantly different from 1 unrelated measure, and reliability with Internal consistency alpha between .90 and .94, Internal consistency alpha between .8 and .89, Test/retest reliability of .50 over at least 3 months, Inter-rater reliability of .50 or more. The test has a norm group that is nationally representative and has more than 200 students per age band.

This assessment costs \$685.25 with a case, and \$623.50 without a case. Software included in this cost is based on protocol purchases. For 25 protocols the cost is \$82.15. Those qualified to administer tests in general could be trained independently via review of materials, though the publisher does recommend attendance at a full day training by a qualified person. It is noted that when purchased with the Achievement and/or Cognitive batteries, there are overall savings on kit costs.

This assessment was easy to administer and score and somewhat challenging to interpret. Additionally it was not very kid friendly and engaging. One member noted this to be somewhat useful, stating that the information sounds appealing, but they were not sure if it would be used in the long term, though it could provide information for determining eligibility. They also noted that Speech and Language Pathologists were excited about the prospect of a new assessment as well.

## Executive Functioning

### **The Comprehensive Executive Function Inventory (CEFI) by MHS**

The Comprehensive Executive Function Inventory is a measure of executive function skills and is to be completed by parents and teachers of school age students, and students who are from 2 to 18 years old. The CEFI is the most nationally represented standardized behavior rating scale of executive function. This assessment demonstrated strong validity and reliability. The large scale normative sample was stratified to match the U.S. Census on a number of key demographic variables including region, race/ethnicity, and parental education level. The proportion of the demographic variables in the normative samples fell within 1% of census targets. At each year of age, 50 males and 50 females were collected for each form (P, T, S-R), resulting in 1,400 rated youth for the parent and teacher normative samples, and 700 youth for the self-report. Additionally, the normative samples included ratings of children who had a clinical diagnosis, or were eligible to receive special education services according to IDEIA criteria.

This assessment costs \$344.00 for the online scoring kit and \$549.00 for the software scoring kit. Protocols with a scoring report cost \$3.50 each for online scoring, and are \$60.00 for software based scoring. For online based scoring the test can be either printed or emailed out to respondents via the MHS online system. Those qualified to administer tests in general could be trained independently via review of materials.

This assessment was easy to very easy to administer, score, and interpret. Two respondents rated this as a very useful instrument and noted they would use this over the BRIEF and with children who exhibit difficulty with organizational skills. This would provide information for eligibility, for use in pattern of strengths and weaknesses, and for program planning.

This assessment provides information comparable or better than the Behavior Rating Inventory of Executive Functioning (BRIEF), and has much better psychometrics over the BRIEF. The convenience of online administration is wonderful but it can be printed if needed.

#### Assessment Review Committee

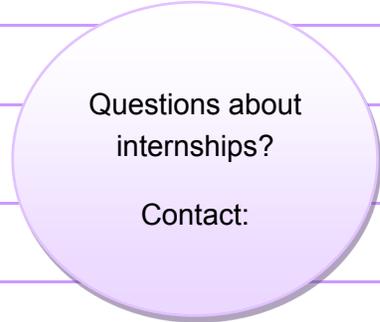
Primary Author: Carrie Suchy, NCSP, Olympia School District, Assessment Committee Chair. Secondary Author: Jeanette Holuk, Shelton School District, Assessment Committee Member

Contributing members: Anne Manhas, Everett Public Schools; Denise Radecke, Lake Washington School District; Rena Alvarez, Othello School District; Kelly Coughlan, PH.D, Tahoma Therapy and Education Specialists, Inc. Tacoma, WA; Aaron Myers, NCSP, Enumclaw School District; Jenny Marsh, Othello School District; Allison Henry, Lake Washington School District; Christine DeVany, Bethel School District

The Summer SCOPE will complete the Assessment Review Committee's report on the following tests: Wechsler Intelligence Scales for Children, Fifth Edition (WISC V) by Pearson; Woodcock Johnson Fourth Edition (WJ IV Cognitive) by Riverside; The Cognitive Assessment System, Second Edition (CAS-2) by Pro-Ed; The Cognitive Assessment System: Rating Scale, Second Edition (CAS 2 RS) by Pro-Ed; Conners Continuous Performance Test, Third Edition (CPT-3) by MHS; Conners Continuous Auditory Tests of Attention (CATA) by MHS; NEUROPSYCHOLOGICAL Assessment 2<sup>nd</sup> Edition (NEPSY II) by Pearson

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*We value your contributions and suggestions!*

*Please contact the SCOPE editor Laurie Anne Harrison at*

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