

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

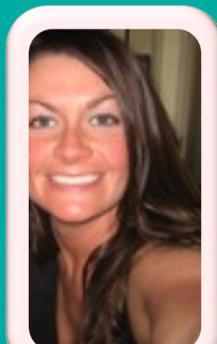
Vision Statement: School psychologists are an integral and dynamic force in fostering student success

# SCOPE



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**WSASP President**  
**Dr. Jamie Chaffin, NCSP**

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## President's Message



Dear Colleagues,

Even with summer break upon us, your Washington State Association of School Psychologists (WSASP) is building momentum to make this next year one of exciting opportunities. Each summer, WSASP holds our annual retreat in North Bend, Washington. This two-day retreat allows time for committees to develop their annual goals, for discussion around the upcoming professional development opportunities we will offer our membership, and some great conversations around school psychology in our state. This year, in the spirit of recognizing and celebrating our founding leaders, we extended an invitation to some of our influential past board members. We were pleased to welcome Mike and Cindy Jacobson, Jill Davidson, and Fred Provenzano to our retreat this year; a tradition we hope to continue.

Last year was foundational for our association from an organizational and operational perspective. Over the course of the year, WSASP developed and disseminated new vision and mission statements (below), authored new bylaws, and we are currently developing an updated Policies and Procedures Manual as well as our Area Representative Handbook. Each of these steps aligns us with best-practice in state association operational effectiveness, as guided by the National Association of School Psychologists' SAFE (Self-assessment for Associations to Foster Excellent) tool. Why does this matter to you? It makes your membership meaningful. The more we build our committees and focus our energy, the more our membership benefits from our efforts. As evidence of this forward movement, here is a list of upcoming opportunities and events:



## President's Message continued



### WSASP Opportunities

**Join a Committee** – did you know there are several active committees currently functioning within our association that are composed of many non-board WSASP members? The following committees are currently active and welcome new contributing members. I've included a description of each to help you align your interests:

#### WSASP Committees

**Assessment Committee** – promotes and shares “things to think about” regarding assessment; to develop greater communication with OSPI, ESDs, and universities; to provide resources and expert groups for members; and to provide access to greater variety of diagnostic tools for members.

**Conference/Workshop** – encouraging and facilitating the continuing professional development of School Psychologists by organizing programs and coordinating all other aspects of conferences and workshops. This group coordinates our fall conference, spring lecture series, and the summer summits that happen around the state on selected topics.

**Retention and Recruitment** – promotion of the highest standards for the profession, attract diverse new school psychologists and encourage continued residence in the state of Washington; recognition of members for outstanding efforts in membership development and recruitment.

**Government and Public Relations** – responsible for advocating for students and the field of School Psychology at the policy level both state and federal. The committee will be familiar with public policy procedures and build working relationships with members of other organizations pertinent to the Association's goals. Our GPR committee meets with legislators, attends legislative sessions and helps with the authoring of documents that become law, such as the description of the school psychologist role for Washington.

**Communications** – development and dissemination of information (website, electronic communications, SCOPE); promote better acceptance and understanding of school psychology, facilitate long-range planning that reflects and supports WSASP vision and mission.

It is easy to join a committee, go to [www.wsasp.org](http://www.wsasp.org) and click on 'About WSASP' and then 'Leadership'. You will see a link titled 'Join a WSASP Committee'. Click on the link and complete the form to indicate your interest in joining a committee and assisting your association in furthering school psychology in Washington as guided by our mission and vision statements:

#### ***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.*



## President's Message continued



**Become an Area Co-Representative** – many of our current area representatives would like to have a co-representative to help them support the needs of their areas. We encourage those of you who are interested in this role to connect with your area reps and discuss the responsibilities and benefits of serving on the WSASP board. This can be completed through the same link on the 'Leadership' page as described above.

**Apply for a WSASP Operation Jump Start Grant** – WSASP will be offering several grants to assist districts in the enhancement of School Psychology activities in promotion of academic and mental health needs of students. These grants are designed to help 'jumpstart' the process to allow for a more comprehensive evaluation and service delivery in school and for the development of a multi-tiered support systems model in one school with one School Psychologist as facilitator. Want more information? See 'Operation Jumpstart' in the membership area of our website.

### WSASP Events

August 20, 2015 - Summer Summit (Secondary School Psychologists) – Olympia, Washington

October 15-17, 2015 – Fall Conference (Assessment 201: Interpretation & Intervention) – Spokane, Washington. This conference will include the state-required suicide prevention training that is now required to renew your certification as a school psychologist.

There are many additional upcoming opportunities to become involved with either by providing direct information and/or actively engaging in a committee or area rep. Please look for your area representative's emails and WSASP's newsletter, over the course of this year. With new goals and direction as a critical component of our WSASP board, they will be reaching out to you with information about local professional development opportunities and will be seeking to connect those of you in rural areas with other school psychologists who are working in similar situations.

I'm enthusiastic about our direction as an association. Please consider joining our efforts with your time and talent as we work toward a comprehensive model of school psychology service delivery in the state of Washington.

Jamie Chaffin, Ed.D., NCSP, LPC  
 Director, Ed.S. in School Psychology Respecialization Program  
 Eastern Washington University  
 President • Washington State Association of School Psychologists  
 School Psychologist: Central Valley School District

Also available to members, on the WSASP.org website under the member forum section is the opportunity to discuss specific topics of concern to school psychologists. Also available is a directory of our members, our association blog, and prior issues of the SCOPE



## WAC or DSM-5? By Phil Koester, NCSP, WSASP Ethics Chair



**Dear Ethics Chair,**

I'm evaluating students and writing evaluations that comply with the Individualized Disability Education Act (IDEA) and the Washington Administrative Code (WAC), yet professionals in agencies and private practice complain that I do not use or reference the Diagnostic and Statistical Manual of Mental Disorders-5<sup>th</sup> Edition (DSM-5). *Is this an ethical issue or a best practice issue? Should I use both the WACs and DSM-5?*

**Dear School Psychologist,**

It's tangentially an ethics issue but better classified as a best practice issue. Our National Association of School Psychologist ethics speak to the need to "work in full cooperation with other professional disciplines to meet the needs of students and families..." Specifically:

Standard III.3.1

"... school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote coordination of services."

In the schools, the WACs must be followed because they define the provisions of special education. The DSM-5 is thought to be the standard outside of schools. To be honest, unifying the WAC and DSM-5 would improve clarity and communication and likely lead to better services for students. For example, the IDEA definition of emotional and behavioral disability is rather generic and could include a whole host of specific disorders from the DSM-5. When we classify kids using, Other Health Impaired (OHI), further diagnostic clarity is often the standard expectation in order to promote better programming in the schools. Why not for emotional and behavioral disabilities? Generally speaking, diagnostic clarity often leads to better treatment.

There are other times when the WACs lack definition and clarity. For example, take the very discrepant definitions of adaptive behavior:

WAC 392-172A-01035 defines adaptive behavior as "age appropriate self-help skills, including independent feeding, toileting, personal hygiene and dressing skills." This is a much narrower definition than the DSM-5: "Adaptive deficits that limit functioning in one or more activities of daily life such as communication, social participation, and independent living... Adaptive functioning involves adaptive reasoning in 3 domains: *conceptual, social and practical.*"

*"The conceptual (academic) domain involves competency in memory, language, reading, writing, math reasoning, acquisition of practical knowledge, problem solving, and judgment in novel situations."*

*"The Social domain involves awareness of others thoughts, feelings, and experiences; empathy; interpersonal communication skills, friendship abilities and social judgment..."*

*"The practical domain involves learning and self-management across life settings, including personal care, job responsibilities, money management, recreation, self-management of behavior, and school/work task organization..."*

In addition, the Washington State Association of School Psychologists (WSASP) position paper advocates for a much broader definition of adaptive behavior than the WAC definition - self-help skills. See: Professional Practice Standards Guidelines in Evaluation and Identification of Students with Intellectual Disability, (Approved and Adopted by WSASP Executive Board – December 2, 2013).

Based on this example it would be wise to use both the WACs and DSM-5 when evaluating students in the schools. This would be predominately a best practice issue; however, Our NASP Principals for Professional Ethics also speak to School Psychologists providing services, "within the boundaries of their competence." If you are not competent, further training would be appropriate.

## State Legislators Continue to Ignore Paramount Duty

Laurie Anne Harrison, Ph.D., President-Elect, Scope Editor  
Snohomish School District

Washington State's legislature has again betrayed the trust of it's citizens. They continue to ignore Initiatives for Education that have had strong and clear support by the citizens of Washington State. They continue to completely disregard and disrespect our State's Supreme Court's directive to fully fund education. It is clear that specific legislators have a sense of impunity, as they consistently vote against the health and well-being of children, while saying they are doing what is best for these same children. As school psychologists, we learn that when words and actions do not correspond, actions are the true statement of values. This is especially true when the actions taken by our state legislators, and endorsed by the Governor's signature, have devastated our infrastructure. The citizens of our state, and communities large and small have been denied access to education and mental health services while food scarcity issues for children have become prevalent.

There have been times when both Democrats and Republicans worked together to properly support the citizens of Washington State. I remember when we had many resources available to us. And, with access to those resources, we could advance our position in life. When I went to what was Eastern Washington College (now Eastern Washington University) in 1975, my tuition for one quarter was less than \$200. I worked part-time and paid my way through college. There were free mental health services available, job training programs for those citizens with disabilities or those who needed to improve their job skills. The focus was to help better the lives of all the citizens in Washington State. In comparison to other states, we had lower class sizes, higher educator pay, and college tuition was reasonable. Then, our state embraced an economic policy that has shattered our infrastructure. It is known under numerous names such as: "Reaganomics", Supply-Side Economics, and other applications advocated by the Milton Friedman School of Economics. This is a highly, maladaptive economic policy. As noted below, the more this economic policy is embraced by a state, the more likely children are to suffer adverse consequences and die of preventable causes, and citizens of the state have less access to education, opportunity, and increased income.

The United States Department of Health and Human Services, the Health Resources and Services Administration, and the Maternal and Child Health Bureau published, "Child Mortality in the United States, 1935 - 2007: Large Racial and Socioeconomic Disparities Have Persisted Over Time, ([http://www.hrsa.gov/healthit/images/mchb\\_child\\_mortality\\_pub.pdf](http://www.hrsa.gov/healthit/images/mchb_child_mortality_pub.pdf)). When the accumulated data is compared to the United States Federal Census during that same time period, a distinct profile emerges. The more a state embraces "Reaganomics", the more likely children will die from preventable causes, their citizens have less access to education, less income, and less opportunity for advancement. As school psychologists, we have seen the direct and indirect impact of this economic policy on our most vulnerable citizens, our children.

School psychologists are trained to ascertain the function and purpose of behavior. In this light, it is clear that the function and purpose of specific legislators' behavior is not what is best for children. By their votes, it is also clear that they can continue to destroy our public education system with impunity. Frequently we are manipulated into voting for a specific person because of what that person says, instead of how they actually vote; we are not paying attention to the evidence. I have seen both Democrats and Republicans in our state beat the drum for Reaganomics. However, the literal elephant in the room is that most Republican representatives and senators have consistently voted on legislation that results in the decimation of public education. The questions are: "Who benefits from an uneducated work force?" and "Who are these legislators actually representing?"

**A shift in power to the IEP team when it comes to graduation assessment requirements:**  
*2014/15 OSPI FAQ on graduation requirement opens doors to greater IEP decision-making responsibility*

Steve Hirsch, Ph.D., NCSP, WSASP Professional Development Chair

**Background:** For those of you not working at the high school level, the state standardized assessments such as the Measurement of Student Progress (MSP, given every year from 3<sup>rd</sup>-8<sup>th</sup> grade is for fun). High stakes testing refers to the practice of linking 'meeting standard' on these tests to graduation. To earn a high school diploma, the standard must be met on reading, math, written language and biology state assessments. This becomes a very big concern when a student does not have a particular area e.g. math, on the IEP as a goal area. Up until this past year, (with the change unbeknownst to me, nor I suspect many of you), we could NOT provide off level tests (e.g. a 5<sup>th</sup> grade science exam or 4<sup>th</sup> grade math exam) nor could we accept a level 2 (BASIC) score as meeting standard, in say math, if math was not a goal area.

***OSPI has changed its view on this.***

Following my plea to our district administration to consider allowing us to accept a basic (level 2) score on a student's algebra End Of Course exam, the district found this current OSPI response which represents a 180 degree shift in attitude and provides the IEP team the power to decide what the appropriate exam and/or cut score should be for EVERY student on an IEP regardless of the goal areas. In other words, our IEP team CAN elect to allow a cut score of level 2 (BASIC) for a given student even though the area is not an identified area of disability on the IEP.

"In the past, the selection of graduation options for students receiving special education services was tied to a policy of content area services (i.e. you could not provide alternative assessment options in an area not identified as a goal area on the IEP), however the 2014-2015 school year marked a shift in policy. **A student's IEP team will make the appropriate assessment decision based on the student's IEP regardless of whether area was identified as in need of specially designed instruction.**"

At the link below, you will find, within the OSPI website on graduation assessment FAQ, statements to the effect that the **SOLE** criteria for whether or not alternative assessment methods and cut-score criteria are provided, is whether or not the student HAS an IEP, **not** whether the particular subject represents a goal area on the IEP. The link refers to the IEP Team Guidance paper which is provided below the link.

<http://www.k12.wa.us/assessment/GraduationAlternatives/FAQ.aspx#1>

Complete description of Certificate of Individual Achievement options can be found below and at

<http://www.k12.wa.us/assessment/GraduationAlternatives/HSPE-MSP-COEBasic.aspx>

The following information is directly cut and pasted from the aforementioned OSPI website.

**A shift in power to the IEP team when it comes to graduation assessment requirements:**  
*2014/15 OSPI FAQ on graduation requirement opens doors to greater IEP decision-making responsibility*  
*continued*

## **IEP TEAM GUIDANCE FOR SELECTING THE APPROPRIATE ASSESSMENT TO EARN A CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (CIA)**

To be eligible to graduate in Washington, all students must pass state exams in each of the required content areas to meet requirement to earn a Certificate of Individual Achievement (CIA). There are multiple assessment options available to students with IEPs. A determination as to how a student with an Individual Education Plan (IEP) is assessed to meet the graduation requirement will be made by the student's IEP team.

When making the determination as to which assessment option is the most appropriate, there are many factors the IEP team should consider. These considerations include:

- The student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- The student's transition plan and post-secondary goals
- The student's current course of study, including participation in the general education curriculum
- The student's previous testing history

<b>ASSESSMENT OPTION</b>	<b>DESCRIPTORS OF STUDENTS FOR WHOM THE ASSESSMENT MIGHT BE APPROPRIATE</b>
<p><b>Basic (L2) Cut Score on a General Assessment:</b></p> <p>The student takes one of the general assessments, with or without accommodations, under standard testing conditions. S/he is considered having met standard at a Level 2 (Basic) instead of the Level 3 (Proficient).</p> <p>The option is available on the following assessments:</p> <ul style="list-style-type: none"> <li>○ English language arts Exit Exam (replaces HSPE spring 2015)</li> <li>○ Math End of Course Exams</li> <li>○ Biology End of Course Exam</li> <li>○ Smarter Balanced graduation cut score (Spring 2015)</li> <li>○ Collection of Evidence – any content area</li> </ul> <p>All state testing accommodations are applicable if selected as appropriate by the IEP team. This option is available to any student receiving special education services.</p>	<ul style="list-style-type: none"> <li>• Student is receiving the vast majority of her/his instruction in the general education setting.</li> <li>• Student is demonstrating knowledge and skills close to that of her/his grade level peers</li> <li>• Student is preparing for post-secondary education</li> </ul> <p style="text-align: center;"><b><i>Level of Cognitive Development</i></b></p> <p><b><i>Abstract Conceptual:</i></b> <i>Comprehends, interprets, and analyzes grade-level text; understands and applies grade-level mathematics concepts and skills; communicates ideas in writing using elaboration and complex structures.</i></p> <p><b><i>Concrete Conceptual – on Grade-Level:</i></b> <i>Reads and comprehends on-grade level text; masters a limited number of on-grade level mathematics concepts and skills; communicates ideas in writing with limited elaboration and simple structures.</i></p>

**A shift in power to the IEP team when it comes to graduation assessment requirements:**  
 2014/15 OSPI FAQ on graduation requirement opens doors to greater IEP decision-making responsibility  
 continued

### **Off-Grade Level Assessment:**

The student takes a standards based test in a specific content area (mathematics, English Language Arts, Science) at an elementary or middle grade level. The student must meet the established cut score for proficiency.

This option is available:

- Smarter Balanced: English language arts and Mathematics (*Spring 2015*)
- Washington DAPE for science (*Continuing until NGSS*)

- Student is instructed on academic content that is several years below his/her chronological peers
- Student has not demonstrated proficiency on grade level high school assessments

#### ***Level of Cognitive Development***

***Concrete Conceptual – on or below grade level:***  
*Reads and comprehends below-grade level or modified on-grade level print text; masters below grade level or a very limited of on-grade level mathematics concepts and skills; communicates basic ideas in writing using simple structures.*

### **Locally Determined Assessment:**

For mathematics and English language arts, the student takes one of several approved published achievement tests for each content area assessment. For each content area, specific subtests are designated for each of the approved achievement tests and the selected assessment is administered by a trained professional at the local level and then scores submitted to the OSPI with the appropriate documentation from district administration.

For science, teachers may submit documentation of a student's academic accomplishments, including assessment experiences and classroom based projects, which are aligned to the biology standards. This option will take the form of a rubric which will be submitted to the state with the appropriate documentation from school and district based personnel.

- Student is instructed on academic content that is several years below his/her chronological peers
- Student's learner characteristics make it difficult for the student to demonstrate his/her knowledge in a typical testing environment.

#### ***Level of Cognitive Development***

***Concrete Conceptual – on or below grade level:***  
*Reads and comprehends below-grade level or modified on-grade level print text; masters below grade level or a very limited of on-grade level mathematics concepts and skills; communicates basic ideas in writing using simple structures.*

**A shift in power to the IEP team when it comes to graduation assessment requirements:**  
*2014/15 OSPI FAQ on graduation requirement opens doors to greater IEP decision-making responsibility continued*

**\*\*Alternate Assessment:** The student takes the alternate assessment for accountability purposes. The student may also retake the alternate assessment for purposes of meeting the CIA requirement.

*\*\*\*Please see guidelines for participating in the Alternate Assessment. \*\*\**

- Student requires extensive, direct, individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.
- Student has previously been assessed with the alternate assessment.

***Level of Cognitive Development***

***Abstract Symbolic:*** Reads sight words and picture symbols; writes using sight words or picture symbols to communicate; counts objects and recognizes symbolic numbers; comprehends modified texts composed of sight words and picture symbols.

***Early-Symbolic:*** Recognizes pictures; may also use a range of picture/objects to communicate ideas.

***Pre-Symbolic:*** Uses objects or gestures to communicate, relies on immediate context and uses objects to communicate.

***Awareness:*** Limited consciousness.

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

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 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.

**Assessment Review Part Two**

**Carrie Suchy, Area 5 Representative, Assessment Review Committee Chair, NCSP  
Olympia School District**

**The following information is based on a review of the test manufacture's manual(s), and by surveying WSASP members who had access to the assessment tools.**

**Cognitive Assessments****Wechsler Intelligence Scales for Children, Fifth Edition (WISC-V) by Pearson**

The Wechsler Intelligence Scales for Children, Fifth Edition is a measure cognitive ability and is to be administered to students who are from 6 to 16 years old. This assessment demonstrated strong validity and reliability. Eight special group studies were targeted for validity studies using the WISC-V in conjunction with other measures, including Intellectual Disability (ID, both Mild and Moderate severity), combined Specific Learning Disorder-Reading and Specific Learning Disorder-Reading and Written Expression (SLD-R/RW), Specific Learning Disorder-Mathematics (SLD-M), Attention Deficit/Hyperactivity Disorder (ADHD), Disruptive Behavior (DB), Traumatic Brain Injury (TBI), Autism Spectrum Disorder With Accompanying Language Impairments (ASD-L), and Autism Spectrum Disorder Without Accompanying Language Impairments (ASD-NL). Table 1 provides sample sizes and demographic data for the WISC-V special group studies with other measures. The mean age of each sample is reported, as well as percentages of sample representation by sex, race/ethnicity, parent education level, and geographic region. Chapter 5 of the Technical Manual describes the results of studies comparing the performance of special groups in this supplement to matched control groups from the normative sample. Appendix A of the Technical Manual lists specific inclusion criteria for each special group. Updated normative sample was standardized on 2,200 children aged 6:0–16:11. Normative sample were stratified to match current U.S. census data based on sex, race/ethnicity, parent education level, and geographic region for each age group. Strong subtest floors and ceilings facilitate accurate measurement at the extremes of cognitive ability.

There is comparable or improved reliability for subtest and composite scores. The average reliability coefficient for the Processing Speed Index, although in the good range, is slightly lower than the other composite scores; it is based on test-retest reliabilities, which tend to be lower than split-half reliabilities. The reliability of the WISC-V Verbal Comprehension Index (VCI) is slightly lower than that of the WISC-IV VCI; three subtests contributed to the WISC-IV VCI. Despite being derived from only two subtests each, the Visual-Spatial Index (VSI) maintains the same level of reliability as that of the WISC-IV Perceptual Reasoning Index (PRI). The Fluid Reasoning Index reliability is slightly higher than that of the WISC-IV PRI due to the high reliability estimates for Matrix Reasoning and Figure Weights. The overall reliability coefficients for the WISC-V is .86.

This assessment costs \$1205.00 with a bag and \$1145.00 without a bag for a manual score for the kit. Protocols cost \$125.00 for 25 stimulus booklets, plus \$81.00 for the coding and symbol search booklet and \$51.00 for the cancellation booklet. A Q-Global Kit will cost the same at outset. Protocol cost is the same. You can pay as you go for online scoring at a rate of \$2.00 per report, or 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.) Those qualified to administer tests in general could be trained independently via review of materials.

**ASSESSMENT REVIEW continued****The Cognitive Assessment System, Second Edition (CAS-2) by Pro-Ed**

The Cognitive Assessment System, Second Edition (CAS-2) is a measure of cognitive ability and is to be administered to students who are from 5 years to 17 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. The reliability showed coefficient alphas between .80 and .97 and test/retest reliability of .6 and better over at least 3 months. The test has a norm group that is nationally representative and had around 100 students per age band.

The CAS-2 costs \$ 999.00 with case and \$875.00 without case for the kit. It is manually scored. Protocols cost \$33.00 for 25. Those qualified to administer tests in general could be trained independently via review of materials.

This assessment was very easy to administer and somewhat challenging to score and interpret. Additionally it was very kid friendly and engaging. One member who viewed this tool stated this would be a useful tool in replacement of the UNIT or C-TONI. This test would provide information useful in program planning, information for eligibility, and information for pattern of strengths and weaknesses. Two members provided the following supplemental narrative about this measure:

“It was visually attractive, good for upper elementary and middle school aged kids; interesting diagnostic tool, though I would not generally use it as a stand-alone instrument.”

“There were questions that would be hard to answer due to being too generic.”

**The Cognitive Assessment System: Rating Scale, Second Edition (CAS-2 RS) by Pro-Ed**

The Cognitive Assessment System: Rating Scale, Second Edition (CAS-2 RS) is a measure of cognitive behaviors and is to be administered to students who are from 4 years to 18 years old. This is completed by the student’s teacher. This assessment demonstrated strong validity with large to very large correlations to with the CAS-2 battery, and reliability with coefficient alpha of .98, and test/retest reliability of .91, and scorer reliability of .99. The test has a norm group that is nationally representative and has over 100 students per age band.

This assessment costs \$127.00 for the kit, and is manually scored. Protocols cost \$56.00 for 25. Those qualified to administer tests in general could be trained independently via review of materials. This assessment was very easy to administer, score, and interpret. It is important that this be seen as a measure to further validate cognitive testing, not as a replacement for cognitive testing. This provides a new opportunity to have teacher input in a cognitive evaluation in a normed and standardized way.

**ASSESSMENT REVIEW WISC-V continued**

This assessment was easy to administer, score, and interpret when familiar with the WISC-IV. Additionally it was somewhat kid friendly and engaging. One member who viewed this tool stated The WISC team clearly heard what we needed, and responded with a battery that is much more comprehensive, including additional composite scores and memory tests. This test would be helpful in determining eligibility, determining a pattern of strength and weaknesses, and program planning.

### **The Woodcock-Johnson, Fourth Edition of Cognitive by Riverside**

The Woodcock-Johnson (Fourth Edition) of Cognitive Ability is a measure of cognitive capabilities and is to be administered to students who are from 2 to 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. The test/retest reliability was over .50 for at least 3 months, and had 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 \$1315.60 with a case, and \$1194.80 without a case. Software included in this cost is based on protocol purchases. Per twenty-five each, protocols cost \$158.85 and the student response booklets costs \$61.35. The cost is less when purchased with the achievement and/or oral batteries.

Those qualified to administer tests in general could be trained independently via review of materials, though the publisher does recommend attendance a full day training by a qualified person. This assessment was easy to administer and score; and somewhat challenging to interpret. Additionally it was somewhat kid friendly and engaging. Of the 5 members who reviewed this tool, 4 found it to be at least somewhat useful, while one rater stated not very useful. Reviewing parties noted the following:

“This would be useful in providing supplemental testing during cross battery analysis”.

“This would be useful in evaluating students.”

“It would be good to be familiar with this as a back up to my primary battery. The stand-up book is not user friendly; the protocol cover page seemed busy, as opposed to a clear visual where scores are easily seen. The “where what” questions were very user friendly and I liked how it allowed students to answer the questions.”

“I would replace the WJ III with this new version. It seems more finely tuned to look at specific cognitive skills for use in identifying strengths and weaknesses. I liked the new subtests that I saw.”

“I would only use the WJ IV Cognitive if there were no other options. If you are familiar with the WJ III, the revision is not much different; a couple of new subtests, some changes to the old subtests and a new norm group.”

Continued on page 18



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Letter to Editor of SCOPE  
A Funny Thing Happened on the Way to a Due Process Hearing  
Steve Hirsch, PhD, NCSP, WSASP Professional Development Chair  
Shoreline School District

Dear SCOPE Editor,

I had originally planned for this to be a letter of apology for misleading school psychologists who may have followed my advice when it comes to due process hearings. About a year ago, I offered the opinion that due process hearings were the result of communication breakdowns and that if school psychologists devoted as much time in avoiding the due process hearing as well as how to prepare their defense for the inevitable due process hearing, then maybe we wouldn't have so many of them. That is what I had planned to discuss in this letter.

As I was preparing for my first ever due process hearing after some 29 years of practice, a funny thing happened - one of my students, Charlie, had a panic attack at school. I found him in one of the bathroom stalls crying and inexplicably panicked. You see, the Due Process was happening in large part because Charlie's parent felt that nobody was listening to her when she claimed that Charlie suffered from anxiety and panic attacks, triggered by various stimuli on the way to and during school. Charlie's school attendance was miserable; even when he was in school he occasionally skipped classes. In high school, truancy and the skipping classes is not met with much sympathy or understanding, but rather discipline.

I was also well trained that Individualized Education Plan's (IEP) do not address behaviors we don't see at school. If the student's anxiety is not directly observed by an adult, then it doesn't exist. Charlie's teachers reported that he was a very pleasant student who didn't show any outward signs of being anxiety-ridden. It didn't help that I had never observed him while he was in a bathroom stall having a panic attack.

After directly observing the event I contacted the parent. The parent accepted my offer to address Charlie's challenges in an updated, more specifically tailored IEP without lawyers, facilitators and administrators. Our focus was how to '*pull*' Charlie into school by making it a safe place, relatively anxiety-free, rather than continue to try to '*push*' him into school using the Becca Bill and truancy hearings. The student shared the situations that lead to heightened anxiety and we brainstormed interventions to reduce the anxiety levels, and strategies for what to do when the anxiety began to build. We added related services intended to reduce the likelihood of such incidences, as well as curb the truancy by implementing special transportation. We listened carefully to each other. We have a new, and hopefully, more appropriate IEP. And most of all, we have an element of trust returned to the relationship between parent and school.

If this due process hearing had occurred, it would have been because I didn't follow my own advice. "No matter how many hours you spend assessing and observing a student, you don't know them as well as their parents do." I have never seen a proton or black hole but I trust they exist. I could and should have initially listened to this parent. I should have trusted what she was saying, that her child suffers from anxiety and assessed and planned accordingly. The inevitable due process hearing was averted and hopefully Charlie now has an appropriate, effective IEP in place. As of the writing of this letter, Charlie's attendance has significantly improved as well as class participation. It's a shame I had to happen upon him while he was suffering from a panic attack to get my attention and implement appropriate programming.

**Professional Development Corner**  
**Secondary School Psychologist Summer Summit: Finally a Conference for Us**  
**August 20, 2015 8:00 am - 3:45 pm**

Red Lion Hotel  
 2300 Evergreen Park Drive SW  
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**Registration rates:**

Regular WSASP member = \$100

Regular non-member = \$200

Student/Retired WSASP member =\$40

Student/retired non-member =\$75

7.5 clock hours provided free to WSASP members. For non-members, there will be a \$2 charge per clock hour.

**Register online at:**  
**wsasp.org**

It is time to register for OUR conference. Finally, a conference focused on the school psychologist in the secondary setting. As well intentioned as every workshop and conference is, you can't help but notice that most of the talks focus on the elementary level. Be it assessment or intervention, they always seem to focus on elementary levels where, with only one teacher, intervention is just plain easier. Response To Intervention, the framework guiding multi-tiered intervention has rolled out in most districts at the elementary schools and only rarely, have we seen a district try to implement the RTI data-based decision making model at the secondary level.

This one-day summit is not focused on any one topic, but rather a multitude of issues facing the school psychologist in the secondary setting. We couldn't address all issues and plan to continue offering summits every summer, some of which will focus on additional secondary issues. As for this year, take a look at this lineup and imagine the opportunity to discuss and ask questions for each of the topics. Then imagine networking with other secondary school psychologists at breakfast where you can share thoughts and concerns. During lunch, Office of Superintendent of Public Instruction, Special Education Director, Doug Gill will be in attendance to answer specific questions you might have.

<b>Time</b>	<b>Event</b>	<b>Presenter(s)</b>
<b>8:00 am</b>	Continental Breakfast	
<b>8:30 - 10:30 am</b>	An Introduction to a Comprehensive System for Threat Assessment and Management in the Schools	John Van Dreal Salem-Kaiser School District, Oregon
<b>10:45 am - 12:00 pm</b>	Establishing an Effective Pre-Referral Process at the Secondary Level	Jamie Chaffin, Ed.D. WSASP President Eastern Washington University
<b>12:15 pm</b>	Lunch	Doug Gill OSPI Special Education Director
<b>1:15 pm - 2:15 pm</b>	The Secondary Level: Initial & Re-evaluation	Katherine Blair Eastern Washington University Central Valley School District Steve Hirsch, Ph.D. Shoreline School District
<b>2:30 pm - 3:45 pm</b>	The Culturally & Linguistically Diverse Student in the High School: Is Disproportionality Inevitable?	Erich Bolz & Bob Sorenson Richland School District

## Professional Development Corner

### 2015 *SPRING LECTURE SERIES*

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

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

**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 each lecture. Only the full lecture series is available, and all evaluation must be completed to obtain clock hours

#### Lecture Series Cost for WSASP Members

Full Series - Regular Members = \$250

Full Series - Student/Retired Psychologist = \$125

#### Lecture Series Cost for Nonmembers

Full Series = \$350

The need to incorporate mental health services in our schools, particularly IEP's	Stacy Gillett, Office of Ombudsman, WA
Overview of School-Based Mental Health and the Role of the School Psychologist.	Clayton Cook:, Education, UW
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, UW
Modularized Approach to Cognitive Behavior Therapy.	Aaron Lyon, Psychiatry, UW
Trauma-Focused Cognitive Behavior Therapy	Shannon Dorsey, Psychology, UW
Motivational Interviewing Tactics to Motivate Student to Change	Kevin King, Psychology, UW
Mental Health Services for Students with Intellectual Disabilities/Autism	Ralph Bernier, Psychiatry, UW
Evidence-Based Treatments for Students with Clinically Rare Disorders (Tic's, Enuresis/Encopresis, Selective Mutism).	Clayton Cook:, Education, UW
Prevention and Treatment of Depression.	Elizabeth McCauley, Psychiatry, UW
High Quality Wraparound Services and Coordinating Mental Health Services in the Schools.	Eric Burns, Psychiatry, UW
Suicide Prevention & Assessments	James Mazza, Educational Psychology, UW
Culturally Responsive Considerations when Delivering Evidenced-Based Treatments	Janine Jones Ed. Psychology, UW
The Representation of the Mental Health Service Delivery Model on the IEP	Marsha Durst, Seneca Center



# Comprehensive Executive Function Inventory

Jack A. Naglier, Ph.D. & Sam Goldstein, Ph.D.



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**ASSESSMENT REVIEW continued****Academic Assessments:****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 twenty-five 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.

The WJ IV 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.

**ASSESSMENT REVIEW continued****KTEA-3 continued:**

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.). 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 student's 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."

**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 for 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 CEFI 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.

**ASSESSMENT REVIEW - CEFI continued**

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 Behavior Rating Inventory of Executive Functioning (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 CEFI 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.

**Conners Continuous Performance Test, Third Edition (CPT-3) by MHS**

The Conners Continuous Performance Test, Third Edition (CPT-3) is a measure of attention related problems and is to be administered to students who are from 8 years old and up. This is a computer based assessment. This assessment demonstrated strong validity for both convergent and divergent studies with more than 2 other measures each. Reliability both split half (primarily above .89) and test-re-test reliability coefficients (primarily above .69) demonstrated strength. This measure had a norm group less than 100 students per age, but 160 students per age-band at the school age level, and was nationally representative within 5 years of publication.

The CPT-3 Manual cost is \$99 and cost for administration will vary based on your needs. Unlimited usage will be \$1199.00 but there are also pay as you go options, including 10 usages for \$100.00. This covers the administration and scoring cost. There is also a webinar for use of this assessment available for \$20.00. Those qualified to administer tests in general could be trained independently via review of materials. This assessment can be bought combined with the Conners Continuous Auditory Tests of Attention (CATA), see separate review, for overall savings.

“This assessment was easy to administer and score, but somewhat difficult to interpret. Additionally it was somewhat kid friendly and engaging.”

One member who viewed this tool stated this would be somewhat useful tool for her team, particularly to assist with identifying behaviors and interventions for student.

A member provided the following supplemental narrative about this measure: “This would be helpful for intervention recommendations, and program planning information.”

**“Conners Continuous Auditory Tests of Attention (CATA) by MHS**

The Conners Continuous Auditory Tests of Attention (CATA) is a measure of auditory processing and attention problems and is to be administered to students starting at age 8 and up. This is a computer based assessment. This assessment demonstrated strong validity for both convergent and divergent studies with more than 2 measures each. Reliability both split half (primarily above .85) and test-retest reliability coefficients (primarily above .5) demonstrated strength. This measure had a norm group less than 100 students per age, but over 100 students per age-band at the school age level, and was nationally representative within 5 years of publication.

**ASSESSMENT REVIEW: CATA continued**

The CATA Manual cost is \$99, and cost for administration will vary based on your needs. Unlimited usage will be \$399.00, but there are also pay as you go options, including 10 usages for \$100.00. This fee covers the administration and scoring cost. Those qualified to administer tests in general could be trained independently via review of materials. This assessment can be bought combined with the CPT-3, see separate review, for overall savings.

“This assessment was easy to administer and score and somewhat difficult to interpret.”

“Additionally it was somewhat kid friendly and engaging.”

“This would be helpful for intervention recommendations, and program planning information.”

***Neuropsychological tests*****NEuroPSYchological Assessment 2<sup>nd</sup> Edition (NEPSY II) by Pearson**

The NEPSY–II is the only single measure that allows the clinician to create a tailored assessment across six domains, specific to a child's (ages 3:0-16:11 years) situation in order to answer referral questions or diagnostic concerns. The results provide information relating to typical childhood disorders, which can lead to accurate diagnosis and intervention planning for success in school and at home.

All of the tests in the NEPSY-II were co-normed, allowing scores to be compared across domains in a test profile: shows child's strengths/weaknesses & performance relative to same aged peers.

NEPSY and NEPSY-II are theoretically-based on Luria's principles: complex cognitive functions can be impaired in ways that are comparable to that which occurs in the breakdown of a complicated system. If one sub-component is impaired then complex functions may be impaired. Identify deficits underlying impaired performance in one functional domain that affect performance in other functional domains. Both impaired performance and qualitative behavioral observations are necessary to detect and distinguish between primary and secondary deficits.

Cognitive functions are complex, flexible, and interactive sub-components mediated by neural networks: Basic and complex sub-components, across functional domains, both quantitative and qualitative aspects of behavior are affected. NEPSY-II assesses the basic sub-components of a complex capacity within a functional domain and subcomponents of cognitive functions that require contributions from several functional domains which are delineated within a multifactorial learning process. The learning process is measured by the following factors: Memory & Learning, Executive Functioning/Attention, Language, Sensorimotor Functioning, Social Perception, Visuospatial, and Processing.

The clinician chooses the level of administration:

- **Core Assessment**- Basic, brief overview of a child's neuropsychological status across all six domains, looking beyond global scores to subtest performances that capture deficits more clearly.
- **Diagnostic & Selective Assessment** -In-depth assessment of areas relevant to diagnostic categories or areas desired by examiner.
- **Comprehensive Assessment** - Evaluation of neuropsychological status with all subtests for age.

**ASSESSMENT REVIEW: NEPSY-II continued**

Neuropsychological tests are designed to measure constructs that are not normally distributed in the general population as they are in measures of general cognitive ability, (e.g. most motor tasks mastered by 9 years of age - Korkman, Kirk, & Kemp, 2001). The focus is on differentiating cases in the lower end of the distribution to determine the severity of impairment. (The findings are of interest when child cannot complete motor task at 9 yr.). Reference NEPSY-II from Administration to Clinical Interpretation, Dr. Daniel Miller, KIDS, Inc., November, 2012.

This assessment costs \$1,024.00 which includes the scoring assistant and assessment planner combination kit. The Q-Interactive Web-based Administration and online scoring includes scoring the test which can be either printed or emailed out to respondents via the Q-Interactive online system. If using the web based system additional ordering components include the required card sets at \$76.90; memory grid at \$43.00; response booklets (ages 3-4 (\$59.00), and 5-16 yrs (\$79.00) w/pkgs of 25 each).

“The selective batteries is a strength but needs to be continually validated by research.”

“The test provides a wealth of clinical data which requires advanced training in interpretation.”

“The tests are generally easy to administer, some take some time to score.”

“Try to interpret the NEPSY-II scores within a school neuropsychological conceptual model.”

**Assessment Review Committee**

Primary Author: Carrie Suchy, NCSP, Olympia School District, Assessment Committee Chair.

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and suggestions!*

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at*

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