

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,

I hope that you each successfully navigated the 'transfer-in' season and are looking beyond September to a productive year in your buildings and districts. With our annual conference quickly approaching, your WSASP Professional Development Committee is putting the final touches on this year's "Assessment 201: Interpretation and Intervention". We hope you will join us at the Davenport in Spokane, October 16-18th. There are a few important presentations at this year's conference that I would like to bring to your attention:

For all - Suicide Prevention and Awareness Training – 2 sessions available, separate registration. Please remember that this is needed for continuing certification in Washington.

For all – Volunteer Meeting – for the first time at our conference, we are offering a meeting for those who are interested in learning more about our committees and how to become involved in our growing leadership team.

For internship supervisors - Internship Supervision Panel – This will be a great session for those of you who supervise interns in your districts. If your district is in need of school psychologists and you would like to attract interns, this panel may be of interest to you as well.

For recent graduates – First Years in the Field – This session will provide newly practicing school psychologists with strategies and collaborative relationships.

For preschool/early elementary – Creating Resilient Classrooms – On the heels of our very successful Secondary Summit over the summer, we are excited to have Dr. Shanna Davis presenting to school psychologists who work in early childhood settings.



President's Message continued



Details on the times and locations of each of these sessions can be found at www.wsasp.org/events

Continuing our initiative of building more energy and focus around our association's activities, we encourage you to join our national association in the celebration **National School Psychology Awareness Week**, November 9-13, 2015. Districts all around our state and the country will be focused on this year's theme, "Connect the Dots and THRIVE!" The National Association of School Psychologists has set the goal of fostering connections between students and school communities encourage them to thrive through enhancing their skills and improving their outlooks. There are many printable downloads, resources and activities available at www.nasponline.org/communications/spaw

Finally, you will find more than one article in this episode of the SCOPE that focuses on the **40th year of the Individuals with Disabilities Education Act** and the impact it has had on special education, students, families, and the role of school psychologists. I encourage you to consider where your district is with the federal vision of the provision of special education services and how you can have a positive impact on the lives and learning of the students you work with in your role as a school psychologist. Whether your impact comes through district teaming, creation of effective pre-referral processes, through the delivery of mental health services, or by your contributions to a comprehensive evaluation that results in the most appropriate specially designed instruction; *school psychologists are an integral and dynamic force in fostering student success.*

Jamie Chaffin, WSASP President

The NASP Communications Workgroup does training sessions on effective communications at the annual convention. The presentation is available online in the communications resources page. Gumby, that likeable, flexible, green fellow from childhood, plays a starring role in the presentation. His purpose is to remind us of the incredible gifts that school psychologists bring to our jobs each day, gifts that may be useful in the effort to do that one more thing. What do we have in common with Gumby? Consider the following:



Gumby's Qualities*

- Flexible
- Helpful
- Optimistic—all is possible
- Honest and pure
- Adventurous
- Fearless
- Loving
- Everybody's friend
- Gumby represents the good in all of us

School Psychologists' Qualities

- Flexible
- Helpful
- Optimistic—all is possible
- Honest and ethical
- Resourceful
- Highly skilled
- Dedicated
- Caring
- School psychologists see the good in all of us

*By Art Clokey, Gumby's creator, found on the back of the Gumby package

A Report from the George Washington/NASP Public Policy Institute
Laurie Anne Harrison, Ph.D.
President-Elect; SCOPE Co-Editor



Every year NASP, in alliance with George Washington University, offers a program that addresses a specific theme combined with the opportunity to learn how the legislative process works. They teach participants how to advocate effectively for our profession, education, and children on a key topic. The Washington State Association of School Psychologists sends one representative each year to this conference. This year there were 26 states represented and the theme was “Building Trauma Sensitive Schools”. Topics ranged from “A Framework for Safe and Successful Schools” to “Making Congress Work for You”. While I learned many things, a pertinent and key point I took away was that it only took 6 different individuals advocating for a topic before it was taken seriously by senators and representatives. That is correct, I said 6 different people contacting them about a specific topic. I was able to schedule an appointment with Representative Suzan Delbene’s educational staff member, Casey Katims, and was very impressed with his statement about her dedication to education. Mr. Katims was clear that Representative Delbene’s focus is to build viable solutions by working across the aisle with Republicans. Although she is not on the Education Committee, she is dedicated to supporting us. She is currently working on legislation that would support administrators and teachers being trained on the mental health issues that impact children. I sincerely saw and heard in my interaction with Mr. Katims that Representative Delbene’s focus is to support the citizens, large and small, across the state of Washington. I truly appreciated this rare quality in our Congress. I was unable get an appointment to see either of our senators’ educational staff, but Senator Murray was championing the Reauthorization of the Elementary and Secondary Education Act on the floor of the Senate during the conference.

During my attendance at this conference I was able to see the underpinnings of the Capitol Building. They have tunnels underneath, in which individuals can take a small train to their destination or walk too and from the Senate to the House of Representatives. Our House has grown so much that there were three buildings provided to the nation’s representatives. Any citizen can contact their senator or representative, and schedule an appointment. It is best to do so several months in advance. Generally, the meeting is with a staff member whose focus is on a specific topic or limited topics. These staff members work directly with their senator/representative and inform them of the meetings. What I learned is that our federal and state legislators are operating in a vacuum. If they do not hear from their constituency they can make very adverse decisions which have long-term consequences to the health and well-being of our state and our nation. Although it may be uncomfortable or we are simply too busy, it is important that all school psychologists become involved with our legislators specifically about our concerns. There is a fairly new construct out called Social Physics, that clearly demonstrates that a small group of people with focused intentions can actually change the course of state; of our nation.

We truly are on the front lines as to why children are failing in our schools, and we need to give voice, one individual at a time and through our professional organization. We can do this in the state of Washington, by contacting our federal and state legislators. We have been building a strong Government and Public Relations Committee, and WSASP members can join or simply monitor our advocacy page on our website.

(Continued on Page 4)



**George Washington/NASP Public Policy Institute (Continued)
Includes When the 'Street' meets the 'Schoolhouse': Reaching out to
Commercially Sexually Exploited Youth**



Our state legislators will be back in session in January, and members can go to wsasp.org/advocacy and will find out the current bills, how to access your legislators, and access to form letters. Your support could truly change our current course and we need for all of us to participate, if our Democracy is to work effectively. Over the next several issues I will be highlighting specific conferences that I think are especially pertinent.

Jenee Littrell presented on **“When the ‘Street’ meets the ‘Schoolhouse’: Reaching out to Commercially Sexually Exploited Youth”**. She shared that gangs will recruit students out of elementary, middle school and high school to become prostitutes. It is not uncommon to send in other teens to recruit both males and females. The reason the gangs have turned to recruitment in the schools is the availability of marginalized students and, with prostitution, they do not need a constant fresh supply. When selling guns or drugs, once the transaction is done, they need to get more supplies. By becoming involved in human trafficking, they can use a child for multiple transactions. Human trafficking has become more lucrative than drugs or weapons. This is not just in major school districts like Seattle, but also in small towns. The assumption is that it is an adult hanging out on a corner for students to come out, not a teen in the bathroom talking about all the ‘cool’ stuff they have been able to buy, and how they are now part of a family. So many of our traumatized youth are looking for a home, to feel safe and valued and if their needs cannot be met at school or in the community, then they will look elsewhere.

On the school campus the recruiters look for a likely target and slowly groom the child. These recruiters are called ‘trackers’, and they create a seemingly loving and caring relationship with the victim to gain trust, dependence and allegiance. Young victims are lured into exploitation through psychological manipulation, drugs and/or violence. The trackers slowly expose the child to more and more boundary violations with the promise of love and material objects. They also attend sporting or other school activities to recruit. Off the school campus, they will use Facebook, Snapchat, and other internet sites. The Trackers were initially victims, and generally both males and females are raped. Rape is used to control them by making them feel worthless, and dependent. The students that are lured into sex trafficking are then placed into ‘the circuit’, which travels across states, so that the children do not have a place to turn to for help.

Children who are at-risk need to be identified in the schools, and a relationship needs to be built. Clues that students are at-risk include noticing that a child is a loner, comes from a trauma background, attendance becomes spotty, academic performance declines, loss of interest in other school activities or the student becomes disengaged from school. Again this can occur in even small districts, and speaks to the need that all children need to be seen and supported in the schools. In addition, the school districts need to train staff on identifying potential victims, and provide support to the child. They should also involve community resources to Recommended ED Resources:

- Human Trafficking 101 for School Administrators and Staff Guide
- Human Trafficking of Children in the United States
- Human Trafficking in America’s Schools Fact Sheet



Fall Conference 2015
Assessment 201: Interpretation and Intervention
October 15th - 17th



The Davenport Hotel
10 South Post Street., Spokane, WA
Reservations: 1-800-899-1482 davenportcollection.com

All registration is to take place online at wsasp.org.

WSASP MEMBERS: Please log into your account/renew your membership in order to register at the member rate. Clock hours will be available.

Non-Members: Clock hours can be purchased for \$2/clock hour.

Registration Fees

Full Conference (WSASP Members): \$230

Full Conference (Non-Members): \$330

Students/Retired (WSASP Members): \$155

Students/Retired (Non-Members): \$180

One-Day Registration: \$130

Suicide Prevention and Awareness Training: \$50

This three hour training meets the requirement for HB 1336 regarding suicide prevention training for all ESA certified employees. There are two sessions being offered on Thursday, October 15, 2015:

Session 1: 8:30-11:30am

Session 2: 1:00-4:00pm

There will be a light lunch offered to those who attend Session 1.

Please note: You only need to register for one (1) session, not both. This training is a separate registration fee from the conference. This means that if you register for one of these sessions, you must still register for the rest of the conference should you wish to attend. There is limited space in each section.

If you have any questions regarding registration, contact our office manager at contact@wsasp.org or 509-724-1587.



Fall Conference Schedule
Assessment 201: Interpretation & Intervention
October 15th—17th, 2015



Day and Time	Topic	Presenter
THURSDAY		
8:30 – 11:30	Suicide Prevention and Awareness Session 1	Ramona H. Griffin, NEWESD 101
8:30 – 11:30	Internship Supervision Panel	Susan Ruby, Ph.D., EWU
12:15 – 1:45	BASC-3	Patrick Moran, Ph.D., Pearson
12:15 – 1:45	Identifying Executive Function Intervention Targets and Measuring Outcomes	Scott D. Grewe, Ph.D.; Steven Guy, Ph.D.
12:15 – 1:45	Report Writing in the Intervention Age: Theme Based and Question-Based Psychoeducational Reports	Heidi Bogue, Ph.D., Heath Mars, Ed.D., CWU
1:00-4:00	Suicide Prevention and Awareness Session 2	Ramona H. Griffin, NEWESD 101
2:00-3:00	BASC-3 (continued)	Patrick Moran, Ph.D., Pearson
2:00-3:00	Identifying Executive Function Intervention Targets and Measuring Outcomes (continued)	Scott D. Grewe, Ph.D.; Steven Guy, Ph.D.
2:00-3:00	Using Patterns of Strength and Weakness to Assess All Disabilities	Michael W. Kirlin, School Psychologist, Bethel SD
4:00-5:15	Case Law Updates: IDEA and Section 504	Lynette M. Baisch, Attorney at Law
4:00-5:15	PBIS: A Success	Joe Jisa, Principal; Brian Neill, Counselor, Richland SD
4:00-5:00	Professional Practices Doctorate (PsyD) in School-Community Psychology-A Program of Distinction	Vincent Alfonso, Ph.D.; Thomas Trotter, Ph.D., Gonzaga University
5:30-6:15	OSPI: Question & Answer	Dr. Doug Gill, Assistant Superintendent of Special Education, OSPI
8:00 PM	Social Hour	
FRIDAY		
8:45-10:15	Executive Functions-Part II Review of What They Are, and Why they Matter-But Mostly How We Might Teach Them	Monica Smith, Ph.D., ABN Neuropsychologist/School Psychologist
8:45-10:15	The Science Locally Determined Assessment (LDA)	Sandra Mathews, School Psychologist; Cindy Leonard, Instructional Facilitator, Cheney SD
8:45-10:15	School Action Research: An Example Using Restorative Justice	Samuel Song, Ph.D.; Haley Miller; Perry Firth; Annie Kivinka; and Amy Hughes, Seattle U School Psychology Program, Edmonds SD
8:45-10:15	Understanding, Evaluating and Treating Autism Spectrum Disorders: New Data and New Ideas	Sam Goldstein, Ph.D.
10:30-12:00	Executive Functions-Part II Review of What They Are, and Why they Matter-But Mostly How We Might Teach Them (continued)	Monica Smith, Ph.D., ABN Neuropsychologist/School Psychologist



Fall Conference Schedule
Assessment 201: Interpretation & Intervention
October 15th—17th, 2015



Day and Time	Topic	Presenter
	FRIDAY continued	
10:30-12:00	School Action Research: An Example Using Restorative Justice (continued)	Samuel Song, Ph.D.; Haley Miller; Perry Firth; Annie Kivinka; and Amy Hughes, Seattle U School Psychology Program, Edmonds SD
10:30-12:00	Understanding, Evaluating and Treating Autism Spectrum Disorders: New Data and New Ideas (continued)	Sam Goldstein, Ph.D.
10:30-12:00	How to Make Change Happen: Assessing Staff Needs to Drive Support for SWPBS	Ashli Tyre, EdD, NCSP; Laura Feuerborn, PhD, NCSP, Seattle U and UW Tacoma
12:00-1:00	Lunch	
1:15-2:00	General Meeting	
2:15-4:45	Creating Resilient Classrooms in Preschool and Early Elementary Settings	Shanna Davis, Assistant Professor, EWU
2:15-4:45	The social-emotional learning reform movement in education: Implications for school psychology	Dr. Gregory E. Moy, Seattle U
2:15-4:45	The Math Disability in H.S.-What does it look like, how do we measure it, and what do we do about it?	Steve Hirsch, Ph.D., Shoreline SD; Macy Stein, Ph.D., and Diane Kinder, Ph.D., UW Tacoma
2:15-4:45	Schools and adolescent suicide: What we know and don't know	James Mazza, Ph.D., School Psychology Program, UW
	SATURDAY	
9:15-10:45	Ethical Practice in a Relativistic Society	Fred Provenzano, Ph.D., NCSP Private Practice and UW
9:15-10:45	Executive Functioning: Theory into Application – Seven Strategies to Teach Executive Functioning Skills	Laurie Harrison, Ph.D., Snohomish SD
9:15-10:45	Re-conceptualizing the Role of the School Psychologist at Manifestation Determinations within a Social Justice Framework	Sam Song, Ph.D., Seattle U; Steve Hirsch, Ph.D., Shoreline SD
9:15-10:45	Survival and Success as a New School Psychologist	Laura Ploudré, School Psychologist, Shoreline SD
11:00-12:30	Ethical Practice in a Relativistic Society (continued)	Fred Provenzano, Ph.D., NCSP Private Practice and UW
11:00-12:30	Executive Functioning: Theory into Application – Seven Strategies to Teach Executive Functioning Skills	Laurie Harrison, Ph.D., Snohomish SD
11:00-12:30	Using Site Based Team Interviews to Develop a plan for Multi-Tiered Systems of Support	Susan Ruby, Ph.D., EWU
11:00-12:30	First Years in the Field: A Panel Discussion	Heidi Bogue, Ph.D., CWU

Excerpt from Evaluating ELL Students For the Possibility of Special Education Qualification



Steve Gill and Ushani Nanayakkara
(permission for usage by WSASP for SCOPE only)
Steve Gill, Area 1D Representative, Kent School District



We checked the data for 250 school districts. No district was purposely left out of the data, with the exception of entries in the data set that are not actually comprehensive school districts (e.g., School for the Blind) or accidentally missed during the process of checking each district by hand. Therefore, with a set of 250 districts, it is highly unlikely that any district missed would impact the noted trends.

There were 16 districts noted with special education percentages below 10% of the total student population. For 15 of the 16 school districts (the 16th noted separately below), the average student population in the districts was 145 students. The number 145 is the total student population and not just the special education population total.

There were 32 districts noted with special education percentages above 18% of the total student population. The average student population across these districts was 392 students. The number 392 is the total student population and not just the special education population total.

In the state of Washington, 45.9% of the students are on Free or Reduced (F/R) Lunch. The average percentage of F/R Lunch for the districts below 10% special education qualification rate was 24%. The average percentage of F/R Lunch for the districts above 18% was 75.6%.

The only medium/large district with a percentage below 10% of the student population qualified for special education services was Issaquah, at 8.8%. It is interesting to note that Issaquah has some of the highest state test scores noted during this research.

Although the F/R Lunch difference is extreme, there is no way to prove that it is a causal factor. Yet, there have been many research studies that have indicated that poverty is a very high predictor of special education qualification (even though it would be very hard to argue, beyond a minimal percentage difference, that poverty has any relationship to rates of disabilities).

It is interesting to note that virtually all of the districts on the extremes of the range have very small student populations. In all of these cases, one or only a few people are making the qualification decisions.

We have a lot of power in influencing outcome and, hopefully a lot to think about in our daily work for positive student outcomes.

It would be hard to examine this data and not see the human impact on the work. These points are being repeated throughout the book given that “we” have a very hard time seeing ourselves involved in any of the negative results (we being that universal ‘we’). However, most staff have not examined the data in their schools and district. We need to have the courage to look closely at our work and to begin to solve problems as they appear. The data is not the way it is because so few people are involved in the problem. Wherever there is a problem, a lot of staff members were involved in creating the problem (remember, not bad people, just bad results). This could seem like a contradiction to what was said above. However, in the problem noted above just a few people had “control” over the outcome, yet we all had input and involvement. So, the big “we” could have stopped the problem if they had seen it as a problem. What we need is as many or more people involved in the solutions.

School Psychology at Age 40: How We Have Grown (Or Maybe Not)

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

Influenced by the civil rights movement, the Individuals with Disabilities Education Act (IDEA), beginning in 1975, guaranteed that all students with disabilities would be protected, and educated. There were six major principles to ensuring access to specialized educational services including: (1) zero reject model, (2) non-discriminatory evaluation, (3) a free and appropriate education based on the development of an IEP, (4) education in the Least Restrictive Environment, (5) procedural due process for parents and schools, and (6) parental as well as student participation when appropriate, in all phases of the special education process (Antilles, et al. 2010).

For my commentary, I would like to focus on the Least Restrictive Environment (LRE) principle, where the goal is to educate the disabled student with non-disabled peers to the fullest extent possible. Least Restrictive Environment was the first principle I was introduced to as a school psychologist at my first job in Sumner, Washington, back in 1986. Toward the end of my first day of work in my new career, I was approached by a parent who handed me a business card and indicated that the person on the card would be getting in touch with me as they represented their son, a young man with Down's Syndrome. Their child had been placed in the district's Developmental Learning Center, a self-contained, but quite progressive program, for children with developmental disabilities. The name on the card, William Dussault Esq., who was one of the original authors of our Washington Administrative Codes (WACs), and Bill did not hesitate to educate me on the meaning of the LRE principle. According to Bill Dussault, the LRE principle represents one and only one situation, the general education classroom in the child's home school. No other environment is Least Restrictive and the district better have a damn good reason to remove the student from their LRE.

Least Restrictive Environment was an important component of the new law because until 1976, students with developmental disabilities (DD) were often educated in institutions or separate schools away from the general student body. In fact, during my internship in Highline, I often visited the Woodside School to learn about students with developmental disabilities. Then, while in Sumner, I was 'invited' to conduct reevaluations on students at the Rainier School in Buckley. Apparently, the students had not undergone a reevaluation since being placed in the residential school. For some, that was twenty years in the making and the state wanted them tested!

I am about to start my 30th year as a school psychologist and currently work in a high school in what most would call a progressive school district. The Special Education Elementary Longitudinal Study (SEELS), a study of more than 11,000 students, found that disabled students who spent more time in general education classrooms tend to be absent less, perform closer to grade level than their peers in pull-out settings, and have higher achievement test scores (Blackorby et al., 2005). As for my school, I can find our students with special services in either self-contained classrooms (for the 25% with 'more severe' disabilities) or pull-out resource rooms. So much for LRE! Thirty years ago, the more severely disabled children were in self-contained classes with exposure to their general education peers through music, lunch and recess only. Oh wait, that's still the case. Thirty years ago, IEP goal areas were delivered in resource room settings at a different pace, with watered-down content, and lower expectations. Oh wait, that's still the case. Thirty years ago, our self-contained classrooms were located at the far end of the building so that there would be no intermingling of the small and large yellow busses (no doubt a fear of fraternization). It was supposedly for the good of the special education students that they go out the back of the school. Oh wait, that's still the case. Our self-contained classrooms are separated from the rest of the school by the kitchen areas and custodial offices further limiting intermingling. So I guess, when it comes to LRE, things haven't changed that much in forty years.

(Continued Page 10)

School Psychology at Age 40: How We Have Grown (Or Maybe Not), continued

In all fairness, there are schools that have progressed more than mine with respect to LRE. LRE is, in some wonderful places, not just being around non-disabled peers, not just exposure to the general education curriculum, but actual access to that curriculum through differentiated instruction techniques; just not in the schools I have worked over the past 30 years.

I would like to close with the presentation of what is considered the complex dilemma resulting from IDEA - a law designed to protect one vulnerable population (children with disabilities) inadvertently leads to worsening of conditions for other underserved populations (ethnic minorities; children raised in poverty). Intervening on behalf of children with disabilities has unintended stigmatizing consequences on children of ethnicity, poverty or those who speak English as a second language. Those groups all tend to be disproportionately placed in special education with its continuation of achievement gaps, alarming dropout rates, poor post-secondary outcomes and lower likelihood of needed service (students from underserved populations are less likely to receive related services such as Occupational Therapy or Vocational services than their white peers with same disability label, (Parrish, 2002)). Sometimes our best intentions just seem to go nowhere fast.

References:

Artiles, A.J.; E.B. Kozleski; S.C. Trent; D.Osher A. Ortiz, (2010). Justifying and Explaining Disproportionality, 1968-2008: A Critique of Underlying Views of Culture. **Exceptional Children**, 76, 279-299.

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Parrish, T. (2002). Racial disparities in the identification, funding and provision of special education. In D.J. Losen & G. Orfield (Eds.), **Racial inequities in special education** (pp. 15-37). Cambridge, MA: Harvard Edu-

How to Contact Your Area Representative

Area Represented	Name	Email
1 A	Annemarie Huston	Area1A@wsasp.org
1B	Jo Callaghan	Area1B@wsasp.org
1C	Susan Fischback & Laurie Engelbeck	Area1C@wsasp.org
1D	Steve Gill	Area1D@wsasp.org
2	Pat Byrne & Amy Eddy	Area2@wsasp.org
3	Gail Omdal	Area3@wsasp.org
4	Donna Rogers	Area4@wsasp.org
5	Alex Franks	Area5@wsasp.org
6	Cristobal Santoyo	Area6@wsasp.org
7	Christopher Miller & Gahlya Auel	Area7@wsasp.org
8	Katherine Blair & Christina Thain	Area 8@wsasp.org
9	Chris Smead & Tracy Pennington	Area9@wsasp.org
10	Jenny Marsh & Valerie Herron	Area10@wsasp.org

Watch Carefully to Make Sure Things Make Sense

Steve Gill, Area 1D Representative, Kent School District

Whenever we are evaluating students, we need to make sense of discrepant results and how these results correlate with the big picture of the data we have accumulated. For example, if the student has receptive language scores in the 80s and the Intellectual Quotient (IQ) score you just completed is 42, things just do not make sense. As practitioners, we need to figure this out. Is this student a language learner, yet this has not been documented within the system? Does this student have fine-motor or sensory-motor issues that are not related to cognitive issues, as cognitive is related to learning? What about when we test a student who can score at or above grade level in reading, math and written language, yet is not performing within the classroom? The teacher is stating the student cannot read, yet there is no way to “fake” up on academic testing and they didn’t cheat. We as the practitioners need to figure out what is occurring. Could it be that the student does not want to do the classroom work? Could it be that they have attention issues? Could it be that they just do not “sound” like they can read?

What about adaptive behavior scores, both high and low in comparison to our other data? There are times in which the parents or teachers score the student much higher than expected. Could this be a sense of guilt (e.g., I just cannot figure out how to help this student)? Could it be a “halo” effect (the student is just ‘so darling’)? Could it be a cultural issue? Then, there are times in which students are scored much lower than appears appropriate. This could be based upon frustration or anger. We as the practitioners need to figure this out.

So, how do we figure it out? Each of the examples above are from real cases. The first student should have never been given the IQ test they were given, taking into account medical issues impacting their ability to perform certain tasks. Instead, utilizing a variety of sources, including the receptive language scores and reports of activities the student completes (e.g., playing games on the Ipad), we adjust. We can take observations, history, data from our occupational therapists, physical therapists, and speech & language pathologists and combine this data to complete the picture for the student. Our end goal is to understand the needs of the student and to be able to help others understand those needs. The better we combine data sources, the better we triangulate data, the less likely it is that we will report an erroneous score as though it was meaningful. Test scores are not meaningful simply because we completed the test. Test scores are meaningful if they make sense within the big picture of all of the available data.



News From Your Government and Public Relations (GPR) Committee

Carrie Suchy, GPR Chair

Sherri Bentley, GPR Co-Chair and Immediate Past President WSASP Olympia School District

Welcome back to another year of working with students and families! The co-chairs of the WSASP GPR Committee would like to share with you what our committee accomplished last year, as well as what to look forward to this year.

We began building relationships with several other organizations who work with and for children in schools. These included the Washington Education Association (WEA), Office of Superintendent of Public Instruction representing special education and other programs (OSPI), the Office of the Educational Ombudsman (OEO), the Professional Education Standards Board (PESB), an organization of stakeholders in the area of social emotional learning, and the state associations for school social workers, school counselors, speech therapists, occupational therapists, and school nurses.

We spent time at the state capitol meeting with elected representatives, testifying before committees on specific bills, and providing draft/model language for potential legislation. We also worked to create an Advocacy Action page on the WSASP website (www.wsasp.org/advocacy) where you can find out about current pertinent legislation and take action with a few simple steps. We've even provided form letters for you to send to your elected officials! Following is a list of bills we worked on this last year. We tracked a large number of bills and at least indicated if we agreed/approved or not on many. On others, as noted below, we went deeper.

Form Letters provided on the WSASP website:

- 1900: Defining the role of school counselors, psychologists, and social workers
- 5803: Regarding 3rd grade assessment for English Language Arts
- 1682: Regarding services for homeless students
- 1760/5688: Regarding the establishing of a work group to identify benchmarks for K-12 students for social emotional learning
- 1947: Regarding the development of a 10 year strategic plan for special education
- 5526: Regarding the inclusion of transgender students in bullying policies
- 5879: Regarding the Infant Toddler programs, correcting technical mistakes in the previous law
- McCleary Letter: Regarding funding for public education
- ReAuthorization of ESEA in DC: Regarding the HELP committee's debates around the reauthorization of ESEA this spring.

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News From Your Government and Public Relations (GPR) Committee, continued

Public Testimony offered on 1900 and 1760/5688

We were able to be more influential on a few bills, such as 1900, where we were successful in advocating for an appropriate description of school psychologists, in accordance with our national practice model and in coordination with the National Association of School Psychologists. We were also able to advocate for school social workers on this bill. Another bill we experienced 'success' with was 5688/1760. We were successful in advocating that school psychologists should be included in the workgroup to identify benchmarks for social and emotional learning. We were also able to advocate for school social workers in this endeavor. This bill did not pass but the concept was funded in the final budget, meaning it will be happening! This year we will also be focusing on how to include school psychologists in the education re-tooling dollars—more on that later!

We are currently building a coalition between our association and those for school social workers, school counselors, and school nurses to advocate as a team for student mental health and wellness. This group is hoping to meet appropriate leaders at OSPI this fall and the education committees in both the senate and the house this winter. We are working together to help provide information about our different but necessary skills, roles, and potential contributions to providing student mental health services.

GPR is an active and busy committee with ambitious goals. If you would be interested in serving in an advocacy role for students, families, and the profession of school psychology, please join us! We can always use your help! There are a variety of ways to become involved and, as always, we hope you will become more engaged on important issues in our profession.

We had a productive year and are gearing up for even more advocacy in action; working for students, families, and school psychologists. We hope you will engage and work with us as we work for you!

Facebook membership is on the rise! Please consider joining 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 Psychologists](#). This group has restricted access. It would be best to send a message as to why you want to join.



NCSP Earns Formal Recognition From National Register

Bethesda, MD—The National Association of School Psychologists (NASP) is pleased to announce formal recognition of the Nationally Certified School Psychologist (NCSP) credential by the National Register of Health Service Psychologists. The National Register establishes uniform, rigorous criteria for specialty credentialing programs, like the NCSP, for health service psychologists.

This recognition demonstrates the commitment of NASP and the National School Psychology Certification Board to maintaining a rigorous standard for the NCSP, fair and comprehensive procedures, and integrity in the administration of the credential. Further, it represents NASP's alignment with the core features of a credentialing organization for providers of mental and behavioral health services as identified by the National Register of Health Service Psychologists.

School psychologists who hold the NCSP have met the established standards of NASP, specifically the Standards for the Credentialing of School Psychologists. *These standards require candidates for the NCSP to demonstrate the ability to integrate both knowledge and practice competencies across 10 domains of professional practice.*

School psychologists wishing to be listed individually in the National Register, regardless of NCSP status, must still meet the criteria established by the Register (see <http://www.nationalregister.org/apply/>). Those who qualify will be able to identify themselves as an NCSP on the National Register's website. Importantly, all those with the NCSP can convey that they hold a credential recognized by the National Register. (See related article for more information on the National Register.)

"The NCSP reinforces NASP's high standards for school psychological preparation and practice and, ultimately, contributes to the quality of services for children, families and schools," notes NASP President Todd Savage. "Recognition by the National Register reflects the seriousness of NASP's commitment to the rigor of the NCSP."

"We were incredibly impressed with the NCSP credentialing requirements and internal quality assurance procedures described by NASP," notes Morgan T. Sammons, PhD, ABPP, Executive Officer of the National Register of Health Service Psychologists. "It is clear that the NCSP credential is a highly credible mechanism for identifying qualified school psychologists to consumers, and we believe that highlighting school psychologists who hold this distinction will add value to the information presented on our FindaPsychologist.org website. We are delighted to list the NCSP alongside our other recognized credentials offered by the American Board of Professional Psychology, the American Board of Professional Neuropsychology, and the American Psychological Association's College of Professional Psychology."

NASP empowers school psychologists by advancing effective practices to improve students' learning, behavior, and mental health. Further information is available at www.nasponline.org.



NASP 2016 Annual Convention

Between October 1 – November 11 (Early Registration Deadline)

Join Your Peers at the NASP 2016 Annual Convention

Registration is now open for the NASP 2016 Annual Convention, held February 10–13, 2016 in New Orleans, LA! Join thousands of school psychologists enhancing their skills, discovering new strategies, and refueling their excitement for the profession.

Plus, save \$50 with the early registration rate only until November 11 and be entered to win a \$500 Visa gift card!

Described as “relevant” and “eye-opening”, this convention is your chance to:

- ◆ Take away tangible strategies to implement in your district
- ◆ Earn continuing professional development (CPD) credit for your national or state certification
- ◆ Train on the PREP_aRE curriculum for school crisis prevention and intervention
- ◆ Discover the latest research and intervention methods in the field
- ◆ Network with colleagues about future career opportunities and day-to-day experiences
- ◆ Shape the future of the field by mentoring graduate students and early career professionals

And so much more!

Topics include cognitive, academic, and social–emotional assessment; evidence-based academic and behavioral interventions; school psychologists as mental health service providers; support for English language learners; and more.

Locate materials to convince your supervisor to approve your attendance, see registration details, and find deals on hotel room rates and more at www.nasponline.org/NASP16.

WSASP Awards Season is Upon Us!

Do you know a school psychologist who stands out as using best-practice interventions, excellence in assessment, is an exceptional collaborator or has given their time and energy to further our state association? Do you work for a district, department, or agency that exemplifies school psychology service delivery? Review our award descriptions below and nominate them for a WSASP Award at www.wsasp.org.

Louisa Thompson Award:

These awards recognize individuals for outstanding service to the Association. The award was set up in honor of L. Thompson who was one of the primary persons in establishing WSASP. She held multiple leadership roles in school psychology and was recognized for her dynamic personality, extraordinary drive and determination from the beginning of her career in 1967 until her sudden and unexpected death in 1982. She received the NASP Special Presidential Award in 1980, and in 1981 was named the WSASP Psychologist of the Year. The recipient must be a member of WSASP and one whose contributions, commitment, quality of service and accomplishments represent those of L. Thompson. This award contrasts with the School Psychologist of the Year Award in that it focuses on the boundless variety of the Association affairs rather than on direct services to children teachers and parents. The selection committee shall include the Immediate Past-President, President and at least two previous Thompson Award winners or School Psychologist of the Year Award winners.

School Psychologist of the Year Award:

This award may be awarded to a School Psychologist who demonstrates excellence across a broad range of domains, which may include assessment, intervention, consultation, education supervision research/ evaluation, and advocacy for their clients, community, or profession. The nominee should have personal characteristics, which include high ethical standards, effective interpersonal skills, and a dedication to improving conditions for children, families, schools, and communities. Nominees will need to have been trained as School Psychologists and be primarily engaged in the practice of School Psychology in Washington State during the year prior to receiving the award.

Best Practices Awards:

These awards may be given in the following categories:

- Assessment
- Intervention
- Consultation
- Education/Supervision
- Research/Program Evaluation

Individuals trained as School Psychologists and who are engaged primarily in the practice of School Psychology in Washington State are eligible. Possession of the NCSP or state certification in School Psychology shall be evidence that a person has completed School Psychology training. The practice of School Psychology is considered to be the application of psychological knowledge to resolving school problems. School Psychologists who are primarily involved in the training and supervision of School Psychologists are considered to be eligible for these awards.

School Psychology Services Award:

This is an award which may be given to Departments, schools, districts, clinics, hospitals, or other corporate entities, which exemplify effective School Psychology practice in assessment intervention, consultation, education supervision, or research/evaluation. It is intended that the district/agency equivalent of the School Psychologist of the Year award, that is a model of best practices delivered broadly by psychology departments to the school. The district/agency must employ individuals trained as School Psychologists, be involved in the delivery of psychological services in Washington state to children and families in educational settings, or the delivery of psychological services to school staff and administrators to resolve schooling-related problems.

Please submit nominations using the WSASP website: <http://www.wsasp.org/Awards>



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Reflection on Education Over the Last 33 Years

Phil Koester, NCSP, Ethics Chair & WSASP Past President



How has special education and the role of the school psychologist changed since PL 94-142 (the first IDEA)? I started in 1982 as a school psychologist, several years after the passage of PL94-142, but wow have things changed since then! Yet, in some ways, little has changed.

Most pronounced is the role technology has played in the delivery of service. In the 1980s there was typically only one phone in the main office – none in the classrooms. In the 1990s there was only one fax machine in the superintendent's office – none in the schools. Now every class has a phone and computers, and each building has a fax machine.

In the early 1980s we used to hand-write long, detailed, narrative clinical reports. Then a secretary would type them and return them to us for editing and corrections. After corrections we would have them retyped. The whole process took nearly 2 months to get the final written evaluation. Now, technology has allowed us to complete an evaluation report in much less time and with much less effort. In those days, evaluations used to be long narratives and IEPs were just 3-4 pages. Now evaluations are typically full of data, include some narrative, and IEPs are 20-50 pages long.

Throughout the 1980s and into the 1990s administrators were very fearful of violating rules of record keeping and storage, so all evaluations and IEPs were housed in locked, fire proof safes, in a central office miles away from each school. Psychs and teachers were only allowed access if they made the car trip to the office. Files could not leave the office. Since the records office closed at 4:00pm, they needed special release time to access the information; which never happened. As a result, evaluation data and plans were rarely known or followed. This lack of access has been the focus of numerous lawsuits by parents over the years. Today, teachers and psychologists can and should have nearly on demand access to evaluations and IEPs (if districts allow it). This has been a marked improvement.

In the early 1980s psychologists were trained to write clinical reports. The most obvious change has been the use and reporting of emotionality results from projective tests, e.g., sentence completion, the Thematic Apperception Test (TAT), etc. Over the years, OSPI discouraged the use of all projective tests in school evaluations because they lacked reliability (and without reliability, validity is questionable). So projective tests were gradually phased out and replaced with behavior rating scales that were norm referenced and had psychometric properties of reliability and validity (e.g. BASC-2). Not a bad idea, reliability and validity are pretty important!

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Reflection on Education Over the Last 33 Years, continued

I remember, early in my career, saving a life with a TAT. After careful analysis of a middle schooler's TAT results, I called the parent, concerned that the student would soon attempt to seriously hurt his father. Within a day the parent called back to tell me that they had found a loaded gun under the student's pillow and he had plans to murder his father. I had saved a life with a TAT. The BASC-2, with its impeccable psychometric properties, would probably not have picked that up.

I represented the Washington State Association of School Psychologists on the Office of Superintendent of Public Instruction's first ethics committee, Admissions and Professional Conduct Advisory Committee (APCAC) in 1990, and then again over a decade later. The definition of good moral character has changed over the years.

If you were gay or lesbian in the 1980s and 1990s, many believed that this would constitute a "lack of good moral character" (see Code of Conduct). Thankfully, this has changed. Before this there were no laws prohibiting teachers from having affairs with students. Thankfully, this has changed. In my humble opinion, the teacher quality has improved significantly since the early 1980s. Generally, educators are more professional now, in many ways.

What about the Washington Administrative Code (WAC) or the Diagnostic Statistical Manual (DSM)? In the old days, the DSM was small and generic and the WACs, including eligibility criteria, were more detailed and specific. Recent revisions of the WACs have just stated the name of the handicapping condition or made their definitions rather generic, e.g. OHI, ASD, or ADHD. This has required increased dependence on the DSM for IDEA evaluations. Of course, the DSM has changed in the opposite direction. The DSM-2 (from the early 1980s) consisted of a mere 134 pages, compared to the DSM-5, at 886 pages.

One of the greatest challenges over the years has been the dwindling funds to support public education. In recent years, my do-it-yourself skills have come in handy. Between 2004 and 2010 I had to wire my own phone, paint my own office, work in a janitor's closet with toxic chemicals, buy my own supplies and office equipment (unless I wanted a surplus 1950s desk with the 'F' word carved in the side of it). I remember having to beg for a pen a few years back. I've often thought that it's a good thing they don't fund the military like this or else you would hear things like, "Sorry guys, the bullets are on back order, but go out there and fight anyhow" or "Okay, we can afford the bullets but you will either have to buy the guns yourself or have a bake sale." I'm sure I'm singing to the choir. I worked overseas for 12 years in private and corporate schools. In private and corporate schools we tended to have every bell and whistle – a shocking difference to the paucity in Washington's public schools.

(Continued on Page 21)

Reflection on Education Over the Last 33 Years, continued

I was the president of WASP (now called WSASP) in the mid-1980s. We were talking a lot then about pre-referral intervention and comprehensive mental health services. Seems like we are still talking about that 30 years later - and little has changed in terms of support for these services. This is too bad because it seems that there are increasing numbers of seriously mentally ill students in our schools. I have served on threat assessment teams and provided critical incidence debriefing in the last 10 years. We never did this back in the 1980s. Seems like school shooters were very rare back then.

In the 1990s I remember arriving at a high school on my first day. I was there one day a week to do Individual with Disabilities Education Act (IDEA) evaluations. The secretary lined up 4 kids for me to counsel. I asked, "Why me? You have three counselors here to do counseling." She replied, "They don't have time to counsel. They have too much paperwork." So, I did the counseling.

More than ever before there is overwhelming evidence that we should be providing comprehensive mental health services in the schools. Unfortunately, educational managers (superintendents on down) have little training in mental health and lack the vision for comprehensive mental health services. They still prefer to have counselors, social workers and psychologists cranking out paperwork and performing secretarial work instead of counseling kids to prevent or minimize mental illness. In my humble opinion, this has remained pretty much the same over the last 30+ years.

On a positive note, the greatest and most positive changes have included the Reauthorization of IDEA in 2004 and mainstreaming students into least restrictive placements. The original IDEA made districts liable for parents' educational decisions. If it was a bad decision, the district could only avoid liability if they took the parents to court. As a result, adversarial relationships between school and parents were common. It was terrible then and so much better after the reauthorization of 2004.

Least restrictive placements have also changed significantly. I can remember when an entire school district would send all of their student in special education (SPED) to the SPED self-contained school for their specially designed instruction – even specific learning disabled, motor impaired, and communication disordered kids. Imagine, their peers were all on an Individualized Education Plan! Thankfully, this has changed and students with disabilities can be in regular education classes with their non-disabled peers. It's benefitted both the handicapped students and non-handicapped students.

To contribute your thoughts on how IDEA has changed over the years or needs to change to better support children please visit our member forums at WSASP.ORG

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

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Register online at 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 related evaluations must be completed to obtain clock hours.

Lecture Series Cost for WSASP Members

Full Series - Regular Members = \$250

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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

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