

SCOPE

WASHINGTON STATE ASSOCIATION OF SCHOOL PSYCHOLOGISTS



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CONTENTS:

- President's Message
- Preview of WSASP Fall Conference
- Tips for New School Psychologists
- News from the WSASP Mental Health Committee
- Update on Giving Back to Members Plan
- Updates from OSPI
- Strategies to Support our Students with Anxiety and Depression
- What Is It Like To Learn To Read In Another Language?
- WSASP Leadership
- Emails for Area Representatives
- Link to Provide Feedback to SCOPE Editor

PRESIDENT'S MESSAGE

Cassie Mulivrana Ed.S., NCSP, Snohomish School District
WSASP President

First, I'd like to start by saying how incredibly honored I am to represent the incredible professionals that make up the Washington State Association of School Psychologists. If you had told me five years ago that I would be President of WSASP, I'm not sure I would have believed you! Washington State has such an active group of school psychologists who are passionate about what they do and the populations that they serve. We've faced and survived incredible challenges, and we have come out stronger as an association and a profession.

There are so many more amazing things to come.



In 2019, Washington State began the difficult but important work of phasing out the Discrepancy Model. Between fall 2019 and Spring 2021, the SLD Cadre was formed, recommendations were drafted, and feedback was obtained from stakeholders. The SLD Cadre's work was completed in Spring 2021, and recommendations were provided to OSPI. Over the course of the next year, OSPI will begin an SLD rules review in collaboration with the Dyslexia Advisory Council, and an SLD Handbook revisions committee will be recruited to begin revision.

As school psychologists, we are on the forefront of this important conversation. We are experts at data analysis although in some cases our data sources may change. Rather than comparing standardized test scores, we will be using our knowledge of student learning and development to ensure that interventions are appropriately designed to meet student needs, implemented with fidelity, and that the data collected is reviewed through a critical lens. Our students need us to continue to advocate for equity and social justice and to ask the challenging but crucial questions.

This is a road that has been paved by others before us. Our journey is not unique and we have the opportunity to learn from other states and leaders. I will be hosting a panel discussion of leaders at this year's 2021 WSASP Fall Conference. This hybrid presentation includes representatives from North Carolina, Colorado, the Association of Washington School Principals and OSPI. The presentation will begin with structured questions and answers, including some of the most frequently asked questions by Washington State School Psychologists, and will conclude with an open Q&A from the audience. This is definitely something you won't want to miss!

The Discrepancy Model isn't the only hot topic. Mental Health in schools has come to the forefront as we continue to address the ongoing effects of the COVID-19 pandemic and its impact on our student populations. As we attempt to keep our kids and families safe, our children and youth are dealing with reduced social opportunities, increased anxiety and difficulty adjusting to the health and safety precautions that are so very necessary in our schools. Now that most of our students have returned to in-person learning, schools are an ideal place to provide mental and behavioral health services to children and youth. Providing a continuum of school mental and behavioral health services is critical to effectively address the breadth of students' needs and school psychologists are well-equipped to provide services that connect mental health, behavior and learning, school and home, and school and community services.

School psychologists are school based mental health providers. Whether we're providing counseling services, assessing and evaluating students, supporting universal screening in schools, providing consultation and crisis response, educating staff on trauma-informed practices, or a multitude of other services we all do as part of our daily work, we are providing school based mental health services. As part of a Behavioral Health Coalition for Washington State, WSASP is collaborating with school nurses, school counselors, and school social workers to help define our roles specific to social and emotional health and wellness in schools. Additionally, we have begun to plan initiatives that promote school psychologists as mental and behavioral health providers in Washington State.

WSASP has been able to accomplish some amazing things over the past few years, including but not limited to our first Virtual Conference, COVID-19 guidance and most recently the publication of the Dyslexia Guidance Paper in collaboration with OSPI. We could not have accomplished these things without our incredible membership, and I am looking forward to continuing that journey with you.

If you are interested in getting more involved with WSASP, please reach out and let me know by emailing me at president@wsasp.org or completing our membership interest form at <https://www.wsasp.org/Join-a-WSASP-Committee>.

Don't forget to register for our 2021 WSASP Fall Conference. We're breaking new ground yet again with our first hybrid conference! Check out our website at wsasp.org for more information or to register.

PREVIEW OF THE 2021 WSASP FALL CONFERENCE

You are Cordially Invited to WSASP's 2021 Fall Conference!

Fall Conference 2021 will be a truly hybrid experience meant to meet everyone's needs. There is a yearning to get together in person again and visit with colleagues. Unfortunately, there is also a cautiousness about such get togethers that understandably makes people reluctant to attend in person. This same dissonance exists in our speakers, as well. There is something much more appealing about speaking to a live audience rather than faces or names on a screen.

So, WSASP is going to try and have it all. Some of our speakers will be live from the Davenport in Spokane; others remote. Some of our audience will be live at the Davenport; others remote. It's all up to you. No matter which option you choose, one thing you can count on is a wonderful and rich array of speakers and talks. With over 30 speakers, we have multiple presentations on a variety of topics. We have numerous three-hour workshops, a multitude of 90-minute sessions, and even some two-hour panels and workshops. We will have a multi-state panel discussing the move from Discrepancy to MTSS (the good, the bad, and the ugly). We will follow that with a workshop about the legal cases that are surfacing due to both RTI and COVID. We will have a pair of Texan speakers, Cecil Reynolds and Jack Fletcher, as well as speakers from Florida, North Carolina, Colorado, Oregon, and Alaska. We will have presentations on many great topics relevant to today's school psychologist. We will offer workshops that are needed for recertification such as Suicide Prevention, Ethics, and Dyslexia. Also being offered are several talks focusing on meeting the mental health needs of students, especially in this COVID era.

If you choose to join us in person, you will enjoy several meals, snacks, and our traditional Thursday night Social Hour and Poster Presentations.

Whether in person or virtually, we are looking forward to seeing you!

TIPS FOR NEW SCHOOL PSYCHOLOGISTS

Members of the WSASP Board were asked for thoughts about their job and what makes it easier. The school psychologists who responded represent districts from the east and west sides of Washington State and have been practicing from 3 - 32 years.

The majority of these school psychologists reported that they spend most of their time in Assessment (including report writing and results meetings) and Consultation.

Experienced school psychologists shared their thoughts on the topics of:

- **What do you wish you had known when you started working as a school psychologist?**
- **What were some issues or challenges that have occurred for you within your school sites over the past few years and how did you resolve them?**
- **What have you learned during the past few years about how to make your job more enjoyable?**
- **What strategies help you to balance your caseload and stay on top of everything else that needs to get done?**
- **What has helped you connect to your school team more effectively over time?**
- **What has changed for you over the years in terms of your practice of school psychology?**
- **Is there any additional advice would you give to an intern or new school psychologist based on what you've experienced?**

What do you wish you had known when you started working as a school psychologist?

- Never underestimate the power of relationships
- Relationships are 100% the most important ingredient to this job. Get to know folks. From the office manager and custodian to the admin and sped team, and yes, even gen ed. teachers. Take the time to go to lunches, staff meetings, after school events, and so on, to integrate into the school community.
- Relationships are the single most important factor in your success, after foundational knowledge. Invest the time in relationships and it will pay dividends.
- Build upon your interests through targeted PD and learn who are the experts in your school for academic development, SEL, post secondary, etc.
- The extent to which Section 504 accommodations can be applied, especially in lieu of offering special education services.
- I wish I'd known how to draw better boundaries around my work in order to take better care of myself. I worked long days, and I gave everything I had in order to help my colleagues. This is part of my personality, and I don't regret the work I put in or the help I provided to others, but it set me up as the person who would do anything, take on anything, join all the committees, drop everything I needed to do in order to help someone else do their job, etc. It's been hard to re-establish boundaries when people come to know you in a certain way.
- Set boundaries for work, schedule ahead for assessments and meetings
- That special education is a budget, and the desire of accessing the budget to support students can be, and often is, in conflict with advocating for what students actually need

Special education is for students that 1) ARE DISABLED, AND 2) NEED special education services. The availability of special education programs, funded by special education dollars, does not assume that any particular student needs to be classified as a student with a disability, and requires special education as an essential component of the student's curriculum. Always focus on meeting both criteria when thinking about each student being evaluated.

- Separate must-do procedures/paperwork from nice-to-have and keep the focus on relationships with students, families and staff.
- That a HUGE portion of the job is learning (oftentimes dumb) laws/regulations and explaining them to others.

[CLICK HERE FOR MORE TIPS AND IDEAS](#)

NEWS FROM THE WSASP MENTAL HEALTH COMMITTEE

Sherri Bentley, MS, Tumwater School District
Danielle Bentow Ed.S., NCSP, Tumwater School District
Mental Health Committee Co-Chairs

Your WSASP Mental Health Committee has been quietly working behind the scenes the last few years to develop our vision for this work and to begin to provide resources for school psychologists in our state. Over the last few years, our committee has worked on curating resources for the WSASP website, as well as providing occasional contributions to the Prior Written Notice. We've been a small group, and our main focus was to: "provide resources to school psychologists so that they may provide mental health support to all students."

We wanted to normalize the use of the term 'mental health' and help school psychologists understand and realize they were already doing much of this work in their current roles and positions. School psychologists are already providing their expertise toward student mental health and well-being across all tiers in school settings. Examples of Tier 1 mental and behavioral health activities include participating on discipline, attendance, and PBIS teams; helping their district/building identify and implement SEL curriculum for general education delivery; and providing staff and/or parent training in a variety of areas. At Tier 2, we may design and/or deliver small group supports, as well as develop and help implement behavior plans. We often operate in Tier 3 regarding students with significant needs, either identifying their need for more intensive supports or working closely with other providers. School psychologists do this and so much more, all of which contributes to student mental health. This year, the Mental Health Committee has been invigorated with some additional participation, and we are excited to expand our efforts. Our draft goals are: "Responsible for undertaking activities to support the efforts of school psychologists in mental health services, to promote and advance the role of school psychologists as qualified mental health and behavioral health providers, to change the perception of the importance of mental health services in relation to the role of the school psychologist, and promote the need for mental health services in schools."

We will continue to curate and add resources to the WSASP website, as well as periodic SCOPE articles and regular submissions to the PWN (please keep your eyes peeled for those, as we hope to include easy to access information and resources). We are also hoping to expand to periodic posts on social media, as well as a potential social media campaign in May (Mental Health Awareness Month). All of these efforts promote the role of school psychologists as integral school-based mental health professionals.

In the last year, our state association leaders have participated in NASP leadership meetings that have focused on this role and have invited the WSASP Mental Health Committee Co-Chairs to participate in the next leadership meeting with NASP in November. This meeting will focus on state associations that are actively planning or involved in initiatives that promote school psychologists as mental and behavioral health providers. We are excited to learn from and collaborate with NASP to better serve our members, and in doing so better serve our students, families, and colleagues.

If you have questions, concerns, want information/resources, or want to participate on this committee, please contact us at mentalhealth@wsasp.org

UPDATE: GIVING BACK TO MEMBERS PLAN

Anna Casey, Ph.D, Seneca Family of Agencies

Laurie Engelbeck, Ph.D, NCSP, Issaquah School District

Update on Using WSASP Funds for Members

Do you remember back in March 2021, when WSASP members were surveyed regarding our thoughts on how to use excess WSASP funds to give back to members? Well here's the update!

Background

After survey results were reviewed by the WSASP Board and the Social Justice Task Force, a small workgroup was formed with members of the Board and the Social Justice Task Force to discuss options for the use of funds and to draft a proposal to bring to the WSASP Board. This Member Give-Back Workgroup reviewed several sources of input before discussing specific proposals, including prior WSASP policies, member survey data, and input from the Social Justice Task Force.

Guiding Principles for Use of Excess Funds

Before exploring specific proposals for the use of excess funds, the Member Give-Back Workgroup identified the following guiding principles for the use of excess funds (listed in no particular order):

- **Attend to Equity**: Use of funds should **attend to equity** by ensuring that benefits go where they are needed. The needs of school psychologists vary vastly, so our aim should be to keep those needs in mind to make sure our psych community has access to what they need to be effective in their job.
- **Target New Psychs**: Use of funds should specifically **target benefits to new/developing**

psychologists who are new to the field, and school psychologists who are new to Washington state.

- **Benefit the Greatest Number**: While attending to equity and focusing on students and new psychs, the use of funds should also focus on **increasing benefits to a greater number of members** (rather than small groups).

Brief Note on the Cruise Proposal

There were strong concerns from member surveys, board members, and members of the Social Justice Task Force that using WSASP funds to subsidize a cruise does not align with our organization's value of equity, as it is financially inaccessible due to a range of factors, and would necessarily limit the number of people who receive the benefit in an inequitable way.

What is being given back?

The WSASP Board voted to hold 150% of the WSASP annual operating budget in reserve and use the remaining funds for the give-back plans below. Keeping a 50% reserve accounts for the facts that: (a) 2020 was an atypically high revenue year due to the virtual conference income and low overall expenses, (b) WSASP is within 3 years of not having a fall conference due to the 2025 NASP convention in Seattle, and (c) having this percentage in reserve supports financial sustainability for WSASP. All funds above 150% of the annual budget will be put into a separate bank account and split equally among the following four plans described below. Putting excess funds into a separate account will help balance two priorities: (1) ensuring that excess funds are given back to members fully rather than getting re-absorbed into future budgets, and (2) ensuring that excess funds can be more easily spread out to support give-back plans over multiple years instead of spending all at once. (Note: The final amount of money to be set aside for giving back is not yet available. Current projections show higher than expected expenses and lower than expected revenue for the upcoming Fall Conference, therefore the amount of give-back funds will be finalized after the conference.)

[Click here for the full article](#)

UPDATES FROM OSPI: WAC CHANGES TO GO INTO EFFECT 10/15/2021 AND 1/1/2022:

Carrie Suchy, NCSP, Franklin Pierce School District
Government and Public Relations Committee Co-Chair
WSASP President Elect

In the Spring, WSASP responded to proposed revisions to the Washington Administrative Codes regulating Special Education with both in person public comment and public comments sent in from 113 school psychologists in response to our [Advocacy Action Request](#). As a direct result of that work, OSPI made several changes to their suggested revisions. Thank you all for your advocacy!

The final changes have been submitted, and most will go into effect on 10/15/2021, excepting specific sections, which will go into effect 1/1/2022 (those in sections 392-172A-01035, -02076, -02105, -02110.) You can review all the changes [here](#). Note that all parts which are

underlined are new additions and those struck through will be removed. We have highlighted some of these changes pertinent to our practice of School Psychology for you here:

Highlighted changes going into effect 10/15/2021 WAC 392-172A-...

01155

Page 9 Behavioral Services are listed as a possible Related Service for Special Education Services

Page 11: Behavioral Services are defined (OSPI did not use our suggested definition, but there is a definition)

02050 3-4 and 02055

Page 20: Changes to Preschool LRE requirements
Changes to Preschool continuum of placement requirements

02080

Page 23 Creating a 25 day referral timeline for students referred to transition from Part C to Part B services

03005

Page 32 Creation of *optional* referral form available to parents and the community
Maintains the 25 day referral timeline

03100

Page 43 Requirement to provide notification to parents in their native language or with an interpreter when needed

05001

Page 59 Parents can request to observe programs being considered for placement, consistent with district policy and state law

Requirement to notify parents of their right to communication and documents in their native language or access to an interpreter

Allowing parents to request consent to record a meeting in accordance with district policy and state law

Highlighted changes going into effect 1/1/2022 WAC 392-172A-...

01035

Page 3 Special education services may not be solely based on the disability category for which the student is eligible (this has been in guidance for many years, but is now codified in the WACs)

01035

Page 6 The age range for Developmental Delay is expanded through age 9 years and re-evaluation must occur for a change of category prior to age 10 years

02105 and 02110

Page 28 Addition of required training for any staff member involved in restraint and isolation on Trauma Informed Crisis Intervention in both sections

STRATEGIES TO SUPPORT OUR STUDENTS WITH ANXIETY AND DEPRESSION

Laurie Harrison, Ph.D. Spokane Public Schools
Retention & Recruitment Committee Co-Chair
Mental Health Committee Member

As the Pandemic continues to impact our nation and world, anxiety and depression have become widespread concerns for children, parents, and educational staff. Situational anxiety evolved to create a high level of arousal and alertness to danger. However, when the danger is ever-present, there is a sense of foreboding and fear that can easily overwhelm any of us with even a minor event. Children will actively avoid any stress-inducing activity, such as a spelling test, writing a paragraph, and interacting with unknown others. It is much easier for them to withdraw or to become emotionally dysregulated than to face an anxiety-producing situation. Anxiety weakens the connections between the prefrontal cortex, which involves executive functioning, and the amygdala, which regulates the flight/fight/freeze response in a stressful situation. The amygdala is highly linked to the brain systems associated with survival. When the amygdala is triggered, it works in concert with the autonomic nervous system to initiate a response focused on survival. In the past, it evolved to alert us to potentially deadly situations. A writing assignment is not a deadly situation, but the emotional response will occur, nonetheless. The primary characteristic of pervasive anxiety is worry, which is fear that future events will have negative outcomes. This can provoke a sense of helplessness. The brain works the hardest when presented with task situations that are unfamiliar and challenging. This is also the time in which children are most likely to feel overwhelmed and demonstrate inappropriate behavior. The need to wear masks will also increase this likelihood because children will lose the ability to read facial expressions and see their teacher's lips. This may cause greater confusion about expectations and can increase frustration. This can precipitate "Amygdala Hijacking," which is when anxiety and rage overwhelm our ability to access our reasoning abilities. Not only do intense emotions interfere with the capacity to reason, they also interfere with the ability to access Working Memory.

[Click here to see the full article](#)

WHAT IS IT LIKE TO LEARN TO READ IN ANOTHER LANGUAGE?

Steve Gill, Sumner School District

Ushani Nanayakkara

Steve and Ushani are authors of the [ELL Critical Data Matrix](#) and several books on assessment of students who are English Language Learners.

Covid 19 brought us many, many problems. However, it brought some extra time for some to try on a new challenge. For me, it was beginning my fourth language, German. After a year and a little bit, I am writing this to describe some of the things our students face when learning to read in a new language. This is coming from the perspective of someone, me, who already knows the process of reading. At the end of this short article are some general observations related to key concepts when learning to read, especially in a new language. The following information has been discussed with other multilingual individuals to achieve viewpoints that have consistency across various experiences.

Whether young or old, reading material that is comprehensible is key and critical to progress. For more information on this, watch one of the many YouTube videos that feature Dr. Stephen Krashen. Following his recommendations, I started by reading kindergarten books. These are books in which there is a picture (usually very simple and sometimes just one item) and there is a sentence. The sentence is an exact match for the picture. At this stage, I really didn't know too many of the words, but the picture made the meaning obvious. And, after re-reading the story many, many times then readings the words started to make sense.

Next, there are the books that are more like first grade books. These books might have three to five sentences per page and a picture/photo of a scene. For example, there might be a child with their parents in a living room and the child might be playing with a toy. The sentences are very descriptive of what is in the picture and what is occurring. The difficulty at this stage is that the reader has to try to match the sentences with parts of the picture to create meaning. Some days this goes rather well, some days not so well. However, with the help of an iPad and [Wordreference.com](#), and many, many readings, these begin to make sense.

Reading speed is something very interesting in a new language. To read those beginning books usually means reading, re-reading, looking at the pictures, and repeating. So, although I was reading the words at an OK pace, albeit a bit slow, I was taking a long time to finish even a simple page. Later, when reading books at the 4th grade level, many people will first read the pages in a stronger language. For the first year, once I was reading chapter books, I pre-read everything in Spanish. Then, when switching to German, I noticed that my reading speed was at most 50% that of my Spanish. Knowing the story ahead of time, from pre-reading, reduces the stress and also increases the likelihood that connections can be made in the new language. Think about this when working with kids, knowing the mental energy that goes into the reading and that it will take a LOT more time.

Now, the next step and a big jump: Books that have very few pictures, or no pictures at all. Good examples of early chapter books are Beverly Cleary's *Mouse and the Motorcycle* or *Ramona* Series. At this stage, the vocabulary must be much larger. Someone reading these books in their new language will struggle greatly if here are more than 10% of the words that they don't know. With the kindergarten books and the first-grade books, some struggling with

the photos and some looking up of unusual words is enough. With the second-grade books, you really either need to know a lot about the story or have a strong vocabulary. A language learner will rarely have a strong vocabulary in English, at this point in development.

This is a great time to sneak in a little something about vocabulary. It takes about 2,500 words in active vocabulary to be able to have a conversation in a new language (usually using a lot of descriptions), but it takes about 16,000 words to have a good chance of picking up a book like Harry Potter and having any real success reading it (unless you know the story really, really well). Later, we will talk a little bit about contextual clues. Bottom line: someone learning a new language and holding basic conversations might still need a tremendous quantity of vocabulary to read at the fourth to fifth grade level.

The next steps come in books like Goosebumps, then series like Twilight or Divergent, then Harry Potter. This is where the vocabulary makes a huge difference. At this point in time, I have very little problem reading a Goosebumps or Twilight/Divergent, yet Harry Potter is still challenging. As you try to read each of these, it is all about the percentage of words you don't know per page. Not knowing five to ten percent per page is difficult, but reading the book is achievable when the story is familiar. Students will also be facing the interest versus difficulty matrix. That is, if the book is interesting enough they will fight their way through the most challenging of materials. If not, they won't. It is critical to make sure that materials are what interests the students, not necessarily what is award winning, or what someone in an ivory tower has said is great. When you listen to and watch YouTube videos on reading, especially in a new language, you will often hear the experts talk about compelling materials. Experts, in this case, are individuals who have not just studied the topic, they have successfully achieved high levels of skill in multiple languages. Talk with your librarian about what books the students check out the most and ask about the most, then see what languages these books are available in. It is a lot easier to learn to read in one's native language, and the skills transfer over rather well.

When you are reading at about the fourth to fifth grade level in a new language, weird things occur that can be very frustrating. It is not uncommon to be reading along with a lot of success, turn a page, and suddenly be completely unable to comprehend a paragraph or two. This often occurs when there is vocabulary that is very topic specific and near impossible to determine from context. Prepare students for this to reduce their frustration. Also, having a copy of the material in their stronger language (if they are readers) can be very helpful. Another alternative is screen reading technology for translation or using computer programs for translation. Google translate has improved greatly, but still needs to be used with a little bit of caution.

A few things that haven't been addressed yet, that are important when learning to read in a new language are: cognates, false cognates, contextual clues, and diving a little deeper into whether or not one reads in another language.

Cognates are words from two languages that look similar (or are the same) and have the same meaning. The word hand is the same in German and English. Yet the word bald means soon in German. People tend to learn both of these quickly, given cognates are so easy and false cognates create a confusion (embarrassment... embarazada) that people want to solve

quickly. Helping students to understand these is very helpful. If you don't know that word in Spanish, you might want to look it up J.

Contextual clues is a difficult topic, given we just cannot seem to agree in the research and literature to what extent this actually works. I have seen estimates as low as 50% and as high as 90% regarding the likelihood one can figure out a new word solely based upon contextual clues. However, that is while reading in your native language. The goal here is to be able to use the context of the words and sentences around the unknown word in order to understand the meaning of the unknown word. The fact that your overall vocabulary is lower in the new language and you are facing multiple challenges, it is likely the percentage is even lower. I can tell you that I have been watching this very carefully in German and I doubt that it works more than 25% of the time. However, with enough reading, one is likely to see that same word multiple times, in multiple contexts. So, the student needs to just keep watching for the new word in context (or, look it up and watch for it to solidify the learning).

What if the student never learned to read in their native language? Reading, in English, is usually seen as a three-year process to learn for our native English-speaking students. When considering our language learners, if this content is all in English and instruction that is all in English, then the timeframe is going to expand for our language learners.

What are some easy things to take away from this short article? First, developing vocabulary is critical. I highly recommend the focus to be on the most frequently used words and then on any words that interest the student. The first 300 words take up about 70% of all written language. Second, understand that reading in a new language is both tiring and time consuming. A lot more effort is needed to create understanding. Last, think about the different tips and tricks a student can apply, like cognates and watching for new words across different contexts, or even use flashcards for important words.

Email gill_nanayakkara@icloud.com if you would like a copy of the article to share.

WSASP LEADERSHIP

WSASP 2021-2022 Officers:

- **President: Cassie Mulivrana**
- **President Elect: Carrie Suchy**
- **Past President: Alex Franks-Thomas**
- **Secretary: Gina Caulton**
- **Treasurer: Arick Brannen**

WSASP AREA REPRESENTATIVES' EMAILS

If you are not sure what area you are in, you can check [this map and list of areas](#).

WSASP AREA	Area Representatives	Email
1A	Anna Casey & Liz Jones	Area1A@WSASP.org
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2	Nicole Preston & Apryl Yearout	Area2@WSASP.org
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9	Michael Kirlin & Karen Harper	Area9@WSASP.org
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Over 1100 school psychologists and other educators currently receive the SCOPE

- 1) The services or products offered (advertised) shall provide potential direct and/or indirect benefit for school psychologists; children; and/or families. Benefits are not to be limited to the field of education.
- 2) The advertisements must be in good taste, meaning suitable for viewing by children and otherwise non-offensive i.e. non-sexist, nonracist, etc.
- 3) The company purchasing the advertisement space must be an established company in business for over five years and with known products. If the company's status does not meet this criterion, WSASP may require a catalog of products or services offered; a sample of products offered to preview; and/or references of prior service recipients. If the product/services are judged to be of likely benefit, the account will be accepted.
- 4) Product and service accounts are to be encouraged. Paid political advertisements and paid public policy statements will not be accepted unless approved by the executive board.
- 5) The Scope Editor will use the above guidelines to accept or decline advertising accounts.
- 6) The Scope Editor will refer questionable accounts to the WSASP executive board when the guidelines above are not sufficient to make judgment.
- 7) The WSASP executive board reserves the right to reject any accounts deemed below our standards of professionalism or of possible detriment to our Scope readers or association. The WSASP Board has approved these guidelines for organizations or individuals interested in advertising in our newsletter.

8) WSASP address is: 816 W Francis Ave, #214, Spokane, WA 99205

* For rates and conditions please email: SCOPE@wsasp.org

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