

# SCOPE

WASHINGTON STATE ASSOCIATION OF SCHOOL PSYCHOLOGISTS



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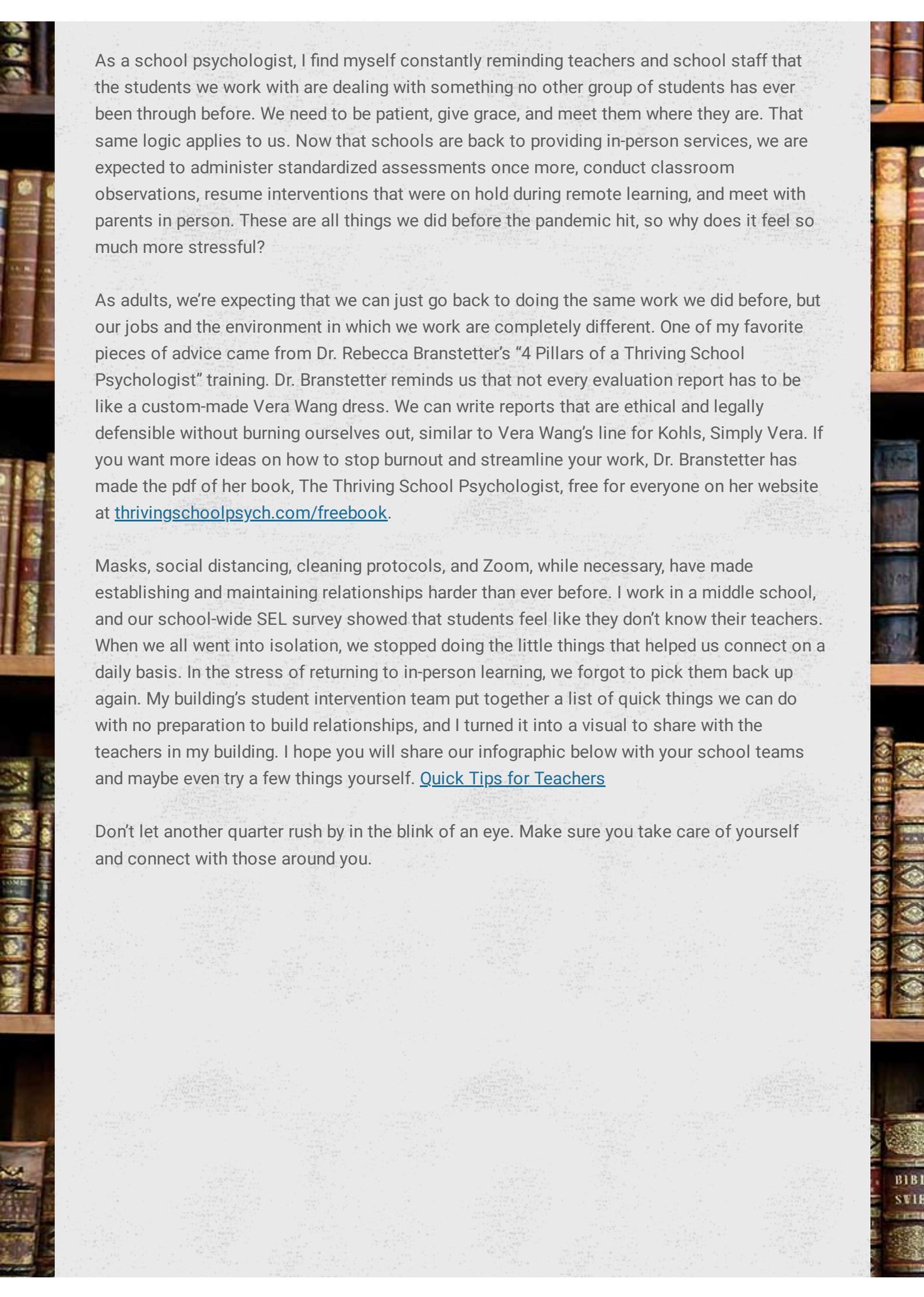
## **PRESIDENT'S MESSAGE:**

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

The Rolling Stones sang, "Time waits for no one, and it won't wait for me." That certainly feels true this fall! As we wrap up fall and rush headfirst into winter quarter, I find myself constantly worrying about the next thing, not really paying attention to the now. At the 2021 WSASP Fall Conference, I had the opportunity to moderate a panel discussion on MTSS in Washington State with

Justyn Poulos, OSPI's Director of MTSS. While I found the information I learned valuable (still available on the WSASP website!), the greatest impact for me came when Justyn asked us all to stop and pause for 30 seconds. I hadn't realized how much I needed to take a moment to ground myself. It allowed me to clear my head and focus on my work in a thoughtful way rather than rushing. I hope that Winter Break was that pause for you and that moving forward you are able to make some time to take care of yourself.





As a school psychologist, I find myself constantly reminding teachers and school staff that the students we work with are dealing with something no other group of students has ever been through before. We need to be patient, give grace, and meet them where they are. That same logic applies to us. Now that schools are back to providing in-person services, we are expected to administer standardized assessments once more, conduct classroom observations, resume interventions that were on hold during remote learning, and meet with parents in person. These are all things we did before the pandemic hit, so why does it feel so much more stressful?

As adults, we're expecting that we can just go back to doing the same work we did before, but our jobs and the environment in which we work are completely different. One of my favorite pieces of advice came from Dr. Rebecca Branstetter's "4 Pillars of a Thriving School Psychologist" training. Dr. Branstetter reminds us that not every evaluation report has to be like a custom-made Vera Wang dress. We can write reports that are ethical and legally defensible without burning ourselves out, similar to Vera Wang's line for Kohls, Simply Vera. If you want more ideas on how to stop burnout and streamline your work, Dr. Branstetter has made the pdf of her book, *The Thriving School Psychologist*, free for everyone on her website at [thrivingschoolpsych.com/freebook](https://thrivingschoolpsych.com/freebook).

Masks, social distancing, cleaning protocols, and Zoom, while necessary, have made establishing and maintaining relationships harder than ever before. I work in a middle school, and our school-wide SEL survey showed that students feel like they don't know their teachers. When we all went into isolation, we stopped doing the little things that helped us connect on a daily basis. In the stress of returning to in-person learning, we forgot to pick them back up again. My building's student intervention team put together a list of quick things we can do with no preparation to build relationships, and I turned it into a visual to share with the teachers in my building. I hope you will share our infographic below with your school teams and maybe even try a few things yourself. [Quick Tips for Teachers](#)

Don't let another quarter rush by in the blink of an eye. Make sure you take care of yourself and connect with those around you.

QUICK TIPS FOR TEACHERS

## BUILDING RELATIONSHIPS



### TEACHERS ARE PEOPLE TOO

Allow your students a glimpse of who you are outside of the classroom. Include images, artwork or decoration that reflect your interests (school appropriate of course!)



### GREET THEM AT THE DOOR

Greet students at the door with a question of the day - or even a simple, "Hello, glad you're here!"



### GET TO KNOW THEM

Make a list of your students and rank how well you know them. Make a point of learning more about the students who are at the bottom of your list - often these students can benefit most from extra attention.



### EMAILS HOME

Send a positive email home about a student once per week. Extra credit if you cc' the student so they know you're proud of them!



### POSITIVE MESSAGING

Post inspirational and inclusive messages inside and outside your classroom. This may include some of the posters made by ASB, Hate Free Zone, or other signs promoting inclusivity of LGBTQ+ and diverse populations.

**YOU ARE AMAZING -  
KIDS SHOULD KNOW THAT TOO!**

## PREVIEW OF WSASP SPRING LECTURE SERIES

REGISTER AT <https://www.wsasp.org/2022-Spring-Lecture-Series>



## 2022 WSASP Spring Lecture Series

**MARCH 11, 2022**

**9:00 AM: ASSESSING RACIALLY & ETHNICALLY  
MINORITIZED STUDENTS**

*DR. CHARLES BARRETT*

**1:00 PM: BEST PRACTICES FOR SOCIAL JUSTICE  
IN SCHOOLS**

*DR. CHARLES BARRETT*

**APRIL 8, 2022**

**9:00 AM & 1:00 PM: COLLABORATIVE PROBLEM-  
SOLVING WITH PARENTS & INTEGRATED HOME-  
SCHOOL INTERVENTIONS (PARTS 1 & 2)**

*DR. DENNIS SIMON*

**MAY 6, 2022**

**9:00 AM: STRENGTHENING EXECUTIVE  
FUNCTIONING ACROSS THE TIERS**

*DR. PEG DAWSON*

**1:00 PM: SCHOOL LAW FOR SCHOOL PSYCHS:  
BEYOND SPECIAL EDUCATION (PART 1)**

*DR. SHIRLEY WOIKA & DR. ANNE MCGINNIS*

**MAY 27, 2022**

**9:00 AM: HOW TO ENGAGE TEACHERS IN  
UNDERSTANDING AND ADDRESSING EXECUTIVE  
SKILL CHALLENGES**

*DR. PEG DAWSON*

**1:00 PM: SCHOOL LAW FOR SCHOOL PSYCHS:  
BEYOND SPECIAL EDUCATION (PART 2)**

*DR. SHIRLEY WOIKA & DR. ANNE MCGINNIS*

**REGISTER AT [WWW.WSASP.ORG](http://WWW.WSASP.ORG)**

**\$100 MEMBERS // \$200 NON-MEMBERS**

**\$25 STUDENT MEMBERS**

**\$50 STUDENT NON-MEMBERS**

## CONSIDERATIONS FOR THE FREQUENCY OF COGNITIVE ASSESSMENTS: A DEAR ASSESSMENT COMMITTEE ARTICLE

Leayh Abel, Ed.S., NCSP  
Vancouver School District  
Assessment Committee Co-Chair

Recently, the WSASP Assessment Committee has started a monthly "Dear Assessment Committee" column, which responds to relevant questions that are submitted by school psychologists across the state. For additional responses and/or to submit a question, please visit the website: <https://www.wsasp.org/Assessment-Committee>. The following article is a

reply to a member's question about best practices for how often teams should complete cognitive assessments during reevaluations.

IDEA states that students must be reassessed every three years in special education, though evaluations can occur more frequently based on requests from stakeholders such as the parents or the school team. An initial evaluation, completed to determine a student's eligibility for special education, may commonly include cognitive testing as one part of a comprehensive evaluation. Testing for special education can serve a variety of purposes, including identifying areas of service for a student or certain eligibility categories. Less often discussed is how frequently and at what intervals during reevaluations cognitive testing should be completed again. If a student is, for example, first evaluated in second grade, reevaluations would legally occur a minimum of three times before they finished their education. In cases such as this, what is the best practice for assessing cognitive skills again when completing reevaluations?

Assessment planning is individualized based on student need and referral questions for the evaluation. If the team is considering readministering a cognitive measure, what are the individual variables that are relevant to be considered? There is little established best practice that has been communicated on this subject, though there are often anecdotal rules that can often be found. School districts may sometimes have arbitrary answers such as 'every other evaluation' or 'once in elementary and then again in high school', though often without specific reasoning for this rule.

Potential guidelines are more complicated than that, as they hinge on many factors that should be considered by the practitioners and the team. A recent NASP (2020) publication addressing how to navigate assessment during the COVID-19 pandemic reiterated that for a reevaluation "Standardized assessments are not required by law" and that "Educators should only administer assessments if instructional data and observation indicate that the results of any of the assessment may have changed or if additional data is needed to supplement observation or other forms of data." Standardized testing is only one part of the evaluation process for students, and the team should consider other components when determining appropriate assessment approaches.

[Click here for the full article](#)

## **2021 WSASP AWARD WINNERS**

Alex Franks-Thomas, Ed.S., NCSP, WSASP Immediate Past President

Each year, WSASP presents a variety of awards to recognize the outstanding work and accomplishments of school psychologists from around the state. This year, WSASP recognized eight school psychologists, one school psychology program, 10 school psychology graduate students, and a former WSASP employee. Read on for more information about our outstanding colleagues!

# SCHOOL PSYCHOLOGIST OF THE YEAR: ANGIE WITHERS, ED.S., NCSP, RICHLAND SCHOOL DISTRICT



Angie received TEN nominations for School Psychologist of the Year from colleagues in Richland School District celebrating her work to advocate for effective practice around suicide prevention, threat assessment, and mental health awareness. Angie's nomination statements included some of the following accomplishments.

Angie has been a champion in mental health for students following a year where the district lost several students to suicide. Angie worked tirelessly in the formation of the Mental Health Assistance Team (MHAT). She secured district support in developing a universal screener and worked on the MHAT to organize a massive screening of every middle and high school student in our district. She helped to develop policy and procedures around threat and suicide assessment and secured mental health as an integrated part of our schools. Angie and her MHAT co-lead also established partnerships with the UW SMART center to create lasting change in the district.

Angie has been a forerunner in policy and procedure changes around threat and suicide assessment district-wide, as well as the mental health screening of all students and connecting staff and families with community resources. To do this work, Angie collaborates with a multi-disciplinary team to promote mental health and wellness programming. Angie also worked with the Teaching and Learning Department in the district to support the rollout of the new K-2 dyslexia screening requirements.

Angie has been a member of the WSASP Government and Public Relations (GPR), as well as a WSASP representative on OSPI's Dyslexia Advisory Council. The best part about Angie is her thoughtful and caring nature. She truly cares about others and she always has time to help those around her.

As WSASP's School Psychologist of the Year, Angie will be nominated by WSASP leadership for NASP's 2023 School Psychologist of the Year!



## **BEST PRACTICES IN ASSESSMENT: AMANDA DAWSON, ED.S., NCSP, KENT SCHOOL DISTRICT**

Amanda was recognized by her principal and special education teacher colleague for her thorough work assessing the strengths and weaknesses of students and for going above and beyond to assess students during school building closures during the COVID-19 pandemic. As part of Amanda's COVID-19 assessment procedures, she took extra time to connect with families in an effort to determine the best way to assess their children. Amanda also completed additional training and safety protocols in an effort to assess students in person. She created very clear virtual presentations for both referral and evaluation results meetings that were informational but also parent-friendly. Amanda completed thorough evaluations and written documentation that allowed the rest of the team to complete their necessary tasks with ease during these stressful times. Her customer service approach allows her the capacity to build partnerships and opportunities to open doors rather than close them. The remote distance did not prevent her from addressing and assessing her students.

## **BEST PRACTICES IN INTERVENTION: KINDRA HIBBARD, M.S., ED.S., NBCC, CLARKSTON SCHOOL DISTRICT**

Kindra was nominated by the Executive Director of Student Services in her district. Kindra previously served as a drug and alcohol prevention support at the county level. She now supports a middle school, high school, and alternative secondary school and has recently completed the Expanding Capacity for Special Education Leaders (ECSEL) Certificate.



Kindra knows and understands the students that she works with. As the school psychologist supporting grades 7-12, she really knows, advocates for, and can see the BIG picture for our students and their families beyond the school doors. Kindra supports colleagues through mentorship. Kindra is solution-focused when issues arise and comes to problem-solving meetings with ideas for solutions. If she needs more information on topics, she isn't afraid to

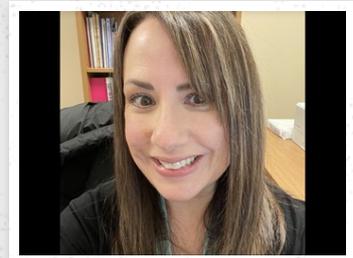
research and reach out to her peers. She is student-centered but can hold the boundaries when needed.



## **BEST PRACTICES IN CONSULTATION: CHRISTINA MEEHAN, ED.S., NCSP, LAKE WASHINGTON SCHOOL DISTRICT**

Christina was recognized for her consultation skills by her school building principal. She is a remarkable advocate for students and an invaluable resource to her school's students, staff, and family community. Christina is a contributing member of the school's student intervention and guidance teams, helping to implement and consult on best practices and interventions to help increase student access and outcomes in the school. She is always prepared for meetings and is incredibly warm, inviting, and affable in working with all stakeholders of the school community. Christina is always available to serve as a resource for students and staff and is creative and knowledgeable of best practices. Christina is timely with her observations, interventions, and evaluations, and she is very communicative with district and site-based teams. Christina truly cares about contributing to equitable outcomes for all students.

## **BEST PRACTICES IN EDUCATION SUPERVISION: TRACY PENNINGTON- BRANEN, PH.D., NCSP, TACOMA PUBLIC SCHOOLS**



Tracy was recognized by a school psychologist colleague and former intern. During her supervision, Tracy was always available when needed, not only during the internship supervision year but the following two years as well. Tracy fostered the understanding that both school psychology and district information is invaluable. During the first mentorship year, Tracy met once a month and provided support along with paperwork signatures when needed. Tracy has also supported other colleagues in need of mentorship and has not hesitated to take on mentees. Tracy is a one-of-a-kind school psychologist who understands the job inside and out and is willing to help no matter how big or small the problem or question is. This year,

Tracy is supervising another intern student and is continuing to support our new school psychs in a way that is so kind, loving, and supportive.



## **BEST PRACTICES IN RESEARCH/PROGRAM EVALUATION: HAILEY HINKLE, PH.D., NCSP, LONGVIEW SCHOOL DISTRICT**

Hailey was nominated by a school psychologist colleague in her district. She is a first-year school psychologist and chose a difficult district/population to work with due to the high level of needs and the high opportunity to implement systemic change. As a full-time practicing psychologist at the middle school level, Hailey hit the ground running by advocating for the best interests of her students and positioning herself to be an important player in decision-making meetings. Hailey has collaborated extensively with her school counselors to revamp the student support team process to make it both a positive experience for identifying at-risk students as well as allowing educators a safe space to have their frustrations/concerns heard.

Hailey is involved in transfer meetings between schools at the beginning and end of the school year so that she can offer advice for incoming and leaving students, and to be aware of ways she may need to support her team to support new students. Many of these changes are surprising to the district due to a common “if it ain’t broke, don’t fix it” mindset. Hailey has helped to reestablish expectations for educators in both the special education and general education fields and is only just beginning on her quest to make real, positive, lasting change in the community. Hailey is a member of the state and national association and works with material from Dr. Rebecca Branstetter to empower her to make changes at the psychologist level. Hailey organizes a weekly book discussion with psychologists in our district to address hot topics such as racism, feminism, and trauma.

## **OUTSTANDING ADVOCATE: KATHRYN (KATE) SALVESON, M.A., ED.S., LAKE WASHINGTON SCHOOL DISTRICT**



Kate was nominated by two teachers who lauded her advocacy for students. She strongly advocates for accessible learning opportunities for all students in the least restrictive environment while providing training to teachers on how to appropriately accommodate students' various needs. Students trust her and feel comfortable coming to Kate with any problem, knowing they'll be supported and advocated for. She donates her time to run pantry packs of food to students on our campus whose home life requires additional support. In doing so, she has built strong connections in our community by demonstrating a true desire to support and care for all of the students that live here.

Kate works hard to promote equitable opportunities, grading practices, and pathways forward by educating staff, administration, and district leaders on the experiences our marginalized populations are receiving in and out of our doors. One example shared was discussing the benefits of having a 50% grading floor and accepting late work without penalty.

Kate serves on building and district SEL teams to ensure all voices are heard and taken into consideration when making decisions. When writing IEP goals, she is utilizing the SEL standards of the state to ensure that the behavioral and emotional goals our students have directly correlate with the minutes they receive in class, are attainable and measurable, and are in alliance with Washington's Standards of learning for our students. She's additionally implemented Social Emotional Learning curriculum into our academic support classes and provides professional development to our staff on the Washington State Adult SEL Standards so that they can incorporate those practices into all education courses.

*As WSASP's Outstanding Advocate, Kate was nominated by WSASP Leadership for NASP's GPR Certificate of Appreciation. She was selected as a recipient of this award, and will be recognized at the 2022 NASP Convention! Congratulations!*



## **SCHOOL PSYCHOLOGY SERVICES AWARD: MEDICAL LAKE SCHOOL DISTRICT**

The Medical Lake School District was recognized for its work in developing the district-wide Mind Your Health Initiative. This

initiative started as a partnership program to provide mental health care to students, families, and the community, and has evolved into a comprehensive Wellness Initiative.

This initiative grew from an idea to a community-based program complete with a wellness center and multiple cross-disciplinary mental health professionals and graduate-level interns who provide a variety of services to families and staff. The initiative was established because the community is well outside of Spokane and is oftentimes left without critical resources. They have secured grant funding, developed partnerships with numerous agencies/universities, and even secured services from the University of Washington for Psychiatric services, treatment, and consultation. There is coordination with several local universities, including the Whitworth University marriage and family therapy program, Eastern Washington University's social work and school psychology programs, and Gonzaga University's counseling and school psychology programs. They have developed and delivered community education through in-person and virtual learning platforms as well as made this information available through the school district's website.

## **PRESIDENT'S AWARD: LAREE FOSTER, M.ED., M.A., NCSP, VANCOUVER PUBLIC SCHOOLS**

The President's Award is given by the WSASP President to recognize individuals for outstanding service contributions to the Association.

Laree was recognized for going above and beyond in support of the association, especially during the COVID-19 pandemic. She serves as an Area Representative, Co-Chair of the Assessment Committee, and as a member of the Social Justice Task Force. She has sought out leadership training and participated in NASP Regional Leadership training on behalf of the association. Laree helped to develop WSASP's new Mental and Behavioral Health Initiative and will continue to be involved in its implementation. Laree is a co-author of WSASP's COVID-19 Guidance Document, as well as the WSASP Dyslexia Guidance Paper. Laree has been a strong advocate for equity and inclusion within the WSASP organization and brings suggestions for improvement to the President's group and committees.





## LOUISA THOMPSON AWARD: CURT BLAIR

Curt was hired as WSASP Office Manager in August 2014. Curt was the first WSASP office manager in several years. Once hired, Curt immediately put everything he had into his role and truly became the heart and soul of WSASP. No matter how busy he was, Curt always took as much time as was needed to make sure that he gave the best customer service possible to everyone. Customer service to Curt meant listening and understanding situations big and small. His goal was always for people to feel positive about interacting with our organization. Curt represented WSASP well and made us look good every single day! In addition to this, Curt is organized and has amazing attention to detail. Because of these skills, he was an integral member of the Professional Development Committee. Curt kept conference planners organized as conference time approached, and then afterwards was sure to collect all monies owed, earning him the nickname of Bulldog! Curt will be dearly missed as he moves into retirement. He made an indelible mark on WSASP and will always be part of the WSASP family.

## DIVERSITY SCHOLARSHIP RECIPIENTS

The WSASP Retention and Recruitment Committee was pleased to offer 10 diversity scholarships to students attending school psychology training programs in Washington State:

- **Brenda Barrios**, Eastern Washington University
- **Jared Berry**, Eastern Washington University
- **Marisol Cervantes**, Eastern Washington University
- **Tadesse Chala**, Eastern Washington University
- **Keith Green**, University of Washington
- **Swee Harrison**, University of Washington
- **Martina Folowell Nix**, Gonzaga University
- **Rosa Nouch**, Seattle University
- **Camille Stovall-Ceja**, University of Washington
- **Yasmin Xayarath**, Eastern Washington University

# SUMMARY OF LEGAL UPDATES TALK FROM THE FALL CONFERENCE

Talk by Lynette Baisch, attorney with Porter Foster Rorick

Summarized by Laurie Engelbeck, Ph.D., NCSP

Every year, WSASP welcomes Lynette Baisch to our conference to share the latest legal updates. Lynette, an attorney with the firm of Porter Foster Rorick, advises and defends school districts on a broad range of legal issues with a particular emphasis on special education law. She frequently works with IEP teams to develop defensible and appropriate programming and has extensive experience defending school districts in due process hearings and court appeals. She reported on recent cases that address some of our current issues.

## VIRTUAL LEARNING

Q: Is a school district obligated to provide virtual learning upon a parent's request?

A: If virtual instruction is available to all students in an LEA, the LEA must ensure that a child with a disability whose needs can be met through virtual learning has an IEP implemented that provides all the services and supports necessary for the child to receive FAPE through such service delivery. If virtual instruction is not available to all students, then it is not required to be offered to students on IEPs (unless the IEP team decides otherwise).

Guidance from OSPI • Questions and Answers: Provision of Services to Students with Disabilities During COVID-19 in the 2021–22 School Year: [Q&A Regarding the Provision of Services to Students with Disabilities During School Closures for COVID-19](#)

OSPI has said: "Districts who are offering in-person educational services to its students... are not required to serve students with disabilities remotely unless it is determined necessary by the IEP team." If a parent requests their student be provided a virtual option when the student would otherwise be receiving special education in person, the IEP team should meet to address the request.

What should the IEP team discuss?

- Can the current IEP be implemented remotely?
- Can the current IEP be implemented remotely with different accommodations or modifications?
- Is it possible to provide FAPE with a hybrid of remote/in-person services?

Q: What if a parent refuses to send their student to in-person services that are necessary for FAPE?

A: The IEP team should "formulate a plan in light of the student's circumstances and the parent's choice of setting." The team may determine that it can offer FAPE virtually in some areas of the IEP and not others. Document decisions and disagreements in a PWN

Q: Can families access remote learning even if it does not provide FAPE?

A: "A student with a disability remains entitled to equal access to a remote learning option even if the IEP team believes the remote learning option does not provide FAPE, and the family chooses to participate anyway."

"This means districts are required to provide accommodations to students with IEPs receiving instruction in the district-offered virtual option even if an IEP team recommends an in-person setting."

OSPI's guidance is inconsistent with IDEA case law and OSPI's past practice:

"The district should clearly communicate with the family and document in a prior written notice that the parent has chosen an educational program other than the district's offer of FAPE and thus may only be accessing part of the services on the IEP, that the services offered may differ from the services provided in-person, or that the student may not receive the intended benefit from the services provided (e.g., the student may not make the progress that would be expected in an in-person environment)."

2008 OSERS commentary:

Q: May a parent revoke consent for some services and not others?

A: If the parent and public agency disagree about whether the child can receive FAPE without a particular special education or related service, the parent may use the due process procedures to obtain a ruling that the service with which the parent disagrees is not appropriate for their child.

Lynette stressed that the team should never agree to an IEP that will not provide FAPE. The parents could challenge the IEP through due process later. Any decisions and concerns of the IEP team should be completely documented in the prior written notice. The full IEP services should be available, but current OSPI guidance seems to say that in some cases, parents may choose to only access some services.

[Click here for the full article with many case examples.](#)

## **DON'T SLEEP ON IT: A CASE FOR ADDRESSING SLEEP HYGIENE IN SCHOOL PSYCHOLOGY**

Kelly Nichols, Ed.S, NCSP, North Thurston Public Schools

As school psychologists and educators, most of us are trained to consider student needs hierarchically in that fundamental needs (i.e., food, sleep, shelter, etc.) must be met before higher-order functioning (i.e., learning) can be properly addressed. I would also bet that many

of us have heard the adage, “you have to Maslow before you can Bloom.” In many ways, schools seek to meet these fundamental needs through programs such as free or reduced lunches, clothing exchanges, rental assistance, and so on. However, there has been one fundamental need that has seemed out of the reach of school systems, even though it is essential to learning: consistently getting a good night’s sleep.

As Neuroscientist Matthew Walker points out in his surprisingly translatable book *Why We Sleep: Unlocking the Power of Sleep and Dreams* (2018), sleep is so foundational to living organisms that some form of it exists across all researched species. Sleep also plays a powerful role in a disturbingly vast number of physical ailments. For example, those of us who habitually get less than six or seven hours of sleep per night will experience a detrimental effect on our immune system, even increasing the probability of cancer. Losing sleep is also involved in setting the stage for cardiovascular disease, stroke, and congestive heart failure. Beyond the long-term health implications, lack of sleep is a significant risk factor in virtually all psychological disorders, such as depression, anxiety, and suicidality (Walker, 2018). Also concerning are the findings that cognitive and behavioral changes in sleep-deprived children can mimic those found in children with Attention Deficit Hyperactivity Disorder (Touchette et al., 2009 as cited by Rey et al. 2020).

As it relates more directly to education, sleep is associated with academic, cognitive, social-emotional, and behavioral functioning in students (Drapeau, 2021). Even somewhat moderate restrictions (by 3-5 hours over the course of a week), can significantly impair performance on cognitive tasks for adolescents and otherwise healthy children (Drapeau, 2021). In general, disrupted sleep leads to tiredness and attention and executive function deficits, such as impulsivity and impaired emotional regulation (Maski & Kothare, 2013; Short et al., 2018 as cited in Rey et al, 2020). On the other side of the coin, modest extensions of nightly sleep (30 minutes to an hour) can increase cognitive performance in school-aged children (Sadeh, Gruber, & Raviv, 2016; Vriend et al., 2013 as cited in Rey et al.).

[Click here for the full article](#)

## REVIEW OF Q-INTERACTIVE

*Kristin Schuster, Ed.S., NCSP, Tacoma School District*

Tacoma School District has been piloting iPad-based assessment administration using Q-interactive with 20 school psychologists and speech-language pathologists (SLPs) starting October 2021. Q-interactive is the iPad-based platform for Q-global assessments from Pearson. The intention of this review is to provide my subjective experience as well as some user survey data around their experiences.

**My Experience:** Overall, I love the ease and accessibility of iPad-based assessment using the Q-interactive platform. Disclaimer: Note that I have only administered the WIAT-IV and WISC-V using this platform.

- Pros:
- Assessments are automatically scored immediately following administration. The essay component within the WIAT-IV has an auto-score option where you just type in their essay, and it provides the score. No more scoring errors!

- Assessments automatically tell you when you need to reverse to meet basal or stop when you meet the ceiling requirements
- Test is automatically adjusted based on student grade and ability
- Easy to transport! Carrying two iPads is much easier than an entire test kit (or more if you share kits across buildings)
- More engaging for students
- Score document created provides in-depth analysis of types of items correct and incorrect. Examples include the type of comprehension questions missed by the student, frequency of missing types of basic math problems by type, and percentage of items in which student got full points for pragmatics for their sentences.
- Although you will still use the paper response booklet, you no longer need the scoring booklet or stimulus books!
- Cons:
- Learning curve: A few mistakes occurred before becoming fluent in assessment. However, these mistakes were (usually) easily fixed. Additionally, Pearson support staff were helpful the two times I called in to fix my errors.
- WISC-V Picture Memory Span administration is not intuitive with the timing with presenting items. Extra practice is suggested if you hope to use this test!
- You need to remember to charge and update your iPads!

**Survey Data:** Following 3 months of Q-interactive assessment administration experience, pilot-group users were asked to complete a 7-item survey reflecting on their experiences. Of the 20 staff within the pilot group, 14 users (11 school psychologists and 3 SLPs) completed the survey between the dates of 1/04/22 and 1/14/22. Responses are summarized below.

1. Has Q-interactive streamlined testing and has it been helpful for you? 100% yes; 1 response "Yes and No"
1. What are the Pros: Ease of testing students, easy set-up, automatic/faster scoring (save time/energy), fewer materials, set up subtests prior to administration to eliminate error during live testing, access to more tests, students love the tablet, decreased testing time, easy to transport
1. What are the Challenges: None, making sure iPads are charged, iPad crashed once, ensuring iPads and programs are updated on the same version, remembering passcode to log onto iPad, initial learning curve with technology, difficulty starting and stopping testing sessions, limited test inventory (from SLP), difficulty correcting human error in scoring (it is doable but takes a few steps)
1. Would you recommend Q-interactive to colleagues? 100% yes
1. How frequently do you use Q-interactive? 2-3 times per week; several times per week; every evaluation involving cognitive or academic assessment; I use Q-interactive almost exclusively
1. If given the choice, would you go back to using easel-based testing materials? 92% yes, 1 no (SLP respondent)
1. Additional Comments:
  1. Love love love. Kids are more engaged and bought in because of the format. It is easier to keep a distance for COVID with the 2 iPads rather than the book.
  1. I am hoping we can keep Q-Interactive! It is fantastic!!!
  1. SLP: I would like to have access to some other language tests for SLP testing. Currently, we have access to one comprehensive language test, and I would like to see at least one

more. I like having the option of Q-Interactive for most of my students, but there are some that easel-based testing is more appropriate for.

1. I am surprised that I have been able to learn this system fairly easily, because I am not great with technology.
1. The protective cases make it hard to turn the iPads on and off.
1. I could see certain populations/individuals, such as very young children or cognitively lower functioning students, may do better with more hands-on manipulatives and easel-based testing. In the past I have not wanted to transition to Q interactive since I am not very technology savvy, but I have LOVED using this system so far and hope we can continue with it! It is a huge time saver and makes testing much more streamlined.
1. I love Q-Interactive and hope to never return to easel-based testing. I enjoy having all of my assessments on the iPad. It makes administration and scoring much simpler.
1. SLP: I like Q-interactive, but I have honestly not had the right test, so I went back to the paper-based version. I think that if I piloted the program at another school, I think I would use it more. I have mostly ACCESS (developmental) students at Hunt.
1. I do not think Q-interactive is the silver bullet, mostly because the current test inventory offered by Pearson is not sufficient to complete a full assessment. However, I think its current application and performance is very effective in streamlining the assessment process and increasing efficiency to assessment.

## **WSASP LEADERSHIP**

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- **President Elect: Carrie Suchy**
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## **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	<a href="mailto:Area1A@WSASP.org">Area1A@WSASP.org</a>
1B	Brenda Gessaman	<a href="mailto:Area1B@WSASP.org">Area1B@WSASP.org</a>
1C	Mikael Olson & Rebecca Ragland	<a href="mailto:Area1C@WSASP.org">Area1C@WSASP.org</a>
1D	Elizabeth Gibson-Myers & Lindsay Gallagher	<a href="mailto:Area1D@WSASP.org">Area1D@WSASP.org</a>
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3	Julie Apeles & Samantha Slider	<a href="mailto:Area3@WSASP.org">Area3@WSASP.org</a>
4	Donna Guise	<a href="mailto:Area4@WSASP.org">Area4@WSASP.org</a>
5	Cecilia Hernandez & Danielle Bentow	<a href="mailto:Area5@WSASP.org">Area5@WSASP.org</a>
6	Sara Allen	<a href="mailto:Area6@WSASP.org">Area6@WSASP.org</a>
7	Laree Foster & Katrice Thabet-Chapin	<a href="mailto:Area7@WSASP.org">Area7@WSASP.org</a>
8	Samantha Gerber & Jennifer Heinecke	<a href="mailto:Area8@WSASP.org">Area8@WSASP.org</a>
9	Michael Kirlin & Karen Harper	<a href="mailto:Area9@WSASP.org">Area9@WSASP.org</a>
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