

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

President's Message	Page 1
Fall 2015 Conference Awards.	Page 3
WSASP Ethics Committee Response to Member	Page 12
Letter to the Editor: Is Something Wrong with Our Profession	Page 15
Response from the Editor	Page 16
An Update from your Government and Public Relations Committee	Page 17
What is the Best Test?	Page 19
2016 Spring Lecture Series: The Assessment of and Intervention for Culturally Linguistically Diverse (CLD) Populations	Page 21
Every Student Succeeds Act - What We Know So Far	Page 25
How to contact your Area Representative	Page 26
WSASP Leadership	Page 27



President's Message



Dear Colleagues,

As we reopen our offices and computers to pick up where we left off before the winter break, there are some exciting developments happening both nationally and regionally.

On the national scale, the Every Student Succeeds Act of 2015 passed on December 9, 2015. This bill reauthorizes and amends the Elementary and Secondary Education Act of 1965 (ESEA) and attends to issues that includes accountability and testing requirements and the evaluation of teachers. It ends the federally test-based accountability system of No Child Left Behind and restores flexibility and responsibility to states for developing accountability systems, determining how federally required tests should be weighed, selecting measures of student and school performance, and implementing teacher evaluation systems. Students are still required to take two tests in reading and math per year in grades 3 through 8 and once in high school; sciences tests are given three times between 3rd and 12th grade.

Teacher evaluations are no longer federally mandated. The bill allows, but does not require, states to develop and implement teacher evaluation systems. It has eliminated the definition of a highly qualified teacher; allowing states to define the term.

For those of you who specialize and serve those enrolled in early educational programming, this bill ensures that federal funds can be allocated for early childhood education while clarifying that states, school districts, and schools can spend ESEA dollars to improve early childhood education programs.

Continued on Page 2



President's Message continued



This act further supports rural schools, of which we have many in the State of Washington, by providing more flexible funding to ensure effective programs are implemented while maintaining the authorization of the Small, Rural School Achievement Program and the Rural Low-Income School Program.

Additional language in this bill attends to federal grants to states and districts to help improve low performing schools and sets a state-level cap on students being tested on the alternate academic achievement standards. See links below for more information about this important legislation and how it will impact our schools.

The president of the National Association of School Psychologists (NASP), Todd Savage, is in the process of developing a task force to attend to the shortage of school psychologists on a national scale. As the State of Washington and the Pacific Northwest as a whole has been impacted by the shortages, we are excited to report that WSASP will have representation on this important national initiative. We will report back with updates as the task force begins meeting in mid-January.

Regionally, we are preparing to kick off our annual Spring Lecture Series, "The Assessment of and Intervention for Culturally Linguistically Diverse Populations". In addition to our regional speakers, we will have professors from New York, Colorado, Ohio, Kansas, and Massachusetts speaking in this series. With culturally and linguistically diverse populations increasing in our state, this series attends to the components of the eighth domain of the NASP Practice Model,

Diversity in Development and Learning. Per NASP's definition of this Domain, School psychologists are "expected to have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts" (NASP, 2010). Further your professional development in this area by creating a problem-solving framework for addressing the needs of your student populations through knowledge you achieve in this immediately applicable lecture series.

Also regionally, a team of psychology faculty members from Eastern Washington University (EWU) have received a WSASP Jumpstart Grant to accommodate the need for further training in preventive and responsive services on the east side of our state. A PREPaRE training (<http://www.nasponline.org/professional-development/prepare-training-curriculum/about-prepare>) were offered at EWU on January 20th-22nd with most expenses for the training being covered by the grant. Following this training, the faculty from EWU will be traveling to the NASP Convention to become trainers so that PREPaRE trainings can be offered on the eastside on an annual basis.

I continue to be impressed by the positive direction and opportunities that await us as an association and individual school psychologists. I wish you all the best as you wrap up your semesters in the school districts, begin new quarters and semesters in our state universities, and prepare for forthcoming spring activities.

Dr. Jamie Chaffin, NCSP
WSASP President

For more information on Every Child Achieves:

http://www.help.senate.gov/imo/media/The_Every_Child_Achieves_Act_of_2015--summary.pdf
<https://www.congress.gov/bill/114th-congress/senate-bill/1177>

National Association of School Psychologists Practice Model

<http://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains>



Washington State Association of School Psychologist 2015 Fall Conference Awards



School Psychology Services Award Bellingham Preschool Evaluation Team Bellingham Public Schools

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.

The Bellingham Preschool Evaluation Team was nominated for the School Psychology Services Award by Sharon Missiaen, school psychologist and supported by Mike Haberman, Director of Special Education and Kristi Dominguez, Early Childhood Director of Bellingham Public Schools. They describe a program that supports the importance of building and sustaining relationships with children, families, and their community; which in turns produces higher quality evaluations. The following is an excerpt from the nomination.

“At the preschool level in our district two psychologists, Dianne Ardouel and Laura Horan have worked tirelessly with the birth-to-three coordinator, Deb-

bie Haney, a former special education preschool teacher, supported by central office administrators Kristi Dominguez and Mike Haberman, to establish a model of assessment at the preschool level that is more consistent and more



Bellingham Preschool Evaluation Team

From left to right:

Laura Horan, School Psychologist;
Presenter: Susan Ruby, Past President;
Dianne Ardouel, School Psychologist; and
Debbie Haney, Birth - 3 Coordinator

supportive of children and families. The model being developed is evolving from many teams on many sites doing intakes and assessments to a centralized team model. It is still in process but thanks to the herculean efforts on the part of the two psychologists and the coordinator it is moving forward in the Bellingham District to better serve children and families. These women have worked hard to improve communication with parents entering in the process who are often feeling confused and overwhelmed. Parent input has been validated and incorporated in the intake and assessment process. The parents reports' indicates they feel more supported and have a better understanding

of the process and outcomes. The two administrators continue to make major efforts to remove barriers in this process and to build the capacity needed to make this model viable. Dianne, Laura, and Debbie have committed many, many hours above their FTE's to make this process move forward. They are a very professional, dedicated team and they work amazingly well together.”

Congratulations on making a true difference for children and families!



In addition the nomination noted the following: **This team is part of a broader district initiative launched by our superintendent, Dr. Baker, several years ago to broaden access for all preschoolers in the Bellingham School District to early education initiatives that will ensure their success in the full-day kindergarten program when they reach kindergarten age, regardless of socioeconomic concerns and challenges that many of them and their families face. It is part of the Bellingham Promise which you can view on our website.**



Washington State Association of School Psychologist 2015 AWARDS



School Psychologist of the Year
Steve Hirsch, Ph.D., NCSP, Area Rep. 3, Professional Dev. Co-Chair
Shoreline School District

Every year at our Fall Conference we recognize individual school psychologists and organizations that provide services and resources that exemplify the best we have to offer as a profession. This year Dr. Steve Hirsch was given our most prestigious award: School Psychologist of the Year. 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.

Steve Hirsch is well known in Washington State for his dedication to providing professional support and development to school psychologists. He was nominated by multiple sources for the Washington State Association's School Psychologist of the Year Award, and truly meets the criteria for this recognition of his achievements. In addition to the following statements, Steve has been instrumental in developing our outstanding professional development, revamping our mission and vision statements, as well as revising our by-laws. The following are excerpts received by the Awards committee.

"I have worked with Steve this past year on several projects. He brings passion and enthusiasm to the WSASP board and the profession. Steve organizes

most of the professional development opportunities that WSASP provides, as well as heads the new grant opportunity the association is offering. Steve spends countless hours securing locations for our conferences, organizing speakers, and handling all aspects of organizing our conferences and webinars. Steve also often speaks at these conferences and provides a wealth of knowledge for his colleagues. You can always count on Steve to have something to say or to volunteer when needed. He is always eager to help other school psychologists and is an incredible asset to WSASP."



School Psychologist of the Year: Dr. Steve Hirsch, NCSP, is being presented the award by Past President, Dr. Susan Ruby

"Steve exemplifies dedication, compassion, and commitment in the workplace. He is completely devoted to the students of Shorecrest High School; and the passion and enthusiasm he displays is contagious. Few staff at this school demonstrate the amount of love, care and sincerity that he does. Steve goes way out of his way to make sure the job gets done, and gets done right."

"I am writing to nominate Steve Hirsch for the School Psychologist of the Year Award. Steve served as my internship supervisor in 2013-2014 during my completion of the School Psychology graduate program at Eastern Washington University. He has continued to be my mentor in an informal capacity as we work together now in the Shoreline School District. He always makes himself available when I need his advice and perspective."

Continued on Page 5



Washington State Association of School Psychologist
2015 AWARDS



School Psychologist of the Year Continued

“First and foremost, Steve is a true and tireless advocate for students. He takes extraordinary steps to make sure that they can access their instructional program equitably at the high school level. To this end, Steve works with all teachers, and general and special educators to ensure that students have the instruction and accommodations that will remove the barriers to their success. He also steps up to provide those interventions and accommodations for students when necessary. But that is only the beginning for Steve. He also cares deeply about students' whole high school experience. He has been known to host extracurricular activities in his office for students that he knows who have similar interests. He has provided critical moral support for students so that they can take risks like joining a club, trying out for a sport or play, and even finding the courage to ask someone to a dance. “

“Steve is only in his office when he's testing. He makes a significant commitment to the Shorecrest High School community to be an active participant in school traditions and activities. He eats with students in the lunchroom. He leads the Debate Team. He is the Freshmen Advisor. He even wrote and performed a rap for a school video, which was very, very difficult given his Brooklyn accent.”

“I cannot adequately paint the picture that is Steve Hirsch with this letter, but if you know Steve, you know that he is an exemplary model of a school psychologist who is genuinely committed to the profession. He is an active participant in WSASP leadership and professional development, he is active in the preparation and induction of new school psychologists, and a depart-

ment head and leader among his psychologist cohort in Shoreline.”

Congratulations Steve for being an extraordinary school psychologist! You have truly made a difference, state-wide and on an individual basis!



Our current WSASP President, Dr. Jamie Chaffin had been Dr. Hirsch's intern. She shared some of Dr. Hirsch's finer and fearless points of wisdom at the Fall Conference. Imagine the following points expressed of course, in a Brooklyn accent.

- Gray is good! It's black and white that get us into trouble, 'cuz we stop thinking and just follow.
- The IEP is the special education student's Declaration of Independence and should be treated as such!
- If I had to apologize every time my opinion differed from others, I'd be apologizing all the time.
- It's a good thing I have two wrists, as one always seems to be getting slapped.



Washington State Association of School Psychologist 2015 AWARDS



President's Award Susan Ruby, Ph.D., NCSP, Past President Eastern Washington University

The President's Award is determined by the President of the Washington State Association of School Psychologists. This award acknowledges an individual or organization who consistently and over time has demonstrated the characteristics of leadership and dedication to our profession. Dr. Susan Ruby was selected to be this year's recipient by our president, Dr. Jamie Chaffin for her exemplification of outstanding leadership and dedication to our profession.



President's Award Recipient: Dr. Susan Ruby on the right being presented the award by Dr. Laurie Harrison.

Dr. Ruby received her Bachelor of Science degree in Psychology from Texas A & M University in 1990, and her Master of Science and Science of Education degree from the College of William and Mary in 1993/1994. She has worked as a school psychologist in Virginia, Texas, Hawaii, and California before returning to school to obtain her Doctor of Philosophy in Education with a specialization in School Psychology in 2005 at the University of California, Riverside. Her family relocated to the northwest to enjoy being closer to family in Montana. She initially worked as a school psychologist in Coeur d'Alene, Idaho before being hired at Eastern Washington University, where she is now an Associate Professor and Director of the NASP approved School Psychology Program.

Dr. Ruby's interests involve the Response to Intervention, as well as the development and delivery of academic and social-behavioral interventions for students at risk in grades PreK-12 settings. She teaches both graduate and undergraduate courses, and has trained many school psychologists in our state. She is highly respected by peers and students for her knowledge, compassion and dedication to providing high quality school psychologists to our state. She has been a consistent and constant agent of change for our state, our state association and Eastern Washington University. She donates her time and talents to help our state agencies to better understand and evaluate school psychology programs. She consults with school districts to implement multi-tiered systems of support.

Dr. Ruby has been a long-term member of WSASP, functioning as Membership Chair (2009—2011) SCOPE editor (2006—2009), and has held the respective terms of President-Elect for one term (2011), President for 2 terms (2012 - 2014), and Immediate Past President for one term (2015). Under Dr. Ruby's leadership our association has come through challenging times, and has flourished.

Congratulations Dr. Ruby to truly going above and beyond to support school psychologists, and our state association!



Washington State Association of School Psychologist
2015 Best Practices Awards

Best Practices Award in Education & Supervision
Elizabeth Willis, M.S., Ed.S., NCSP

Best Practices Award in Consultation
Stefani Spilker, M.S., NCSP
Both are from Central Valley School District



Best Practices Award in Education & Supervision: Elizabeth Willis, M.S., Ed.S., NCSP Central Valley School District is being presented the award by Dr. Susan Ruby

Elizabeth Willis was nominated for the Best Practice Award in Education and Supervision by fellow psychologist Stefani Spilker. According to the nomination, Elizabeth Willis “is an exceptional role model for future and current school psychologists. Elizabeth has served as field supervisor to numerous school psychology students, helping them to obtain a meaningful, well-rounded experience that encompasses the 10 Domains of Practice outlined by NASP. Elizabeth is highly organized and extremely knowledgeable of the field of school psychology, which makes her an incredibly effective supervisor. She is also an outstanding role model for school psychologists within her school district, offering advice, support, and advocacy. In addition to her successful field supervision, Elizabeth is an active member of the Professional Education Advisory Board (PEAB) and has recently been recruited by Eastern Washington University School Psychology Respecialization program to teach a practicum class and as a supervisor of future school psychologists. Those that have worked with, or have been supervised by Elizabeth appreciate her as a true asset to the practice of school psychology.”

Congratulations Elizabeth Willis on providing superb education and supervision to support our profes-



Best Practices Award in Consultation: Stefani Spilker, M.S., NCSP Central Valley School District is being presented the award by Dr. Susan Ruby

Stefani Spilker was nominated for the Best Practice Award in Consultation by fellow psychologist Elizabeth Willis. Stefani functions as a school psychologist and is the Team Leader of the psychologists in Central Valley School District. According to the nomination, “Stefani advocates for our psychologists in the district and is the communication liaison between us, and the district, and the leadership team in special services. Stefani provides clear and consistent guidance to new and seasoned school psychologists. Stefani answers endless questions by psychologists and others in our district ranging from policy (state and district) to intervention and assessment. Stefani also is a liaison between Eastern Washington University in placing school psychology practicum and intern students. She is patient and kind but also extremely knowledgeable about the law and policy/procedure.” Her nomination further states “I wasn't sure whether to include her for best practices: consultation, research/program evaluation, or education/supervision, as she really does all of these so well.”

Congratulations Stefani Spilker on being a valued resource from individual school psychologists, to your district and to our universities.



Washington State Association of School Psychologist 2015 AWARDS



Best Practices Award in Assessment Anton Furman, Ph.D. Federal Way Public Schools

Dr. Anton Furman, Ph.D. was nominated for Best Practice Award in Assessment by Dean J. Hamos, school psychologist and supported by Chris Willis, Special Education Director, Federal Way Public Schools and the Federal Way Public Schools Psychologist Lead Team. Dr. Furman has been a school psychologist in Federal Way Public Schools for eleven years. He is currently on the School Psychologist

Leadership Team and has been a valuable member of the district's Specific Learning Disabilities Investigation Team. Dr. Furman is known for his assessment knowledge and humble, soft spoken, demeanor.



Best Practice Award in Assessment: Anton Furman, Ph.D. being presented the award by Dr. Susan Ruby.

Dr. Furman previously worked at a counseling center in Slovakia, where he performed assessments for students with disabilities, both in the clinical and school psychology field. Dr. Furman then attended a doctoral program at the Research Institute of Child Psychology and Pathopsychology in Slovakia, earning his Ph.D. in Educational Psychology. At that time, Dr. Furman became a member of the International School Psychology Association and became president in 1994. He has served on the International School Psychology Association Executive Committee for six years. In 1993, Dr. Furman organized the International School Psychology Association's first Colloquium in the Soviet Block. Dr. Furman has also taught at Matej Bel University in Banská Bystrica.

Dr. Furman subsequently moved to the United States and worked on the Woodcock-Johnson International Editions Program as the Project Coordinator, adapting WJ-Cognitive to several other languages. He then worked for the Northwest Regional Educational Laboratory in Portland, Oregon, as a research associate for school improvement. Dr. Furman proceeded to work for Holt International Children's Services as a program manager for their European branches. Dr. Furman has had long-term collaboration with Dr. Woodcock and his associates. Dr. Furman is a trainer, facilitating the transfer of the new trends in psychoeducational assessment into practice in the Czech Republic and Slovakia (CHC Theory and use of WJ COG International Editions).

Dr. Furman's principal of four years reports that he is very invested and passionate about his work with children. Dr. Furman has insight into the behavior of students and he genuinely cares about them. Being from a different country, he has a unique perspective on educational systems and what is needed to support students. Dr. Furman thinks outside the box and is creative in meeting the individual needs of children. His reports are comprehensive and prescriptive, with recommendations that are pragmatic and meaningful.

Teachers have stated that Dr. Furman's assessments are comprehensive and easy to understand. School psychologists consult with Dr. Furman given his vast knowledge of psychometric assessment, especially on the difficult cases. He has an uncanny ability to make sense of unique and challenging cases. He is skilled at analyzing and synthesizing all aspects of data and implementing it pragmatically in the classroom. Due to Dr. Furman's multi-lingual skills, he is a resource in the evaluation of ELL students.

Although humble, Dr. Furman is not reticent to challenge the assessment process in an effort to provide appropriate services for students. He is able to question conventional wisdom on assessment related issues and lend valuable perspectives on our practice. Dr. Furman has been an invaluable asset to our district and the school psychology profession.

Congratulations Dr. Furman, for providing proper & meaningful assessments and for supporting our profession as a whole!



**Washington State Association of School Psychologist
2015 Best Practices Awards**



**Best Practices Award in Intervention
JoAnna Rockwood, NCSP
Edmonds School District**



**Best Practice Award
in Intervention:**

JoAnna Rockwood

JoAnna Rockwood was nominated for several awards, and was selected as the recipient of the Best Practice Award in Intervention by the Awards Committee. JoAnna was initially nominated by Kate Pothier, a fellow school psychologist in the Edmonds School District. This was a difficult decision because JoAnna is a very capable and talented school psychologist. A conglomeration of excerpts of JoAnna Rockwood's nominations are as follows:

JoAnna demonstrates excellence in her role as a School Psychologist at the middle school level filling assessment and behavior specialist roles and goes above and beyond in her role on the PREPaRE team and in advocating for and supporting implementation of the Signs of Suicide program district wide. JoAnna is an active member in her school team intervening at the Tier 1 level by supporting counselors and administration in designing and monitoring interventions for at-risk students. She coordinates a peer mentoring program for students with disabilities. She provides direct support to students with social, emotional and behavioral needs as well as consultation to special education and general education staff on how to support students in the classroom. JoAnna completes thorough and supportive special education evaluations and has regular team meetings with the special education teachers to help align Individualized Education Plan goals with assessment results.

JoAnna was educated as a PREPaRE trainer at the NASP Conference in Orlando and has served as an integral member of the Edmonds School District Flight Team including responding in Marysville. She works on this team with a group of five other Psychologist Department staff, providing training and lead support for our schools in times of loss or trauma. JoAnna was the lead responder last year in Marysville at Totem Middle School, the middle school where most of the students that were affected by the high-school shooting had recently attended. She displayed remarkable calm and clear thinking to support the staff and students through all the mayhem that followed the response. She also served as a lead on a recent student suicide at one of our high schools.

Over the last year, JoAnna has piloted the Signs of Suicide (SOS) program at her middle school (along with physical education teachers, administrators and counselors) and led the district planning and implementation process to have SOS included as part of the core curriculum at all secondary schools. She goes above and beyond in everything she does as a school psychologist and is an extraordinary example of how to intervene at the student and systems level to improve the school experience for all kids. At Alderwood Middle School, JoAnna is tireless in her support of students, families, and staff. She is always willing to add her expertise and knowledge in any and all situations from an angry student to a family suffering from loss. JoAnna has been invaluable in helping staff in working with a variety of children in need. Her skills and insights are exceptional, and she is considered a respected leader at our school and often turned to in difficult situations. JoAnna consistently demonstrates superior ethical standards and a focus on how to improve our support of students. She is an excellent communicator who works well with school staff, district office staff, children and families."

Congratulation JoAnna on spearheading solutions, programming and policies to properly support children in trauma!



Washington State Association of School Psychologist 2015 AWARDS



**Louisa Thompson Award
Laurie Anne Harrison, Ph.D.
Snohomish School District**



Louisa Thompson Award:
Dr. Laurie Harrison being
presented the award by
Dr. Susan Ruby.

Dr. Jamie Chaffin, WSASP President nominated Dr. Laurie Anne Harrison for the 2015 Louisa Thompson Award. The award was set up in honor of Louisa 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 Louisa 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.

Dr. Harrison has been a practicing school psychologist in the state of Washington for almost 30 years. Dr. Harrison has been trained as a school counselor, vocational rehabilitation counselor, educational psychologist and she received her Doctorate of Philosophy in Counseling Psychology from Washington State University in 1992. She has an extensive mental health background.

Dr. Harrison had been a peripheral member of WSASP, but signed up to be on the Governmental and Public Relations (GPR) committee in Fall of 2013. Dr. Harrison has been an active member in the Washington Education Association (WEA), and has attended the WEA state wide meetings off and on as a representative since 1988. However, she consistently saw very little progress when it came to supporting school psychologists and our recommendations. She attended the WSASP summer retreat in 2014 to discuss strategies, and was able to listen and participate in the Executive Board meeting. While there she was approached by Dr. Steve Hirsch and was asked if she would be interested in being editor for the WSASP state publication the SCOPE. Dr. Harrison, realizing she had never done anything like this before, said yes. Why not! After all the way to keep the brain young and active was to try new things.

Continued on page 11.



Washington State Association of School Psychologist
2015 AWARDS



Louisa Thompson Award Continued

Since then Dr. Harrison has volunteered her time on the GPR committee which includes: building a coalition with school counselors, social workers, and school nurses to insure clear advocacy at OSPI as well as create and strengthen legislation in Olympia. She wrote form letters on specific legislative items for WSASP Advocacy page, in addition to meeting with legislators and other stakeholders to discuss our issues. She is WSASP's liaison to the Washington Education Association, and is in process of setting up opportunities to meet with school psychologists at the upcoming representative convention in Spokane to facilitate our agenda.

In addition, Dr. Harrison has participated in the committees that reviewed and updated our mission statement, vision statement, and by-laws. She is Co-Chair on the Communications Committee, reviewing many of the documents we publish. She is on the Professional Educators Advisory Board for the University of Washington's Educational Studies program located in Bothell, Washington. She is currently coordinating our Area Representatives, and is in process of revamping the Area Representative Handbook, which also includes reconsidering viability of the current Area Map. When there was a sudden need to chair the Awards Committee, Dr. Harrison stepped up. She had been under the impression there were no candidates for the Louisa Thompson Award. Finally, she has continued to be the editor for the SCOPE.

Dr. Chaffin considers Dr. Harrison to be part of her Rescue and Repair Team. She describes Dr. Harrison as genuine, caring, curious who also demonstrates unconditional positive regard and forward thinking.

Congratulation Dr. Laurie Anne Harrison on being someone who has truly stepped up and made a difference in our association!

Need SCOPE Committee Members

(Looking for members to participate in building a better SCOPE.)

Duties: Discussion of topics, editing several articles, review segments of final product.

Meetings will be held online, no commuting necessary! Approximately 10 hours per 3 months.

Must be a member of WSASP, including retirees and student members

Contact SCOPE@wsasp.org



WSASP Ethics Committee Response to Member

By Phil Koester, NCSP and Jim Scarborough NCSP



Our Ethics committee received the following letter.

While re-evaluating a student with a Specific Learning Disability, our team began by conducting routine file reviews. This particular student was evaluated 3 yrs. earlier with just an IQ test, academic test and behavioral observation. That's all. There were no other screenings, tests or evaluation procedures mentioned in the evaluation report. Turns out, a couple years before the initial evaluation, while the student was visiting grandparents, the mother's boyfriend murdered the child's primary family members, mother and siblings, before killing himself. This student was spared only because he/she was visiting with grandparents. Behavioral ratings in the report cards –even before the initial evaluation, were below standard. In addition, this student had numerous crying episodes at school - before and after the initial evaluation– there was obvious trauma. But no mention of the trauma, no screenings or evaluations for behavior or emotionality in the evaluation report. I thought we were supposed to conduct a comprehensive evaluation? This hardly seems comprehensive when something of this magnitude is missed. Is this an ethical violation?

Signed,

Feeling incomplete, NCSP

Our Ethics committee's response is as follows:

Dear School Psychologist,

This is a very difficult problem to answer with clarity. For a special education evaluation Washington Administrative Code (WAC) 392-172A-03020 requires us to measure, "if appropriate" health, vision, hearing, social and emotional status, general intelligence, academics, communication status, and motor abilities. We are also required to review existing evaluation data including "evaluations and information." Other WACs state that we are supposed to "fully evaluate" and have "full" evaluations. Other WACs required the evaluation process to include "Information from the parents" and "input from the parents." But what constitutes a "full" evaluation or "if appropriate."

The State's Code of Conduct states:

WAC 181-87-060 Disregard or abandonment of generally recognized professional standards.

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

- (1) Assessment, treatment, instruction, or supervision of students.

There are several factors that impact this answer and it might help to map the various contributions:

To determine if an evaluation area is important or potentially relevant, a full review of all the information would seem appropriate. WAC 392-172A-03025 requires a review of existing evaluation data including "evaluations and information." If the team sees any information that suggests a potential area of concern then further screening or evaluation might be "appropriate." If this was not done then maybe, yes, it could be an ethical problem. But it depends.

Continued on page 12



WSASP Ethics Committee Response



Each “full” evaluation is meant to be designed to address the unique characteristics of the student. When the same 2 tests are conducted for every evaluation, this is problematic and likely inappropriate. Of course we’ve heard many psychologist’s over the years say things like, “the district is test poor – all they could afford is 2 tests.” Somehow the district and evaluation team have a responsibility to secure enough test instruments and procedures to make the evaluation “full” or comprehensive. And if you are in a test poor district there are other less costly options – e.g. a student interview or student self-evaluation costs nothing and is an appropriate procedure. The Vanderbilt is often used by the medical community and can be downloaded for free from the internet. Yes it lacks required psychometric properties, but it’s probably better than nothing.

The WAC requires us to obtain information from the parents; however, parents don’t always provide personal information. Traumatic events or a diagnosis and treatment within the family are occasionally kept quiet and not shared with school personnel. Parent input forms are often not completed and returned. Parents often don’t show up for meetings. If parents don’t provide information, or consent for mutual exchange of information, how would the school know?

Some School Psychologists have completely unmanageable caseloads – some as high as 3 times the recommended case load - NASP recommends 700:1. Once you get over 1000 students to one Psych, comprehensive evaluations become difficult to manage and ensure. When overloaded it’s almost impossible to conduct comprehensive evaluations and still meet timelines requirements. In these cases, districts often value and push for timeline compliance over comprehensive evaluations. Districts have a shared responsibility in solving this problem by ensuring that school psychologists have manageable caseloads, share the test giving load with other team members, and have appropriate secretarial support.

Some districts have struggled with giving specialists’ access to information. It happens periodically that a student’s school file is void of relevant information - no report cards, test results etc. Seems like this happens to students who have moved a lot. Districts have migrated to digital storage but have struggled with giving specialists access to relevant information. It’s common to hear school psychologists say they were not given access to all relevant student data. Furthermore, this digital information often stays in a school district and does not follow a student when they move.

A member of the evaluation team is in charge of reviewing existing data. While this typically falls to the school psychologist, district policy could identify other team members responsible. Ultimately, it’s the District’s responsibility to designate which team members are responsible to review existing information.

If all the pieces are in place to ensure a comprehensive evaluation, access to information, appropriate caseload, clear district policies etc. and the evaluation team is not reviewing existing information, and conducting “full” evaluations, then yes, maybe this could be an ethical violation. It could be viewed as a “flagrant disregard or clear abandonment of generally recognized professional standards...” OSPI’s Office of Professional Practice (OPP) and the Admissions and Professional Conduct Advisory Committee (APCAC) would be the appropriate judge.

Questions for Ethics Committee? Got to WSASP.org, click on the Leadership tab and scroll down to Phil Koester, click on his name, and you will be able to send him an email.



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Letter to the Editor
Is Something Wrong with Our Profession?



Steve Hirsch, Ph.D., NCSP, Area Representative 3
School Psychologist of the Year

In June, a good friend and colleague, Roger, said farewell as he headed off to the land of retirement. There is something wrong with our profession because he spent his last year counting down the days (literally, he had an app on his phone that published the days, hours, minutes to retirement and every e-mail had as its subject title, the time left). Something is wrong with our profession, since Roger retired, he has dedicated every waking minute to NOT dealing with any aspect of School Psychology.

School psychology should not be, for yours or the students' sake, a waiting game until you retire. Retirement should not mark the end of your involvement in the profession. This letter is a plea, not from your president, who is too young to even think about these things (she was actually my intern a few years back), but from a 29-year veteran who is too in love with the profession to ever think about retirement. Don't let your career be simply a step to retirement. You are responsible for your job description. I am guessing that, like me, your office is a large broom closet surrounded by four walls (if lucky you might have a window-I don't). Does your supervisor live with you? Is anyone really watching? Who is stopping you from turning your job into something that you find more meaningful and one that you don't want to retire from?

Some school psychologists say that their entire professional existence revolves around refer-test-place and writing reports that are unread. I used to think that until a due process hearing judge told the room that my report was so strong and valid that she couldn't agree that an independent neuropsychological evaluation would shed any additional light on the student's disability. Wow- and I thought nobody would ever read my reports!

Some school psychologists say that all this talk and training on mental health is a waste of time. They don't get to work with anyone but special education students and do not have the time to address mental health challenges. Well, I used to think that too, until I decided that nobody would know if I actually spoke to students in my broom closet and helped them deal with the heavy issues that they were facing. Next week, I am starting a group therapy session- the Diogenes society (of Sherlock Holmes fame) with a group of gifted underachievers. This group seems to be particularly susceptible to depression, so when I asked my principal if it would be okay to pull them out of a class, she thanked me for worrying about these students.

I'm sorry- I will not countdown the days until my retirement. I don't see retirement as the promised-land. If I ever retire, I hope to stay very active with the Washington State Association of School Psychologists in some form or another. We need you when you retire! We need you to have lunch with legislators; we need you to write columns for the SCOPE on the latest adventures in the courtroom that affect our profession; we need you to be an Area Representative and mentor our brand new school psychologists as well as arrange professional development for the school psychologists in your region. Retirement is when you should do more than ever for our profession. But retirement should only happen when you are tired of getting up at 5:30am, not because School Psychology is boring or frustrating. There is nothing wrong with our profession that YOU can't fix right now.

Editor's response on page 16



**Response from the Editor
Laurie Anne Harrison, Ph.D.
President-Elect; SCOPE Editor
Snohomish School District**



Dear Dr. Hirsch,

I sincerely appreciate your thoughts on the importance of our peers staying engaged in our profession, those who are current practitioners and those who retire. When I first entered the field in the 80's in Washington State, our classrooms had significantly fewer children in them, behavior disordered children were an anomaly, and in comparison to other states, we were in the top 10% in educational pay in the United States. I had not been politically oriented. I had been raised during a time when our state valued education and there was no question about our legislators' abilities to show up and do what needed to be done to strengthen the citizens of our state. College was still affordable, and there was mental health support available outside of the schools for free or a nominal fee.

On the other hand, school psychologists had been and still are stuck outside, on the fringes of the educational system. For the past 30 years, we have identified children with social-emotional-behavioral needs but there has never been support to educate general education teachers or special education teachers on how to effectively work with these students. Including how to provide the most basic social skills. Year after year we see these children deteriorate, to the point they eventually drop out of school, most likely ending up in the justice system. Yet we tend to identify them in elementary school, force feeding them reading, writing and math, while we ignore the signs of depression, anxiety, anger. While curriculum is available to address these issues.

Our working conditions continue to be difficult. As you referenced in your letter, I too have worked out of an actual coat closet. When I first came to Snohomish School District in 2008, we had a union that had not been supportive. However, my peers got involved, becoming representatives from their school, with approximately 50% of us attending our monthly union meetings. We coordinated and developed a plan of action, educating our union president. Based on our most recent contract we have added 1 psychologist and by the end of next year we are to add 2 more psychologists. Whereas, I had, had a huge caseload, I am now splitting Snohomish High School (1850 students), with another full-time psychologist. It is amazing what can be done when we unite, and engage in clear, respectful dialogue with administration.

Mental illness is toppling our educational system, and we as professionals have been overwhelmed by the insanity of compliance requirements. Placing the need to get the paperwork in above the need to do what is best by children. In this SCOPE, Steve Gill poses the question as to "What is the Best Test? He presents a well thought out answer to this question. What I hear, is that it generally comes down to what we have available, and complete it as quickly as possible. In the field it is difficult to deny the impact of having no curriculum, no coaching or mentoring support for teachers and children.

In your letter, you reference the importance that we can redefine our role in the schools. That we do not have to accept our position as being limited and completely paperwork driven. That has been my personal experience. I think the primary issue is how isolated we are, and how easily it is for us to forget we have a very important voice that needs to be heard regarding our profession and the proper support of children.

I am asking that current school psychologists, to get involved in your union, and become a representative. Give voice every month to our concerns. Along with retired school psychologists we need all of us to monitor and support the Advocacy Page located on WSASP.org. You don't have to track legislation, we do. We provide the avenue for you to contact your legislators. Remember, they only need to hear from 6 people to understand the importance of a bill. We need your voice to truly make a difference.



An Update from your Government and Public Relations Committee

Carrie Suchy, NCSP, GPR Co-Chair



Announcing the ESA Behavior Health Coalition

Last year I testified before our house representatives at the State Capitol in favor of House Bill 1900. House Bill 1900 sought to further define the role of the school psychologist, school counselor, and school social worker. We were in favor of this bill, but like the school social workers and counselors, we thought our association should have some say in how our roles are defined. We were successful in our efforts to work with Representative Lilian Ortiz-Self and the language we recommended from the NASP professional practice model was taken and inserted into a revision of the law. The other groups had similar success. I had the great opportunity to testify side by side with Dr. Mendoza from OSPI, and Erin Romanuk, the President of the Social Worker's association and to talk with them afterwards.

That bill did not pass. It died "in committee." Not an uncommon outcome I am learning. But this work was not a total loss. Thanks to the connection made with Erin Romanuk, and some brief words exchanged in the audience, we are now a part of something much bigger.

As your Government and Public Relations (GPR) Committee Co-Chair, I am eager to share with you the exciting work being done within our committee these past few months. We have joined forces with the Washington Association of School Social Workers, Washington School Counselors Association, and School Nurse Organization of Washington to coordinate and cooperate in our advocacy efforts for the children in Washington State.

We are calling this the ESA Behavior Health Coalition. Our goals are to work together, providing a united front rather than 4 separate entities, going to Olympia and OSPI advocating for our students. As is implied in the name, our common goal and common focus point is to unite as educational staff associates in order to bring behavioral health to the forefront. We want to address Social and Emotional Learning, Mental Health, and Behavioral Health. We are working to clarify and solidify an understanding of what each of our professions brings to the education system to support and intervene for social and emotional health and wellness, and to support the whole child.

We are currently working on a single resource that will tell anyone, educator or otherwise, what each of us does for mental health that is unique to our individual training and practice models. These are distinctly different professions with a massive amount of overlap, and most outside of the professions genuinely have no idea how we differ.

On the other hand, many people have no idea how a school psychologist or school nurse might play a role in mental health. This resource will also include the services we provide for students including social and emotional health and wellness in all three tiers under the umbrellas of academics, behavior, social/emotional skills, and career and college readiness activities.

This is a very diligent and hard working group of professionals, including 1-3 representative from each association, working together. We have already taken this work to OSPI, collaborating together on a single message, who we are and what we *can* do for kids. Together, we are accomplishing more together than we ever could on our own.

As a coalition we needed to gather information from our respective professionals. We developed a survey and asked for input from our peers. We had 125 school psychologists across Washington State responded to our survey about the state of our practice today. Over 400 School Counselors, 125 School Nurses, and 74 School Social Workers responded to the survey. I am so proud to be in a state that makes advocacy a priority!

Continued on page 18



Moving forward we have a 1 year roll out plan for our work, starting with stake holders such as OSPI, Principals, Superintendents, and School Boards, eventually building coordinated momentum into the Capitol Building in Olympia, where we hope to share this work with the Senate and House Education Committees in 2017. It is going to be an exciting year, and we will keep you informed along the way and sincerely request you support us by following the Advocacy Page located at WSASP. Org. Simply take 5 minutes to review. You can use the site to send a personal message to your state representative and senator, or use the form letter we will provide. Each time one of you responds the stronger our voice becomes.

The Every Child Achieves Act

When you don't spend time in the political process, it is an extremely confusing and convoluted beast. Not unlike the Washington Administrative Code's now that I think about it.... Anyway, understanding the political process and how some ideas become laws and mandates is overwhelming, and can leave you feeling helpless. GPR is here to try to ease that feeling and make this as accessible as it can be, so you can participate in the political process that directly impacts you professionally.

The Every Child Achieves Act is a great place to start. ESEA is a bill that has been long overdue for renewal (2007!). The last renewal was something we call the *No Child Left Behind* act. Ring a bell. I thought so. Well, our legislators are hard at work on an actual, viable reauthorization of the bill right now, it is called the Every Child Achieves Act. I could write all about this for you, but, thankfully, Kelly Vaillancourt Strobach at NASP has already done that. She wrote a piece for the Communique in Volume 44, Issue 2 that outlines where they are in the process, and what pieces of the debate really matter to school psychologists. What it comes down to for us, is the availability of learning support, and safe school environments. I strongly suggest you check out her piece, if you are a NASP member you can look it up on their website. Kelly has also co-authored a very easy to understand side by side comparison of the house version of the bill, the senate version of the bill, and what NASP recommended to them in their advocacy efforts. This is linked on the WSASP Advocacy Action Center, I would recommend you check it out to get an idea of what exactly is in that bill!

As they move through the legislative process we will likely ask you to reach out to your representatives to make sure the voice of the school psychologist is a loud and assertive one, so be checking your Prior Written Notice Newsletter and the WSASP Advocacy Action Center for more details.

Superintendent of OSPI Election

Randy Dorn is an elected official, and he is not running for another term. That may come as news to you, it sure was a surprise to me! People from within and outside of OSPI have put their hat in the ring for this position, and this is a race whose outcome will impact us very directly. GPR will do it's best to keep you apprised of the situation as it unfolds.



What is the Best Test?

Steve Gill, Area 1D Representative, Kent School District



Between being the ESA Coach and having interns over the year, I have heard this question many times regarding academic testing, intelligence testing, and adaptive behavior testing. The answer to some folks is a specific test kit, but to me it depends, and it depends upon many variables.

First, I believe that the training and experience of the examiner is what leads to accurate results, given that virtually all of the tests have strengths and weaknesses (and I cannot imagine us all agreeing on which tests, have which strengths and weaknesses). Second, what are you using the test for, what are you trying to achieve? Often staff talk about a certain academic test doing a poor job of measuring written language skills, given it "might" only tell you about sentence level skills.

This brings out a great question. What does a student need to be able to do, skills wise, in order to be the responsibility of general education versus special education? Some staff, at later grades, will say that the student needs to be able to write 3-5 paragraph essay, or they need special education services. Please give the following a moment's thought. If a student can truly construct solid sentences, is written language then a special education issue or is planning an issue? Could general education be teaching the student a format and providing them a flow map for writing these essays. For example, a good paragraph is a well written introduction sentence, followed by a few well written content sentences, followed by a well written summary sentence. So, if a student can write a good sentence, maybe the rest is planning that may or may not need to occur in special education. A short essay is an introduction paragraph, followed by some content paragraphs, followed by a summary paragraph. Again, this sound like planning and not writing.

Then, what about intelligence tests. First, what do our current intelligence tests really measure? Some might say that they measure the likelihood to do well in school. Some would argue that they provide strong neurological indicators. In either case, the examiner needs to know what their hoping for with regards to helping teachers teach and helping parents understand. In our current system, there are limitations upon what really is likely to occur. However, that is an argument that is well beyond this paper. So, instead, I will talk about non-verbal intelligence tests as an example. We use these frequently with our language learners, yet have we thought about the issues of culture and experience. We use these because they are far less impacted by language. But, the norming group they were created upon does not, in many cases, have the same culture or experiences. For example, many students we use this on did not have some of the toys and experiences needed to be prepared for these tests, like Legos, Lincoln Logs, Erector Sets, Where is Waldo, etcetera. These are toys and experiences that help in understanding how things fit together and making predictions (so you pick up the right piece instead of trying all of them). Nonverbal IQ tests require students to visually understand how things fit together and make predictions. I have tested countless language learners using these tests and I have noticed something that many times occurs. Some of these students do very poorly on the initial subtests, then a lightbulb goes on (usually the end of the second or start of the third subtest) and their performance increases greatly. So, now what do we do with the results? What is their true ability? What is their score?

What about adaptive behavior scales? There is an argument circling around me right now about the two major ones, both sides saying theirs is the best. That is unlikely to be true. Some of them are more parent friendly, which could be the best. However, what if that limits getting to some of those uncomfortable questions?

In the end, examiner experience with whatever measure is being used is critical. We need to know the supposed strengths and weaknesses of the tests we are using. We need to understand what we are hoping to get out of completing the test. If your only goal is to complete the discrepancy table, you might want to reexamine your goals. Also, in the schools, it is unlikely that you will have the option of picking and choosing to no end. You might be able to trade off with other people, but time and driving and arranging might at some point limit you. Just a few thoughts that will hopefully encourage discussion and openly thinking about the possibilities.



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Washington State Association of School Psychologists 2016 Spring Lecture Series



The Assessment of and Intervention for Culturally Linguistically Diverse (CLD) Populations

Registration will occur on-line through the WSASP website (www.wsasp.org) beginning mid-January.

Webinars will be pre-recorded and all talks will be archived and available as digital recordings along with the presentation, powerpoints, handouts, etc.

35 clock hours will be provided. Webinars will be 2.5-3 hours in length.

All Webinars will be released at 12:00 PM Pacific Standard Time

Registration Fees:

WSASP Members Full Series - Regular members \$250
Full Series - Student/Retired Members \$125

Non-Members Full Series \$350

Clock Hours

Participants, upon completing an evaluation for the full series (35 hours) will be issued a clock hour verification form.

Reciprocity with other state certification offices must be petitioned prior to the start of the series.

Clock hours are directly linked to registration (no sharing series participations between two or more participants). Clock hours will only be available after last webinar is broadcast.

The following is an overview of the speakers and their presentations. Registrants will only have the option of signing up for all 35 clock hours.

The presentations will be offered on Fridays only. Live Q & A sessions with each speaker will occur after each webinar is released. Due to speaker availability and time zone differences, the exact time of each Q & A session will be provided to you in an email one week prior to each release date.

Spring Lecture Series Presentations

1/29/16 - Disproportionality in Special Education: The role of the School Psychologist . *Steve Hirsch, Ph.D.*

2/12/16 - Being an Equity-Oriented Practitioner: Introducing a framework for centering educational equity in everyday practice. *Seena Skelton, Ph.D.*

2/26/16 - Cognitive Assessment of English Language Learners. *Bryn Harris, Ph.D.*

3/11/16 - Addressing the IDEA Exclusionary Clauses in the Evaluation of SLD with English Language Learners .*Chieh Li, Ed.D.*

3/25/16 - The assessment of the CLD population: a fifty-year dilemma. What progress has been made, what issues remain? *Sam Ortiz, Ph.D.*

4/15/16 - Understanding Cultural Validity in Testing. *Michael Orosco, Ph.D.*

4/29/16 - The Good, The Bad, and the Unethical: Ethical Issues for School Psychologists. *Phil Koester, M.Ed.*

5/13/16 -Tiered supports for culturally and linguistically diverse students *Dacis McCoy, Ph.D., Wallace Larkin, M.Ed.*

5/13/16 - When the Minority is the Majority: Perspectives from and Issues Arising in School Districts that are not Predominately White *Tracy Wilson, M.Ed., Pedro Gonzalez, M.Ed., Norm Dorpat*

6/10/16 - Evaluation of ELL Students for the Possibility of Special Education Qualification *Steve Gill, M.Ed.*

Spring Lecture Series


The Assessment of and Intervention for Culturally Linguistically Diverse (CLD) Populations Continued


January 29, 2016 **Disproportionality in Special Education: The role of the School Psychologist** *Steve Hirsch, PhD, NCSP School Psychologist - Shoreline Schools*

Since enactment of the 1975 Education of Handicapped Act, special education rosters have contained disproportionately large numbers of minorities. The current study analyzed decision-making at four points or 'gates' in the special education process: 1) referral; 2) formal assessment; 3) eligibility; and 4) the decision to exit. The goal of the research was to assess the contribution to disproportionality at each of the gates. Disproportionality was absent at the referral stage, as minority rates of referral closely matched their proportion in the student population. Teams, however, were more likely to refer students of Latino, Black and Native American heritage for special education testing. Assessment resulted in equal numbers of minorities and nonminorities being found eligible for services. Interestingly, the vast majority of students exited from special education were Caucasian. Is it possible that disproportionality exists, not due to increased referral of minority students, but rather, the lessened likelihood of exiting; a stopped-up funnel analogy? Do minority students have fewer options to formal Sped assessment? The 504 plan is an alternative pathway to special education assessment, but in the Shoreline district nearly 90% of students with 504 plans are Caucasian! This workshop will explore disproportionality as a result of team decision-making.

February 12, 2016 **Being an Equity-Oriented Practitioner: Introducing a framework for centering educational equity in everyday practice.** *Seena Skelton, PhD Project Director Great Lakes Equity Center*

Creating learning environments where all students regardless of individual characteristics, personal and cultural identities, have access to, and can meaningfully participate and make progress in quality learning experiences that empowers them towards self-determination is a primary goal of educational equity. This session will present a framework that school psychologists can use to center educational equity in everyday practice.

February 26, 2016 **Cognitive Assessment of English Language Learners.** *Bryn Harris, Ph.D. Assistant Professor of School Psychology – University of Colorado Denver*

The nation is becoming increasingly diverse, and school psychologists need to be prepared for these demographic changes. One of the fastest growing populations within public schools in the United States is English language learners (NCES, 2014). School psychologists have historically encountered challenges when assessing this population in a culturally and linguistically responsive manner (Ochoa, 1999). These challenges may result in the under or overrepresentation of this population in special education. Much of this challenge is differentiating language acquisition and acculturation from atypical behaviors or development. This webinar will provide an overview regarding the language acquisition, acculturation, and educational contexts that may impact the academic and social-emotional success of English language learners (ELLs). The majority of the webinar will focus on different assessment methods of cognitive abilities within ELL populations. Participants will learn when to use nonverbal assessments with ELLs, how to evaluate traditional cognitive measures for their linguistic demand, and when bilingual assessment of ELLs may be warranted. Assessment modifications and alternative cognitive assessments will also be briefly discussed.

Spring Lecture Series



The Assessment of and Intervention for Culturally Linguistically Diverse (CLD) Populations Continued



March 11, 2016 Addressing the IDEA Exclusionary Clauses in the Evaluation of SLD with English Language Learners *Chieh Li, Ed.D., NCSP Associate Professor and Direct of Clinical Training – Northeastern University*

This webinar focuses on the IDEA (2004) exclusionary clauses in the evaluation of specific learning disabilities with English Language Learners (ELLs) relevant to school psychology. Specific cultural and linguistic considerations for evaluating ELLs in the RTI model will also be discussed. The webinar will provide tools for implementing the IDEA non-discriminatory assessment guidelines for evaluating ELLs.

March 25, 2016 The assessment of the CLD population: a fifty-year dilemma. What progress has been made, what issues remain? *Sam Ortiz, Ph.D. Associate Professor of Psychology – St. John's University*

It has been estimated that 97% of English Language Learners (ELLs) have never received the type of educational programming necessary to help mitigate the potentially adverse effects that linguistic and cultural differences can have on academic performance. Yet, as a group, they continue to be over-represented in special education. Assessment often plays a role in this negative process and despite fifty years of recognition regarding the limitations of ELL evaluation, the problem persists. At the heart of the problems in assessment is the fundamental concept of validity which begs the question: do our assessments of an ELL represent a valid measure of a particular ability or instead simply reflect their limited English skills? The consequences of placing an ELL in special education without valid evidence of a learning disability is both tragic and another aspect of validity. To make matters worse, there is no evidence that special education placement either has the capacity to or actually provides an education that can ameliorate the impact of previous inappropriate instructional programming. Until and unless ELLs are no longer mistakenly identified as having disabilities when in fact they do not, there will be little impetus to improve their instruction in the general education setting or dissuade schools from using special education placement as an ineffective remedial policy.

April 15, 2016 Understanding Cultural Validity in Testing. *Michael Orosco, Ph.D. Associate Professor of Special Education – University of Kansas*

Assessment plays a powerful role in the education process in the United States and historically has been based on a narrow view of cognition that fails to take into account the social and cultural nature of learning (i.e., lack of cultural validity). The conceptual relevance of cultural validity is supported by the research that sociocultural experiences shape a student's cognition. To attain cultural validity, the process of assessment must consider how a student's sociocultural context influences the ways in which they make sense of items and the ways in which they process this information. The purpose of this talk is to discuss the concept of cultural validity and how cultural and linguistic background influences the ways in which a student interprets assessment items and the cognitive activities used in completing those items.

April 29, 2016 The Good, The Bad, and the Unethical: Ethical Issues for School Psychologists. *Phil Koester, M.Ed., NCSP School Psychologist – Ferndale School District*

Historically, most associations' ethical standards speak to the Good, - What should professionals do to be ethical. They should be good communicators, good collaborators, good service providers etc. The Washington State Code of Conduct was implemented in the early 1990s and represents the Bad – what you should not do e.g. falsification of data, abandonment of generally recognized professional standards etc. - Continued on page 24



Spring Lecture Series

The Assessment of and Intervention for Culturally Linguistically Diverse (CLD) Populations Continued



April 29, 2016 The Good, The Bad, and the Unethical: Ethical Issues for School Psychologists. *Phil Koester, M.Ed., NCSP School Psychologist – Ferndale School District continued*

The Code specifies different levels of sanctions and their burden of proof. School Psychologists are certified by OSPI and unethical behavior can be punished by the OSPI's Office of Professional Practice (OPP). Punishment comes in one of three forms: revocation of one's certificate, suspension of one's certificate, or a reprimand. How do the NASP ethical standards and Code of Conduct coexist? What are the implications for professional practice?

May 13, 2016 Tiered supports for culturally and linguistically diverse students *Dacis McCoy, Ph.D., Assistant Professor, Behavior Analysis – University of Cincinnati Wallace Larkin, M.Ed.*

Many schools in the United States are currently facing the task of serving culturally and linguistically diverse students with a wide range of academic, social, and behavior support needs. There is an emerging research base on interventions targeting English Language Learners (ELLs) at the class-wide, targeted, and individualized levels. The aim of this presentation is to bridge the gap between research and practice, with a focus on the role of the school psychologist in promoting best practice for ELL students.

May 27, 2016 When the Minority is the Majority: Perspectives from and Issues Arising in School Districts that are not Predominately White *Tracy Wilson, M.Ed. – Executive Director Special Services – Pasco School District Pedro Gonzalez, M.Ed. – Bilingual School Psychologist – Pasco School District Norm Dorpat - School Psychologist – Chief Leschi Schools, Puyallup*

Tracy Wilson has worked in the Special Education field as a teacher and administrator since 1991 in the Pasco School District. Pedro has worked in the Pasco School District as a bilingual school psychologist since 2004.. Currently, the Pasco School District is around 70% Hispanic, a total school population around 17,000 students with 12 % special education eligible. Over the past 10 years, the district has doubled in size and proportionately so has the special services enrollment. Our indicator data several years ago began showing an increase in SLD/Hispanic disproportionality. With a majority of the district of minority status, ongoing research and training for referral and eligibility decisions has long been the work of the Pasco School District Special Education Department. Lessons learned, practices used, and ongoing challenges on identification of language based disabilities for ELD students would be shared during the webinar.

June 10, 2016 Evaluation of ELL Students for the Possibility of Special Education Qualification *Steve Gill, M.Ed. School Psychologist – Kent School District*

This webinar will first focus on the data and research that helps individuals to adjust or change the mindsets of the staff they are working with, with regards to the history and learning characteristics of language learners. Additionally, this same information might help some of the individuals in attendance modify their own beliefs and mindsets. Then, the webinar will discuss some of the data individuals need to examine in order to understand the likelihood students in their schools are casualties of ineffective systems or might be reasonable candidates for special education evaluation. The webinar will take time to evaluate how to integrate data from a pre-referral process into a special education evaluation. Finally, the discussion will focus on setting an agreed upon standard to meet or exceed with regards to appropriate data needed for a special education evaluation of a language learner.



Every Student Succeeds Act (ESSA) - What We Know So Far

Laurie Anne Harrison, Ph.D.
Snohomish School District
President-Elect; SCOPE Co-Editor



Every Student Succeeds Act (ESSA) - What We Know So Far

- Signed into law by President Obama in December 2015
- Replaces NCLB (NCLB officially ends in August 2016)
- Main goals of the new law:
 - expand access to quality education for all students
 - reduce unnecessary testing
 - grant states increased flexibility to design their own accountability systems, which allows for evidence-based, locally-designed initiatives that meet the needs of schools and communities
- 2016-2017 is transition year, which allows states to define and refine many items in the new law
- 2017-2018 full implementation

Other Things to Note:

- ESSA prohibits the Secretary of the Dept. of Education from mandating or incentivizing Common Core
- ESSA maintains statewide assessments in reading and math in Grades 3 through 8 and once in high school; science tests given three times between Grade 3 and 12
 - States may pursue flexibility to develop and implement their own statewide assessment (e.g. competency-based assessments through a pilot program)
 - States may also elect to administer nationally recognized high school assessments like the ACT or SAT, in place of a state assessment, provided that the assessment meet certain requirements
- Replaces the one-size-fits-all AYP federal accountability in which schools were measured exclusively on proficiency in annual statewide reading and math exams
 - Instead, ESSA uses a comprehensive system that requires states to use other indicators of student achievement (e.g. student engagement, access to and completion of advanced coursework, school climate and safety)
 - State action is required to improve learning in the state's lowest performing schools and where any subgroup of students are underperforming
 - State is not required to execute federally dictated interventions in low performing schools
- Increased accountability for special populations (No more than 1% of all students take the alternative assessment for students with the most significant cognitive disabilities)
- State required to measure progress of ELL towards reaching full English proficiency within a state-determined number of years (not just meeting a proficiency bar)
 - Move ELL from Title III to Title 1
- ESSA ends federal mandates on teacher evaluations and seeks to better support teachers
 - ESSA allows, but does not require, states to develop and implement teacher evaluation systems
 - ESSA provides resources to states and school districts to implement various activities (e.g. induction for new teachers, ongoing, evidence-based PD, programs to recruit new teachers to the profession)

(Snohomish School District: Sent out to Staff 1/20/2016)



How to Contact Your Area Representative



Area Represented	Name	Email
1 A	Annemarie Huston & Ashley Burchett	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 & Steve Hirsch	Area3@wsasp.org
4	Donna Rogers & Jill Davidson	Area4@wsasp.org
5	Alex Franks	Area5@wsasp.org
6	Cristobal Santoyo	Area6@wsasp.org
7	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

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.

WSASP Leadership

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President Elect: Laurie Harrison	Clock Hours: Susan Smoots	Eastern Washington University Representative Respecialization: Jamie Chaffin
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Area 2: Pat Byrne & Amy Eddy	NASP SPAN Representative: Carrie Suchy	
Area 3: Gail Omdal & Steve Hirsch	Assessment Review: Carrie Suchy	
Area 4: Donna Rogers & Jill Davidson	Retention & Recruitment: Jamie Chaffin	<p><i>We value your contributions and suggestions!</i></p> <p><i>Please contact the SCOPE editor at</i> SCOPE@wsasp.org</p>
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