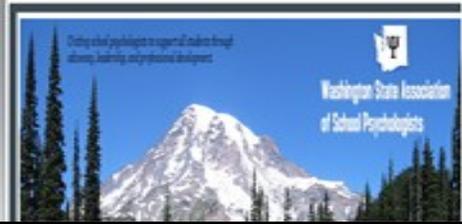


Mission Statement: Uniting school psychologists to support all students through advocacy, leadership and professional development.

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

Ψ SCOPE



WSASP President

Dr. Laurie Harrison

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|--|---------|
| President’s Message | Page 1 |
| Secondary Psychologists Summit: Year 2 | Page 4 |
| Commentary: Time for Some IDEA Wish-Dreaming | Page 6 |
| Barriers to Graduation | Page 10 |
| Changing High School Graduation Requirements | Page 11 |
| How to Choose Which Tests to Use --Does Your Choice Mean That a Student Qualifies or Doesn’t | Page 12 |
| Nominate a colleague for a WSASP Award | Page 13 |
| Increasing School Psychologist Visibility in the Schools | Page 14 |
| How to Contact your Area Representative | Page 15 |
| Editorial: What Ever Happened to the Interactive Job Interview | Page 16 |
| Operation Jumpstart: WSASP Grants Application Process | Page 17 |
| WSASP Leadership | Page 19 |

President’s Message

I sincerely appreciate the honor of being the President of the Washington State Association of School Psychologists (WSASP) for the 2016 – 2017 Term starting on June 27, 2016. I fell in love with school psychology when I did my internship in 1985. I had an excellent mentor, Washington State was in the top 5 states with the smallest class sizes, and there were many resources available to students and families.

Over the past 30 years, I have seen us as a profession struggle with accessing pertinent professional development in our schools, access to different types and current assessment kits, and the proper working conditions we need in order to effectively support children. I have also seen our legislators gut education funding, dramatically increase class size, and reduce resources for families and children. I am currently in a school district that has good contract language for school psychologists, but I know this is rare. In our SCOPE Spring 2016 publication I referenced 2 new business items that passed almost unanimously at the Washington Education Association (WEA) Representative Assembly in April. One of the new business items has already been implemented, which was to reinstitute the WEA Educational Staff Associates (ESA) committee. The intent of this committee is to be able to be able to advocate with the Office of the Superintendent of Public Instruction (OSPI) and the Washington State legislative body, in order to move policy, legislation and funding to support us professionally/ Steve Gill (Representing Area1D) and I met with this team June 2nd at the WEA headquarters in Federal Way.

(Continued on Page 2)

President's Message Continued

The 2nd new business item still needs to be implemented by WEA, which is to address contract language for Educational Staff Associates across the state. I recently put together a list of contract language under different categories. I sent it out to the WSASP board to review, and I am still getting input. I will also put together a survey in the fall to send to WSASP members to gather further information, and will then present to our executive board for approval at our Fall Conference. We will have then present the contract language recommendations to the WEA committee. We will have it available to WSASP members in the Winter SCOPE 2017 edition, as well as posted on our website.

As the new President of WSASP, my focus will be on advocating for school psychologists. Our organization has been able to provide excellent professional development opportunities for school psychologists at our on-site conferences as well as online under the dedicated leadership of Dr. Steve Hirsch. Due to his leadership, professional development has expanded beyond the Fall Conference. There is now professional development provided to school psychologists at secondary schools for the Summer Summit, as well as the Spring Lecture Series, which is available online. Our professional development committee is now working with our Treasurer, Arick Branen in regard to how we can offer our Spring Lecture Series to school districts, so that WSASP Clock Hours can be tracked as well as applied to the National Certification of School Psychologists (NCSP) NASP certification. In addition, our Area Representatives have provided, and want to continue to provide, the opportunity to connect and learn as a community.

For those who have been following my articles in SCOPE, I am dedicated to school psychologists having voice, as well as the professional tools we need, and the best possible working conditions. The most astounding aspect of our job is that we are in almost every public school, every single week, gathering information and data to properly support students. We, as school psychologists, truly know why children are failing: this failure rarely has anything to do with actual basic skill development. In fact, one of the greatest challenges we have faced is the defunding of education. As a consequence of legislation, our classrooms are crowded to unacceptable levels that compromise the learning, development and educational growth of our students; cut a wide range of resources both within as well as outside the schools; and decreased pay to educational staff.

Under the leadership of Carrie Suchy, currently Co-Chair of WSASP's Governmental and Public Relations Committee (GPR), the GPR has become very active. The GPR committee has built relationships with other ESA organizations, and developed the ESA Behavioral Health Coalition, which includes School Counselors, Social Workers and School Nurses. The Coalition has delineated a 3 tiered system under 4 domains that address our roles in the schools. This assists, school administrators, legislators, as well as the Office of Superintendent of Public Instruction (OSPI) in making better informed decisions. A pervasive concern is that no one seems to understand who we -- the school psychologists -- are, the nature and range of our professional services to all stakeholders, the array of ways that we protect the school district from state and federal liability, as well as concerns that we are competing for the same dollars as other ESA staff. At the last Washington Education Association meeting, we were able to pass two new business items: one that reinitiated the ESA committee to address our legislative concerns; and, the second forming a committee to make contract recommendations across the state. We also have a formal business relationship with K-12 Governor's Ombudsman, as well as with OSPI and legislators.

(Continued on Page 3)

President's Message Continued

At the Executive Board meeting in March, under the leadership of Dr. Jamie Chaffin, we implemented a Mental Health committee, which will be chaired by Tricia Parker. This committee will function independently as well as with Professional Development, to support our members in building/strengthening the necessary knowledge and skills to better address the needs of our students, parents, and the community.

There are many wonderful opportunities to participate in WSASP, and we absolutely need your help. At our Summer Conference and Fall Conference we will have sign-up sheets for our committees. Many occur on-line via Go-To-Meeting. You can also go onto the www.wsasp.org website and contact the Committee Chair and ask to become involved. The new legislative session will begin in January, and we will absolutely need for you to log onto our Advocacy Page, and email your legislators regarding certain house and senate bills. This truly is a team effort, and we know the importance of collaboration to facilitate change.

Have a wonderful summer! I hope to see as many of you as possible at our **Secondary Psychologists Summit, August 19, 2016 from 8:00 - 3:45 PM at the Quinault Resort and Casino in Ocean Shores, Washington.**

Laurie Anne Harrison, Ph.D.
WSASP President

SURVEY UPDATE

Dr. Steve Hirsch would like to present the results of the state-wide psych survey via webinar on Thurs June 30 from 10am-1pm" A link to this webinar will go out to entire membership by Monday June 27.

Spring Lecture Series:

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

Clock Hours: A 35 hours verification form will be provided upon completing an evaluation for the full series

Spring Lecture Series is in Full Swing, and all sessions are still available.

Register online at wsasp.org

The Assessment of and Intervention for Culturally Linguistically Diverse (CLD) Populations Spring Lectures Series is still available online for 35 clock hours. Please register at wsasp.org to take advantage of this amazing opportunity to listen to leading experts in the field on a variety of topics that support our understanding on how to properly assess and support students with diverse backgrounds.

Registration Fees:

WSASP Members Full Series - Regular members = \$250

Full Series - Student/Retired Members = \$125

Non-Members Full Series = \$350



Washington State Association of School Psychologists



Secondary Psychologists' Summit: Year 2

August 19, 2016 8:00 - 3:45 PM

Quinault Resort and Casino in Ocean Shores, Washington

78 State Rt 115
 Ocean Shores, WA 98569
 1-360-289-9466

Fees

WSASP Member = \$100
 WSASP Member Retired/Student = \$40
 Non-Member = \$200
 Non-Member Retired/Student = \$75
 Breakfast & Lunch are included

Registration: www.wsasp.org

WSASP Members: Please log into your account/renew your membership in order to register at the member rate.

Please Note: WSASP will not be accepting Purchase Orders for registrations. Thank you for your understanding. If your district requires you to pay with a Purchase Order, please send an email to contact@wsasp.org.

Clock Hours: 7.5 Hours

WSASP Members: Will be issued verification of Clock Hours upon completion of evaluation forms.
 Non-Members: Verification of Clock Hours can be purchased upon completion of evaluation forms for \$2 per hour.

| Time | Event | Presenters |
|------------------|---|---|
| 8:00 AM | Continental Breakfast | |
| 8:30 - 10:00 AM | The Impact of Early Trauma on Secondary -Aged Students | Janiece DeSocio Seattle University |
| 10:15 - 11:45 AM | Transition after High School for Less-Involved Special Education Students: Options and Issues | Cinda Johnson Center for Transition |
| 11:45 AM | Lunch | John Bresko Program Supervisor Special Education at OSPI |
| 12:30 - 2:00 PM | The Complete FBA | Greg Frantzen Overlake Special School |
| 2:15 - 3:45 PM | Interventions at the Secondary Level: A Pipe Dream | Bill Rasplica Franklin Pierce |

The NASP Communications Workgroup has demonstrated that Gumby, the likeable, flexible, green fellow from childhood, has characteristics that align with the attributes of school psychologists. His purpose is to remind us of the incredible gifts that school psychologists bring to their jobs each day, gifts that may be useful in the effort to do that one more thing. What do we have in common with Gumby? Consider the following:



| Gumby's Qualities* | School Psychologists' Qualities |
|---|---|
| <ul style="list-style-type: none"> • Flexible • Helpful • Optimistic—all is possible • Honest and pure • Adventurous • Fearless • Loving • Everybody's friend • Gumby represents the good in all of us | <ul style="list-style-type: none"> • Flexible • Helpful • Optimistic—all is possible • Honest and ethical • Resourceful • Highly skilled • Dedicated • Caring • School psychologists see the good in all of us |
| <p>*By Art Clokey, Gumby's creator, found on the back of the Gumby package</p> | |

JOIN A WSASP COMMITTEE NOW & MAKE A DIFFERENCE

Did you know that as a WSASP member you can join a committee and have voice in our professional community? If interested please email Contact@wsasp.org. Our current committees are as follows:

- Governmental & Public Relations Committee
- Retention & Recruitment Committee
- Assessment Committee
- Ethics and Professional Practices Committee

- Communications Committee
- Professional Development Committee
- Mental Health Committee
- Awards Committee

Commentary: Time for Some IDEA Wish-Dreaming

By Phil Koester, NCSP

WSASP Ethics Chair

Sigmund Freud linked wish fulfillment and the dream. Disney movie studios took this to a new level by starting each of their animated movies with a song that was essentially a wish-dream song. The Mermaid wished for feet, and the Hunchback wished for social acceptance etc. Now it's time for some IDEA wish-dreaming:

I wish the IDEA would drop the rigid reliance on timelines and revert to guidelines instead. I've seen too many evaluations cut short in favor of timelines. Wouldn't it be better to value quality evaluations over timelines? What if the guidelines said, "the evaluation should be done sometime in the third school year from the last evaluation." This would allow people to schedule all the evaluations evenly throughout the year! About 10 years ago I remember doing 7 evaluation meetings in one day just to meet the timelines. With this load, quality evaluations were impossible. We had a student move to my school a week before the re-evaluation was due. The chosen option (for timeline compliance) was to waive the evaluation. I have to send out a PWN for re-evaluations months in advance of the re-evaluation date. Why? Because they rarely come back, and we have to send them 2 times (some say 3) to establish the "reasonable attempts" standard. If we wait too long then I don't have time to complete a comprehensive evaluation before the timeline. If consent comes back early then somebody says that I have to start early and finish early (35 day limit). These rigid timelines are amazingly inefficient and in the end cheat students out of quality and comprehensive evaluations. With guidelines, you'd find a reduction in heart attacks as well.

I wish the Prior Written Notice (PWN) was revised. First it should be titled, "Notice of action." It's almost completely redundant; most of what a parent needs to know is already written in the evaluation report. Many psychologists usually say in the PWN, "see evaluation report." But the OSPI PWN template states,

"A description of each evaluation procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:"

Ok, well the tests, results, and SDI are listed in the evaluation report, but each evaluation procedure? There is a very long list of evaluation procedures in the WAC:

"WAC 392-172A-01070 Evaluation Procedures: Evaluation means procedures used in accordance with WAC [392-172A-03005](#) through [392-172A-03080](#)...."

These procedures, when printed, are on approximately 11 pages. Do we really need to list all of those procedures in the PWN? Can't we just reference the WACs? My IDEA colleagues are all over the map on this one.

(Continued on Page 7)

Commentary: Time for Some IDEA Wish-Dreaming continued

I wish that ESA specialists (i.e. school counselors, psychologists, SLPs OTs etc) did less secretarial work and more direct service with students. Too many are scheduling meetings, photocopying, creating mailing labels and mailing notices etc. Why don't districts hire a school secretary to do these secretarial tasks and free up the psychologist's time for mental health support? Let's do more counseling, behavioral interventions, RTI, consulting, or parent training! In the 1990's I remember arriving at a high school on my first day. I was there one day a week to do IDEA evaluations. The Secretary lined up 4 kids for me to counsel. I asked, "why me, you have 3 school counselors here to do counseling?" She replied, "they don't have time to counsel, they have too much paperwork." So I did the counseling and neglected the evaluations – not a good long term strategy (especially if you are hired to do evaluations).

I wish that the state and federal government fully funded public education and the IDEA. Too many IDEA specialists are crowded into substandard facilities, using outdated tests, provided with outdated technology and given workloads that are unmanageable. Too many students are served by paraprofessionals instead of certificated teachers and specialists. Too many specialists work in buildings that are nearly 100 yrs old, built with materials now known to be toxic. Lead in the water – does that sound familiar? Several years ago I remember having to run down 3 flights of stairs, across a courtyard and into another building to access a printer. I liked the exercise but parents often wondered what took me so long. I left public education for 12 years to work overseas in the corporate sector and international schools. The difference was night and day! They had modern facilities, modern and abundant technology, space to work, ample secretarial support, lighter workloads and higher pay. Why not in the great USA? Could this be one reason why we have a shortage of IDEA specialists?

I wish we could waive the consent requirements for re-evaluations. Why not just change the default? Too many psychologists send out notice after notice and rarely get consent, yet without reasonable attempts, consent is required to begin the re-evaluation. Let's make consent for re-evaluations a standard expectation when consent is given at initial placement (unless revoked subsequently by parents). Can you imagine how much paperwork, time and money could be saved? The GAO should do a study on this inefficient requirement.

(Continued on Page 8)

Commentary: Time for Some IDEA Wish-Dreaming continued

I wish specialists had access to all student data. Ironic that the IDEA is predicated on the principal of access yet many specialists are still denied timely access to various student records. First, as student records become increasingly digital, student's cumulative files tend to have less and less data. Digital data doesn't follow the student when they move - it stays in the district, and when we review student files they occasionally have nothing in them. Further, you hear stories from psychologists who had to do a MDR meeting without having the SPED file, nor did they have on-demand access to digital SPED records. What was the student's disability? Can anybody remember? Many districts still mail the student's SPED file out, which could take days to receive, and often doesn't arrive until after the MDR meeting. Let's digitize student records (evaluation reports) and make them student centric rather than district centric. This is the future for HIPPA records, let us do the same with FERPA records. If the state could create a records database for migrant kids, why not for SPED kids? Too many times kids move into our schools and it takes years for us to find out that they were on an IEP in their previous school. OOPS! In the end, lack of timely access to information precludes good service.

I wish we had enough certificated mental health providers in the schools. We have ever increasing mental health needs because of students with adverse childhood experiences (ACES) and few certificated people to serve them. If our evaluations indicate serious behavioral and emotionality/mood disorders yet not one student is listed for counseling as a related service, because we don't have the personnel, isn't that a civil rights violation?

Help me out Disney! Make an IDEA movie with a happy ending!

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.

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.



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



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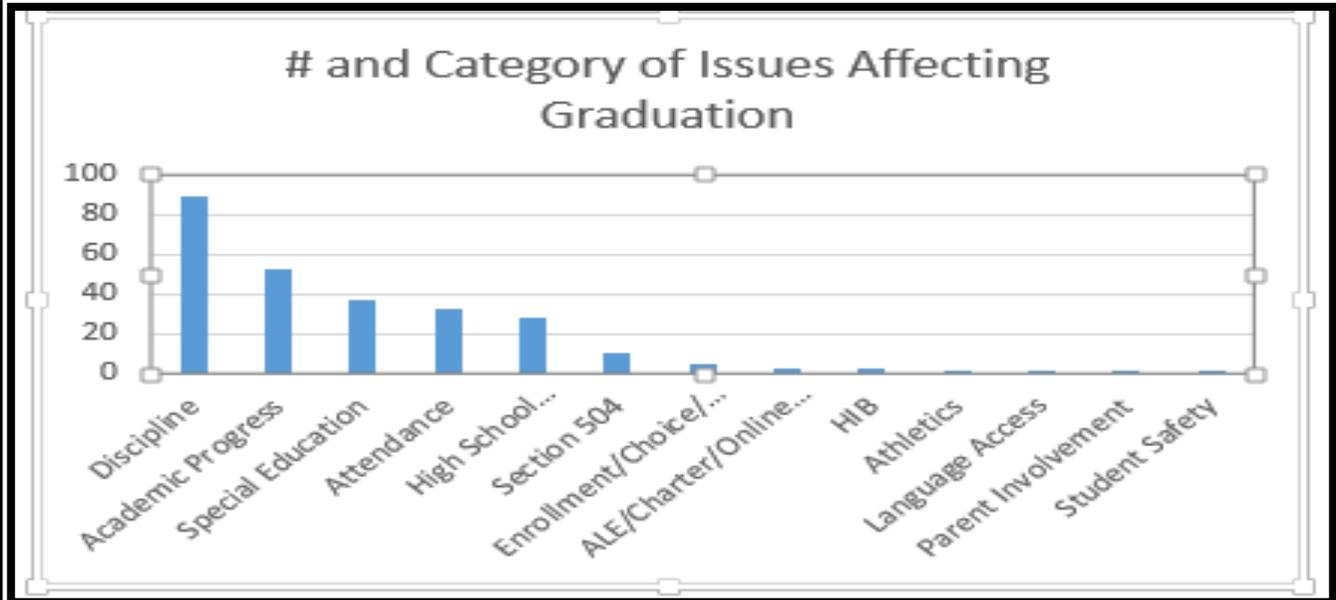


Barriers to Graduation
from the Washington State Governor’s Office of the Education Ombuds
Stephanie Palmquist Associate Ombuds and Media Specialist

June has arrived, with the days flying by, rushing towards the end of the school year and graduation. This is a time when the Office of the Education Ombuds (OEO) sees an increase in calls relating to last-minute graduation issues. As OEO shifts its work into more proactive intervention, now seems like a good time to discuss barriers to graduation, as reported by parents and community professionals who have called OEO over the past two years.

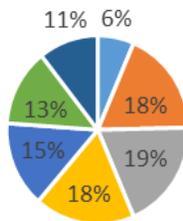
OEO has received over 260 calls affecting graduation from 2014-2016. Our data shows that several issues can ultimately affect graduation, and that problems need to be identified, and addressed, as soon as possible.

The main issues reported to OEO affecting graduation include student discipline, academic progress, special education, attendance, and high school graduation specifics such as not passing a state exam, being short credits, or not being able to



OEO’s data also showed that concerns start early on, with 11% of 7th graders, and 13% of 8th graders reporting issues that may affect graduation.

Graduation Issues by Grade Level



- Above 12
- Grade 12
- Grade 11
- Grade 10
- Grade 9
- Grade 8
- Grade 7

Educators, community professionals, families and students are welcome to contact OEO and discuss their concerns about graduation, or any issues affecting student success in K-12 public schools, in a confidential phone call. Call toll-free: 1-866-297-2597 or email: oeoinfo@gov.wa.gov.

Changing High School Graduation Requirement

Earn High School Credit

Washington requires public high school students to complete a minimum number of credits to graduate. Many local school districts, however, require students to earn credits beyond the state minimum. *Students must fulfill all requirements of their local district to be eligible to graduate.*

The chart below shows the state-required minimum number of credits students need, by year of expected graduation (also known as "Class.") A student's Class is determined by the year he or she entered 9th grade. For example, a student who entered 9th grade in the fall of 2015 is the "Class of 2019."

Please visit the [State Board website](#) for more details on the requirements listed below.

Washington State Minimum Credit Requirements

| CLASSES | REQUIRED CREDITS | | |
|--|------------------|----------------------|---|
| | Class of 2015 | Classes of 2016-2018 | Class of 2019 and Beyond |
| English | 3 | 4 | 4 |
| Mathematics | 3 | 3 | 3 |
| Science | 2 | 2 | 3 |
| Social Studies** | 2.5 | 3 | 3 |
| Arts | 1 | 1 | 2 |
| Health and Fitness | 2 | 2 | 2 |
| Career and Technical Education | 1 | 1 | 1 |
| Electives | 5.5 | 4 | 4 |
| World Language or Personalized Pathway Requirement | 0 | 0 | 2 |
| Total Required Credits | 20 | 20 | 24 <i>(Up to 2 credits can be waived locally based on a student's unusual circumstances.)</i> |

Shading indicates a change from the previous requirements

How to Choose Which Tests to Use---Does Your Choice Mean That a Student Qualifies or Doesn't?**Laurie Engelbeck, Ph.D., NCSP , Area 1C co-representative,**

As a follow-up to Steve Gill's article, "What is the Best Test", in the Winter 2016 edition of the SCOPE, I would like to raise other questions about choosing tests.

Most of us have several options for cognitive and academics achievement tests—We have non-verbal ones for students with hearing impairments or limited skills in English, we have some that require fine motor speed, some that require none. Some popular cognitive assessments do not include measures of processing speed or working memory in their primary global composite, and some do. Our academic assessments also vary in their demands, especially in writing. Does the student have to write a brief essay, a story, or just combine sentences and fill in blanks? Any school psychologist who has been using standardized, norm-referenced tests for a while realizes that the test you use can make a difference in the results.

When assessing a student for possible Intellectual Disability, the test I choose can make a difference in whether the student gets a high level of special education service in a more restrictive environment or, no special education service at all. In a district where we have to use the discrepancy criterion for specific learning disability, the student whose cognitive score is not below 70, but is not highest enough to demonstrate a discrepancy between his intellectual abilities and academic achievement, is not considered to have a disability. If they do not have a health impairment or any other kind of disability, they will not get any services. Other students, assessed for learning disabilities, may demonstrate a discrepancy if I choose a cognitive measure that focuses on their stronger areas and an academic test that highlights their weakest areas. Sometimes, the tests I choose do not come up with discrepant scores, and again, the student does not get services to which they may have been entitled.

I looked in my old grad school texts to see if there was any guidance on choosing tests. Salvia and Ysseldyke in Assessment acknowledge that individual tests of intelligence are not interchangeable. Sattler, in Assessment of Children, Cognitive Foundations says that one should select assessments that are reliable and valid in the situations in which they are being used, have a representative normative sample, and provide information to answer the referral question and make useful recommendations. I'm wondering more and more if the information I am getting from these tests is providing useful information for making recommendations.

Don't get me wrong. I actually enjoy testing and I learn a lot when I work 1:1 with a student. However, playing the game of using the discrepancy model is getting more and more frustrating.

Usually, when we get to the point of an evaluation, the hope is that the student will qualify for services, but do we have any guidelines on choosing? Does anyone else have thoughts about the ethics of having to use the tests we have as one of the primary (and in the case of SLD, the ONLY) way to qualify a student for the services they appear to need? In an area where Response To Intervention (RTI) and Patterns of Strength and Weaknesses (PSW) are not allowed, do we just keep doing what we are doing and hope that our choices of assessment measures do not impact the students' futures? Or is this something we all agree not to talk about?

I would love to hear others' thoughts on this topic.

[Dr. Engelbeck can be contacted at Area1C@wsasp.org](mailto:Area1C@wsasp.org)

Please nominate a colleague for one of the many WSASP Awards!

One of our favorite things is to acknowledge our colleagues that are doing outstanding work! And we love to share that acknowledgement with you at our annual fall conference. Do you know a school psychologist who stands out as using best-practice interventions, excellence in assessment, is an exceptional collaborator or has given their time and energy to further our state association? Do you work for a district, department, or agency that exemplifies school psychology service delivery? Review our award descriptions below and nominate them for a WSASP Award at www.wsasp.org.

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

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

Best Practices Awards: These awards may be given in the following categories:

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

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

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

Please submit nominations by 9/30/16 using the WSASP website: <http://www.wsasp.org/Awards>

Increasing School Psychologist Visibility in the Schools

Alexandra Franks, Ed.S., NCSP – Area 5 Representative

This year, I have stepped up my efforts to educate teaching staff and parents about the role of School Psychologist, the special education evaluation process, and other services I can provide. This was my second year working in two elementary schools, so I was able to build upon the working relationships with staff and parents from the previous school year. What follows is a summary of new supports I put in place, a review of initial referral and evaluation data for both buildings, and my next steps for self-advocacy.

I started by sending out emails that review building special education processes, to building staff, at key times during the school year. I sent information about my hours in the building, student support team referral procedures, and what to do if a parent wants their child evaluated. These emails went out at the beginning of the school year, during fall and spring conference weeks, and when January report cards went home. These seem to be the times when student concerns come up most often, and the hope was that providing information about the referral process would help my team address concerns in an appropriate and timely manner.

Each November, I have celebrated School Psychology Awareness Week (SPAW) in my buildings. I enjoyed joking with my colleagues that psychs are still in the 'awareness' phase, and haven't moved on to 'appreciation,' saying, "You don't have to appreciate me yet, I just need you to know what my job is and how I can help you." Last year, I worked out of the staff room to answer questions, and I brought in a 'BASC'-et of muffins, chips and 'BIP,' and 'Tier-3'-amisu for staff to 'BRIEF'ly enjoy. (I posted a picture on my personal Instagram account, and it was shared on the NASP Facebook page!) This year, I attended November staff meetings to review NASP's 10 domains of practice, building referral and evaluation procedures, and provided a brief summary of executive functioning skills and impact on academics and classroom performance. I provided a packet of information that included a flowchart of the special education evaluation process, key differences between accommodations and modifications, classroom behavioral strategies, and organizational tools for use with students as well.

One of my primary goals as a School Psychologist is to include, inform, and advocate for parents during their family's special education journey. This year, I created a teacher website for parent access should they have questions or concerns about special education. I included my contact information and weekly schedule, a written description of the evaluation process without the WAC jargon, a visual flowchart to describe the steps of a referral, evaluation, and eligibility determination, links to procedural safeguards in English and Spanish, and other handouts I have found that include NASP documents about setting up homework routines at home, retention, and transitioning to secondary education. I attended a three-hour district training in the Fall (hello, clock hours!) about how to use the Schoolwires program, and I spent two to three hours organizing my page and attaching documents following the training. Now that my page has been established, I do not need to recreate it again. I can update my contact information in the Fall, and have it linked to another school's website if my building assignment changes. This has been a great resource to share with school staff, as it is an easy resource for them to direct parents and families when concerns come up. My page demographics indicate that my teacher page has been viewed 113 times, with the highest number of views in February (24 visits) and March (25 visits).

.Increasing School Psychologist Visibility in the Schools continued

Has any of this worked? Yes and no. I have looked at the number of initial evaluations that my teams have conducted at each school, the referral source, and whether or not the student qualified. Thirteen parent referrals were made at both elementary schools. My teams proceeded with an evaluation for 12 referrals, and had 10 students (83%) ultimately qualify; the other two students were referred for 504 plans, and our evaluation data was used to determine appropriate classroom accommodations. At both schools, my teams completed 20 initial evaluations that were referred by staff or student support team procedures, and had 12 students (60%) ultimately qualify. We received quality parent referrals this school year, but there is still work to be done with referral processes in both buildings. Next year I hope to present at Learning Improvement Days, and increase collaboration with building administrators to reflect on our student support team and referral procedures.

How To Contact Your Area Representative

| Area Represented | Name | Email |
|------------------|------------------------------------|------------------|
| 1 A | Annemarie Huston & Ashley Burchett | Area1A@wsasp.org |
| 1B | Jo Callaghan & Melanie Hodapp | Area1B@wsasp.org |
| 1C | Susan Fischback & Laurie Engelbeck | Area1C@wsasp.org |
| 1D | Steve Gill & Rebekah Hereth | Area1D@wsasp.org |
| 2 | Danielle Howell-Hanson | Area2@wsasp.org |
| 3 | Gail Omdal & Steve Hirsch | Area3@wsasp.org |
| 4 | Jill Davidson & Donna Guise | Area4@wsasp.org |
| 5 | Alex Franks & Sherri Bentley | Area5@wsasp.org |
| 6 | Justin Smith & Kelly Horowitz | Area6@wsasp.org |
| 7 | Gahlya Auel | Area7@wsasp.org |
| 8 | Kim Rockey & Elizabeth Willis | Area 8@wsasp.org |
| 9 | Chris Smead & Michael Kirlin | Area9@wsasp.org |
| 10 | Jenny Marsh & Valerie Herron | Area10@wsasp.org |

Editorial: What Ever Happened to the Interactive Job Interview
Phil Koester, Ethics Chair WSASP

Over 34 years I've participated in job interviews as an applicant and as an interviewer, both in public education and in the private sector. The interview process, especially in public education, has changed. What happened to dehumanized the process? Let's contrast the changes I've observed:

Then: The interview group consisted of 4-5 people.

Now: Interview teams consist of around 9 people.

Then: The interview team would meet ahead of time to write job specific interview questions.

Now: The questions are prepared in advance by the HR department and read for the first time in the interview.

Then: People would have a free flowing interchange and ask follow-up and clarifying questions at will.

Now: Each team member takes turns reading only a question— no follow-up or clarifying questions allowed.

Then: The interview was a face to face interchange with good interpersonal eye contact, questions, and reflective listening by all participants. "You mentioned.....can you tell me more about that?"

Now: While the candidate talks, the interviewers look down as they write their notes and don't look at the candidate. If they do look, they are all stone faced (like a poker player). No expression allowed.

Then: When the interview was over the group engaged in some light social interchange before an exit.

Now: "Thank you for coming in, you may leave through that door."

Then: The candidates records (VITA and letter of recommendation), were routed to all interview team members well in advance of the interview. This allowed time to peruse, reflect and generate questions.

Now: Somebody brings the candidates records and shares them moments before the meeting. This is the first time team members have seen them.

What happened to dehumanize the interview process? I left public education and worked overseas for 12 years. I remember an interview years ago when somebody asked if I had any overseas work experience. They had obviously not looked at my VITA and letters. Yes, I understand that an interview team should refrain from asking discriminatory questions. But why not do some reflective listening and ask follow-up or clarifying questions? After all, the candidate brought it up in the interview or put it in their VITA. If it's true that the candidate also interviews the district, wouldn't we want to make a good first impression by looking interested and showing that we took the time to read their paperwork by asking some relevant clarifying questions? Let's re-humanize the process!

Operation Jumpstart:

Opportunity for WSASP members to obtain grants of up to \$4000

*Do you work at a school that may be very responsive to multi-tiered systems of support for mental health, behavior, or serving CLD populations,
but needs a 'kick' to get the ball rolling?*

Request for Proposals (RFP)

Intent of grant:

To promote the enhanced role of the School Psychologist in Washington, specifically in the direction of the recommendations made in the recent guidance paper, "**Revised Professional Practice Guidelines in the Evaluation of Students with Specific Learning Disabilities**"; Spring 2015 Lecture Series on **Building and Implementing a Multi-tiered model of support services for delivery of mental health services in the school setting**; this year's Spring Lecture Series on **meeting the needs of CLD students** and to support the **Mission of the association, namely the enhancement of School Psychology activities in promotion of academic and mental health needs of students.**

These grants are designed to help 'jumpstart' the process to allow for a comprehensive evaluation and service delivery, and for the development of a multi-tiered support systems model in one school with one School Psychologist as facilitator.

Eligibility:

WSASP would like to offer its membership the opportunity to 'jumpstart' efforts at a designated school to develop a multi-tiered model for academic, behavioral or mental health intervention. **The grant will be limited to one psychologist/one school and will be matching in nature**, with both WSASP and the school contributing \$500 each toward a consultant (we will provide a list of consultants) or training with the intent of creating an action plan; \$1000 each toward the implementation of the action plan; and \$500 each toward the development/implementation of a sustainability plan. Thus each grant has the potential of up to \$4000 with the goal of jumpstarting a development plan.

The application shall consist of a written proposal, which addresses the criteria. A commitment will need to be made by the school to match the grant. **The application, as well as the scoring matrix, can be found on our website, WSASP.org**

Deadline for application: November 15, 2016

Award decision: November 30, 2016

Please complete our application here: <http://wsasp.org/Operation-Jumpstart>

Questions can be directed to contact@WSASP.org

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