

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



**WSASP President
Dr. Tracy Pennington
Tacoma School District**

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Attention Members: Welcome our new President - Dr. Tracy Pennington, our new President-Elect - Steve Gill, and our new Secretary - Collin Revoir

President’s Message

When Steve Hirsch initially approached me about the idea of nominating me for president-elect, my first thought was, me? Sure, I facilitate meetings and lead teams in my buildings, but to serve our state association in a leadership role amongst esteemed colleagues; me? Ahh, but the seed was planted and I began thinking, why not me? As I continued to think about this possibility, I was reminded how powerful a single comment or a belief in someone’s capabilities can be. Often, it is others that recognize our capabilities before we do.

In our jobs as school psychologists, we are afforded the opportunity to plant these seeds and to help our students recognize a possibility that perhaps they haven’t thought of before. By doing so, we are working toward meeting the mental health needs of our

(Continued on next page)

President's Message continued

students. In other words, it doesn't have to be complicated. In fact, I guarantee that all of you are doing little things every day that impact our student's social emotional functioning in positive ways. Don't underestimate the power of a simple interaction with a student. You don't have to be an expert in delivering cognitive behavioral therapy to make a difference.

Of course, there will be those students who will require more extensive services. This past year, we have talked a lot about expanding the role of the school psychologist and while many of us would like to break out of the box of testing and writing reports, we can't help but ask, how? How do we move forward with practice that is in alignment with the National Association of School Psychologists while at the same time honor where we are currently? How do we ask school psychologists to add more to their plate when they barely have time to get everything done as it is? How do we move forward when there is a real and substantial shortage of school psychologists in our state? In part, I believe the answer lies in the integration of school psychologists, counselors, social workers, and nurses. You have all heard the acronym, TEAM: Together Everyone Achieves More. It's true and with increases in staff shortages and more students in need of mental health supports, it has never been more critical that we prioritize learning to work together consistently to help our students in a more comprehensive manner.

Our amazing Governmental and Public Relations (GPR) committee has worked tirelessly this year with Superintendent Chris Reykdal, Michaela Miller, Deputy Superintendent, Mona Johnson, Director of Student Support, and Doug Gill, Assistant Superintendent for Special Education to bring awareness of who we are and what we bring to the schools we serve, as well as to shed light on the challenges we face. As part of their work, they developed two documents in conjunction with counselors, social workers, and nurses to educate legislators and administrators about the ESA Behavioral Health Providers' Roles Specific to Social and Emotional Health and Wellness and the Top Three Distinguishing Factors for ESA Behavioral Health Providers Specific to Social and Emotional Health and Wellness. This is leading to a shift in dialogue at the state level, which is very exciting. Our equally amazing Professional Development Committee works incredibly hard to bring us professional development, which is aimed at supporting our knowledge base on issues critical to our work.

I am honored to have been asked to serve in this very important role and I pledge to do my very best to support and to represent our profession respectfully. My overarching goal for my time as your WSASP President will be to find balance between supporting the needs of school psychologists while simultaneously continuing the momentum we have in creating an integrated model of service to better support students. This will allow us to build an infrastructure to fully support our work as school psychologists in Washington State, now and in the future.

Third Annual Summer Institute for Secondary Psychologists
Friday Aug 18 at the beautiful Sun Mountain Resort in Winthrop, WA



After two successful institutes, we are going for three. Isn't it about time that you went to a conference where the workshops focused on issues that we secondary School Psychologists worry about and deal with? Imagine spending the day with psychologists who share the same concerns you have: graduation, discipline, 504 plans, transitions, long-term impact of early trauma, and designing multi-tiered systems of support with teachers who are primarily concerned with delivering their content (be it Biology or Geometry). And imagine doing this in a beautiful 4-star resort each year!

2017 Workshops

1. *Restorative Justice- an alternative to suspension/expulsion*

Nicholas Bradford- Founder, National Center for Restorative Justice - 9:00 a.m. - 12:00 p.m.

Nicholas Bradford is passionate about conflict. He doesn't view conflict as a bad thing, but as an opportunity to dive deep into the root causes and develop some skills around how we deal with conflict in our daily lives. He's had years of experience working with youth around conflict. He has taught in behavior programs in schools, worked with young men returning from prison, and has built and facilitated ropes course experiences.

Are you tired of seeing your students with IEPs routinely suspended or even expelled? There are alternatives! This workshop will not only introduce the concept of restorative justice but address the issues around implementing such a model. Mr. Bradford currently is working with several districts in the state (Seattle, Highline, Tacoma) to implement such models.

2. *An in-depth discussion around the Manifestation Determination* - 1:00 p.m. - 4:00 p.m.

Carl Corbin, General Counsel, of the public law firm School and College Legal Services of California.

The objectives of this presentation will be to review the laws and regulations pursuant to the federal Individuals with Disabilities Education Act ("IDEA") with a detailed discussion of discipline for special education students and the appropriate completion of a manifestation determination meeting. The workshop will be delivered through the use of a Power Point presentation; excerpts from legal decisions and other supplemental materials will also be provided.

Breakfast and lunch will be provided.

Registration: on-line soon at www.wsasp.org. WSASP MEMBERS, Please log into your account/renew your membership in order to register at the member rate.

- General Registration (non-member): \$200
- General Registration (WSASP member): \$100
- Student/Retired (non-member): \$75
- Student/Retired (WSASP member): \$40

7.0 Clock Hours available: Free for WSASP members, \$2 per clock hour for non-members.





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WSASP Ethics: Is Counseling A Related Service?

By Phil Koester, WSASP Ethics Chair

Dear WSASP Ethics chair,

I heard a school psychologist recently tell me that, “my SPED director won’t allow any of us to classify students as Emotional-Behavioral Disability (EBD) because we don’t have the money for an EBD program.” After some reflection, I wondered about the EBD population in our own district. I discovered that nearly 100% of the students on an IEP classified as EBD do not receive counseling as a related service. This makes some sense, because our district laid off many of its certified counselors years ago, and there aren’t enough psychologists employed to pick up the counseling load in addition to everything else they are asked to do. But I also discovered that EBD students at the secondary level do not receive counseling as a related service either, even though they have ESA counselors. Isn’t this illegal? Does this represent a legal and ethical violation?

-- Confused school psychologist

Dear (not at all) confused school psychologist,

I believe that this is a common legal and ethical problem across our fair State – underserving students with emotional and behavior disabilities by denying appropriate programs and related services. The McCleary decision clearly identified the source of this problem – the lack of funds for basic education. I am hopeful that our legislature will rectify this problem soon. Yes, Federal IDEA law lists the following as a related service:

- Related services include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. [34 CFR 300.34](#) (a). The IDEA also defines each of the listed related services and describes what those services include. See [34 CFR 300.34](#).
- Districts are required to provide those related services that are necessary for the student to receive the "basic floor of opportunity". *Petit v. U.S. Dep't of Educ.*, [58 IDELR 241](#) (D.C. Cir. 2012).

The recent Supreme court decision (March 2017) has changed the “basic floor...” language we’ve lived with for so long. Chief Justice John G. Roberts Jr. wrote, “For children with disabilities, receiving instruction that aims so low would be tantamount to sitting idly . . . awaiting the time when they were old enough to “drop out.” The Supreme Court unanimously raised the standards.

Think for a minute. Under the old standard, if a student had just a few sounds substitutions, they could qualify for speech and language therapy as a related service because the sound substitutions adversely impacts their educational performance. All too often, because of Adverse Childhood Experiences (ACES) we see students with PTSD, major mood and anxiety disorders, serious fears and phobias, and emotional dysregulation disorders etc. These don’t impact a student’s educational performance as much as a few sound substitutions? Of course they do! So why don’t these students receive counseling as a related service?

(Continued on next page)

Ethics continued

I suspect that if OSPI did a disproportionality audit they would find some districts with almost no EBD students, and very few EBD students with counseling as a related service. Why don't the evaluation teams recommend counseling as a related service? I suspect it could be any of the following:

- Pressure or directives from your employer, not to list counseling as a related service or not to classify students as EBD due to lack of funding.
- ESA Counselors, Psychologists, or Social Workers who don't want to be listed on an IEP for fear of excessive paperwork, accountability and reporting requirements associated with the IEP that prevent confidentiality. I have, personally, heard this often over the years and again just recently.
- ESA Counselors, Psychologists, or Social Workers who don't have the time because their caseload is excessive.
- Evaluation teams won't write in counseling as a related service because they know they don't have the personnel. It's a tacit expectation not to list counseling, since there are no personnel to provide it.

First, I spoke with a civil rights attorney about this and was told that depriving students of a necessary related service would constitute a violation of their civil rights. An Office of Civil Rights (OCR) attorney has clarified that school must honor the recommendations of the evaluation team; that they go along with whatever the evaluation team recommends. That means that the evaluation team is, likely, a big part of the problem. We can't completely blame this on the Federal, State, or District governments. This problem appears to be owned by many entities, which makes it a systemic problem.

This is a classic ethical dilemma, because not classifying students as EBD or listing counseling as a related service when the data supports it would be a legal and an ethical problem. Insubordination is also an ethical problem, and a problem that constitutes probable cause for dismissal. What happens when the needs of the student conflict with the needs or requirements of the school? The NASP Code of Ethics requires us to demonstrate a RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY (Principle IV:2. Respect for Law and the Relationship of Law and Ethics). If the parents filed a complaint with the OCR, how would you explain something away that was clearly supported by the data?

This is clearly a systemic problem, a problem potentially owned by multiple entities and all sourced back to the lack of public funding for education, both at a state and national level. And the recent Supreme Court ruling of 2017 will make this problem more pronounced by raising the standards.

Direct and honest communication is often the best way to change systemic issues. Ask that this be put on the agenda the next time your specialists meet with your director of special education. You could also contact OSPI's monitors and ask that they audit districts' classification of EBD and use of counseling as a related service across the state. Maybe WSASP could support a study of this statewide. I suppose, if nothing works and you believe you are on the side of students, an OCR complaint would likely get the ball rolling. Remember how long it took districts to do the right thing regarding equal access for young men and women in sports (Title 9) -- long after the supreme court decision it still took decades for districts to make this right. I suspect the same will be true regarding mental health.

Washington State Association of School Psychologists

**Annual Fall Conference
Suncadia Resort
Cle Elum, WA
October 26th-28th, 2017**



This year's conference will feature the following sessions:

- A Keynote by Dr. John Kelly, President-Elect of the National Association of School Psychologists
- Adverse Childhood Experiences
- Networks for Life Suicide Prevention workshop
- Ethics
- Language Development and Oral Language Specific Learning Disabilities
- Spanish/English Language Dominance in Special Education Assessment
- How to advocate for our profession ...and more!

Registration for Fall Conference will be open in the near future.

Interested in presenting at the conference? Contact conference@wsasp.org

Interested in being a vendor at the conference? Contact finances@wsasp.org

For lodging and other up-to-date information, go to www.wsasp.org/Fall-Conference

Letter to the Editor: The Past is not Destiny**Steve Hirsch, Ph.D., NCSP, WSASP Professional Development Chair
Shoreline School District.**

As the saying goes, "The best predictor of current and future behavior is past behavior." Now, I have no idea who came up with that, and I'm pretty sure that I've butchered it so please don't quote me. The intent is pretty clear though-if we want to understand what is coming our way behavior-wise from a student, look at their past record. As a profession, we like to look at past records and reports. If for no other reason, if we don't read each other's prior evaluations, who will?

So we read the past history of a student, and we assume that we are gaining insight into current or future behavior. The funny thing is that deep down, I think many of us believe that past history is a lousy predictor of current and future behavior, be it learning or conduct. Let's talk about learning first. In most districts in Washington, Specific Learning Disability Eligibility is dependent on the existence of a severe discrepancy between intelligence quotient (IQ) and academic achievement. First, though, is the referral. Whether a student gets referred for special education testing is, at least in my mind, more a matter of the effectiveness of current instructional style and access to the curriculum, than learning disability. We all are aware of the students who seem 'special education material' one year, but with a different teacher and new year, the disability seems to disappear. Or, the need for Specially Designed Instruction wasn't apparent the prior year, again with a different teacher and curriculum. Such transience would imply that academic history is probably not the best indicator of the existence of a learning disability.

The actual assessment of a learning disability is also fraught with questionable correlations. How often have past IQ scores mystified you in their variability when compared to current scores? Even with the same edition of the same assessment tool, we know that the test administrator is a significant factor in score variability. Then there is the 'three IQ test scores tradition', which goes something like, "If there is considerable variability in the history, get at least three IQ scores before abandoning the IQ test in re-evaluation. All I could say is, "Why would two similar IQ scores be any more valid than the one unique score?" Are you really ready to say that two Full Scale scores around 75 are the more reliable estimate of overall cognitive functioning than the one score of 95? How in the world did they get such a high score if the problem-solving skill set wasn't there to begin with? With respect to academics, when we administer those norm-referenced academic achievement tests, the variability from one evaluation to another is staggering and often pretty tough to explain. Additionally, I have read reports that discuss 'lack of progress in reading' because the standard score from one evaluation to another didn't increase. Doesn't that imply that the growth shown by the special education student mirrors that of age peers, hence no change in standard score?

Several months ago, my high school experienced institutional anxiety. We were told to expect three new students: one being released from a juvenile correctional facility after a year on the 'inside' for violent crimes; a second due to transition from a day treatment program where he was for over five years, and the third, a truant student, who, because of an early traumatic experience followed by coping through drug involvement, hasn't regularly attended school for at least six years (without drug treatment program). Past history would dictate that all three were bound for failure and may take us all with them.

Suffice it to say that two of the three are experiencing success at this time; much more successful than predicted by past history. Of course we tried to provide supports that we anticipated a need for, but I really don't think that we did anything all that unique. Maybe, most importantly, we had faith in them (well, old, rose-colored glasses me, did anyway) and realized that past history doesn't necessarily predict future behavior. Perhaps, those of us who aren't acquainted with history aren't doomed to repeat it, and maybe those of us with familiarity of history, still repeat it. Maybe factors change, and with those changes, so come changes in learning or behavior.

*Disclaimer- I am not advocating in the least that personalities change with time; only that behaviors are specific to circumstances and learning environment.

(See response on next page)

Response to Letter to the Editor: The Past is Not Destiny

Laurie Engelbeck, Ph.D., NCSP, Area 1C Representative, Communications Co-Chair

As I was reviewing Dr. Hirsch's article for this edition of the SCOPE, I had two responses.

1) What is Dr. Hirsch proposing? Should we not read our students' past reports? Should we not try to understand what the student's life has been like and what interventions have been tried before we propose new interventions? If we know a student had behavioral challenges in the past, should we not try to understand the function of the behavior and try to develop other ways for the student to get his/her needs met? I completely agree with him that, in a different environment, or even a different classroom, behavior can look different, but that does not mean that the student did not need something in the past.

2) Should we not pay attention to individual cognitive and academic testing? We all know there are problems with the discrepancy model, but that does not mean that the test scores are meaningless, or invalid. Yes, sometimes test scores vary, even when the same instrument is used again. But I have also seen amazing consistency among scores. Recently I reviewed scores from a CAS and KTEA done in the past. My graduate practicum student and I compared them to the scores from the WISC V and WIAT III that she had just completed. The past and current scores were all within 2-3 points of each other! The student had the exact same standard score on Reading Comprehension on 2 different measures. To me, that says that our tests are reliable and valid data points for educational planning. These scores, by themselves, are not sufficient, but they are important data.

I agree with Dr. Hirsch that the students pasts do not determine their destiny, but I do think it is useful to review and understand their past in order to plan the best programs for them in the present. If we don't care about data, including historical data, then why are we doing what we are doing?

How To Contact Your Area Representative

Area Represented	Name	Email
1 A	Annemarie Hutson & Ashley Burchett	Area1A@wsasp.org
1B	Jo Callaghan & Melanie Hodapp	Area1B@wsasp.org
1C	Laurie Engelbeck & Melissa Korch	Area1C@wsasp.org
1D	Steve Gill & Rebekah Hereth	Area1D@wsasp.org
2	Danielle Howell-Hanson	Area2@wsasp.org
3	Nathan Cattarin	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	Chad Waldman & Gahlya Auel	Area7@wsasp.org
8	Elizabeth Willis & Kim Rockey	Area 8@wsasp.org
9	Chris Smead & Michael Kirlin	Area9@wsasp.org
10	Valerie Herron	Area10@wsasp.org

Why I love being a School Psychologist
Michael Kirlin, M.S., Area 9 Representative
Bethel School District



My career as a school psychologist has been and still is a great way of life. I decided to become a school psychologist after hearing that there was such a position in college and I did not know what else to do with a psychology degree. I did not know this when I looked at the field the first time, but my mother, a school secretary, worked at a guidance office at Rogers High School in Spokane and had some familiarity with the role. There was comfort in understanding that a living could be made as a psychologist, in the kind of location I had always intended to work. I had intended to be a history teacher, but needed to study psychology for my own personal benefit.

I liked the idea of having the title of School Psychologist, a level of status I thought I could attain. It helped that I had familiarity with several disabled persons: my neighbor across the street was deaf, my best friend in high school was blind, I worked in a classroom for students with autism, and I worked in tenant support for adults with disabilities -- all of whom had intellectual disabilities, among other challenges. I always sought to meet people from different walks of life. People are interesting and it is a healthy thing to try to put one's self in another's shoes.

Wanting to be with and be helpful to others was good preparation for the role. When I was young, the position came with complications for me - it was very hard to gain respect as a school psychologist at that time, and I questioned myself many times as to why I was even in the position. I never lost focus, though, and denied feeling that I didn't belong. I developed a style of my own to fit in and was mindful of the fact that what I do, and what we do as school psychologists in general, matters to people. Raising kids is hard, and raising kids with difficulties is harder, sometimes much harder. People need support and need to know that a supportive person they can trust, who can offer sound advice and be on their side, will be available to them. Being that person for students with disabilities and their parents is very meaningful to me.

I love being a school psychologist because I love the teachers that work with our students every day. Schools really matter for students who are in their formative years and give us their best during the most productive six hours of their day. The opportunity of working with teachers is a privilege. Our teachers dedicate their personal and emotional lives for the benefit of our kids. I appreciate supporting our teachers for working diligently each day to help our students. I want to be their friend and advocate, to support them so that they can continue to do what they do. The more supported they feel, the better the chance their students will have to live productive lives. We are ultimately there for students, and for me that starts with being there for the teachers of our students.

I also love being a school psychologist because conducting assessments is fun -- for me, a lot of fun. It is great joy to be able to offer an impression of a student that can lead to positive change in the student's life as a learner. I like having something to say that matters and to provide students, parents, and teachers insight that would otherwise be unavailable to them. And what comes with that is a challenge: that we recognize the responsibility of what we have to say and how that impacts our students' lives. We need competent, insightful advocates for our students, and it is an honor and privilege to serve in that capacity.

I am completing 28 years as a school psychologist this school year. I can see myself working several more years for the simple reason that it is a great way of life, to work in a field where I have grown personally. I continue to think that there is more I could learn and offer our students, and this has been true for me year after year.

OSPI**Superintendent Chris Reykdal Unveils Long-Term Vision for K-12 Education and McCleary Framework**

On May 24, 2017 Superintendent of Public Instruction Chris Reykdal outlined his long-term vision for K-12 education and framework for meeting the state Supreme Court's decision in [McCleary v. Washington](#) at a press conference in Olympia.

"The goal of our education system is to prepare all of our students for post-secondary aspirations, careers, and life," he said. "In the ongoing struggle to amply fund our schools, I fear we have lost this larger vision."

Superintendent Reykdal's vision identifies the *McCleary* court case – in which the Supreme Court ruled that the state isn't adequately funding basic education – as a starting point.

"We've talked about *McCleary* for several years now," Superintendent Reykdal said. "But too often, people see meeting the court's mandate as the final destination. I believe our students and educators deserve so much more than just the bare minimum."

Superintendent Reykdal's vision is set forth over three phases – each lasting two years – from small improvements to a full redesign of the K-12 education system. They are as follows:

Phase I (2017-19): Performance Improvements and *McCleary* Framework

To prevent a "*McCleary II*," the Legislature must decide on a clear definition of basic education and the state's portion of compensation for our educators, Superintendent Reykdal said.

Beyond that, the state will need to provide targeted support beyond basic education for schools with large performance gaps between student demographics. Superintendent Reykdal has consistently said that we will not shy away from data that expose where we are lacking because it's what will help move the needle for our most vulnerable students.

Additionally, Washington is one of few states that still require students to pass a single exam to graduate. Superintendent Reykdal's framework moves the 11th grade assessment to the 10th grade so test results will inform students' graduation pathway. But in an immediate step, we should stop using standardized exams as a filter for who graduates, Superintendent Reykdal said.

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OSPI Continued**Phase II (2019-21): Research and Policy Transition**

"This is where the long-term vision begins to take form," Superintendent Reykdal said. That includes creating meaningful pathways to high school graduation, paying all dual credit fees for our students, and creating more opportunities for parents and guardians to engage in their child's education, particularly with key investments in technology.

Phase III (2021-23): Comprehensive K-12 Redesign

The final phase of Superintendent Reykdal's vision includes large transformational changes. These include dual language acquisition beginning in kindergarten, longer K-8 school days and a longer school year, longer lunch breaks, adequate recess times, and universal early learning access, among others.

"I know these are bold goals that will require additional investments by the state," Superintendent Reykdal said. "But when looking at how much of our state's Gross Domestic Product (GDP) – the total dollar value of all the goods and services we produce – we reinvest in education, Washington [ranks 46th](#) nationally. We can do much, much better than that."

Superintendent Reykdal predicted additional funding for education would amount to about \$4 billion a year. "The Legislature has the opportunity to make enormous progress this year when they come to an agreement," he said. "But we must focus on the education system we need, and not settle for the one that our political climate will tolerate in the short term."

"*McCleary* has given us a chance to take a deep look at how we educate our children so they are successful in their lives and are active contributors to society," he continued.

Superintendent Reykdal understands his long-term vision is bold, audacious, and to implement, will require the support of parents and guardians, educators, policymakers, and the public. "If we are serious about our children being able to compete on a national and global scale, it's time we look at our education system in a new way," he said.

"Our system redesign can only claim success if it truly provides equal opportunity and an unprecedented embrace of individual learning pathways for each student," Superintendent Reykdal said. "We hope you will join us on this transformation."

The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing K-12 education in Washington state. Led by State Superintendent Chris Reykdal, OSPI works with the state's 295 school districts and nine educational service districts to administer basic education programs and implement education reform on behalf of more than one million public school students.



WSASP Awards Fall 2017 Nominations



Do you know a school psychologist that 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.

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.

(Continued on next page)



WSASP Awards Fall 2017 Nominations

**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 as the district/agency equivalent of the School Psychologist of the Year award, that is a model of best practices delivered broadly by psychology departments to the school. The district/agency must employ individuals trained as School Psychologists, be involved in the delivery of psychological services in Washington State to children and families in educational settings, or the delivery of psychological services to school staff and administrators to resolve schooling-related problems.

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

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