

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
Steve Gill
Sumner School District

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Five articles discuss the changes on qualifying students under the Specific Learning Disability category

President’s Message

Across the country, many states have already moved away from the usage of the discrepancy model for Specific Learning Disability (SLD) qualification or they are working toward getting rid of the discrepancy model. The wheels are starting to move, here in Washington, to remove the discrepancy model from our options in the coming years. This could take 5-10 years to fully implement, given the variety of moving parts needed to make a change of this nature. I do believe that this is a good change, given that I believe that the discrepancy model is highly flawed. The discrepancy model makes it very difficult to separate students with disabilities from students who have not received appropriate instruction. For example, the area that tends to create significant problems, regardless of intelligence, is phonemic awareness. The work by Dr. Torgensen out of Florida is powerful work in this area, indicating instructional casualty is the issue and not disability.

As we move in this direction, which is either or both the Pattern of Strengths and Weakness (PSW) model and the Response To Intervention (RTI) model for SLD qualification, it is possible that many people, who will be asked about this, have not heard about the problems and challenges with these two models. Therefore, I am hoping to begin the discussion. I am hoping to convince people to look into the evidence. I am not trying to convince anyone at this time which model may or may not be a better model, instead let’s be curious.

Continued on next Page

President's Message continued

I have asked Dr. Vinnie Alfonso, Dr. Jamie Chaffin, Glenna Gallo, and John Sander to also weigh in on this topic. Dr. Alfonso is a leading expert on PSW, being one of the co-authors of the book *Cross Battery Assessment*. Dr. Alfonso is also Dean of the School of Education at Gonzaga University. Dr. Chaffin is both a college professor (program director) who teaches future school psychologists how to use PSW and an active working school psychologist who utilizes PSW in her practice. Glenna Gallo is our Assistant Superintendent of Public Instruction who is in charge of special education. Mr. Sander is the new Executive Director of the Franklin Pierce School District, a district that has been utilizing RTI qualification for SLD and is seen as a leading district in RTI/MTSS work.

The following paragraphs contain some of the concerns I have seen, heard or read regarding both RTI and PSW models.

The PSW model relies on trying to align weaknesses in cognitive functioning with problems that are found within academic functioning. Like the RTI model, and even the discrepancy model, this sounds very logical on the surface. There are two potential problems I will note for today: 1) What if the assumption that individual subtests can be used with validity is an incorrect assumption? 2) What if the student just happened to do poorly on the individual subtest for a reason not related to ability (e.g., needed to use the bathroom)? Many articles that have been written about the first potential problem, based upon research, that indicate that we cannot rely upon a correlation between individual subtests and specific problems with reading, math or writing (in large part related to attempting to build intervention from this relationship). I can remember Cecil Reynolds telling a group of us at WSASP that usage of individual subtests is highly problematic. The second assumption is very interesting to me. I have heard and seen discussion in which people believe, "I gave the test in the standardized method, therefore the results are obviously valid..." The problem is, after 25+ years in our field which includes about 18 years of coaching/advising, I have seen this fail countless times. There are many reasons in which a student might achieve a score lower than they truly deserve. Then, if either or both of these issues are negatively impacting the student in question, we are likely to achieve results that are no better than the results we would achieve using the discrepancy model, sadly.

The RTI model relies on schools using RTI/MTSS effectively. I have done a fair amount of work with one of the states that is in the forefront of RTI usage, and I asked groups of school psychologists the following question, "What percentage of your schools implement RTI well enough to feel confident in using the RTI for SLD model confidently?" The response was, "About 20%." If a school is not implementing and using RTI well (or MTSS), then how do we as school psychologists separate the students who truly have disabilities from the students who are a casualty of a system that in general is not working well for students?

Another area to think about is the research regarding the students who have been diagnosed with a specific learning disability in reading (about 80% of the students who are labelled as having a specific learning disability have reading as a service). Whether looking at the work by Dr. Torgensen or the research on Lindamood-Bell learning processes, it is easy to see that many of the students qualified as disabled are, in fact, students who have not received appropriate instruction. The discrepancy model ignores this issue (even though the law speaks to appropriate instruction in reading). The PSW model is not just one model, but instead there are several popular PSW models, with the model developed by Dr. Flannigan, Dr. Alfonso, and Dr. Ortiz being the most popular model. Their model does speak to RTI data prior to usage of the PSW model, yet relies on practitioner judgment like all models at some point. And, think about how many school psychologists have told their teams, "This student isn't learning because of the poor reading instruction." The RTI model is in many ways all about instruction, yet how does it take into account students who are doing their best and still struggling, but not actually disabled (a topic for another day) or poor instruction.

So, please take the time to think about this. And, please take the time to research these issues. In the end, this is something that is going to impact each and every practicing school psychologist in the years to come.

Please make sure to read the articles from each of us. Our purpose is to bring out some of the concerns and spur curiosity. Then, you will have time to investigate these areas for yourself. The articles will also talk about the strengths of the models, so please keep reading. Also, as I am writing this article and recruiting people to provide input, more people are getting involved with great ideas. If things work as planned, there will be an article that provides links to resources on this topic.



State of Washington

Office of
Superintendent of Public Instruction

OSPI

The following is correspondence from Glenna Gallo, our Assistant Superintendent of Special Education Services for OSPI. As this project of obtaining perspectives on this topic grew, it became apparent that Glenna's input regarding how this change could occur is crucial. In other words, if I had asked her earlier in the process for input there would have been more time for her to prepare a response of greater length. Please note, Glenna will be at our fall conference speaking to our group, which is a great opportunity for all of us.

Steve Gill

Steve,

Here is what I can say immediately, although I am happy to talk more at the conference.

Currently, Washington WAC 392-172A-03045 allows school districts to select a method from three options: discrepancy, RTI, or a combination of both. However, IDEA (https://sites.ed.gov/idea/files/Identification_of_SLD_10-4-06.pdf) allows an additional option that is not included in WAC: "May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10)."

Other states have progressed beyond the use of a discrepancy model, and I encourage Washington stakeholders statewide, including district administrators, educators, evaluators, and parents, to begin meeting and discussing the current research and evidence-base available, so that we can propose effective alternatives to our current model and update the WAC. Those conversations should consider whether the use of discrepancy will continue to be permitted.

As OSPI is supporting a Multi-tiered System of Supports (MTSS) framework, this is an opportune time to analyze how the RTI method could be implemented more effectively, as well as examine other models such as a pattern of strengths and weaknesses.

I look forward to continuing this conversation. The timeline for this starts immediately, with an anticipated year of stakeholder meetings and discussions. While proposed WAC changes could start during the fall of 2019, I would prefer that it be spread out until Spring of 2020, to allow LEAs additional opportunity to participate in discussions, decision making, and prepare professional development to address changes. I will be assigning staff to this topic, namely Petra Heppner-Nelson and Liz Stuart.

We look forward to working with your association on this!

Glenna Gallo

Assistant Superintendent

Special Education Services

Office of Superintendent of Public Instruction (OSPI)



Top 10 Thoughts on Specific Learning Disabilities and Their Identification

Vincent C. Alfonso, Ph.D.

Dean of the School of Education, Gonzaga University

At the 2018 annual meeting of the National Association of School Psychologists (NASP), my colleagues and I presented a mini-skills workshop entitled *Using WISC-V and PSW for SLD identification Amidst the Controversy*. My role was to try to shed some light or beacon of rationality on the controversies surrounding the identification of SLDs. As such, when Steve asked me to comment on his article in this issue of the *Scope* I decided that it would be a good idea to revisit my part of that mini-skills workshop and provide readers herein my top 10 thoughts on SLDs and the current state of the art and science of identifying them. My hope is that these thoughts provide a context that will spawn intellectual discourse on the identification of SLDs. In future issues of the *Scope*, perhaps we can explore in greater detail one or more of these thoughts.

1. SLDs are endogenous in nature and are characterized by neurologically based deficits in cognitive processes

SLDs are inherent in the student, are deficits in cognitive processes and functioning, and manifest in many academic domains such as reading, writing, and mathematics.

2. SLDs are heterogeneous

There are many types of SLDs, even though we tend to focus almost exclusively on basic reading skills. A student may have more than one learning disability as well as other concomitant disabilities such as attention deficit hyperactivity disorder, traumatic brain injury, and the like. Moreover, 10 students with a reading disability may have 10 different reasons for their disability. One size does not fit all. As Anne Anastasi claimed decades ago, "Individual differences are the norm and are important."

3. There is no litmus test for SLD identification

There is no X-Ray, CAT Scan, MRI, or fMRI that can identify SLDs. If there were, the field would not be so ensconced in debate at times to the detriment of students and their families.

4. SLD identification is important, SLD identification is complex

About two decades ago Tim Z. Keith published an article on the importance and complexity of measuring intelligence. Students, including those with disabilities, have rights such as FAPE and thus the right to know if they have a disability or not because they may be entitled to services to assist them in their learning. There are researchers and practitioners alike who believe that SLD identification is simple or can be made simple no matter what method is used. There is nothing simple about SLD identification or any other educational classification for that matter.

5. Early identification is critical

If there is one "fact" about medical, psychological, and educational diagnoses, it is that early identification is critical. The negative trajectory associated with most, if not all, diagnoses is all too familiar. Thus, universal screening for learning and behavior problems must take place in all schools. Early identification decreases stress, costs, and difficulties in identification and increases the probability of success in school.

Continued on next page

Top 10 Thoughts on Specific Learning Disabilities and Their Identification continued**6. Differential diagnosis is essential**

Students with SLDs have different characteristics than students with intellectual disabilities who have different characteristics than those with general learning problems. They differ in educational outcomes, needs, interventions and the like. One size does not fit all. We cannot corral students in classrooms and expect success unless we do our best to understand each student's unique learning and behavioral strengths and weaknesses.

7. The vilification of IQ tests and aptitude-achievement discrepancy and deification of RTI

It is befuddling how many of our colleagues virtually hate IQ tests and aptitude-achievement discrepancy as if they were evil or malevolent dictators and elevate RTI as the panacea for the academic struggles of our students. Yet, our state and national organizations continue to want test publishers to support their conferences financially and in fact might not be able to hold them if test publishers did not support them. There is no panacea for anything and our discipline is replete with the "bandwagon effect" as if we discovered penicillin or the cure for cancer or AIDS. Extremism is rarely, if ever, healthy, productive, or curative. SLD identification methods are not real, living things but our students are real, living things and in need of assistance. As long as we are fixated on meaningless debate as to who or what is the king or queen of SLD identification, we are doing a disservice to our major and perhaps only constituents.

8. All SLD identification models or paradigms involve discrepancy

There is no way around discrepancy. It is a part of all models of SLD identification because to a lesser or greater extent we are assessing a student against other students of the same age or grade or intellectual ability. Even comparing a student with him/herself involves discrepancy in the form of baseline functioning, progress monitoring, or success/failure.

9. Perfect is the enemy of good

Diagnosis or identification is not a perfect science and is actually an integration of science and art. Although all of us know that, there are researchers and practitioners who criticize every method under the sun which is okay since that is how we may become better at serving students and families. However, many of these colleagues do not offer anything better than what they criticize and leave practitioners wondering what they should and should not do. It is certainly much easier to criticize than to problem solve.

10. School psychologists are key professionals in SLD identification and thus must remain current in their thinking and practice

Continued professional development is a professional and ethical responsibility of all school psychologists. Learning does not end with a diploma; that is where it begins. None of us would see a medical doctor or lawyer if that individual was not state-of-the-art in the discipline; school psychology is no different and students and parents expect us to be current. All of us are responsible for keeping up with our field and doing the right thing for students and families.



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From Author
Samuel O. Ortiz,
Ph.D.

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At the time I write this article I had been serving as the Executive Director of Learning Support Services in Franklin Pierce Schools (FPS) for 10 weeks. As I reflect on the elements that led me to seek out this leadership opportunity, one of the foremost is the robust Multi-Tiered System of Support (MTSS) that has been a long-standing feature of the district.

Regionally, FPS is unique in that we are utilizing a Response To Intervention (RTI) model to identify students with Specific Learning Disabilities. As a former school psychologist, I have always been mindful of the limitations of the more common disability identification methodologies and have been curious as to what components would be necessary to implement an RTI methodology. In my short time in FPS, it has become immediately clear that a key to being able to use RTI for disability identification is the implementation of a solid MTSS framework.

As outlined in the district's MTSS Guidelines document, the Franklin Pierce Schools has adopted the framework from the National Center on Response to Intervention (<http://www.rti4success.org>) to guide its implementation of Multi-Tiered System of Supports (MTSS). The framework includes these essential components:

1. Universal Screening
2. Progress Monitoring
3. School-wide multi-tiered prevention system
4. Data-based decision-making for:
 - a. Instruction and intervention
 - b. Movement within the multi-level system
 - c. Disability identification

Additionally, the district has identified a host of core beliefs that underlie the MTSS supports.

1. Every student learns and achieves to high standards.
2. A culture reflecting a growth mind-set will be developed and enhanced to create a collective responsibility for student success.
3. Change is intentional, coherent, and dynamic.
4. Learning includes academic and social/emotional behavioral competencies.
5. Every student will be provided effective, explicit, systematic and relentless instruction with a research-based core curriculum.
6. Academic and behavioral data will be used to inform instructional decisions.
7. Evidence-based interventions will be provided at the earliest identification of need, based on decision-making rules.
8. District policy regarding MTSS will be based on both evidence-based and research-based practice.
9. Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice.

John Sanders Response to SLD identification continued

10. Resources will be intentionally selected, designed and redesigned to match student needs.
11. Research and evidence-based practice will be used in planning, implementing and evaluating instructional decisions.
12. Educators and parents will be part of the fundamental practice of effective problem solving and instructional decision-making.

The commitment to using an MTSS framework has been further reinforced by our Superintendent, Lance Goodpaster, as he has included the following statement in his key belief document:

“A Multi-Tiered System of Supports (MTSS) is the best framework for ensuring quality instruction occurs throughout the system, in a responsive way, and tailored to meet the needs of each student. Implementation with fidelity is necessary. FPSD MTSS Guidelines are to be followed.”

It is this systems level commitment and cohesiveness that has provided the foundation for Franklin Pierce Schools utilization of an RTI framework for disability determination. As I continue in my leadership journey with FPS I look forward to learning more about the interconnected components of the MTSS and the positive outcomes that the system forecasts for our students. As you consider where you and your district are in exploring an RTI methodology I encourage you to visit our website and review our MTSS Guidelines and other resource documents located at http://www.fpschools.org/departments/learning_support_services/m_t_s_s_resources

How To Contact Your Area Representative

Area Represented	Name	Email
1 A	Annemarie Hutson & Ashley Burchett	Area1A@wsasp.org
1B	Michael Pletan & Cassandra Mulivrana	Area1B@wsasp.org
1C	Jessica Kessler & Mikael Olson	Area1C@wsasp.org
1D	Rebekah Hereth & Elizabeth Gibson-Myers	Area1D@wsasp.org
2	Danielle Howell-Hansen	Area2@wsasp.org
3	Nathan Cattarin & Tessa Nearing	Area3@wsasp.org
4	Jill Davidson & Donna Guise	Area4@wsasp.org
5	Alex Franks-Thomas & Sherri Bentley	Area5@wsasp.org
6	Danna Williams & Carrie Bishop	Area6@wsasp.org
7	Chad Waldman	Area7@wsasp.org
8	Katherine Blair & Rachelle Mattingly-Gore	Area 8@wsasp.org
9	Chris Smead & Michael Kirlin	Area9@wsasp.org
10	Valerie Herron & Lore'K Garofola	Area10@wsasp.org



Jamie Chaffin, Ed.D., NCSP, LPC
 Director : Ed.S. in School Psychology
 Respecialization Program
 Assistant Professor, Department of Psychology

Before I studied a Patterns of Strengths and Weaknesses (PSW) model, I accepted the severe discrepancy model as the standard. I knew it as what we used in Washington State; I was familiar with it as a practitioner. I didn't question using severe discrepancy as a method for identifying a student with a Specific Learning Disability (SLD) because it was what the Washington Administrative Code (WAC) required and I saw it modeled by my field supervisors and mentors. Although I had completed my internship in a district that was utilizing Response to Intervention (RTI) and I was familiar with RTI as a method for qualification and data collection, I was placed in a secondary setting when I became certificated and there wasn't a formal RTI process in place. The severe discrepancy model was what I had to work with and I did, for several years.

It wasn't until I had studied PSW and evaluated a student with an assessment plan that was centered around Cattell-Horn-Carroll (CHC) theory, that I made the switch to using PSW as part of severe discrepancy, or what the WAC currently allows this as part of the documentation under severe discrepancy or RTI. I now teach this method at Eastern, coupled with cross-battery assessment, and I continue to use it in practice. Here are a few of the reasons why:

- (1) Cognitive skills/abilities matter – I used to downplay the importance of the cognitive results (domains/indexes, subtests, and even task demands) when I was using the severe discrepancy model in favor of looking at the full scale score and then focusing on the academic results. It wasn't until I made the switch to a PSW/CHC based assessment that I realized the value in fully explaining, in detail, the cognitive results to parents and teams – doing so in a way they understood and could act upon through the Individualized Education Plan (IEP). Using CHC-based results, we can consider evidence-based interventions in the areas where the student struggled. Using a PSW approach changed the way I planned assessments, the test kits I favored, and even my interactions with pre-referral teams. My classroom observations became more meaningful as I began to identify strengths and weaknesses manifesting in a group setting and how those could be impacting the student's learning and performance. My teams started to understand cognitive results and talk about CHC theory in pre-referral meetings. This changed the way I did my job.
 - (2) Data analysis matters – The PSW method requires an understanding of how cognitive skills are related to areas of academic achievement but the basic idea I'm referring to here is that looking beyond an index or full scale score is critical. One of the key ideas in this method, following criteria in the *Essentials of Cross-Battery Assessment* (3rd Edition) text (Flanagan, Ortiz, & Alfonso, 2013) is the use of cohesive composite scores. If you give an assessment and you have divergent subtest scores (scores that are drastically different from each other within the same index/domain) you continue to investigate why this occurred. I'm providing this example for your consideration. Although all of the index scores appear to be in the average range, the subtest scores tell a different story. Data analysis matters in the PSW approach and there are layers of data analysis that can help us to identify a student's skills as well as their struggles.
- 0.5 order change – Many of you may have heard of first and second order of change. First order change involves doing more or less of something that is existing to restore balance. Second order change is something new that requires system-wide alteration and substantial new learning. School psychologists switching to PSW under a severe discrepancy model, which is what we are able to do under the WAC as it currently stands, is what I consider a 0.5 order of change. It takes one person doing something differently – the school psychologist. You would change the way you look at data, organize your assessment plan, the way you make recommendations; how you see the interaction of assessment results. You may change your observation forms a bit, like I did, to look for not only social skills and student interactions, but to look for the display of cognitive skills in the classroom environment.

Continued on next page

Dr. Jamie Chaffin's response to SLD identification continued

You may need to seek some professional development on how to use a PSW method, in which case WSASP as you covered (see Alfonso session at our Fall Conference). Switching to using PSW under severe discrepancy is relatively easy and only requires the school psychologist to know how to do it, practice it, and guide their team to use the results of PSW-based evaluations.

Index	Standard Score	Percentile Rank	Description
Verbal Comprehension	90	25	Average
Fluid Reasoning	90	25	Average
Visual Spatial	95	37	Average
Working Memory	105	63	Average
Processing Speed	90	25	Average
Full Scale IQ	92	39	Average
Composite			
	Subtests	Scaled Score	Percentile Rank
Verbal Comprehension	Similarities	10	50
	Vocabulary	6	9
Fluid Reasoning	Matrix Reasoning	12	75
	Figure Weights	7	16
Visual Spatial	Block Design	8	25
	Visual Puzzles	11	63
Working Memory	Digit Span	11	63
	Picture Span	11	63
Processing Speed	Coding	7	16
	Symbol Search	12	75

I've heard concern that use of PSW would result in students who would qualify under severe discrepancy not qualifying. That can happen, in which case the team can discuss the results and what is best for the student, just like we always do. On the other side of that argument, though I'm quite certain it could happen, I've yet to have a case where a student meets PSW criteria and doesn't meet severe discrepancy.

I hope that these thoughts on my choice to use a PSW method under severe discrepancy may encourage some of you to consider the value of using this method in your practice as well. There are many excellent resources for training available, and I highly recommend the text I have cited below as a starting point. Book studies on this text have proven effective for some school psychology groups who are interested in including PSW and cross-battery approaches into their district's assessment practices.

Flanagan, D.P., Ortiz, S.O. & Alfonso, V.C. (2013). *Essentials of Cross-Battery Assessment* (3rd ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

Dr. Chaffin is an Assistant Professor in the Department of Psychology at Eastern Washington University. She is the Director of the School Psychology Respecialization Program, which serves students who have professional experience and seek to become school psychologists. The program is offered online.

www.ewu.edu/edsonline



Preview of WSASP 2018 Fall Conference

Steve Hirsch, Ph.D., NCSP

Workshops and Conferences Chair

We have waited a long time but ‘the times are a changin’. The state legislature, with our association’s support and consultation, has passed several bills supporting our profession and the students we serve. Schools WILL be trying to identify potential reading problems at a very early age. Districts WILL be developing plans and interventions in an effort to deliver more mental health services in the schools. In addition, under the new leadership of Assistant Superintendent of Special Education Glenna Gallo, OSPI has been in process of developing and implementing a Multi-Tiered Systems of Support (MTSS) for academics, behavior and mental health. These models will take some time to develop but our state is now determined and committed to eventually moving away from a severe discrepancy model for special education eligibility. This is just the first year and much work remains to be done, but you must be in on the bottom floor for all of these initiatives.

The 2018 fall WSASP School Psychology conference is important for so many reasons. To name just a few:

1. It represents the opportunity on Thurs for you to earn those Suicide prevention and ethics credits needed for re-certification with OSPI and NASP
2. It represents an opportunity to become the source of knowledge in your district re: threat assessment and how to utilize PSW to support eligibility
3. It represents on Thurs afternoon, a chance to meet Glenna Gallo, Assistant Superintendent of OSPI in charge of Special Education and ask her about her views on issues as well as share your views. We have found her to be extremely open to discussion and sincerely wants the input of School Psychologists on the committees for various initiatives such as MTSS and Mental Health.
4. It represents an opportunity on Friday morning to hear about the Neuropsychology behind disability and Executive Functioning and how schools are utilizing that information
5. It will represent a chance for you to sharpen your skills and understanding when working with ELL population; Hard of hearing population; TBI population
6. It represents a chance to be updated on legal challenges that impact your practice
7. On Saturday, a whole day to visit Mental Health and Social Emotional Learning. A conference within a conference. Hear from schools that have done a masterful job of implementing various programs and a model for service delivery and various intervention programs that are evidence-based.

But most of all, the conference represents what it always does- a chance to network with fellow Washington School Psychologists to hear how others are ‘doing it’ and the issues that other districts face. Its a chance to be a part of an association that is making great strides in linking to our state legislature and impacting policy.

This year the conference is very conveniently located in the Marriott SeaTac. We’ll be having meals in their atrium which should lend a whole new ambience to the conference. Please consider coming and please consider membership in WSASP. One of the reasons that state legislators are willing to listen to us is that we do represent a large majority of the School Psychologists of Washington.

How do you register? [WSASP.org](http://wsasp.org) will get you started.

For a copy of the brochure and the speakers go to: <http://wsasp.org/resources/Documents/2018%20Fall%20Conference/2018%20Fall%20Conference%20Brochure%20and%20Schedule.pdf>



MTSS FEST: School District Teams

The Washington State Association of School Psychologists recommends that school psychologists inform and attend with their respective district general education teams regarding the opportunity to participate in the OSPI MTSS. MTSS is a general education process, and participating with general education teams will increase the visibility of school psychologists, and help us move from the psychometric-clerical worker role to the NASP expanded model.



Washington’s Inaugural MTSS Conference

November 5-6, 2018

Seattle Airport Marriott

#MTSSFEST18

Gearing Up for MTSS: Progress, Not Perfection



MTSS Fest Opening Remarks

Chris Reykdal, State Superintendent of Public Instruction



Monday Keynote

Sharon Vaughn, PhD
University of Texas at Austin



Tuesday Keynote

Brandi Simonsen, PhD
University of Connecticut

Breakout Session Topics: Data-Based Individualization for Academics and Behavior, Restorative Practices, Family Engagement and Community Partnerships, Implementation Science, Positive Behavioral Interventions and Supports (PBIS), Addressing Racial Equity in Student Discipline, School-Based Mental Health, Integrated Student Supports, MTSS at the Secondary Level, Tier III Behavior Supports, Leadership Role in Core Instruction, Early Childhood Tier II Math Interventions, Selecting Evidence-Based Practices, Project AWARE, PBIS in the Classroom, Coaching within Tier III School Supports, Writing Expression and Targeting Instruction, Academic and Behavior Screening and Progress Monitoring, District, School, and Early Childhood Program MTSS Implementation Examples, Early Childhood Pyramid Model, Social and Emotional Learning, Interconnected Systems Framework, and MORE!!

Monday, November 5, 2018	
8:00 am—8:15 am	Welcome
8:15 am—8:30 am	Chris Reykdal, State Superintendent of Public Instruction
8:30 am—9:30 am	Dr. Sharon Vaughn, Keynote
9:45 am—11:00 am	Breakout Session A
11:15 am—12:30 pm	Breakout Session B
12:30 pm—1:45 pm	Working Lunch & Team Planning Time
2:00 pm—3:15 pm	Breakout Session C
3:30 pm—4:30 pm	Team Planning Time

Tuesday, November 6, 2018	
8:00 am—8:05 am	Welcome
8:05 am—9:05 am	Dr. Brandi Simonsen, Keynote
9:15 am—10:30 am	Breakout Session D
10:45 am—12:00 pm	Breakout Session E
12:00 noon—1:15 pm	Working Lunch & Team Planning Time
1:30 pm—2:45 pm	Breakout Session F
3:00 pm—3:45 pm	Team Showcase & Next Steps
3:45 pm—4:00 pm	Closing & Evaluation

[REGISTER NOW!](#)

[MTSS Conference Website](#)

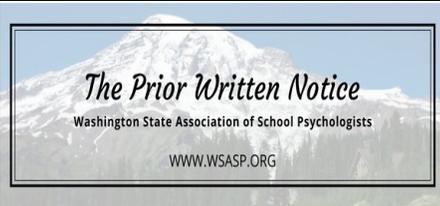
Contact: Shiloh Kauzlarich - mtssfest@esd113.org

9/20/18

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research





Alexandra Franks-Thomas, NCSP
North Thurston Public Schools
WSASP Area 5 Co-Representative
WSASP Communications Committee Co-Chair and PWN



Letter from the Prior Written Notice Newsletter Editor

I am excited to be the Prior Written Notice (PWN) newsletter editor this year. The PWN is a bi-weekly newsletter that will be sent to all WSASP members. The purpose of the PWN newsletter is to provide timely information about statewide activities, events, and provide resources to our membership. The PWN newsletter will be sent out to membership every other Monday, beginning August 27th, with an estimated 20-22 newsletters sent throughout the school year.

In addition to time-sensitive items, each PWN newsletter will include a link to a weekly forum post on the WSASP website to encourage participation. PWN newsletters will alternate between including a call for SCOPE submissions and link to research opportunities on the WSASP website.

Other items that can and should be included in the PWN include:

- Area meetings or events
- Professional Development opportunities (WSASP or otherwise)
- WSASP leadership activities (i.e. meetings with OSPI, HCA, NASP)
- Committee updates (i.e. GPR legislative updates, mental health resources)

Links to useful resources (WSASP, OSPI, or otherwise)

It is my hope that through this publication you will have a greater understanding of the benefits of your WSASP membership, find support and improvement for your daily work, and feel empowered to help contribute to the future of our profession in Washington State. Please feel free to contact me directly with items or information that you think should be communicated to our colleagues around the state by email at pwn@wsasp.org.

I look forward to connecting with you through the year! Happy psych-ing!

Alexandra Franks-Thomas, NCSP
Prior Written Notice Editor



School Psychology University Updates



The Ed.S. School Psychology program at Gonzaga University is up and running! In August, we welcomed our first cohort of 10 students into the program. They are excited to be a part of the Gonzaga community and are also looking forward to opportunities to connect with the larger school psychology community at the state and national level. It is through these connections that we will collaboratively work towards strengthening and improving the educational systems for students, families, and communities.

This winter we will be admitting our first post-master's cohort to begin their programming during the summer of 2019. We are expecting to admit approximately 18 students to this cohort. The post-master's track requires a minimum of 44 credit hours and is completed over a two-year time period (including summers). Given the robustness of our program, we anticipate addressing some of the critical shortages of school psychologists throughout Washington state and beyond.

Joseph Engler, Ph.D., NCSP
 Director, School Psychology Program
 Gonzaga University



Eastern Washington University's Respecialization Program (Online) continues to evolve and is now offering programming to applicants who have a bachelor's degree in a related area (education, social work, etc.) and professional work experience. We continue to offer programming for applicants with graduate degrees in related areas as well. Those who enter the program with a graduate degree have the option to complete the program in 2 or 3 calendar years. Applicants with a bachelor's degree must complete the 3-year programming track. The program is offered entirely online with the exception of an on-site requirement in the fall of each year, attending to the needs of our rural districts throughout Washington State. We have partnered with several rural districts to help them build from within, respecializing their current staff into school psychologists who will remain in their communities and serve their districts.

New to the program this year is Keyoor Joshi, who hails from the University of Central Arkansas. Keyoor's name may sound familiar as he has worked in the Snohomish School District and is happy to be returning to the Northwest. He is a certified Trauma Focused Cognitive-Behavioral Therapist and brings expertise in individual and group therapy. You can learn more about our program at www.ewu.edu/edsonline

Jamie Chaffin, Ed.D., NCSP, LPC
 Director : Ed.S. in School Psychology
 Respecialization Program
 Assistant Professor, Department of Psychology

School Psychology University Updates continued



The EWU Residential School Psychology Program took a hiatus this year by not accepting candidates for 2018-2019. However, we are NOT going away. Our faculty have been meeting with members of our Professional Education Advisory Board and have agreed that we want to make our program more accessible with stronger field components across the first year of the program. We are presenting a plan to our Psychology Department this fall and will share more in upcoming SCOPE newsletters! We expect to accept candidates for a summer or fall start 2019. The director of the program, Dr. Susan Ruby has been participating in the NASP 2020 Program Approval Standards Writing Committee. Work from this committee will be presented to the NASP Leadership Assembly this fall. Dr. Ruby has greatly benefitted from learning key issues related to program quality nationwide and will be applying what she's learned in program improvements for EWU's Residential School Psychology program.



Greetings to WSASP members from the CWU School Psychology program. This month we'd like to share an overview of our program. We continue to offer our full-time Ed.S. residency program here in Ellensburg. The program consists of 2 years of on-campus study in Ellensburg and the 3rd year internship. Students complete practicum hours in local school districts and in our on-campus Community Counseling and Psychological Assessment Center. Applications for our on-campus program are due February 1 for the following Fall admission. We accept 10-12 students per year for our on-campus program.

In addition to our on-campus program, in summer 2017 we began our Part-time Summer Cohort program for working educators. We are in the planning stages for beginning another cohort in summer 2020 and will have details in early Fall. In the summer cohort, working educators complete 4 summers of on-campus coursework in Ellensburg while completing distance coursework and practicum credits during the academic year in their supporting home districts. This program allows individuals to work on the EdS while remaining in their home school district. If you know of promising candidates in your school districts who may be interested please send them our way.

Have a great school year!

Heath Marrs, Ed.D.
CWU Program Director,



Nominations for WSASP Awards are now open



Each year nominations are requested from members of the Washington State Association of School Psychologists. Submit an application that describes the colleague you wish to nominate and the extent to which he/she engages in best practices in School Psychology with regard to assessment, intervention, consultation, education/supervision, and research/evaluation. In addition, please nominate a candidate for School Psychologist of the Year, Louisa Thompson Award, and Outstanding Advocate Award. The School Psychologist Services Award nominees are departments, schools, districts, clinics, hospitals, or other corporate entities. The Application containing effectiveness data will be considered more highly than those that do not. At the committee's discretion and with the permission of the nominee, School Psychologist employees or consumers may be interviewed or the site may be visited to aid the committee in determining the finalist. The President will present the award to the recipient at the General Membership Meeting at the Association's Fall Conference. The selection committee shall include the Officers and Area Representatives of the Association.

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 engage in the practice of School Psychology in Washington State during the year prior to receiving the 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.

Outstanding Advocate Award:

This award is given to an individual who has worked to make systemic changes in policies that govern the provision of educational and mental health services at the state, district or school level. In addition, this individual has worked to support the WSASP mission and vision statement. Individual nominees have so distinguished themselves by this service that clear evidence of improvement of educational and mental services for children can be readily documented.

Continued on next page

Nominations Are Now Open for WSASP 2018 Fall Conference continued**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.

Best Practices Awards:

Individuals trained as School Psychologists and who are engaged in 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 award. These awards may be given in the following categories:

1. Intervention
2. Consultation
3. Assessment
4. Education/Supervision
5. Research/Program Evaluation

If you know a school psychologist or district that stands out as an excellent nominee, please visit the WSASP website at <http://wsasp.org/awards> or go directly to <https://wsasp.wufoo.com/forms/s19ihl2n1mhe55q/> to fill out the nomination. For more information please contact Tracy Pennington at tpennin@tacoma.k12.wa.us

Nominations are accepted until September 28th

The Alaska School Psychologists Association Presents:

ASPA'S FALL CONFERENCE

OCTOBER 25-26

Event Description Heading

ASPA is honored to have such prestige speakers at this year's Fall Conference. You have requested specific topics and ASPA is delivering. Here are ASPA's speakers and topics:

We have Dr. Vincent Alfonzo who is currently the Dean of Education at Gonzaga University. Dr. Alfonzo will be speaking on cross battery assessments.

Dr. Jerry Wilde comes to us from Indiana University East where he is the Dean of Education. He will be giving us anger management interventions from a rational-emotive/cognitive-behavioral perspective and contains good hands-on and practical techniques practitioners can plug in when they get back to work.

Dr. Dan Florell is an associate professor at Eastern Kentucky University. He will be sharing his knowledge in Telehealth Ethics which will review the major concepts to consider when using technology, specifically when providing telehealth services. The Technology and Ethics session will look at new technology used by school psychologists and raise awareness on possible ethical issues that can arise.

Dr. Teresa Bunsen is Mat-Su's ABA Program Coordinator. She has decades of expertise with everything relating to Autism. She will be focusing specifically on comorbidity and behavior interventions.

To register please go to:

www.akschoolpsych.org

Alaska School



Psychologists
Association

Speakers & Topics

Dr. Vinnie Alfonzo

Cross Battery

Dr. Jerry Wilde

**Anger
Management
Interventions**

Dr. Dan Florell

**Tech Ethics &
Telehealth Ethics**

Dr. Teresa Bunsen

**Autism- Comorbid
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What We Choose Not to Share and How Sharing Can Expand Our Role

Mary Avery Kabrich, Ph.D.

Seattle School District

All children enter kindergarten expecting to learn the alphabet and become readers. This expectation is molded by generations of parents, friends, and teachers. The tradition continues when we collectively judge the child who readily learns to identify letter names and sounds as smart.

But what about the child who has dyslexia—a condition that shows up when the demands of the reading brain are required? I know from personal experience how shocking and devastating it is to discover this lack of cognitive cooperation. I can still see my kindergarten teacher pointing to the letters that appeared to me to be random lines and curves. Why was it so hard to recall the sequence of letters that made up my name? How did my classmates figure this out so easily? I concluded something must be wrong with me—I am not smart, I told myself—and this conclusion took forty years to revise.

Compounding my challenge was the fact that, when I was in grade school, no one in my small Midwest town had an understanding of dyslexia. Eventually I became a functional reader, primarily through my own efforts. What I couldn't change, and required professional help to transform, was the stubborn persistence of my belief that I lacked intelligence—even after I obtained a Ph.D. from the University of Washington.

Our understanding of reading disabilities and interventions has vastly improved since my youth. But I'm not so sure that we have made similar progress in addressing the issues of self-esteem that always accompany a lack of academic progress.

I wrote a fictionalized account about the lasting impact dyslexia has had in my life in my novel, *Once Upon a Time a Sparrow*. My motivations were twofold; I wanted to encourage teachers to increase their sensitivity to the lasting emotional effects of their struggling readers. I also felt a need to share the ways that my untreated wound from the past limited my practice as a school psychologist.

Today, when I hear talk of the expanded role of the school psychologist, I reflect on my experience in this role. For years I stiffly walked the halls as a school psychologist, trying to appear confident and intelligent. I feared being asked to read aloud or write something on a white board and risk being exposed as I stumbled on simple words. I espoused a wealth of information about reading challenges—addressed in my master's thesis and doctoral dissertation. I shared facts like a professor. But I never revealed that I, too, had struggled mightily to get through school. Profound embarrassment and shame kept this part of my life hidden.

When I began seeing a therapist, it was not to come to terms with my dyslexia. Initially I kept this from my therapist as well. I sought therapy because some stressors in our family life and a subsequent bout of depression brought me to further examine my life. I am grateful for the circumstances that ultimately opened me up. I now claim my expanded role as a school psychologist as one of bringing my whole healed self to the table.

Now I openly share with children that I struggled to learn to read. I still struggle with spelling. And these kinds of challenges have little to do with how smart a person is. I also share my experience with parents of children who have a specific learning disability. I try to make it clear how important it is to reinforce that being smart is much more than easily learning to read or do math.

Continued on next page

What We Choose Not to Share and How Sharing Can Expand Our Role continued

As psychologists, what are the ways we can shift the “smart” bias linking easy reading acquisition to inherent brightness? I invite you to consider examining aspects of school you found demanding or degrading given your learning or social/emotional makeup. Are there situations in which you too can expand your role as a school psychologist through sharing the challenges you faced and may still wrestle with? The student struggling with anxiety or math phobia may find relief when hearing from an adult who experienced similar challenges. That child’s parents may experience an increased sense of hope knowing about your struggle and outcome. This certainly has been my experience.

One of the most surprising responses I’ve received from people who read my novel is their disclosure of having felt “slow” or “not smart enough” even though they never were identified as having a disability. Often this self-judgment arose from noticing peers more easily learning to read.

I would like to see our roles expand to include not only thoughtfully sharing our own school experiences, but also helping teachers understand the importance of imparting a concept of *learning* separate from innate intelligence. How teachers frame and choose words to define learning can have lasting impact. How different my self-perception would have been had I been taught that we all are born with unique sets of abilities, making some tasks easy to learn and others much more challenging.

Our profession can shine a light of possibility for all children. We can do this through openly discussing our own scattered sets of strengths and weaknesses and by modeling language that normalizes variability in skill acquisition without casting doubt upon one’s innate ability.



WSASP Communication Committee
Laurie Engelbeck, Ph.D., NCSP

The Communication Committee is tasked with dissemination of information and promotion of better understanding and connections among School Psychologists in Washington State. Our long-range plan is to keep our membership informed by providing consistent, professional, succinct communication that is relevant to the profession of school psychology and aligned with association objections.

Members of the Communication Committee edit and publish the SCOPE, a quarterly publication, and the Prior Written Notice, our bi-weekly e-newsletters. The SCOPE includes timely articles about our professional interests and concerns. The PWN includes announcements about upcoming events and opportunities to participate in the Association.

We always need submissions to our publications! For the SCOPE, contact Laurie Harrison at scope@wsasp.org and for the PWN, contact Alex Franks-Thomas at pwn@wsasp.org. A SCOPE publication looks great on a resume or curriculum vita!

We also need editors to review articles and announcements for any errors in grammar, spelling, or clarity. We have three people review each submission, so we need many editors, but the amount of work for each editor is not too much. An article will be emailed to you and usually needs to be reviewed and returned in 3-5 business days. Being an editor is a great way to get involved with the Association without a large time commitment! If you are interested, please contact Laurie Engelbeck at Engelbeck@WSASP.org.



NASP Public Policy Institute
Rebekah Hereth, Ed.S., NCSP
Kent School District



In July, two of our board members, Rebekah Hereth (Area 1D) and Laurie Engelbeck (WSASP President-Elect) attended the NASP Public Policy Institute in Washington, D.C. The 5 day training focused on how federal and state education policy and grassroots advocacy shapes learning environments for all students. We heard presentations from nationally recognized scholars, leaders, and public policymakers on a variety of topics including the history of education policy, the development of the Every Student Succeeds Acts (ESSA), how education priorities fit into the federal budget, and advocacy for mental health supports in schools. Each year, there is a special topic, and this year the theme was **“Equitable Policies and Practices that Promote Engagement and Success for Diverse Learners”**. We learned about research on implicit biases, assessment and evaluation of ELL students, and best practices to support early childhood education, among other issues.

On the third day of the training, we went to Capitol Hill to meet with the education legislative aides of our Washington State Senators, Patty Murray and Maria Cantwell. We shared with them about the roles of school psychologists and how we can help create safe schools by supporting social/emotional learning, and asked for their support for two pieces of legislation related to mental health. First, we asked that they support fully funding of Title IV-A of ESSA, which will help schools implement school wide programs for problem solving, prevention, and interventions to improve student mental health, school climate, safety, and academic success. We also explained how the shortage of school psychologists in WA is impacting our students, and asked for support for Senate Bill 2934: Increasing Access to Mental Health in Schools Act which establishes grants to increase the number of mental health professionals (school psychologists, social workers, and school counselors) in low income schools. We had invigorating conversations about the issues that are facing our students, how school psychologists can help, and what we need to be able to meet the needs of our diverse learners.

We will be sharing more about what we learned at PPI and strategies to advocate, both at your building and district level, as well as ways that you can advocate in the state and federal legislature at the WSASP Fall Conference.



Dr. Laurie Engelbeck and Rebekah Hereth with Senator Patty Murray



Fall 2018 Update from the WSASP
Government and Public Relations Committee
By Carrie Suchy, NCSP, Co-Chair of WSASP GPR
Franklin Pierce School District



Hello WSASP! We hope you had a restful summer and are enjoying getting back into the swing of things this fall. As most of us are aware, there has been a lot of happenings around the state with school districts and education associations. For those who have gone through and may still be going through Strikes and worse, we want you to know that we stand in solidarity with you! We work closely with the Washington Education Association and want to support WSASP members in navigating questions or concerns about WEA and our profession as well as the students that we serve.

GPR is busy gearing up for the Fall Conference in October. We are preparing for the 3rd annual postcard writing campaign, giving all attendees an opportunity to make personal contact with their representatives in Olympia just after the 2018 midterm election. We look forward to sending 500 postcards after the election results are certified! As has become tradition, we are using the graphics designed by NASP for School Psychology Awareness Week 2018 as our postcard art.

We are also excited to be offering a session at the Fall Conference on Advocating for the Role of School Psychologist on Friday after the general membership meeting. This session will focus on how to be an Advocate at the individual, local, and state or federal level. We look forward to seeing you at this session where we will explore many entry points into advocacy, making this work accessible to everyone.

Looking forward, GPR is also preparing for School Psychology Awareness Week, coming up on November 12-16, 2018. The theme, "Unlock potential. Find your password." provides some exciting interactive opportunities for how we can celebrate this week. We will be providing materials and support for daily activities that week, which will be announced in the Prior Written Notice newsletter as well as on Facebook and at the WSASP Advocacy Action Center website.

We have a full year of advocacy opportunities ahead, with many opportunities for members to engage in advocacy at all levels. If you are interested in becoming involved with GPR, please email us at gpr@wsasp.org, or come talk to us at the Fall Conference!



School Psychologist Assistants, Psychometrist, ????

Steve Gill, President

School Psychologist Assistant, Psychometrist, _____???

Whatever name is given, this role varies dramatically across the country. Over the past several months issues surrounding this have arisen here in Washington and many practicing school psychologists have sent concerns to WSASP the Washington State Association of School Psychologists regarding this topic.

We have worked with university staff, OSPI the Office of Superintendent of Public Instruction, and WEA the Washington Education Association (in addition to our board members) to attempt to understand the nature of the problems and concerns. There is evidence that districts are hiring staff members (who are not trained school psychologists) and instructing them to practice outside of their training (completing psycho-educational assessments). There are efforts to create a program that would teach people how to give cognitive tests in 24 class hours (that is not a typo). However, the majority of issues that have been looked into, so far, have led to frustration regarding how the laws are written and how the test publishers have written their documents.

The laws and documents from the test publishers appear clear regarding who can buy the tests and who can interpret the tests; however, the issue regarding who can administer the tests is not so clear.

We have spoken to school districts and one (is it now more than one?) of the university programs regarding some of our concerns. One thing that is very clear, is that the districts are struggling to solve a problem, the problem that they cannot find enough school psychologists to hire.

There is no question that the shortage of school psychologists in Washington is leaving many districts with challenges. And, there does not appear to be a solution to the shortage that will lead to significant changes within the next few years.

Then, to add to this issue, is the fact that Social/Emotional Learning and the Multi-Tiered System of Support (MTSS) work will lead to a need for more school psychologists in the years to come. This is a wonderful problem to have, given that it will allow us to practice across a greater range of our skillset. A ray of hope regarding more school psychologists is the expansion of the re-specialization program at Eastern Washington University and the beginning of a new school psychology program at Gonzaga University.

We will continue our efforts to engage in dialogue with the programs that are attempting to teach non-school psychologists how to administer academic and cognitive testing with minimal training. We do not have an avenue to stop this from occurring, therefore we need to encourage these programs to greatly increase their rigor. If this is done well, there is the possibility of highly qualified school psychologists assistants in the future (as you know, there have been SLPAs, COTAs, and PTAs for many years). This could also increase the likelihood that we could practice a greater range of our skillset. Please note, our working with the one known program in development is NOT an endorsement of that program or their efforts, but instead an effort to encourage a much higher level of rigor.

This is the beginning of this story, and there is a high likelihood of ongoing discussion over the next several years.

Working Conditions Survey Comments:
The Challenges of Being a School Psychologist and What to do Next
Laurie Anne Harrison, Ph.D.
SCOPE Editor, Retention & Recruitment Chair
Snohomish School District

School psychologists come into the field well trained by their respective universities, in compliance with the requirements delineated by NASP. Yet when we come into the field with this vast expertise of knowledge we find that there are issues that no one ever warned us about, or we couldn't actually understand that they could happen to us. After reviewing 58 pages of school psychologist comments there were common themes with some outliers. Most school psychologists want to function as school psychologists. There is in fact a driving need to be able to work with and to support children properly. Yet many of us have been placed in the role of psychometric clerical workers. There are some districts that are slowly recognizing our skills, yet most districts are oblivious as to who we are and what a valuable resource we are. Districts lose approximately 50% of their first-year teachers within the first 5 years due to classroom management issues. Unions have fought to ensure teachers are no longer cleaning classrooms or have recess duty, yet indicate they can't support school psychologists because we are simply too small of a group. It is truly amazing that they are unable to comprehend that by supporting us, they would be able to retain more teachers, who would have higher job satisfaction. It is truly more cost effective to hire clerical workers to support us, so that we could support teachers and students.

The themes of concerns that were consistently shared by our peers are as follows: union leaders ignore us; district administration ignores us; The special education director is ignored by the district; the special education director has no idea what he/she is doing; caseload is overwhelming; there is no team process; no recognition for NSCP and/or Ed.S.; no understanding on how much time it takes to do an evaluation, including the amount of time it takes to write a report; no time to counsel; no time to set up interventions; outside agencies brought into provider support with no consideration of our skills and abilities as school psychologists; does not have access to updated tests; poor testing environment; administrators who undercut the decisions made by school psychologists; understaffed with school psychologists, special education law being violated by districts.

The themes outlined to improve working conditions are as follows: reduce caseload, time to focus on interventions, opportunity to run individual and small group counseling sessions; pertinent trainings for school psychologists; districts need to implement MTSS; time to consult with teachers; private office that is appropriate setting for testing/counseling; a budget that can support updated tests and supplies; supported and respected by both general and special education administrators; recognized NCSP and Ed.S. on pay scale; hire clerical worker to take on clerical duties; have school psychologists on leadership teams; support in building advocacy skills; more pay.

As professionals in an isolated position many of us may recognize the pervasive truth of the challenges we face and the inherent solutions needed to address them. The Retention and Recruitment Committee is in process of working on a multi-pronged approach to address issues of Retention. Currently we are looking at: Working with the HealthCare Authority on additional funding through Medicaid; Developing Power Point materials for presentations to the school board and union by school psychologists in their respective districts; WSASP board members to present at statewide stakeholder meetings, such as the Washington State School Director's Association; WSASP board members will write articles regarding the expanded role in publications of pertinent stakeholders; develop and manage a Retention and Recruitment page on WSASP website. Please contribute any ideas you have to the Member Forum at <http://wsasp.org/WSASP-Member-Forums/6673585>.

WSASP LEADERSHIP

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- 4) Product and service accounts are to be encouraged. Paid political advertisements and paid public policy statements will not be accepted unless approved by the executive board.
- 5) The Scope Editor will use the above guidelines to accept or decline advertising accounts.
- 6) The Scope Editor will refer questionable accounts to the WSASP executive board when the guidelines above aren't sufficient to make judgment.
- 7) The WSASP executive board reserves the right to reject any accounts deemed below our standards of professionalism or of possible detriment to our Scope readers or association. The WSASP Board has approved these guidelines for organizations or individuals interested in advertising in our newsletter.

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