

MISSION STATEMENT: UNITING SCHOOL PSYCHOLOGISTS TO SUPPORT ALL STUDENTS THROUGH ADVOCACY, LEADERSHIP AND PROFESSIONAL DEVELOPMENT.

VISION STATEMENT: SCHOOL PSYCHOLOGISTS ARE AN INTEGRAL AND DYNAMIC FORCE IN FOSTERING STUDENT SUCCESS



SCOPE



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Laurie Engelbeck, Ph.D., NCSP
WSASP President
Issaquah School District

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Attention Members: 2019 Fall Awards - See Page 15 for information on the nomination process



President’s Message

I am so excited and honored to be your new WSASP President!

Two years ago, I was happily involved with WSASP as an Area Representative and Communications Committee Chair but it had never occurred to me run for higher office, when then-President Tracy Pennington-Branen asked if I would run for President. My first thought was “Not me!” But, over the next several months, with encouragement from Tracy and others on the WSASP Board, I came to think “OK, maybe in a few years,” and then “Yes, I could do this, I could run for President-Elect now.”

The past year has been full of opportunities to learn from past and present WSASP officers and making plans for my presidency. In February I went to the NASP conference in Atlanta and participated in the Regional Leadership Meetings and the Assistance to States sessions. It was exciting to see what other state associations are doing and to get ideas for making some changes to our association that will allow us to better serve both our members and all school psychologists in Washington state.

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President's Message continued

I have two areas of interest that I want to promote as President of WSASP: Connections and Self-Care. These have been areas of interest for me for a long time.

A little about my background: When I went to college, my plan was to become a high school counselor. I majored in psychology, but then I learned that school counselors don't actually get to do a lot of counseling. I decided to become a clinical psychologist. I went to the University of Colorado in Boulder—a beautiful place! While my focus was on psychotherapy with children and families, I found I really enjoyed doing assessments. After I earned my MA, I got a job as a therapist in a self-contained special education program for middle school students at risk for out-of-home placement. I thought I was going to focus on individual psychotherapy; who knew I would end up back in special ed! My dissertation was about Social Support and Stressful Life Events. No surprise: social support is a good thing, stress is not. Now we talk about social/emotional learning and ACES—same song, different lyrics.

After grad school, I worked in a community mental health center and in a hospital where I mostly worked with older adults who had had strokes and a few younger patients with traumatic brain injuries. A big part of my work was assessments, both bedside mental status exams, and formal neuropsychological evaluations. After several years of working in physical rehabilitation, our family moved to Washington for my husband's job. We landed in Issaquah, where we have been for the past 23 years. Our son was 2 when we moved and is now finishing Law School at UW. I credit his kindergarten teacher with my career change to school psychology. I was volunteering in the classroom and chatting with the teacher as I was not working that year. She said, "We always need good school psychologists." I don't think I knew what a school psychologist was, but I called the school psychologist at my son's school and talked with her, and she recommended Seattle University. I was able to take just one or two classes at a time and interned in the Issaquah School District and was hired there. I have been working in Issaquah for the past 16 years, mostly in a middle school, but I have worked with students from age 2 to 21.

So here I am, starting a new adventure as President, but still focusing on some of the same interests: Connections that help us get through tough times—and we know, in our job, sometimes it feels like it is always a tough time.

Being a school psychologist can be an isolating job. We get stuck in our offices, writing reports, and seeing students, sometimes not even getting out of the office for lunch. Sometimes we are not included on the "All Staff" emails and invitations. No one else really knows what we do. That's why connecting with other school psychologists is so important.

I have a great group of colleagues in Issaquah and I have another great group with WSASP. I want to encourage everyone to make connections outside your building, and outside your district. We can work on our common challenges and build on our common strengths. There are many opportunities within WSASP to connect with other school psychologists around the state—opportunities that may take as little as a few minutes every few months. Through WSASP, we can also connect with other groups who have similar interests in supporting the academic progress and mental health of our students. The more connections we make, the better we feel, the more effective we are, and the more we can support our students.

There are exciting opportunities coming up for school psychologists in Washington. Glenna Gallo, Assistant Superintendent for Special Education is convening a work group to look at how we qualify students as having a Specific Learning Disability. More districts are starting to develop Multi-Tiered Systems of Support and we can have an important role in that.

Keep reading the SCOPE and the PWN to learn more about ways to connect and ways to participate with WSASP.

"We are better together!"

Laurie Engelbeck, Ph.D., NCSP
WSASP President
Issaquah School District

2019 Secondary Summer Summit

Hotel Bellwether
1 Bellwether Way
Bellingham, WA 98225

August 16, 2019
8:00am-3:30pm



Taming the Lions: Implementation Tips for Working with Difficult Adults on Tier 2 and 3 Plans

Flint Simonsen, Associate Professor, Education, Whitworth University, Spokane, WA 8:30am-11:30am

When planning Tier 2 and Tier 3 behavioral interventions, there may be times when working with a challenging student is the easy part. Working with adults may be the more difficult part of the behavior change process. This session will describe strategies for addressing issues of adult resistance and buy-in for the consistent implementation of behavior plans. Participants should come with concerns and problems related to implementation struggles. Practical strategies will be provided for strengthening implementation success.

Participants will develop skills for:

1. Understanding sources of adult resistance
2. Planning responses to common behavior plan objections
3. Problem-solving barriers to implementation success



Adolescent Executive Functioning: Recognizing Problems and Improving Performance

*Dr. Steven Guy, Co-Author of the BRIEF-2, Pediatric Neuropsychologist, Columbus, OH.
12:30 – 3:30*

Executive functioning demands increase dramatically during adolescence often leading to referrals for special educational evaluation. While E.F. difficulties are evident in most conditions cared for by school psychologists, it can be challenging to determine what symptomatology are true deficits versus typical adolescent development. It is critical for school psychologists to have a firm foundation in the topic of executive functions in order to know when and how to intervene. This discussion will include recent progress in our understanding of executive function including concepts and theory, assessment approaches, and most importantly, evidence-based methods of interventions for improving executive functioning in adolescents.

There is a continental breakfast at 8am. Lunch is 11:30-12:30pm.

Registration

Registration is now open 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): \$150
- General Registration (WSASP member): \$100
- Student/Retired (WSASP member): \$50

6 clock hours available (*free for WSASP members, \$2/clock hour for non-members*)

Lodging

Rooms can be reserved at The Hotel Bellwether, with a wonderful rate of for those attending the WSASP Secondary Summer Summit. **To make a reservation, call the Reservations Department at (360) 392-3100 and request the group rate for Washington Association of School Psychologists.** Please make your reservations as soon as possible to guarantee the rate.

Washington State Association of School Psychologists

Annual Fall Conference 2019



The Davenport Hotel

10 S. Post Street
Spokane, WA

October 17th – 19th, 2019

Parking: The Historic Davenport Hotel, The Davenport Tower, or The Davenport Lusso self-parking is available in our garage on the southwest corner of First Avenue and Post at \$17 per night per car. For valet parking our staff is available 24 hours a day to greet you at each hotel entrance. \$22 per night per car. Prices subject to change.

Registration is now open for the WSASP Fall Conference, which will be Thursday-Sat., Oct 17-19 at the Davenport Hotel in Spokane. This conference is incredibly diversified in topics (with some 26 talks), addresses many relevant issues; and is aligned with OSPI's focus on MTSS. Our 'conference within a conference' on Saturday (Brunch included) is entirely focused on MTSS and how the psychologist will be essential to its implementation for all areas of concern, not just SLD.

The conference will continue to provide the workshops needed for state and national re-certification. We have several national speakers addressing issues around the comprehensive evaluation, including dyslexia, different forms of PSW, and how to tie it all together (MTSS and PSW). Just go to <https://www.wsasp.org/event-3374281> to register, and please reserve your beautiful Davenport Hotel room as soon as possible to guarantee conference rates. Call the Davenport Hotel directly at 509.455.8888. Use the acronym WSASP, and the hotel will recognize the conference so you can get the conference rate of \$159 per night

<https://whova.com/whova-event-app/> : We are excited to use Whova as our event platform! Whova allows registrants to view the conference schedule on their phones! You can view the schedule, session abstracts, speaker information, and more! So when you have registered, please download the app .



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From Author
Samuel O. Ortiz,
Ph.D.

Fair – Accurate – Digital



A new fully **digital** test that provides a **fair** and **accurate** assessment of receptive vocabulary ability for both English speakers and English learners

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Creating a School-Based Autism Evaluation Team: An Illustrative Example

Joseph Engler, Ph.D., NCSP

When I began my professional career as a school psychologist, I was amazed at the number of referrals that I received related to Autism. At that time, similar to today, prevalence rates were continuing to rise, and our school district did not appear adequately prepared to address this growing concern. The lack of preparedness left me feeling less than adequate in my job/profession and prompted me to advocate for better practices and changes within the assessment of Autism. I knew that changing 'old practices' is extremely challenging, but I was committed to this work because it ultimately had a profound impact on children and their families. Therefore, I collaborated with other school psychologists in our district to identify a statement related to what we would like to accomplish from our work together on this challenge. The statement was: *Our school district is committed to the practice of ethically and legally sound assessments of Autism.* The statement served as an anchor to focus our efforts in a common goal.

To facilitate a change in 'old practices' and work towards our common goal, school psychologists are encouraged to first conduct a Needs Assessment (Nagle & Gagnon, 2004). The purpose of a Needs Assessment is to identify a discrepancy between current practices and the way that practices should be delivered. It was evident that the current practices were inadequate, signifying a need for change. Completing a Needs Assessment can be accomplished using a 3-Step Model. The National Association of School Psychologists (n.d.) suggests that school psychologists utilize the following steps: 1) Identify and Engage Appropriate Stakeholders, 2) Identify Relevant Data Sources, and 3) Resource Mapping (see nasponline.org for more information). When identifying appropriate stakeholders, I obtained an organizational map of the school district. This assisted in the identification of key stakeholders from whom I would need approval and support. Additionally, the organizational map was also valuable to identify those who had little interest or no authoritative interest in this work. The key stakeholders that were identified through this process were a school psychology team (SPT), area principals, special educators, the Director for Special Education, and the Assistant Superintendent. To engage the stakeholders, several meetings and conversations were held to assess buy-in and support.

The second step of a Needs Assessment involved the identification of relevant data sources. The SPT identified who we would like to collect data from as well as methods for collecting this data. Our SPT determined that we would like to collect data from the State Department of Education, school psychologists, parents, and professional colleagues. The purpose of the data collection was to identify different perspectives on how effective the current assessment practices were at identifying Autism and also what other districts were doing to identify Autism. The final step of the Needs Assessment was resource mapping. The purpose of resource mapping was to identify the available resources of the district, look for redundancy, and brainstorm how things can be integrated to be more efficient. As an SPT, we determined that the resources we could leverage included: some Autism rating scales, buy-in at multiple levels, and collegial support throughout the district.

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Creating a School-Based Autism Evaluation Team: An Illustrative Example continued

As a result of our Needs Assessment, the SPT was charged with using the obtained information to generate a solution to the problem. After careful thought, the SPT determined that we would like to create a school-based Autism Evaluation Team (AET). We started the process by looking at what we currently had in place (i.e., rating scales) and identified that we would like to purchase the Autism Diagnostic Observation Scale (ADOS). Our SPT researched the price of the ADOS kit(s) and also what the expenses would be to have five people trained in the assessment. The total expenses were within the district's budget so this was approved to move forward. The SPT was also charged with identifying the most relevant professionals needed to conduct a comprehensive Autism evaluation. While this is largely dependent on your district, our team determined that the five professionals we would like trained were three school psychologists, one speech and language pathologist, and one licensed professional counselor. It was these five professionals who would be trained in the ADOS and ultimately were identified as the inaugural members of the AET.

In preparation for the ADOS training, the newly constructed AET watched several pre-training DVD materials that were provided by WPS. We determined that each team member was to watch the DVDs independently prior to the training and were also responsible for reading the ADOS manual. The team then flew to Los Angeles, CA for the training where we were able to observe live administrations and gain scoring feedback from trainers. Upon returning home, the AET calculated our inter-rater reliability based on our observations during the training, and they were in the .90s. We then rewatched the pre-training DVDs, reread the manual, and conducted several practice administrations on typically developing students with parental consent. At that point, the AET was confident in the administration and scoring of the ADOS so we turned our focus onto the logistical challenges that remained and developed an implementation plan. The implementation plan consisted of multiple steps for conducting a comprehensive Autism evaluation.

The beginning step of our implementation plan was that all Autism referrals would come to a centralized location. From there, the referral would be assigned to 1 of the 5 AET team members who would facilitate the comprehensive evaluation. That team member would typically begin by completing the Social Communication Questionnaire (SCQ) with the parent as an Autism screener. The SCQ utilizes a cutoff point; therefore, if the cutoff point was not met, the evaluation was nearing its completion. In such cases, the student was continually monitored and could be referred to the AET team again at a later date. If, however, the cutoff point was met, the student was signed up for an ADOS administration where three of the AET members met with the parent and child to conduct the administration. The AET determined that one of the three team members needed to include a school psychologist. The ADOS was administered by one of the team members while the other two coded the administration. Once the administration was complete, the AET met and immediately scored and wrote up the ADOS results. After the ADOS was completed, additional data were collected to ensure that the comprehensive evaluation was multi-sourced, multi-method, and spanned multi-settings. An eligibility determination meeting followed.

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Creating a School-Based Autism Evaluation Team: An Illustrative Example continued

Upon reflecting on this experience, and from discussions with the AET, we felt that we were better able to identify and support children with Autism Spectrum Disorders and their families. The work that had been done was far from perfect, but I've always been told to 'not let the perfect be the enemy of the good.' The creation of the AET has undoubtedly been through multiple revisions and iterations since my time in the district, and has continued to focus on a shared goal of conducting ethically and legally sound assessments of Autism. It is also through these reflections that I realized the importance of collaboration and teamwork focused on a common goal. I would not have thought that early on in my professional career, I would be able to help change a system, but through the dedication and commitment of many, changing a system did occur.

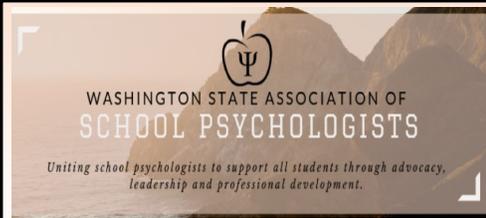
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Nagle, R. J., & Gagnon, S. G. (2014). Best practices in designing and conducting needs assessment. In P. L. Harrison & A Thomas (Eds.), *Best practices in school psychology: Foundations* (pp.315-327), Bethesda, MD: National Association of School Psychologists

National Association of School Psychologists (n.d.). *Assessing school-level & district-level needs*. Retrieved from <https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-ii-nasp-practice-model-implementation-and-service-delivery/assessing-school-level-and-district-level-needs>

**University Updates**

The Eastern Washington University School Psychology (Online) Program has accepted two cohorts of students who begin their first courses in June of 2019. Our 2-calendar year accelerated-sequence students will begin their practicum in the fall of 2019, internship in the fall of 2020; anticipating certification in the spring of 2021. Our 3-calendar year sequence group will be completing two calendar years of field experiences before completing their 1200-hour internships during the 2021-2022 school year. We are excited to be able to meet the needs of many rural districts that have supported applicants who will stay in their current districts while completing our program. We encourage districts who will be looking for interns in the spring of 2020 to offer their internships early (January/February/March) and to include reasonable stipends and benefits; most of our interns are receiving paid positions. We will be hard at work this summer training our future school psychologists!



How Does the WSASP Board Spend the Money?

Steve Gill, Immediate Past President

Sumner School District

As the president, I heard this question and a question about the cost of the fall conference. In an effort to be transparent about how the WSASP Board spends our members' money, we talked about the expenses a little differently than we had before. Arick, our treasurer for life, talked a bit more about the breakdown of the costs that make up our fall conference and I talked a little bit more about our efforts to have both fiscal responsibility and make sure to pay all possible dollars back to our members. This article is meant to hit some of the key points in helping to make sure that everyone understands how we have approached these issues over the past 3 years. We want members to know where their dues and conference fees go.

One of the first and most critical issues is fiscal responsibility. Many years ago, during a tough era for the association, the bank balances for the association reached a low point. During this low point, the association had to work out a payment plan to repay the expenses of the fall conference. The association has worked very hard to determine what makes for fiscal responsibility and to achieve that goal. The board, with the help of a financial consultant, determined that we should have roughly the equivalent of our yearly budget in "savings" at any time. Our budget (not including the costs and revenues of the fall conference) is roughly \$60,000 per year. The following are examples of what creates our expenses: office manager, systems needed for managing clock hours and communications, and board travel. We have been able to maintain this level or for several years now.

Our revenue is a critical factor in being able to provide the services that we provide to our members. The work and planning that goes into the professional development, communication with members, working with our state government in support of our profession, support to members, and ability to provide clock hours is enormous. The vast majority of that work is done for free by your board members, but the items noted above are needed so that they can coordinate the work and so that our amazing office manager can make sure that you as a member can receive the service and help that you need. The majority of our revenue comes from the yearly dues and a second source of revenue is our lecture series. The fall conference and summer summit are designed to be at a break-even point over the course of each three-year span.

The cost of either the fall conference or the summer summit is actually something that has created a great deal of work for our association over the past few years. The costs associated with running a conference have increased greatly in certain areas, like food and audio/visual. Therefore, we have had to increase the cost to our members. It is important for everyone to know that a fall conference costs \$70,000-\$100,000 to hold. The single largest cost of a conference is the food. Our PD team has spent a great deal of time looking at the costs of each and every aspect of a conference so that we can take the estimated number of attendees and divide that into the predicted cost of the conference. In other words, we are now pricing the conference at only a few dollars per person above the predicted cost per person.

What if we make more money than expected? This issue occurred a few years ago and led to what was easily the most heated arguments within the board that I can remember in recent years. The arguments focused on how we could give back to our members.

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How does the WSASP Board spend the money? Continued

This past April, after a great deal of pre-work, we put into place a spending plan as part of our overall strategic plan. We created priorities regarding how to spend additional funds when we are in a position that we actually have additional funds. We defined additional funds as any time in which our bank balances are more than 10% above the budget for the upcoming year at the time of the summer meeting. Our priorities are, for example, giving away books at the fall conference, supporting students to attend the conferences, giving away free attendance to our conferences, and student scholarships. If there is something that you see as a priority that was not noted above, please do let your area representative know what you see as a priority. We can update that list during a formal meeting (we have formal meetings multiple times per year). The point is that we are using the money that our members generate to support our members.

We want to make sure that our members understand that there are no secrets regarding our budget and the pricing of our conferences. If you ever do have a question, please do contact your area representative. The budget and spending is covered in detail during our fall conference at the general membership meeting. The hope of this article is to help our members see that our executive board takes the responsibility of utilizing the money generated by our members to benefit our members to the greatest possible extent.

How To Contact Your Area Representative

Area Represented	Name	Email
1 A	Aliina Crandell & Liz Jones+	Area1A@wsasp.org
1B	Michael Pletan & Cassandra Mulivrana	Area1B@wsasp.org
1C	Jessica Kesseler & Mikael Olson	Area1C@wsasp.org
1D	Rebekah Hereth & Elizabeth Gibson-Myers	Area1D@wsasp.org
2	Danielle Howell-Hansen	Area2@wsasp.org
3	Nathan Cattarin	Area3@wsasp.org
4	Jill Davidson & Donna Guise	Area4@wsasp.org
5	Sherri Bentley & Cecilia Hernandez	Area5@wsasp.org
6	Danna Williams & Carrie Bishop	Area6@wsasp.org
7	Laree Foster	Area7@wsasp.org
8	Katherine Blair & Rachelle Mattingly-Gore	Area 8@wsasp.org
9	Michael Kirlin & Karen Harper	Area9@wsasp.org
10	Valerie Herron & Lore'K Garofola	Area10@wsasp.org

WHAT DOES WSASP DO FOR OUR MEMBERS?

Laurie Engelbeck, Ph.D., NCSP, WSASP President
Issaquah School District

As members are thinking about renewing their WSASP membership and because membership dues did increase this year, the WSASP Board suggested that we identify how the association serves our membership. The Board was recently surveyed and shared some of their ideas about what service WSASP provides and why they value the association.

Responses fell into several broad categories.

Communication: WSASP publications and conferences allow school psychologists from across the state to learn what other school psychologists are doing, how they are meeting common challenges, and how they might do the job differently. Information about upcoming professional development events and the recap of the events for those who could not attend are valued.

Connection and Collaboration: In a field where most of us work as the only person in our role in our building and for some, the only one in our district, the opportunity to connect and collaborate with peers is so valuable.

“Working with others who are passionate about the profession invigorates my own personal work,” --
Collin Revoir, WSASP Secretary.

“There is something unique (weird?) about us School Psychologists. Many of us feel out of place in the teacher’s lounge. We advocate for students that frankly place a strain on other teacher’s loads or challenges to their classroom management style. Our students are often not able yet to meet standard, and some in all likelihood will never meet the state standards. When teachers see us coming with that “I have a new student for you” look on our faces, they quake. WSASP and its fall conference, summer institute, SCOPE and PWN communications, offer an opportunity for us to talk to others who speak the same language and face the same issues. Why WSASP? Because we need each other and a venue where we get to visit with each other.” -- Steve Hirsch, Professional Development Chair

“WSASP provides a community that all strives towards life-long learning and advocacy for all school psychologists.” -- Julia Martin, EWU graduate student representative.

“I try to provide access to resources others may not know about. I try to connect them with one another (having 150 or more EWU graduates since I started in 2005, I seem to know a lot of people in different areas”--Susan Ruby, EWU representative.

Advocacy: We have an active Government and Public Relations (GPR) Committee. Many of our members appreciate the work of GPR even if they are not actively involved.

“I value that WSASP is working collaboratively with OSPI to help define our role and advocate for all psychs.”-- Cassie Mulivrana, Area 1B representative.

“I had attempted for years as an individual school psychologist to make a difference within my district, the Washington Education Association and legislation, it was only when I became an executive board member was I able to truly have a voice. Why WSASP, because as a single voice we struggle, as a united voice with focused intent, we can change the world.” -- Laurie Harrison, Past President, Retention & Recruitment Chair, Scope Editor, Governmental & Public Relations committee member.

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What Does WSASP Do For Our Members? Continued

According to Sherri Bentley, GPR Co-Chair, GPR works on: Advocacy

- Legislative

- Liaison relationships (such as OSPI, WEA)

- Week of Action

- School Psychology Awareness Week

- Access to customized advocacy tools via the Advocacy Action requests

- We make sure we are at the table, not on the menu!

- Members can opt into GPR mailing list for Legislative Advocacy Action requests

- Coordination with WEA lobbying efforts

- Provide members a structure for becoming directly involved in advocacy (most of the GPR committee members are not WSASP board members)

- Provide professional development related to advocacy (Fall Conference, Week of Action, NASP Public Policy Institute)

Professional Development: WSASP's Fall Conference, Spring Lecture Series, and Secondary Summer Summit are all valuable and relatively low-cost opportunities to learn and to earn the clock hours needed for certification.

“It represents a connection to what is happening in the field. Let’s face it, psychologists in the ‘trenches’ get very little opportunity to stay current on the bigger issues. WSASP Professional development helps psychologists keep current. When you are relatively alone in your practice, questions go unanswered. WSASP answers questions. “--Steve Hirsch.

“Fall Conference is always great to attend and socialize with other school psychs in the Washington area.”--Liz Gibson Myers, Area 1D representative.

“What I value most about WSASP is the opportunity for professional development that is specifically tailored to my role as a school psychologist. While my district provides for many PD opportunities, these are not specific to my role, and so the PD WSASP provides is incredibly important. “--Mikael Olson, Area 1C representative.

Support and Guidance for all Washington school psychologists: Our Ethics team is available to answer questions about professional ethics concerns. Our Assessment team is working on getting answers to some of the assessment questions that repeatedly come up repeatedly. Others are working on providing members with information about newer roles for school psychologists and how we can support the social/emotional needs as well as the academic needs of students.

“ WSASP is a group of volunteers coming together to better our profession so that we are able to do our best work for the students/families and staff of Washington state.--Tracy Pennington-Branen, Past President.

The WSASP Board is dedicated to supporting all the school psychologists in Washington. In the Fall, we are planning a survey of our membership, including issues you would like WSASP to address and questions about policies/practices in different districts across the state. This will be your chance to share what we can do to be more useful to you.



Legislature Opens up Multiple Pathways to Graduation for Students

Chris Reykdal

OSPI State Superintendent



OLYMPIA—May 7, 2019—Until today, Washington state was one of the last in the nation to link state assessments to graduation.

State assessments were intended to serve as a tool to measure how well the K–12 *system* was doing. The assessments were not intended to be used to measure the progress and performance of *individual students*, and they certainly were not intended to serve as a barrier to high school graduation.

Ensuring students have access to a graduation pathway that aligns with their postsecondary goals has been my top policy priority for the past two years. I began this work in 2017 when I requested House Bill 2224, which provided options for students who did not pass state assessments to demonstrate readiness to graduate in other ways.

With the passage of House Bill 1599, students will now have multiple pathways to demonstrate readiness to graduate, and each pathway must be aligned to the student's High School and Beyond Plan.

The pathways include:

- Completing a sequence of career and technical education (CTE) courses that lead to workforce entry, an approved apprenticeship, or postsecondary education.
- Completing and qualifying for college credit in dual credit programs in English language arts (ELA) or math.
- Meeting a certain score on the SAT or ACT.
- Meeting or exceeding standard on state assessments in ELA or math.
- Earning high school credit in a high school transition course in ELA or math.
- Meeting standard on the armed services vocational aptitude battery.

The inclusion of a CTE pathway is vital to the success of our state's economy and it will make a significant difference in the lives of our students. This pathway will allow students opportunities to select coursework that aligns with their postsecondary goals, with the intention of putting them on a path toward a career they love.

In addition to these important pathways, the bill also provides flexibility in meeting the 24 credits required for graduation. This option is available if students take courses aligned to their High School and Beyond Plan and postsecondary goals, and if they have met all other graduation requirements.

Finally, the bill extends the assessment waiver for students in the classes of 2019 and 2020 who did not pass the state assessment. Students in these cohorts will have the same options for graduation as students in the Class of 2018.

This is a significant step forward for our students and communities and required legislators on both sides of the political aisle, K–12 and higher education advocates, and business organizations to come together. I am thankful for the collaboration and hard work it took to pass this important legislation.

A Tier 2 Intervention at the High School Level: Effective? You Be the Judge

Steve Hirsch, Ph.D., NCSP, Professional Development Chair
Shoreline School District

As spring break approached at Shorecrest High School, 78 seniors (about ¼ of the senior class) were in danger of failing at least one class, with another 33 failing their on-line make-up classes. The building intervention team was feeling concerned and desperate.

The district informed us that seniors MUST be given the opportunity to attend their full allotment of school days despite school closures due to snow. Underclassmen were given this opportunity by extending the school year 3 days but there was doubt that seniors would take advantage of such an opportunity and attend school after graduation.

The solution we proposed: Open the school during spring break, primarily but not solely for seniors, to attend a 'spring break camp', designed to help students get back on track grade and credit wise. We offered tutoring to raise test grades; homework support in major classes; re-takes of failed tests following direct instruction. Students were able to raise their grades; replace failed test scores, work on earning credits in failed classes through on-line learning; , strengthen their foundational knowledge for current class by re-learning concepts from previous semester (eg. Geometry 1) or taking a missing required class (Washington State History).

We didn't expect a large turnout given that it was spring break and the commitment was for at least two of the four school days of the break. How did we do? Virtually all 'campers' attended at least two of the four days. And how many came? **204 students!** 62 seniors; 44 juniors; 77 sophomores and 21 freshmen made the commitment to come during spring break.

As for classes:

Geometry-66

Algebra 1 or 2-36

Washington St. History-17

Social Studies-9

AP Calculus, Statistics or Psychology-22

On-line credit recovery-22

Other-34

Cost- 11 certificated staff were paid for up to four part days of work (3hours: 9 am-noon) and 3 classified staff were paid three hours per day to support the effort and help tutor.

Numerous honor students contributed tutoring time as part of their responsibility to the National Honor Society. Over 200 students sacrificed Spring Break to move from failing or near-failing grades to passing grades. Content was retaught and re-assessed (welcome to differentiated learning and IEP necessity). Sixty-two of the 78 seniors that were at-risk for course failure are hopefully back on track to graduate. One area we can see for improvement: More geometry teachers.

If you would like more information, contact:

Principal: Lisa Gonzales: lisa.gonzalez@shorelineschools.org

School Psychologist: Steve Hirsch: steve.hirsch@shorelineschools.org

Summary of Survey of Special Education and ESD Directors about their School Psychologists

Laurie Engelbeck Ph.D., NCSP, President, Communications Co-Chair
Issaquah School District

Directors of Special Education Departments and Directors of Educational Service Districts in Washington state were surveyed about the number of school psychologists employed, the total full-time equivalent school psychologists they would have if all positions were filled, the number of contract psychologists, and the current number of open positions. They were also asked if the district provided funding for school psychologists to go to conferences or other professional development activities.

Of 380 surveys sent by email, 131 responses were received, a 34% return rate. The sample appeared to be skewed toward the smaller districts, however, and may not represent the whole picture of school psychologist employment in the state.

About 25% of districts that responded said that they employ one or fewer full-time school psychologists. Thirty-three districts have 1 or fewer school psychologists, 83 have 5 or fewer, and 11 have 20 or more school psychologists. The range of responses was from 0.5 to 34 school psychologists.

Of the districts which responded, 46% have school psychologists who are employed by a contract agency. The range was from 0 to 6 contract psychologists.

While 54% of districts report no open positions, one district has 7 openings. Some districts are anticipating more openings for the coming school year when some current employees retire.

On a positive note, 75% of districts report that they provide funding for their school psychologists to go to conferences or other professional development activities.

There will be a presentation on a larger summary of the shortage of school psychologists at the WSASP Fall Conference, including a summary of NW School Psychology Program productivity. Please come to learn more!



WSASP Fall 2019 Awards



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/s1rjo3vf1wrbrqt/> to fill out the nomination. For more information please contact Steve Gill at gill_nanayakkara@comcast.net. Nominations are accepted until September 15th.



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Functional Behavioral Assessment: Too Much Work!

ENNIO CIPANI, PhD, is a licensed psychologist in California:

You receive a referral for a junior high school student, with reported frequent and extreme problem behavior during instructional independent seatwork. This student becomes hostile and displays verbal opposition to tasks (e.g., “I will not do this!”). She becomes even more aggravated and disruptive when mildly prodded to engage in the assigned task. The teacher says she can do the work; she is just “being lazy.” Of course, you check this claim by giving her a small sample of the existing curriculum. To ensure her motivation, you specify a powerful reinforcement contingency for accurate and fluent performance (described in last month's article; Cipani, 2018). She performs accurately and in a reasonable period of time. You are perplexed! She has the capability to perform the assignments. Why is she defiantly refusing to complete the assignments in class?

The problem (i.e., aversive element) does not reside with the class material's level of difficulty. It is the length of the instructional session. If the length of time required to engage in the activity were just 5 minutes, she might be fine. However, the “wacky contingency” (Cipani 2017, pgs. 118–119) is operative in the classroom. What is the wacky contingency? Upon finishing her work, she is given more work. Performance does not yield a reprieve from the work. Imagine an activity you do not like to do. The quicker you finish, the faster you get more of it. This contingency is endemic in classrooms because instructional periods are dictated by a certain length of time.

During lengthy instructional periods, many students can disengage from the task by looking out the window, day-dreaming, etc. For the majority of students, this disengagement is short-lived, and they easily redirect back to the assignment. However, for some students, their lengthier distraction draws the attention of the teacher. When such mild forms of “taking a break” result in teacher prompts to get back to work, other more disruptive and unruly behaviors can result. Such behaviors may take the form of verbal oppositional behavior (e.g., “I won't do this”), which may eventually lead to removal from class. Such oppositional behaviors and other disruptive behaviors thereby become effective in terminating task engagement for longer periods. In summation, some students can tolerate working and studying for lengthy periods; others are not capable of such perseverance.

Let me quote the case example from last month's article to illustrate how this motivational condition is different from the instructional difficulty factor discussed in that article:

Imagine walking into an elementary special education classroom from which screams are emanating. You immediately encounter a young girl thrashing about on the floor. An adult is standing about three feet away from her, holding a math worksheet over the student. Can this be the source of the conflict between the two individuals? Just prior to your entrance with several administrative personnel, the principal indicated to you that this student engages in such tantrum behavior around the same time each day. Even though a small entourage enters the classroom with you, such a change has no effect on this student's tantrum. She continues her screaming and physical attack on nearby chairs and people with her legs and arms while lying face-up. Such behavioral topographies are very conducive to discouraging anyone from attempting to engage her at all, let alone present instruction. (Cipani, 2018, p. 33).

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Functional behavioral assessment: Too much work! Continued

After getting her back in the seat (see prior column for behavioral momentum strategy), I submitted several math addition facts to her (e.g., What is $5+8$?). In contrast to what typically occurred, she answered all these quickly and accurately. I would have then asked her to do the first problem (three-digit addition problem without carry) on the paper. Let us say that she readily answered correctly without having to use any manipulative. I would have then checked to see if she was capable of carrying to the tens and hundreds place. If she had competently performed the two assigned items, I would have concluded that the problem was not with a lack of capability to perform the assignments. Rather, this brief assessment would have pointed me to examine a second factor that affects sustained performance: duration of instructional session/activity.

Just because you can competently perform in a particular content area does not imply that you would enjoy performing that task (or similar ones) for 3 hours! Most activities that you prefer have a time limit for enjoyment and preference. Subsequent to reaching that level, your distaste for continuing that activity grows (and your preference for doing some other activity increases). Of course, everyone has a different limit at which some activity becomes mildly aversive (and progresses in aversion from there).

Imagine if you had to read an interesting fiction or nonfiction book for 1 hour straight. Some of you may have no problem with that, and find such a task requirement pleasant. For others, even with a book of your choosing, your continuous engagement in reading becomes mildly aversive after 15 minutes. At 30 minutes, this activity becomes increasingly aversive for you. The desire to terminate such an activity strengthens over time. What was once a pleasant experience has turned into something undesirable, simply due to the length of time that is required to engage in that activity.

If you have ruled out task difficulty (i.e., instructional mismatch) as the motivational condition for problem behavior, you should assess if lengthy task durations are the antecedent factor. Here are some assessment procedures.

Testing for Lengthy Sessions

Obviously, you want to compare instructional sessions that are lengthy versus those that are of short duration. If your time involvement is limited, then collecting one session of each of the two conditions described below (baseline and test condition) could provide some pertinent information. Clearly, a larger number of sessions for both baseline and test conditions would be preferable, especially if the teacher can aid in such an effort. The same instructional period and content area is used for both conditions during data collection (with lengthy and brief assignments given on alternate days).

Baseline condition. Through teacher interview, identify a content area where the problem behaviors are prevalent (e.g., language arts, math). It need not be the most disruptive situation of all, but it should be representative of a time when the level of behavior problems is significant. Observe at least one full session of at least 30 minutes (more time and sessions if your time allows), and collect the following data:

- Number of problem behaviors (topographically defined beforehand) per 5-minute interval
- Percent of time on task (use 5-minute interval recording system)
- End of session permanent products (e.g., accuracy/completion of written material)

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Functional behavioral assessment: Too much work! Continued

Test condition: “mini-assignment and contingent escape.” The same data should be collected in the test condition/session, and the same methodology (i.e., partitioning into 5-minute intervals), should be used as in the baseline condition/session. However, the permanent product data should be evaluated at the point of completion, rather than at the end of the session. Provide an assignment that would take considerably less time to complete than is usually expected (e.g., 10–15 minutes in length; depends on age of student). Announce to the student that as soon as s/he completes this assignment accurately (specify level), s/he will proceed to an alternate activity (i.e., performance escapes presented task).

Evaluation. Compare the data between the baseline and test conditions. For example, if the student worked for 15 minutes prior to completing the mini-task assignment, compare the data on both behavioral measures (i.e., number of problem behaviors and time on task) across this period with the baseline results. Additionally, the permanent product data (e.g., accuracy/completion of written material) can also be compared at each point of evaluation.

What information will this yield? If the factor that has been driving problem behavior is the lengthy duration of the seatwork, the data should show a difference between the two conditions in the expected direction. Here is a sample of hypothetical data where duration of task assignments is the motivating condition evoking problem behavior (see Table 1). On-task rates would also co-vary in the same manner (i.e., show lower engagement levels during the baseline session). Note the substantial difference in rate of problem behavior (across all five-minute intervals) between the baseline and test sessions (and also note that the number of target behaviors increases over time in the baseline condition).

Table 1. Number of Target Behaviors Occurring Within 5-Minute Intervals in a 30-Minute Observation

Number of Target Behaviors in Baseline Session	4	7	5	11	10	18
Number of Target Behaviors in Test Session	0	1	0	0	0	0

Suppose the obtained rate of problem behaviors is high across both conditions, in contrast to what is depicted in Table 1. In both conditions, irrespective of length of assignment and the reinforcers attached to performance, the rate of problem behaviors stays higher than desirable. Then one would possibly consider that a skill deficit problem exists (i.e., instructional mismatch).

Treatment

Finishing one's work should not result in more work (unless additional reinforcers are available for increased output, such as points per work product). A student's persistent engagement in a lengthy instructional period needs to be *developed over time*. You may like to swim in a pool, but might find it relatively aversive to have to do so for 3 hours (when your baseline duration is less than 20 minutes). However, if you start by swimming for 20 minutes a day for the first week, then increase it to 30 minutes the following week, your tolerance for lengthy swim practices could be progressively altered. Note that these benchmark targets are “reasonable” given the individual's current base level. Increases in the duration of the session are made congruent with the progress made the prior week.

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Functional behavioral assessment: Too much work! Continued

Tolerance training. The same could be designed for students who cannot currently perform independent seat assignments over lengthy periods. To reiterate, the classification of problem behavior as serving this function demands that task difficulty has been *proven* irrelevant. Making instructional sessions less aversive at the outset involves gradually increasing a student's "tolerance" to lengthy sessions. This can be accomplished via a methodology I have termed "tolerance training" (Cipani, 2017, pp. 173–174). An interval is derived from specific data measuring the average interval of target behavior nonoccurrence during baseline. This interval value then becomes the criterion for allowing an individual to terminate the activity, if the student has not engaged in the derived escape behaviors. The absence of the target problem behaviors produces termination of the assignment.

There are two inherent contingencies in tolerance training. First, if the target problem behaviors do not occur during that specified interval, the student is allowed to discontinue that activity. The student would subsequently proceed to a different, more preferred activity, for a delineated brief amount of time. For example, the amount of addition problems the above-depicted student would have to complete would be reduced. The assignment might only be to complete the first row accurately and fluently. If such occurs, she would terminate that practice and proceed to something more preferred (e.g., perhaps a math puzzle or coloring patterns activity).

Secondly, upon the first incident of target behavior, the interval is reset (for either the full amount or a significant removal of time accrued). Such an outcome of engaging in the target behavior during the interval is necessary to make such undesirable behaviors very inefficient in escaping the aversive task. It also makes tolerating the aversive event to the length of time specified as the primary method for achieving escape from the task.

Break cards. Another often-used Tier 3 intervention is "break cards." To reiterate, break cards are not clinically indicated for problem behaviors that are the result of an instructional mismatch. In most cases, a limited number of cards entitle the student to request a break (allotted time should be specified; e.g., 5 minutes). The student is free to redeem these cards whenever they desire. Once all the break cards have been redeemed, the student would not be allowed to continue accessing breaks for the remainder of the day (for some students, it may be necessary to specify shorter intervals; e.g., every 1.5 hours) with a finite number of break cards.

If plausible, a Tier 2 class-wide intervention could be conducted. It would involve the teacher providing mini-assignments that are interspersed with other instructional activities, such as lecture or demonstrations. Hence, frequent shifts between different instructional formats (e.g., seat work, lecture, brief curriculum-based assessment) would occur for all the students in the class. For example, an 11-minute seat assignment can be followed by a short lecture, or rapid assessment of the content covered, or the presentation of subsequent instructional material. If necessary, the length of time spent on independent work relative to lecture and other activities could be progressively altered over the course of the year. Realize this intervention will not solve problem behaviors if they are due to an instructional mismatch! However, it is well suited for developing sustained student engagement with materials that represent a match with current repertoire in the content area.

In summary, "escape" as the described function of problem behaviors connotes very little information. Escape from what? Designating a behavioral function requires a greater specification of the aversive element that creates the aversive condition (see Cipani Behavioral Classification System in Cipani, 2017).

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