

SCOPE

WASHINGTON STATE ASSOCIATION OF SCHOOL PSYCHOLOGISTS



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CONTENTS:

- President's Message
- Preview of WSASP Spring Lecture Series
- Best Practices for Addressing Treatment Integrity
- Language Learners and Grammar
- The Ethics of Inclusion: LRE and Intersectionality
- Revision to WSASP Bylaws
- Call to Action: Get Involved- Committee Descriptions
- WSASP Internship Fair
- WSASP Retention and Recruitment
- WSASP Leadership
- WSASP Area Representatives
- WSASP Committee Chairs
- Scope Advertising Guidelines
- Contact WSASP

PRESIDENTS MESSAGE

Carrie Suchy, NCSP, Franklin Pierce Schools

WSASP President

I am writing this in late December, after taking a week to fully unplug from work, from WSASP, from all of it, to be completely present with my family. I sincerely hope that you all have done the same. As the return to work inches closer, I find myself thinking about what is to come this Spring. It has occurred to me that now is a good time to remind us all about the power of giving grace to ourselves and our peers. As we return to work in 2023, we will be faced with our recent past. As we begin three year re-evaluations coming due in February and March, we will be approaching the end of those evaluations completed before the Pandemic School

Closure and all the aftermath of the (still ongoing) COVID 19 Pandemic, which was, if you can believe it, 3 years ago this March.

So, my wish for us all as we embark on reviewing previous evaluations completed during those early days of the pandemic is that we give grace to ourselves and our peers. I know that I did the best work I was able, and I intend to extend that grace to my peers as I review evaluations that look so different from “the norm.” My mantra in this work has been consistent for many years. “We are all doing the best job that we can with the tools that we have.” Most often I have leaned on this statement in working with families or other educators struggling with students who have needs that are not being met yet, reminding myself that everyone is really doing their best but may not have the tools they need in a given situation. This helps me to focus on problem solving rather than getting bogged down in what is not happening. This Spring, I expect to be extending this to my past self and my peers. We were all doing the best we could with the tools we had. Which, in March, April, May, and June of 2020, did not include many tools we take for granted today: online meetings, virtual assessments, and strengthened home to school communication channels. We went forward into that Spring of 2020 with tools that no longer met our needs, and we adapted as quickly as possible. So please join me in giving grace as we read our own work from that time and that of our peers, as we underwent such uncomfortable adaptation and growth. Remember, we were all doing the best job that we could with the tools that we had. As Maya Angelou said, “Do the best you can until you know better. Then when you know better, do better.” Remember that when we stepped up to the plate and figured it out, we did do better.

Laree Foster & Leahy Abel, co-chairs of the Assessment Committee, will be representing WSASP on the national stage, presenting the results of their ongoing survey of changing practices in assessment during the COVID 19 Pandemic. The assessment committee has gathered data about our adaptations and are presenting their findings at NASP in Denver, CO in February. This is the first time that a WSASP Board project is being presented at the National Conference. Thank you for showcasing the amazing work we are doing in Washington.

As we move forward into Spring, we have the WSASP Spring Lecture Series to look forward to as well, which will include a four-part series presented by the ESA Behavioral Health Coalition in collaboration with the UW SMART Center and OSPI, which I am very much looking forward to! This mini series within the Spring Lecture Series is being designed for school and district teams.

PREVIEW OF WSASP SPRING LECTURE SERIES

We are excited to invite you to WSASP's 2023 Spring Lecture Series!
Registration link is pending for the 2023 Spring lecture series.

February 17th will be first day of sessions and go through May.

Tentative Schedule:

AM: Carrie Suchy - "Moving your team from isolated services into the next generation of student well-being: Interconnected System."

PM: Jenn Burleton - "Gender Diversity in PK-12 Settings"

3/10

AM: Carrie Suchy - "Framework within MTSS"

PM: Jenn Burleton - "Trans Children and Youth: It Takes a Whole Village to Raise a Child"

April TBD

AM: Carrie Suchy - "Presenter: ESA Behavioral Coalition and UW SMART Center."

PM: (tentative) Kathryn Salveson - leadership

May TBD

AM: "Literacy in Core and Pre-Special Education Referral for Suspected Dyslexia" - Presented by WSASP and Deciding Dyslexia, a parent dyslexia advocacy organization

PM: (tentative) Kathryn Salveson - leadership

BEST PRACTICES FOR ADDRESSING TREATMENT INTEGRITY

By Preston Ham and Heidi Perez,
Central Washington University

Treatment integrity or fidelity defined in simplistic terms is the extent to which an intervention is implemented as planned (Gresham, 1989). Sanetti and Kratochwill, (2009) offer a definition that addresses the complexity of treatment integrity: "Treatment integrity is the extent to which essential intervention components are delivered in a comprehensive and consistent manner by an interventionist trained to deliver the intervention" (p. 448). Measuring treatment integrity allows the decision-making team to analyze the effectiveness of the intervention and make decisions about the student's progress (Kupzyk & Shriver, 2016). Collecting treatment integrity data involves consistently and comprehensively measuring the effectiveness of the intervention on a continuum of steps. Because of the complexity of treatment integrity and the many models that exist in the literature, we have organized the essential dimensions of treatment integrity into four common areas: content, quality, quantity, and process based on the model discussed by Sanetti and Kratochwill (2009).

Meaningful actions to ensure the treatment integrity of an intervention begin well before the four common implementation areas of the intervention. When selecting or developing an intervention, the problem-solving team should first make sure to select the appropriate target behavior or skill. In addition to collaborating with individuals who have knowledge of the student and who will be involved in the intervention, the team may want to involve the student to help define the target behavior or skill. Collaboration can serve to reinforce the perception of the value of the intervention which in turn increases the likelihood of intervention adherence. When the team is selecting a target behavior or skill and an intervention, they may also consider the effective instructional variables that the teacher already applies that can be

incorporated into the intervention plan. Some examples of instructional variables that might be necessary for an intervention include error correction, clear targets for contingencies, the pacing of instruction, prompts and/or models, and fading. It is critical to ensure that the intervention is evidence-based and that it provides the critical features of practice opportunities, feedback, positive contingencies, and instructional variables.

It is also critical to show the evidence that makes the intervention evidence-based to the individuals who will be involved with the intervention. It is important to check to make sure that all the team members accept the intervention and agree on its perceived effectiveness and feasibility. This process includes making sure that the team members who are responsible for implementing the intervention and for measuring the target behavior or skill have the knowledge, skills, and confidence to do so. If not, consider providing training. When evaluating a team member's knowledge, skill, and confidence surrounding an intervention, consider the complexity of the intervention, the level of disruption to the classroom ecology, the materials required, and the perceived effectiveness of the intervention. As a team, consider and problem-solve for possible barriers to implementing the intervention. Consider what aspects and/or steps of the intervention are negotiable, and which are non-negotiable. Once the target behavior or skill and the non-negotiable aspects of an intervention have been determined, the team can now examine treatment integrity across the four common areas of content, quality, quantity, and process.

Content:

Content refers to the steps of the intervention that are expected to be delivered. First, break down the intervention into clear and chronological steps. The steps can be divided into essential and supplemental steps as well. The steps can later be used as a yes/no checklist or Likert scale that indicates whether a step was completed as intended. Next, collaboratively create and use intervention scripts. A script can be turned into a treatment integrity checklist by adding a checkbox to each step. Be sure to plan for who will complete the integrity checks and when and how the integrity checks will happen during the implementation process. Use a script, as mentioned previously, as a treatment integrity checklist to help ensure that the essential steps of the intervention are being delivered.

Quality:

Once the team has determined that the essential steps of the intervention are being delivered, the team should check the quality of the delivery. Quality refers to how well the steps of the intervention are delivered. Observation techniques such as the use of interval recording to monitor the student's engagement with the intervention can support the treatment integrity of the intervention. Remember to regularly collect and check permanent products like essays and worksheets which can serve as check on the effect of the intervention. Also, the individual administering the intervention can complete a self-report that includes the number of sessions, the number of steps followed in each session, and a summary of the student's progress.

Quantity:

After the team has determined that the essential steps of the intervention are being delivered with quality, the team should check to see how often the steps are delivered in comparison to the number of sessions planned. Quantity refers to how many sessions of the intervention

The vast majority of language teaching in the world, new or additional languages, focuses on grammar, and the vast majority of people studying language in school do not gain any usable skills. The only time in which a class that focuses primarily on textbook and grammar-based learning is likely to work is when the student or students have a need for the language and the language is well supported within the surrounding area.

Some people will take offense at the first paragraph, but this statement is not based solely on my experiences. It is based on the research and experiences of people around the world. When I was studying in Spain, I bought a magazine that had an article about why Spaniards were not having success, generally, in learning English. In Spain, at that time, English was taught every day in every grade level. When my wife and I travelled to Sri Lanka, we found that it was difficult to encounter people who spoke English. In Sri Lanka they teach English in the school each and every day. In both Spain and Sri Lanka, English is not well supported outside the schools. For many years now, during the trainings that I teach on ELL and Special Education Issues, I have shown a photo of a sign from the Camino de Santiago. I believe about 15,000 plus people have seen the photo. I ask the crowd, "Who reads in Spanish?" and I usually just get a very small group of people who raise their hands. They are told they cannot play. Then, I ask people to raise their hand if they took high school Spanish, college Spanish, or both. This is usually about a third to a half of the crowd. These are the people who are playing. The sign has a message in Spanish that is also translated into English. It is a rather simple sentence, but the English version makes no sense. I ask the group to tell me what the sign is supposed to say in English. To date there have been seven people with the correct answer (a few of them cheated, given I saw them typing it into their phone). The person asked to do this translation was, most likely, the person with the strongest English skills in their group.

So, I am saying that grammar focused learning is not effective. But, I am not saying don't teach any grammar at all. This leads to the question of when grammar should be taught. In a nutshell, grammar should either be taught as an awareness or taught once the student/learner has enough skill in the language to make errors that they notice and want to fix.

Grammar in one's native language is primarily acquired and not taught. Think about a 5-year-old from any country and their ability to speak the native language. They will speak the language better than the majority of people who have learned enough of the language to achieve a bachelor's degree in that language. These 5-year-olds have had no formal instruction in grammar, they acquired their knowledge through massive quantities of input. Knowing that English has between 3,500 and 10,000 grammar rules, it is illogical to believe that we teach the majority of these.

When someone begins to learn a language, there are only a few rules they should be taught. For example, the noun/verb order in a sentence for the target language. The types of things that a person should be exposed to for awareness should align with their current level of development or what they are likely to be learning. There should be no effort to memorize these rules. Instead, 1-2 page cheat sheets that they look at each day for 2-3 minutes, maybe morning and evening. The purpose is to help the learner make connections.

At first, the cheat sheet would have present tense verbs and the words for yesterday, today, tomorrow, earlier, now, and later. This allows the learner to make connections within their learning and to be able to express themselves in the past, present, and future. That is, if you know that someone is a language learner you will fully understand and support the following six sentences: I play yesterday, I eat today, I run tomorrow, I talk with her earlier, I write now, I speak later. The other very important factors in this approach are that this creates success for the student, and it creates output. Success leads to a desire to do the activity (speaking) more. The output means that a behavior is occurring that can be shaped. A teacher, or adult learner, cannot shape or improve a behavior when it is not occurring.

Then, the grammar lessons will continue to follow a logical developmental pattern. The cheat sheet will add the easiest version of a past tense for the target language and the easiest version of a future tense for the target language. Again, this is not for memorization, but instead for familiarization. Then, as the student/learner is experiencing their environment, be it spoken or written, they have an awareness of these new tenses. They can start making the connections to when these tenses are being used and how. They can start playing with using them. And, this new behavior and learning can be shaped. This pattern will continue as each new tense is logically and developmentally added.

The later stages of grammar are for students and learners who are on the journey toward near native levels in a new language. This should be done based upon what the learner is noticing and asking about. In Spanish, there are the beginner rules for using “por” and “para” correctly, then there are the more advanced rules. In German, there are 5 prepositions that are used in sentences for the English “to.” Like, “I am going to the store.” However, there are connotations for each of these. It can be, for example, “They are going to the coffee shop.” One of the prepositions is correct when they are going there to meet someone (but not going inside) and a different preposition is correct when they are going there and going inside. The need for this level of grammar and detail is not only not important at first, but completely impossible to learn and remember. Or, as I have seen with some students, they learn these grammar rules and become completely paralyzed in the effort to make sure their sentences are grammatically correct. These same students either rarely speak their target language or speak their target language so slowly and awkwardly that it is not a truly useable skill.

At the later stages of grammar, the students are usually students who are having success with speaking, listening, and reading. At this stage, students are often hampered by consistent errors in the more subtle areas of grammar. To successfully combat these challenges, one can work with a teacher to best understand their more common errors. There are errors that can impact students, for example grammatical errors that limit their success/grades in class or their ability to obtain better jobs. Then, there are errors that can be struggles for years to come: the Spanish learner with “por” and “para,” the English learner with “in” and “on,” or the German learner with the prepositions noted above. Once the teacher and learner separate the errors into categories, like what is important to improve now due to impact on the learner versus what is likely to take a lifetime, a plan can be developed. It is unlikely that a learner at this level is going to have a large number of these errors. For example’s sake, let’s say that each learner has 20 errors of this nature. These are likely to improve slowly over time. Therefore, pick the error that is most problematic and start working on it with a teacher. Also,

while doing this, watch carefully how this is used in books and by native speakers. The key here is the understanding that brute force will not eliminate these problems. Instead, time, awareness and hard work are the solution. Using the estimate of 20 errors and focusing on “fixing” roughly 2 per month, the more solvable errors will likely be “fixed” within one year.

In the end, we primarily use languages to communicate. Therefore, the sooner the learner is able to communicate, the more likely they will be motivated to improve their skills. Success breeds success. Also, reading and spoken language have a dynamic and spiral (positive) relationship in helping one another to grow. If you have read any of my other writings, you know I follow Dr. Stephen Krashen closely. His work and research on the impact of reading on learning a new language are widely held to be exceptional. Finally, there is a wide body of research stating that oral language skills are highly related to reading comprehension.

To expand a little on the first paragraph, classes can be primarily grammar based. For these classes to be effective, you must be studying a new language in a country in which that language is the spoken language. I do believe that the rate of acquiring usable skills would be faster and the pleasure of the learning would be higher if there was a stronger balance between a more natural approach as noted above and the grammar-based method that is so popular. The grammar-based method is primarily popular due to textbook construction and teaching consistency. Grammar-based instruction will only work if you, the learner, are not within a group of friends or students from your home country and not speaking your native language outside of the school setting. In other words, the grammar-based method works in these settings where you need the new language, and you are immersed in the new language. Immersion alone does not lead to success, without extreme need, dedication, and perseverance.

To end this short article, I want to emphasize that grammar should only be taught as related to the needs of the student. Students will acquire the vast majority of grammar through reading and listening to appropriate content (Dr. Krashen’s comprehensible input). The needs of the student, the student’s developmental levels in the language, and their exposure and content should align appropriately. The teaching should focus on awareness and the ability to make connections within developmentally useable language skills or developmentally emerging language skills. Remember, a behavior that is not occurring cannot be shaped. Therefore, helping the student to read and speak leads to behaviors that can be shaped and grown.

THE ETHICS OF INCLUSION: LRE AND INTERSECTIONALITY

Michael W. Kirlin

Ethics and Professional Practices Chairperson, WSASP

Specially designed instruction is defined as instruction specific to a student’s unique needs (WAC 392-172A-01175). The right to special education programming belongs to the student (WAC 392-172A-02000), and the location(s) where services are ultimately rendered is at the discretion of the student’s IEP Team. Legally, it is mandated that a special education student must receive a free and appropriate public education within the student’s least-restrictive

environment, and programming designed to meet the student's needs should not be based on a placement, whether a developmental preschool program (WAC 392-172A-01152) or a school-age program (WAC 392-172A-02050). "Special classes, separate schooling or other removal of students eligible for special education services from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily."

This language supports continued access to the general education environment until it is determined that doing so is inappropriate and unrealistic for the student. This conclusion is the basis for least-restrictive environment (LRE) placement determinations, as outlined in federal ([§ 1412\(a\)\(5\) of U.S. Code Title 20](#)) and Washington State (WAC 392-172A-02050) guidelines for special education services. Federal regulations require placement in general education classes, "to the maximum extent appropriate."

LRE is a consideration teams should clearly follow, though not the only one pertaining to special education programming and placement. A historical review of LRE placement decisions has led federal, state, and local education agencies to consider the intersection of those decisions with unreasonable variance in opportunity. Diversity and equity are now focused considerations alongside LRE placement when program planning and placement for students in need of special education services are considered. Though various explanations for this shift exist, one result of this evolution appears to be lack of opportunity to demonstrate one's skills in less-restrictive settings resulting from cultural, gender, and other differences in diversity.

To correct for inequitable opportunities for students from historically marginalized backgrounds, some school districts have focused provision of specially designed instruction for students with Individual Education Plans (IEPs) on placement in general education settings as whole components of services that are provided. Such decisions are justified when considering the need to ensure access to general education instruction, especially in the areas of reading and math for students identified with Specific Learning Disabilities. According to the Office of the Superintendent of Public Instruction, in Washington State, "Current practices in Washington state as defined by the provisions of the WAC have lagged significantly behind the directions in the federal IDEA and have resulted in over-identification of students of color appearing to have a disability requiring an Individualized Education Program (IEP) in the PreK-21 school system" (Specific Learning Disabilities: Recommendations for Evaluation Policy and Practice, p. 5). The willingness of OSPI to focus directly on cultural inequity specifically in this document is a testament to a history of data exemplifying disproportionate cultural outcomes for students with disabilities, resulting in a lack of access to appropriate instruction and classification as a special education student with one of eight specific learning disabilities.

The category of Specific Learning Disability (SLD) is a commonly applied category in Washington State and as such is an essential category to recognize students with disabilities and determine the need for specially designed instruction. Other disability categories (e.g., Autism, Developmentally Delayed, Emotionally/Behaviorally Disabled, Other Health Impaired, Intellectual Disability) also are commonly applied to support program planning and placement of special education students regardless of a history of access to reading and math

instruction. For all students, regardless of which disability category represents “best fit,” when a student’s special education eligibility is determined, consideration of reasonable access to reading and math instruction should apply to a team’s special education eligibility determination.

Parents and evaluation groups need to determine if a student has had proper access to reading and math instruction whenever the SLD category is a suspected disability for a student. Such a determination should also apply when another disability category is chosen as the “best fit” in describing the student as a special education student. Without significant medical or other data shared with a team, when focusing on data available to an evaluation group and the parent(s), determining if the student has had a reasonable opportunity to access education must be a priority in establishing special education eligibility.

When students are identified as special education students, the right to specially designed instruction established on an IEP exists through graduation, the age of 21, or for as long as the need for special education services exists. As outlined in Technical Assistance Paper 1 (OSPI, 2011), “Placement decisions are made by each student’s IEP team. Unless the IEP requires something different, the student will receive special education services in the regular education classroom. The IEP team should consider whether the provision of supplementary aids and services can support placement in the general education environment before a more restrictive placement is chosen, such as special classes, separate schooling or other removal from the regular education environment.” This model provides great latitude to the IEP team in supporting the decision that a student requires special education services, for three years until the student is reevaluated, with services usually lasting beyond three years for students with disabilities identified as special education students.

Such a model has led school districts to consider if restrictive placements support the needs of special education students properly, especially the need for general education access. Legally, specially designed instruction is intended to supplement services the student accesses in the general education environment. Specially designed instruction cannot legally supplant special education access. Part A of the Elementary and Secondary School Act (ESSA) requires supplemental accommodations that support the unique needs of students with educational disabilities. This applies to special education, covered under Part B of the Individuals with Disabilities Education Act (IDEA), but also the ESSA. A question for school districts then follows: How can a school district ensure that general education services are supplemented and not supplanted by special education?

One response from some school districts appears to be district models designed to provide specially designed instruction in general education full-time. Such a response is especially prevalent in virtual instructional settings and schools where provision of specially designed instruction is limited by the nature of the instruction itself. IEP teams have attempted to rectify this challenge by providing instruction to meet a special education student’s unique needs, but which differs from instruction in traditional brick and mortar schools. The flexibility of IEPs and IEP Team decision making has allowed for reductions in placements commonly regarded to be more restrictive, especially in the wake of the COVID-19 pandemic when options other than virtual instruction were not available.

Such an approach is further supported by emphasis on diversity and equity on inclusion. The Center for Education Effectiveness provided a framework for addressing educational access, called the Harvard RIDES framework. Though this project ended in June, 2021, five areas of focus were identified as points of emphasis: Part I: [Gender and Sexuality](#); Part II: [Dis/ability](#); Part III: [Citizenship and Nationality](#); Part IV: [Race and Ethnicity](#); Part V: [Class](#). These factors were determined to be relevant to support equitable access for students from marginalized populations, including racially marginalized students, emphasizing a student's ability while recognizing disability, and emphasizing the need to recognize from where students spring as an essential component of identifying what students need.

Emphasis on diversity, equity, and inclusion, combined with the continuing impact of COVID have led school districts to be increasingly creative in promoting programming and placement options for special education students. It is a safe approach for school districts to emphasize inclusion in the general education environment as a sustainable focus to advocate for students while avoiding pitfalls associated with maintaining historically inequitable special education practices. Still, there is and has always been the need to look at the needs of the students we serve as individuals.

We recognize that instructional models for supporting special education students include imperfections, just as there are imperfections in the evaluations conducted by school psychologists and other members of evaluation groups and IEP teams. We still need to look at each student's unique needs, as individuals learning during the time instruction is being accessed during their formative years. Our students have up to 21 years to access their education at no cost through their high school years. Because of imperfections with human nature and the systems we create, not to mention circumstances like COVID outside of the control of educational groups and IEP Teams, we will not have perfect answers for all students. We can create reasonable and appropriate educational alternatives for students in need of those alternatives. We must avoid assuming that one approach, such as inclusion for all students, will be universally appropriate in meeting the unique needs of students we serve.

PROPOSED REVISION TO WSASP BYLAWS, VOTE TODAY!

Please vote today on [this revision to the Bylaws](#), as described by Carrie Suchy at the most recent general membership meeting. Revisions to the Bylaws require a vote by the general membership, with a minimum of 20% required to participate, and a simple majority required to pass. A vote on revisions to the Bylaws is for all revisions, not per line.

Please review the proposed revisions and vote! Text with a strike through will be removed, text that is bold is being added. Here is a summary of the changes proposed.

- Addition of a new standing committee: the Social Justice Advocacy Committee, formerly the Social Justice Task Force
- Change to the stated purpose of Mental Health Committee language
- Additional best practice awards categories to be added: leadership, mental health services, and social justice in practice
- Remove President's Award (redundant to the Loisa Thompson Award)

- Addition of contingency plan for an elected official who may be unable to serve part of their term (due to parental leave, emergency leave, etc.)
- Some formatting and editing changes

You can vote by completing [this form](#).

GET INVOLVED! – CALL TO ACTION WINTER EDITION

The WSASP Board is always looking for more members to become involved in the work that we do. We know that there are many amazing leaders among our members and want to make sure you know of all the great ways you can get involved this year! One way to get involved is to join a committee. Below are summaries of each committee and our Social Justice Task Force. If you find that you are passionate about an area listed, please reach out to the committee chair about how to get involved. All new committee members are mentored by veteran members and you can volunteer to take on as much or as little as you are comfortable with as you begin volunteering for this work.

Social Justice Task Force

Chair persons: Marissa Avalon and Olivia Holter

Did you know WSASP has a Social Justice Task Force? This group promotes social justice as an essential component in the practice of school psychology, and it provides WSASP members with resources, guidance, state data, and opportunities to engage with others about social justice issues. Meetings are held on the fourth Thursday of each month from 5:00-6:00pm, and members spend 1-2 hours outside of meetings to complete tasks. Please join!

[Social Justice Task Force Interest Form 2022-2023](#)

Communications Committee

Chair persons: Alex Franks Thomas and Mikael Olson

The Communications Committee is responsible for the dissemination of information to Washington State school psychologists and the promotion of school psychology in Washington State. They strive to keep our membership informed by providing consistent, professional, succinct communication that is relevant to the profession of school psychology and aligned with association objectives. They support the dissemination of information about school psychology to all consumers within the state. Some ongoing projects they manage are the SCOPE, Prior Written Notice, WSASP website, editing WSASP publications, and official WSASP social media management. Contact communications@wsasp.org to get involved!

Assessment Committee

Chair persons: Laree Foster and Leayh Abel

The assessment committee works to provide resources and recommendations regarding best practices in assessment for WSASP members, to promote communication and partnership with OSPI, ESDs, University Programs, publishers and other organizations and associations that may inform or benefit from recommendations for best practices in assessment, and to promote and share answers to frequently asked assessment questions and new advances or information. Some ongoing projects they manage are the Dear Assessment Committee

Column and updates to WSASP Guidance documents. Contact assessment@wsasp.org to get involved!

Ethics and Professional Practices Committee

Chair person: Michael Kirlin

The ethics committee responds punctually and effectively to member questions and concerns in regards to professional challenges in their work and disseminates resources and information in how members can navigate ethical dilemmas in their practice. An ongoing project they manage is the annual Ethics presentation at the WSASP Fall Conference. Contact ethics@wsasp.org to get involved!

Government and Public Relations Committee

Chair persons: Anna Casey and Jill Davidson

The Government and Public Relations Committee (GPR) is responsible for advocating for students and the field of School Psychology at the policy level both state and federal. The Committee works to be familiar with public policy procedures and build working relationships with members of other organizations pertinent to the Association's goals, such as OSPI, WEA, fellow ESA state organizations, etc. They work closely with other committees as needed to achieve the association's goals. They work with the Executive Board to establish Association Priorities for GPR work and provide regular progress reports. Some ongoing projects they manage include planning activities for National School Psychology Week and advocating for state and federal legislation. Contact gpr@wsasp.org to get involved!

Mental Health Committee

Chair persons: Sherri Bentley and Danielle Bentow

The mental health committee works to promote and advance the role of school psychologists as school based mental health and behavioral health providers. The committee works to support school psychologists in their efforts by providing resources, sharing activities, and engaging with other committees to support policy changes. Some ongoing projects they manage are maintaining the Mental Health resources page on the WSASP website, providing regular articles and information for both the SCOPE and PWN, and a social media focus for May, which is Mental Health Awareness Month; the Mental Health Committee will also have three 'Mental Health Chats' this year, both in person at the fall conference and remote, for members to discuss and share questions, concerns, great ideas, etc—more information on that coming soon! Contact mentalhealth@wsasp.org to get involved!

Recruitment and Retention

Chair persons: Cassie Mulivrana, Liz Gibson-Myers, and Kristin Schuster

The recruitment and retention committee works on activities designed to promote the highest standards for the profession to encourage School Psychologists currently practicing within Washington State to remain within the state and become Association members. The Committee will also undertake activities designed to attract new School Psychologists to the state and Association members. The Committee will also recognize members for outstanding efforts in membership development and recruitment. Some projects they manage include the mentor/mentee system for new to the field school psychologists and recruitment efforts at the annual NASP conference. Contact retention-recruitment@wsasp.org to get involved!

Professional Development

Chair persons: Tracy Pennington and Arick Branen

The professional development committee works to provide high quality professional development to school psychologists within and beyond Washington State. Some projects they manage include the annual fall conference and the spring lecture series. Contact pd@wsasp.org to get involved!

WSASP INTERNSHIP FAIR

WSASP is hosting our first Annual Virtual Internship Fair on January 23, 2023, 4 - 6 pm. If your district is seeking to hire one or more interns for the 2023-2024 academic year, we welcome representatives from your district to attend and provide information regarding your district's internship. [Click here to sign up](#). Districts may select two 15-minute session times for participation. Questions? Contact [Susan Ruby](#). We also ask that you provide information about your district's internship on the [WSASP Intern Job Posting Page](#). You may share a flyer regarding your district's available internship position in [this folder](#).



The flyer has a green background with white and yellow text. At the top, it says 'WSASP COMMITTEE' in white, followed by 'RETENTION & RECRUITMENT' in large white letters. Below this is a 'JOIN US!' button. The middle section features two illustrations: a woman on the left and a woman on the right. The bottom section is titled 'About us:' and 'Our Projects', which lists six items with blue checkmarks. To the right of this list is a 'BI-MONTHLY MEETINGS' section with a regular meeting schedule and a list of dates. At the bottom, it provides an email address to join.

WSASP COMMITTEE

RETENTION & RECRUITMENT

JOIN US!

About us:

Our Projects

- ✓ Diversity scholarship
- ✓ Mentor/mentee matching
- ✓ New psych PDs
- ✓ Membership benefit communication
- ✓ Fall conference social hour
- ✓ Member and school psych recruitment

BI-MONTHLY MEETINGS

Regular meeting schedule (2nd Tuesdays: 5:30-6:30pm)

- September 13, 2022
- November 8, 2022
- December 6, 2022 IF NEEDED
- January 10, 2023
- February 21, 2023 (exception due to Valentine's day)
- April 11, 2023
- June - Summer retreat

To join, email: retention-recruitment@wsasp.org

LEADERSHIP

Executive Board

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Committee Chairs

Assessment

Laree Foster & Leayh Abel

Communications

Alex Franks-Thomas & Mikael Olson

Conference/Workshops

Arick Branen and Tracy Pennington-Branen

Ethics & Prof Practices

Michael Kirlin

Government & Public Relations

Jill Davidson & Anna Casey

Mental Health

Sherri Bentley & Danielle Bentow

Retention & Recruitment

Cassie Mulivrana, Liz Gibson-Myers, & Kristin Schuster

SCOPE Editor

Matthew Liberty

Clock Hours

Amanda Fleck

Awards/Diversity Scholarship

Cassie Mulivrana

Social Justice Task Force

Marissa Avalon and Olivia Holter

NASP Delegate

Jo Callaghan

NASP SPAN Rep

Carrie Suchy

NWPBIS Liaison

Susan Ruby

SCOPE ADVERTISING GUIDELINES

Over 2000 school psychologists and other educators currently receive the SCOPE

- 1) The services or products offered (advertised) shall provide potential direct and/or indirect benefit for school psychologists; children; and/or families. Benefits are not to be limited to the field of education.
- 2) The advertisements must be in good taste, meaning suitable for viewing by children and otherwise non-offensive i.e. non-sexist, nonracist, etc.
- 3) The company purchasing the advertisement space must be an established company in business for over five years and with known products. If the company's status does not meet this criterion, WSASP may require a catalog of products or services offered; a sample of products offered to preview; and/or references of prior service recipients. If the product/services are judged to be of likely benefit, the account will be accepted.
- 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 are not 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.
- 8) WSASP address is: **816 W Francis Ave, #214, Spokane, WA 99205**

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

CONTACT WSASP:

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