

CSSP

Colorado Society Of School Psychologists

The mission of CSSP is to strengthen the effectiveness of school psychologists in addressing the academic, social and emotional needs of children and youth in Colorado.

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School Psychologist of the Year

Stacy Frahm, Professional Development/Relations Chair

"We are what we repeatedly do, Excellence, therefore, is not an act but a habit"
— Aristotle

CSSP congratulates Lynnette Pfeiffer for being nominated and selected to receive this year's prestigious school psychologist of the year award. She was nominated by her former professor, Dr. Achilles Bardos, and received numerous deserving letters of support from administrators and colleagues whom we would like to thank: Dr. Nancy Homan, Brenda LeBrasse, Kathy Howell, David Morris, Dr. Robert Schmidt, Dr. Jennifer Schulte, Sandra Milligan, Lori Sampson, and Gail Smart. These individuals took the time to commend Lynnette's demonstration of integrity, dedication, and commitment to children, their families, the community of El Paso County School District #11 in Colorado Springs.

Lynnette has an extensive background of diverse experience that has helped cultivate her



Achilles Bardos and Lynnette Pfeiffer

expertise and professional contributions. Most recently, Lynette has served Howbert Elementary for the past three years where her letters of support from administration and colleagues indicate that she has made a salubrious impact on her students by providing individual, small group, and classroom character education, providing assessment and recommendations for Child Find, and leading Response To Intervention (RtI) and Positive Behavioral Support (PBS) student problem-solving and support teams. She coordinates the special education team, develops 504 plans, serves as an induction program manager, manages the school-psychology intern supervision program, and is a member of the district crisis response team.

On a broader level, Lynnette has dedicated a capacious amount of time to professional relations and leadership in School Psychology. She has provided training and collaboration opportunities by representing CDE at the Courage to Risk conference to address the implementation of RtI across the state. Lynette also participates on the board of education for District #11, serving as a committee member to develop district policies and procedures for RtI, PBS, SLD, and SIED, conducting assessments and providing training for the district Autism Team, and providing representation and consolation for her district's Medicaid Advisory Committee

Needless to say, her contributions have been invaluable to her students, families, colleagues and profession. It is obvious to those who have had the privilege and opportunity to work with Lynnette that she has been instrumental in providing outstanding leadership,

direction, and support to not only her students and their families, but also her exhaustive dedication in serving District #11, as well as the

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President's Message

by Franci Crepeau-Hobson, Ph.D., NCSP

I hope that 2010 is off to a good start for all of you! It's hard for me to believe that we are already starting a new decade!

I'd like to thank everyone who participated in our 2009 fall conference and helped make it such a positive experience. The success of the conference was a result of so many hard working people who really pulled together as a team. I'd like to thank the entire CSSP board for all of their efforts and help in this regard. I'd also like to extend a special thank you to my conference co-coordinator, Julie Stonis, for all of the hours she put in working to make the conference a great experience for everyone. Thank you, Julie!!

The fall conference was intended to revitalize our identity as school-based mental health professionals and to foster the development of skills and knowledge so that we can provide effective services to the children and families we serve. The sessions ranged from a full day workshop on Cognitive-Behavioral Therapy (CBT) presented by Dr. Mark Reinecke to presentations on self-injury and cyberbullying and seminars on traumatic brain injury, Asperger's



Conference Keynote Speaker Patti L. Harrison, NASP President, pictured third from left, with Don Johnson, CSSP President Elect, Franci Crepeau-Hobson, CSSP President, and Michelle Malvey NASP Delegate

and working with non-compliant students. We had participants from all over Colorado as well as a handful from out of state and the general climate of the conference was both collegial and invigorating.

The feedback we have received from conference participants has been overwhelmingly positive and I appreciate you taking the time to let us know your thoughts. We received a number of helpful suggestions that have been passed along to our President-elect, Dr. Don Johnson, so that he can incorporate those ideas into the planning of the 2010 conference.

In addition to beginning preparations for our next fall conference, the Futures team is planning a training to meet the new CPD requirement regarding ethical practice and/or the legal regulation of school psychology for NCSP renewal. This training will be held in the near future and will include video conferencing to make the training accessible to individuals in various parts of the state. Stay tuned for more information!

Behind the scenes, we are rebuilding our website and hope to unveil the new and improved edition sometime in March. The new website will be more responsive and interactive and will make accessing a variety of resources quick and easy. I appreciate your patience as this process has turned out to be much more difficult and time intensive than we had anticipated.

Our legislative folks and I have been incredibly busy working with our legislative liaison, Jessica Morgan, regarding options related to credentialing and Medicaid reimbursement. As part of these efforts, we have begun to forge



Linda Kanan, Director of the Colorado School Safety Resource Center, presenting during the Membership Luncheon on Friday

collaborative relationships with individuals at the Department of Regulatory Agencies (DORA) and other professional associations. Please see this newsletter for additional information from the Legislative Committee.

This year promises to be one of continuing change and opportunity. In December, the Colorado Academic Standards were revised to include early school readiness and postsecondary competencies as well as to reflect both workforce readiness and 21st century skills. The Colorado Department of Education is currently developing a new state assessment system that will be implemented during the 2011-2012 school year. In addition to other changes, this new system will reflect the expectations of the updated standards. As schools work to make adjustments to meet these new standards, school psychologists will likely be integral in this process. Our knowledge of learning, data collection and analysis, and systems will serve our districts well throughout these transitions.

As we look forward to 2010, I'd like to ask you to consider getting involved with the CSSP board. Elections for two Executive Council positions will be held early this spring and we will be looking for a couple of dynamic and dedicated individuals to serve as Treasurer and President-elect. More information is included in this newsletter. ■



Mark Reinecke, preconference speaker, with Aaron Rosenthal (left), last year's school psychologist of the year, and this year's "Rag Doll" demonstrator

Editor's Message

by Yoko Kodaira, Publications

What a moment to be putting together this current issue! On February 20, we all received news that the American Psychological Association's newly adopted Model Act for State Licensure of Psychologists (MLA) maintains the right of both specialist and doctoral level school psychologists credentialed by State Education Agencies to use the title "school psychologist." The articles in this issue have been written prior to the 20th, but all are current in their reflection how CSSP continues to represent and advocate for our profession, and keep members informed of key issues at both the national and state levels.

Along with this celebration, this issue allows us to recap our annual conference that shows off the best of school psychology in our state. The conference give us the opportunity to be inspired by local and national presenters, and also celebrate exemplary work of our students and colleagues, starting with Lynette Pfeiffer honored as School Psychologist of the Year, along with Student Scholarship recipients, Poster Session presenters, and New Practitioner grant recipients.

As in the previous issue, we also continue to highlight contributions from our students, with an article from Amy Pierce and Jennifer Magtutu, recipients of the conference Poster Session award. Also, look for DU Student Representative, Erin Bradley-Pier's suggestion of Twitter as a useful tool for school psychologists (if you do not find yourself ready to be Tweeting, consider

finding CSSP on Facebook)! NASP has announced its new elected officers, and now it is our turn, with openings on the Executive Council for Secretary and President-Elect. For those who would like to be involved on the Board, but not quite at the elected-officer level, there are plenty of opportunities. Please contact Franci Crepeau-Hobson or another Board member with your interest.

In the following Spring issue, we will have an elections recap, as well as further updates on legislative issues concerning our profession from our Legislative team as well as from our NASP Delegate. The submissions deadline is May 10, 2010. Your contributions, in the form of articles, photographs, questions, opinions, and responses are welcome, so please send them in to ykodaira@comcast.net. ■

2010 Elections

by Stacy Frahm, Professional Development Program Manager

CSSP wishes to invite you to join our board and executive council by self nominating or nominating a colleague for President-Elect and Treasurer. Please send your nominations to sfrahm@gmail.com and include the following:

- Nominated candidate's name (you or someone who you think should be nominated) and their statement including why they accepted the nomination to serve as President Elect or Treasurer.
- Please include an e-mail and phone number of the candidate so they can be reached.

After nominations are received, candidate statements will be posted to the website and a reminder to vote will be sent electronically to all members. Voting will be open for two weeks, so be sure to login and vote for your designated executive officer.

President Elect Roles and Responsibilities

During the first of a 3 year term, the President-Elect will assist the President and

stand in for them as needed or succeed to the Presidency in case of vacancy. The second year, the acting president will oversee all functions on the board including, chairing executive council and fiscal advisory committee meetings, appoint chairpersons of standing committees, special committees and task forces (all subject to the approval by a majority of the elected officers), and shall be considered a member of all such committees and task forces. The president also hosts the awards ceremony at the annual conference. During the third year, the past president will support the incoming president.

Treasurer Roles and Responsibilities

During the 2 year term the Treasurer shall have custody of all funds, shall sign checks for disbursement of funds, shall keep careful accounting of all receipts and expenses, and shall provide statements on the condition of the treasury, to the membership at each general meeting and to the Council at each of its meetings. The Treasurer shall also cooperate with the Membership Chairperson in preparing the list of members in good standing and of persons eligible to hold office. Records of the office shall be

made available to the Fiscal Advisory Committee at the close of the current term.

Nominees will be given a full year to get their feet wet and receive mentoring and guidance from current President Franci Crepeau-Hobson, President-Elect Don Johnson and Treasurer Betsy Sousa. You also may want to know that the board convenes at least 3 times per year first for a relaxing and productive spring retreat, second at the annual conference, and in the winter following conference. The next scheduled board meeting will be held May 7~8. If you are a member and would like to come to participate please contact Franci Crepeau-Hobson with any agenda items you might have and to RSVP.

Hope to see you at the next board meeting and we look forward to nominee's acceptance statements soon. Thank you for your involvement and for supporting your profession and CSSP. ■

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New Practitioner Mini-Grant Recipients

by Ruth Watkins, Psy.D., Student/New Practitioner Representative

The New Practitioner Mini-Grant program is designed to support CSSP member school psychologists who have been working in the field in Colorado for less than three years. We typically award two grants of up to \$400 that may be used for the following purposes: materials to support direct instruction in a classroom, education and training materials, mental health education, items which help meet the basic needs of children, therapeutic video tapes and games, and books for children.



Claire Thomas-Duckwitz, Alison Reid, Stacy Frahm, Don Johnson, Shannon Kishel

This year we had many deserving applications. So many that the Board decided to award three grants of \$300 to the following three new school psychologists with noteworthy proposals:

Shannon Kishel, M.Ed., of Aurora Public Schools will use her grant to supplement her behavioral and therapeutic resources for teachers, children and their families in three high-needs schools. She selected a variety of easy-to-share materials including books, posters, games and counseling resources.

Alison Reid, Ed.S., of Aspen Creek School in Boulder Valley School District will use grant money to help purchase the SECOND STEP curriculum for grades 1-5. This is a research-based program that focuses on teaching essential social skills such as empathy, emotion management, problem-solving and cooperation. It comes with pre and post assessments to facilitate progress monitoring.

Claire Thomas-Duckwitz, Ph.D., of Brighton School District plans to buy materials to help develop an effective evaluation/ consul-

tative team and process for assessment of English language learners (ELL) and culturally and linguistically diverse children (CLD) in the district. Her goal is to be better able to answer questions about effectively working with this population and to prevent inappropriate placement of ELL/CLD students in Special Education.

In return for accepting their mini-grants, the awardees agreed to volunteer at the CSSP Annual Conference, join a CSSP Program Committee or become a Board Member, or to write an article for the CSSP newsletter.

Congratulations to these three, and to all the other applicants we wish we could have funded. It is rewarding to learn how our new practitioners are working to improve the lives of Colorado students. ■



School Psychology Student Scholarship Recipients



UNC scholarship recipient Amy Rhodes-Villard with Achilles Bardos (not pictured, Sara Knickerbocker)



UCD scholarship recipient Nicole Trotter with Franci Crepeau-Hobson (not pictured, Jeanne Kozlowski)



DU scholarship recipient Erin Bradley-Pier, with Gloria Miller



DU scholarship recipient Jennifer Albanes, with Gloria Miller

School Psychologist of the Year

Continued from page 1

Colorado community at large. CSSP is proud to have Lynette as a highly respected representative for all school psychologists throughout Colorado and truly values her continued contributions and the valuable time she volunteers. Her excellence is demonstrated clearly in all that she does. She will be representing our state next year at the NASP conference as a nominee to receive the national award for School Psychologist of the Year. ■



2009 Conference Poster Session Award Recipients



Jennifer Magtutu and Amy Pierce

Using Groups to Impact Elementary School Attendance

by Amy Pierce and Jennifer Magtutu,
The University of Colorado at Denver
November 6, 2009

The Research

Dropping out of school may be the most overt symptom of school disengagement. Most students who drop out of school are communicating extreme disengagement from school that is preceded by other signs of withdrawal. These signs often include feelings of alienation, a weak sense of belonging, and a broad dislike of school. Research has found that this pattern leading to school withdrawal begins early in a student's school career. Some retrospective studies show that potential dropouts can be identified with some accuracy as early as elementary school (Lehr, Sinclair, & Christenson, 2004). School engagement involves positive student behaviors, such as attendance, paying attention, and participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment (Anderson, Christenson, Sinclair, & Lehr, 2004).

What is School Engagement?

School engagement involves positive student behaviors, such as attendance, paying attention, and participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment (Anderson, Christenson, Sinclair, & Lehr, 2004).

The Problem of Disengagement

Attendance, academic performance, and behavior are all factors that have been shown to be predictive of future drop-out status. One study found that beginning in first grade, school dropouts had more absences than graduates. Attendance data, teacher notes about behavior, and student achievement scores could be used to distinguish students who dropped out from those who finished school with almost 70% accuracy by the third grade (Lehr, Sinclair, &

Christenson, 2004). This fact combined with the fact that students who miss more than 11.8 days of school in 1st grade will, on average, increase truancy by .7 days per year until high school leads me to believe that school attendance is a key component of school engagement (Baker, 2000). When students are absent, they are also missing out on instruction and peer interaction, putting them at an even greater disadvantage. Helping students become more engaged in school during elementary school will likely decrease the chances of them dropping out of school altogether later.

School truancy is often correlated with low socio-economic status, unemployment, relational problems, and poor health as these children become adults (Baker, 2000). With the student's future at risk, it is important to do what we can to increase the protective factors while they are in school. Resiliency seems to come not from "extraordinary circumstances or rare traits", but instead from the ordinary, "everyday magic" rooted in the interactions between children, families, schools, and communities. Most of the factors used to predict dropouts such as race and socio-economic status are things that we cannot change. Student engagement, however, is something that we can affect (Anderson, Christenson, Sinclair, & Lehr, 2004).

According to a study conducted in 2008, emotional aspects of engagement, teacher supports, and student self-efficacy all impacted behaviors (passivity, withdrawal, distracted behaviors for example) displayed by students who were disengaged in a positive manner (Skinner, Furrer, Marchand, Kindermann, 2008). It is recommended that interventions that target absenteeism "combine strategies that address the problems of individual students, the students' family and home situations, and the school's relationship with the students (Ford & Sutphen, 1996)." An attendance group would seek to address all of these areas that impact school attendance.

The Group: Group Goals

Students will reduce the number of school absences. Students will make connections with educators and other school staff.

Students will build academic and social confidence.

Students will begin to think about motivation in school.

Selection Criteria

The School Psychology Practicum Student looked at school-wide attendance data and noticed five students in one first grade classroom who had absences ranging in number from 16-29 as of February 2009. I spoke with the classroom teacher and she agreed that all

but one student who has a serious medical issue would be a good fit for the group.

Group Sessions

The basic purpose of each group session was to chart attendance for the previous week, celebrate perfect attendance, discuss how to avoid absences that did occur, and make personal connections with the students. Homework was always to meet the goal of coming to school all five days in the week. The group met for 30 minutes weekly for eight weeks.

Outcome

The children in the attendance group all reported enjoying the group. They all knew at the end of our group the expectations for school attendance and the rationale. As far as data goes, all three students decreased their percentage of absences.

- JA began the group with 19 absences. Since it began, he has had zero. He went from .76 absences/week to 0 absences.
- JL began the group with 17 absences, an average of .68/week. Since the beginning of our group, she has had 3 absences, an average of .42 absences/week.
- SL began the group with 33 absences, an average of 1.32/week. Since the beginning of the group, she has had 5 absences, or .71/week.

Follow-up

At the end of October 2009, the students had the following number of absences for the 2009-2010 school year.

- JA has 5 absences, or .38/week compared to his pre-group average of .76/week.
- JL has 3 absences, or .23/week compared to her pre-group average of .68/week.
- SL has had 8 absences, or .62/week compared to her pre-group average of 1.32/week.

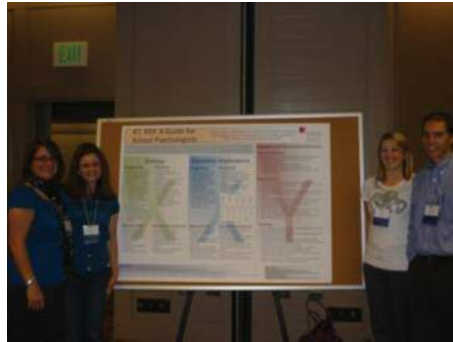
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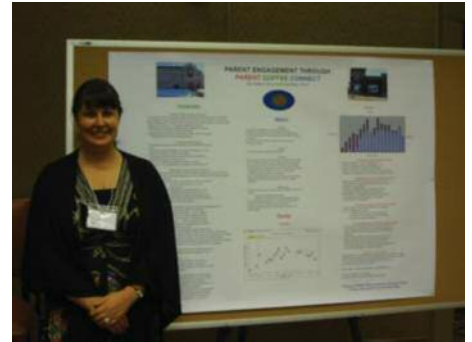
2009 Conference Poster Presentations



Jennifer Albanes and John Gallagher (DU): Using School Completion Indicators to Promote the Transition to High School and Reduce School Dropout



Jennifer Albanes (pictured), Elizabeth Asmuth (pictured), Aileen Cerezo, Stephanie Figueroa, John Gallagher (pictured), Erica Murtaugh, Kevin Prince, Leila Riazi, Mary Rice, Kerri Rothanzl (pictured), Erin Slason, and Karen Riley, Ph.D. (DU): 47, XXY: A Guide for School Psychologists



Amber Choy (pictured) and Gloria Miller, Ph.D. (DU): Parent Engagement Through Parent Coffee Connect



Erin Bradley-Pier, Margaret Cass, and Mollie Koshak (DU): Literacy: The Role of a School Psychologist



Erin Bradley-Pier, Margaret Cass, and Mollie Koshak (DU): Serving Sexual Minority Youth



Kristin L. Johnson (UNC): Play Therapy for Children Who Have Been Traumatized: Is It School-Friendly?



Jennifer Keller Johnson (right), Amanda DeWar (left), and Jill Ann Perry Hall (UNC): Multicultural Competencies within the Field of School Psychology: Questionnaires for Training Programs



Veronica Martinez (UCD): The TBI Elephant in the Classroom



Shayna Whitehouse, Ph.D. (left), Erin Slason (right), and Daniel Pierce (DU): Putting the Pieces Together: An RtI Training Program



2009 Silent Auction

by Ruth Watkins, Student/New Practitioner Representative

Congratulations to all CSSP members for a wildly successful Silent Auction at the Fall Conference in Beaver Creek. The setting was cozy, the Mexican buffet and drink specials were delicious, and the company was fantastic. School psychs, students, conference attendees and presenters were seen networking, in bidding wars over auction items, and catching up with old friends. We had donations from all around the state that were valued at over \$8500 and raised more than \$4500 for student conference scholarships and new practitioner mini-grants. Items ranged from Avalanche hockey pucks to a handmade porch swing, from silk scarves to a WRAML-2, from a San Luis Valley Vacation Basket to Wolf Creek Ski Passes, from zoo memberships to hotel getaways and on and on. Thank you to Andrea Clyne, our Master of Ceremonies, and to all our business patrons, neighbors, friends, family members, item wranglers, and volunteers who made the event happen so successfully and smoothly. Next year looks to be even better! ■



Andrea Clyne was the skilled Master of Ceremonies for the Silent Auction Event



Ruth Watkins, organizer of the Silent Auction, showing off some of the products up for bids

Thank You

CSSP would like to thank the following individuals & groups for their generous donations to our 2009 Silent Auction:

Andrea Clyne • Franci Crepeau-Hobson • Stephanie Figueroa • Stacey Frahm • Cynthia Hazel
• Kirk Hobson • Julie Johnson • Patricia Keeler • Kris Kirk-Flower • Shannon Kishel
• Mike Kelly • Yoko Kodaira • Jennifer Magtutu • Michelle Malvey • Gloria Miller • San Luis Valley
BOCES & Area Businesses • CSSP Pikes Peak Region • CSSP University Trainers (DU, UNC, UCD)
• DU School Psych Program Faculty • DU School Psych Student Cohorts • Grant Van Pelt
• Chris Walker • Jen Westman • Jennifer Wind

CSSP would like to thank the following businesses and organizations for their generous donations:

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• Denver Museum of Nature & Science • Denver Zoo • Ella Cress Skin Care • Elitch Gardens
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• National Association of School Psychologists • New Day Acupuncture • Olive Garden • PAR
• Pearson Assessments • Performance Resource Press • Rio Grande Scenic Railway
• Riverside Publishing • San Luis Valley Brewing Company • Sand Dunes Hot Springs
• Sand Dunes National Park • Sand Dunes Swimming Pool • Spicy Pickle
• Strater Hotel – Durango • Student Assistance Journal • Wolf Creek Ski Area

NASP Update

by Michelle Malvey, Colorado NASP Delegate

Model Licensure Act:

APA's Council of Representatives will consider adopting the final draft of the Model Act for State Licensure of Psychologists (MLA) at their meeting in Washington, DC on February 19–21. If adopted in its current form, this MLA would allow use of the title "school psychologist" by those who are certified by their state education agency and hold doctoral degrees, but would restrict its use by those who do not hold doctoral degrees. NASP strongly opposes the restriction of the school psychologist exemption in the proposed MLA.

The APA Council of Representatives has the opportunity to reject the proposed MLA. However, if APA adopts the MLA as is, NASP has plans in place to assist state teams with strong and effective advocacy. Working in conjunction with state leadership, all efforts will be made to block attempts to remove or restrict the school psychologist exemption in state laws or regulations.

Key NASP messages regarding the proposed MLA are now available at http://www.nasponline.org/standards/MLA%20Key%20Message_1-21-10_FINAL.pdf We will be adding additional information in the coming weeks, including an updated Advocacy Roadmap for use by state school psychology associations.

New 2010 Standards:

The NASP Delegate Assembly will vote on the new 2010 NASP standards at their meeting on March 6th during the annual convention. The new standards will then be posted on the website. The four standards areas are: Graduate Preparation Standards, Credentialing Standards, Principles for Professional Ethics, and Model for Comprehensive and Integrated School Psychological Services.

Convention:

Hopefully some of you are able to attend the NASP convention in a few weeks in Chicago. If you are attending, please look on the announcements board for the location and time of the informal Colorado gathering on Wednesday evening, March 3rd. ■

Michelle Malvey
michmalvey@comcast.net



Legislative and Regulatory Update

by Jessica Morgan, CSSP Legislative Liaison



The CSSP legislative team, Grant Van Pelt, Julie Johnson, and Franci Crepeau-Hobson, and the CSSP Legislative Liaison, Jessica Morgan, have had several meetings with the Department of Regulatory Agencies (DORA) in order to discover what will be required to create some regulatory structure by DORA.

It seems there are a few options, all of which would require going through a sunrise request again. The most interesting option would be to apply for certification through DORA, which supposedly requires less proof of harm than licensure. Certification would be enough to qualify for Medicaid reimbursement. School Psychologists would still have to do another Sunrise Application through DORA, but our understanding is that the burden of proof would be less than the previous Sunrise Application. The main goal would be to define the scope of practice and create title protection, while also having DORA as a regulating agency, which would allow for Medicaid reimbursement.

In the last legislative update, it was mentioned that Minnesota School Psychologists had been able to secure Medicaid reimbursement

without licensure by a DORA-type regulator. Jessica spoke with Andrea Bie, from the Minnesota School Psychologist Association in order to get more information. Bie said that school psychologists who are not also licensed psychologists with a doctorate have not been able to get third party reimbursement, in spite of what we had been told.

The CSSP legislative team is continuing to work to build alliances with other organizations interested in the Mental Health Act Sunset and is keeping in contact with the department to get our input heard.

Additionally, the CSSP legislative team and Jessica have been working reaching out to schools to let them know about the new Medicaid rules, lack of reimbursement, and the financial impact it will have on school districts. We hope this will help build a larger coalition of folks with interest in seeing school psychologists get DORA regulation.

Jessica will also be keeping a close eye on any legislation that would implement the APA recommended changes to the ability of school psychologists to use the term psychologist without a doctorate. She has also asked DORA to keep her informed if they hear from the psychologists in regards to pending legislation. ■

Congratulations to Dr. Polly Ortiz Lutz

Colorado Child and Adolescent Mental Health Coalition Educator of the Year Award

by Lia Billington, Ph.D.

Dr. Polly Ortiz Lutz, School Psychologist, is a Director of Special Education for JEFFCO Schools. Her award as Educator of the Year relates to helping co-create, with 11 agencies, Juvenile Mental Health Court for the 1st Judicial District. There are only a few other Mental Health Courts in the country. Juvenile offenders ages 10-18 who have evidence of a Major Mental Health Disorder and their families are eligible for intensive case management, mental health interventions, and school attendance/success interventions. Participation is voluntary for 6 months, and can be extended for an additional 6 months.

Data collected indicate an 88% success rate, with most common diagnosis Bipolar Disorder, average length of service 7.2 months, most common offense 3rd degree assault, and a significant number of clients having IEP's.

Dr. Lutz is also an adjunct faculty at the University of Colorado Denver training Masters' level teachers and intern psychologists. She teaches classes in School Interventions K-12, Counseling Theories, High Risk Youth and Advanced Child Development. Additionally, Polly is part of a JEFFCO leadership group that is clarifying the expanded role of mental health professionals in the schools under Rtl. She serves on the Board of Directors for the Colorado Society of School Psychologists (CSSP) as Health Care Coordinator. Polly supervised the psychologist and social worker response following the school shooting in Bailey, Co. ■

CSSP Board

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Programs

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- Grant Van Pelt & Julie Johnson, Legislative
- Polly Ortiz-Lutz, Health Care Coordinator
- Char Armstrong, Crisis Team
- Jane Moon, Collaborative Relations

Stacy Frahm, Professional Development Program Manager

- Julie Stonis, Conference
- Julia Wigert, Courage to Risk
- Stacy Frahm, Professional Relations
- Ruth Watkins, Students/New Practitioner
- Student Representatives
 - Erin Bradley & Stephanie Figueroa, DU
 - Jill Snyder, UNC
 - Heather Burkhead & Jen Westman, UCD

Shannon Kishel, Information Services Program Manager

- Yoko Kodaira, Publications
- Shannon Kishel, Membership
- Cynthia Hazel, Research
- Joe Hernandez, Technology
- Dan Gurzick, Media Relations

Kathrine Hak, Professional Standards Program Manager

- Gloria Miller, Futures
- University Trainers
 - Gloria Miller, DU
 - Kathrine Hak, UNC
 - Franci Crepeau-Hobson, UCD
- Barb Bieber, CDE Representative
- Lia Billington, Independent Practice
- TBD, Ethics



Upcoming Workshops from CDE

by Barb Bieber, School Psychology/Mental Health Consultant

In an effort to further support school psychologists as members of teams that are identifying students with specific learning disabilities within an Rtl framework, CDE is providing a series of workshops. Two initial workshops on “The Key Role of School Psychologists in SLD Identification,” have already occurred in Denver and Colorado Springs on February 9 and 10. However, these workshops are going to be repeated during the week of May 17 in Durango, Edwards and Denver. Please check the CDE website for further information about these trainings because locations are not yet determined.

All of the workshops will be similar and offer an exciting line-up of speakers. Dr. Stacy Skalski, the Director of Public Policy at the National Association of School Psychologists, will be presenting the national perspective supporting new roles for school psychologists. Dr. Montana Romero, the Assistant Director of Special Education in Fountain-Ft. Carson School District, will be providing specific tools to assist school psychologists in progress monitoring,

focused assessments and determination of exclusionary factors. Dr. Cathy Lines, author and CDE consultant on parent partnerships, will be presenting tools and resources for school teams to use to encourage and maintain family involvement.

Another set of “Intensive Supports” trainings are also being planned, entitled “Mental Health Tools from the Building Bridges Grant and Partnering with Families with Intensive Support Needs.” These sessions will be offered in late April for PBS teams (up to 5 members, specifically including mental health specialists,) district level behavior teams, and two mental health specialists per district that are designated by the special education director. Teams are encouraged to invite parent and community mental health partners to these trainings.

Through the “Building Bridges” Mental Health Integration Grant from the U.S. Department of Ed., CDE along with the Mesa School District, have developed tools to assist teams working with students with mental health and behavioral challenges. Information will be

provided on CDE’s new social-emotional standards that are a part of the new Health and Physical Education content standards, tip sheets for parents and teachers that include proactive classroom strategies for mental health issues, parent scripts, and information on training school staffs and families on the warning signs for mental health and behavioral problems. The schedule for these workshops is April 22 in Montrose, April 27 in Westminster, and April 29 in Colorado Springs. Online registration will be available in March.

CDE School Psychology Internship:

For graduate students in school psychology who are ready for their internship experience, CDE will be continuing to offer a part-time (2 days per week) internship for students who are interested in state-level planning and public policy. Interested individuals should contact Barb Bieber (bieber_b@cde.state.co.us) and application information will be provided. ■

Social Networking Sites as a Professional Development Tool

Erin Bradley-Pier, DU Student Rep

When my tech-savvy husband first introduced me to the social-networking website, Twitter, two years ago, I have to admit that I wasn’t exactly impressed. I didn’t understand the difference between Twitter statuses and Facebook updates, and I certainly didn’t see the need for yet another avenue of communication with people I hardly know. “Give it time,” my husband said, “you’ll learn to appreciate it.” So I waited. For almost a year my Twitter account lay inactive, until one day when I changed my biography to reflect my current status as a School Psychologist-in-Training. Within minutes I was notified that I had new followers (fellow Twitter members who were interested in what I had to say) and to my surprise, they were all somehow related to the field of School Psychology. Special education teachers, parents of children with disabilities, and even the publishers of the assessments I’m learning to use all wanted to follow me! I was amazed. Using my new network of friends as my springboard, I started locating other professionals in the field of School

Psychology. Soon I was following RTIcenter, PROEDINC, nasponline, and CECmembership for current and up-to-date information regarding best practices, interventions, free webinars, and upcoming conferences. When the early-registration deadline for the NASP Convention was fast approaching, I was reminded to sign up via Twitter posts from both nasponline and PROEDINC. When I had questions regarding specific interventions, I was able to send direct messages to RTIcenter for help. It’s a school psychology community at our fingertips! After experiencing the professional networking benefits that Twitter has to offer, I finally admitted that my husband was right, and that Twitter was indeed a site to be appreciated.

Follow CSSP on twitter! Username: CSSPonline For direct links to Professionals on the web, visit: <http://twitter.com/erinpier/professional-links> ■

Job Postings

CDE School Psychology Internship: For graduate students in school psychology who are ready for their internship experience, CDE will be continuing to offer a part-time (2 days per week) internship for students who are interested in state-level planning and public policy. Interested individuals should contact Barb Bieber (bieber_b@cde.state.co.us) and application information will be provided.

Director, Special Education, Thompson School District:

Full Time (Based on 260 days), STARTING DATE: July 1, 2010
Position description and applications maybe obtained via the District website: <http://www.thompson.k12.co.us>, by calling the Thompson School District Administration Building (970) 613-5773, Via e-mail at HumanResources@thompson.k12.co.us, or in person at the Thompson School District Administration Building. Submit completed applications to: Department of Human Resources, 800 South Taft Avenue, Loveland, CO 80537.
Closes: March 5, 2010

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Important Dates to Remember Mark Your Calendars!

NASP Convention
Chicago, ILMarch 2-8, 2010

NASP Summer Conference
Denver, COJuly 12-14, 2010

E-Newsletter Deadlines

Summer 2010 IssueMay 10, 2010

EVERYONE is welcome and encouraged to submit articles, letters, cartoons, artwork, humor and opinions to the CSSP E-Newsletter. Submissions can be sent to the editor, Yoko Kodaira at ykodaira@comcast.net.



E-Newsletter Advertising Policy

POLICY: The Colorado Society of School Psychologists (CSSP) accepts advertisements of products and services that are related to the delivery of school mental health services as well as for products and services of psychological and/or educational value to users of school psychological services (school systems, school staff, parents, students/children). CSSP does not accept political advertisements.

The publication of any advertisement by CSSP is neither an endorsement of the advertiser, nor of any products or services advertised. CSSP is not responsible for any claims made in an advertisement. CSSP reserves the right to reject, omit or cancel advertising which it deems not to be in the best interest of the organization. Advertising is subject to discussion by the Executive Council and Fiscal Advisory Committee; however, the final decision rests with the newsletter editor.

PROCEDURE: Ads must be submitted to the editor in camera-ready format and can only be accepted in jpg or pdf format. CSSP is not responsible for quality of the artwork. Ads should be submitted with a release form indicating it has been submitted by someone who will have authority to pay for the ad. All ads must be submitted with con-

tact information with who the editor can call regarding questions or approval of the ad. Once the ad has been approved, you will be notified and then must pre-pay for the ad space. Printing is guided by policy, quality of copy, and availability of space. Ads are to be submitted to the current editor, Yoko Kodaira at ykodaira@comcast.net.

Questions about this policy, please call the editor at 970-214-0296 or email at ykodaira@comcast.net.

*Our newsletter is a 3-column format. Columns are 2.375" wide and 9.75" tall (full height). ■

RATES FOR 2007:

Employment Notices (in-state only)	Free
Full page (3 columns, 7.5" x 9.75")	\$250.00
Half-page (3 columns, 7.5" x 4.75")	\$125.00
2 columns – half page (4.937" x 4.75")	\$75.00
1 column – half page (2.375" x 4.75")	\$50.00
Business card size	\$30.00
Line ads (4-line minimum) line is 60 characters	per line \$5.00

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