

# 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.***

**Summer 2010**  
Volume 24, Number 2

## Year in Review

*by Franci Crepeau-Hobson, President*

### Dear CSSP Members,

As I reflect on my presidential year, I am struck by what an awesome experience it has been. This is due in large part to our very committed board. This group of dedicated and hardworking men and women share a passion for our field and truly care about making a difference. In addition to some very positive endeavors, school psychology faced its share of challenges as well. I believe that as a state, we dealt with these challenges very effectively and our membership can be proud of the accomplishments of their state association this year.

Our fall conference was a huge success. I have never been involved in the planning and implementation of such a large-scale event before and I am so grateful that I had Julie Stonis as my co-chair. The conference included both national speakers who shared innovative and effective strategies for identifying and meeting the mental health needs of children and youth and local presenters who provided information related to a variety of current practices in our state. The evaluations submitted by conference participants were overwhelmingly positive and also included helpful suggestions for improving the conference in the future.

For the first time, CSSP sponsored a distance learning opportunity this spring for school psychologists across the state. This training was designed to enable Colorado school psy-

chologists to meet the new 3-hour CPD requirement regarding ethical practice and/or the legal regulation of school psychology for the renewal of the National Certification (NCSP). In addition to a site in Denver, the training was broadcast to five rural sites so that school psychologists outside of the metro area would have the opportunity to participate. Despite a couple of technological glitches and a few tornado warnings and power outages, the training went extremely well. Evaluation results indicate that in general, participants were very satisfied with both the training and the format. We hope to offer additional distance learning opportunities in the future.

*“This group of dedicated and hardworking men and women share a passion for our field and truly care about making a difference.”*

One major issue that the field of school psychology faced this year related to the American Psychological Association’s (APA) model licensure act (MLA). The MLA recommends to state legislatures and psychology licensing boards guidance on the training, practice, and titling of psychologists. State licensing of psychologists is restricted to doctoral level degrees. Every MLA for over 40 years has included an exemption for the title and practice of both specialist and doctoral level school psychologists credentialed by their State Education Agencies to use the title “School Psychologist.” During a three year revision process, APA’s MLA task force had recommended the removal of this exemption in the proposed revision of the act. In essence, this revision would have restricted the

use of any title that included the word “psychologist”, as well as related practices to doctoral level psychologists only. With direction from

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# A Change in Focus for the Legislative Committee

by Grant Van Pelt and Julie Johnson, Legislative

Until somewhat recently, school psychologists who held an NCSPP credential were allowed to bill for Medicaid-eligible services performed in schools, and school districts were reimbursed accordingly. When this policy changed, CSSP's legislative committee made it a primary focus of its efforts to pursue decision makers with DORA as well as Health Care Policy and Finance (HCPF). Because oversight by DORA is written into HCPF rules regarding Medicaid reimbursement, it seemed a sound approach to work on both fronts. In time with these events, the American Psychological Association had begun considering removal of the exemption allowing master level School Psychologists to use the term "psychologist" in their title. As a result, much of the past two years of legislative work has been spent preparing to protect our titles, while possibly simultaneously securing Medicaid funding for many of our services. This meant preparing for a potentially lengthy and expensive fight.

As events have unfolded, however, it has become increasingly clear that continuing to pursue regulation changes with HCPF is impractical, especially since they recently failed a compliance audit; ultimately they do not have the authority to make exceptions for school psychologists who are not DORA licensed. With

regard to DORA, as many of us recall, we had already petitioned oversight through a sunrise review in 2005. The only thing potentially working in our favor recently was the impending sunset review of the entire Mental Health Act in 2011, and the dire need for us to protect our professional title. Indeed, in a survey taken at the 2009 CSSP conference by represented membership, the priority with the highest average rating was title protection. For this reason, we have continued down this same path for the past year. Since pursuing DORA would likely result in the same outcome as five years ago, our last option would be to force legislation. Needless to say, bill writing would be a very expensive, time-consuming process that would not guarantee the changes we are seeking. Furthermore, it could have also created other legal challenges for our organization involving our current tax status.

The recent (relieving!) decision by the APA to re-authorize the title use exemption has forced us to re-assess our strategy. Although DORA licensure appears to be the only way to get Medicaid reimbursement for school psychologists, it is also an expensive and still unlikely prospect. We have had to ask ourselves if this endeavor is truly worthwhile in the absence of a title protection issue. Again, citing our survey results from the 2009 CSSP

Conference survey, we believe that it makes more sense for us to refocus our efforts in our legislative work. Therefore, CSSP's Legislative Committee will henceforth work with the legislative liaison to get the recognition and prominence that school psychologists deserve. This will involve meeting with policy makers and committees in order to ensure that legislators more fully understand the importance of the school psychologist's role not only in public education, but in mental health in general. If you are interested in volunteering along with us in these endeavors, please contact a member of the legislative committee as soon as possible! We welcome the company and the opportunity to make sure that everyone understands: We all are CSSP.

If you would like more information, have concerns about this plan, or would like to get involved, please email Grant Van Pelt [grantvanpelt@hotmail.com](mailto:grantvanpelt@hotmail.com) or Julie Johnson [julie.cssp@gmail.com](mailto:julie.cssp@gmail.com). ■

## Editor's Message

by Yoko Kodaira, Publications

### Happy Summer!

What a year it has been. Nationally, we were able to maintain the right of both specialist and doctoral level school psychologists credentialed by State Education Agencies to use the title "school psychologist" through APA's adopted Model Act for State Licensure of Psychologists (MLA). As a state, we have completed our first school year of everybody determining eligibility for Specific Learning Disabilities using evidence related to Response to Intervention. Meanwhile, terminology continues to evolve—do you call it RtI, or Multi-Tiered Systems of Support (MTSS)?

Some thoughts as you head into summer: Please remember that membership renewal season is upon us. Shannon Kishel writes about multiple benefits of being a part of CSSP. Articles in this issue are a few examples of the way CSSP works to benefit the work of school psychologists in Colorado—

through advocacy from our legislative team, support from our regional, CDE, and NASP reps, and by university trainers. Also, please consider nominating a colleague to be recognized as Colorado's School Psychologist of the Year.

In the following Fall issue, we will preview the Fall Conference, scheduled for November 4~6, at Beaver Creek. If you have an opportunity to snag a fun item to contribute to the Conference Silent Auction during your summer travels, it would be greatly appreciated! The submissions deadline is September 20, 2010. Your contributions, in the form of articles, photographs, questions, opinions, and responses are welcome, so please send them in to [ykodaira@comcast.net](mailto:ykodaira@comcast.net). ■



## Thank You

*The Graduate Students from the School Psychology programs at DU, UCD, and UNC recognize the following supervisors and trainers who they have worked with this year.*

Brent Andersen	Jack Lindsey
Liz Asmuth	Steve McCeney
Marla Boynton	Ashley Mielke
Shayna Brody	Kristin Miesel
Whitehouse	Gloria Miller
Julie Bruning	Jonelle Neighbor, Ph.D.
Monica Butel	Terri Niemi-Rice
Marni Choice-Hermosillo	Mary Beth O'Hagen
Amy Crawford	Leila Riaz
Karin Dittrick-Nathan	Ann Richards
Richard Doyle, Ed.S.	Karen Riley
Tony Dunn	Montina Romero
John Dwors	Pat Schniederjan
Tracey Everett-Lenz	Linda Self
Erin Grell	Karyn Singley-Blair
Dan Gurzick	Karen Smith
Eleanor Harrison, Ph.D.	Christy Sorrell
Kim Hartnett-Edwards	Nicole Speers
Hattie Harvey	Francie Steinzeig
Cynthia Hazel	Jennifer Swanson
June Hicks, Ph.D.	Susan Tanner
Jennifer Jobe, M.A.	Marilyn Ternay, Ph.D.
Sheila Karpan	Salome Thomas-EL
Jennifer Keller	Ruth Watkins
Yoko Kodaira	Audrey Welch, Ed.S.
Nicole Lariviere	Lisa Wolff
Sheila Lepkin	Dave Wood
Nick Liguori	Eric Zimmerman, Ed.S.
Toni Linder	

# Trainers' Corner:

## The use of local norms for systems accountability: Effective applications for Response to Intervention

by Kathrine M. Koehler-Hak, University of Northern Colorado

Last spring I was asked to write a column on a topic of interest for current practicing school psychologists. In response to the interactions with psychologists, special education teachers, and administrators around the state, I chose to address the Functional Assessment of Academics (FAA) as a necessary component to effective Response to Intervention (RtI). The essential message of the column was the need for school psychologists to be knowledgeable about instruction, curriculum and classroom environments and to include those aspects of the learning context into the evaluation of learning problems. For this year's column, I would like to reiterate the importance of addressing the learning context within all evaluations and the RtI process. However, FAA alone is necessary but not sufficient for effective implementation of RtI. Local norms combined with FAA bridge the gap and address systems level accountability for effective instruction and curriculum. Viewed together, FAA and local norms inform the process of RtI at both systems and individual levels.

The primary purpose of RtI is to improve educational outcomes for large numbers of children (Tilly, 2003), thereby helping schools meet NCLB proficiency goals, while also reducing the number of special education referrals and assessments. Response to Intervention provides a framework for districts to address both individual student and system level needs. Advocates of RtI stress the need for universal screenings and an adherence to research supported educational practices and curriculum (Fletcher et al., 2007). Data attained through universal screenings must provide information that is useful in determining educational needs and evaluating the effectiveness of interventions for individuals and groups of children. Thus, a unique aspect of local norms within RtI models is the analysis of systems data and the measurement of achievement for groups of children. In essence, the questions educators must ask are "what are the strengths and needs of the system?" and "is the system working for most (at least 80%) of children?" In addressing the system with formative evaluation and local norms, educators are able to (a) assist in making system-wide goals, (b) evaluate the effectiveness of curricula and interventions for individual and groups of children, (c) assist teachers in educational planning.

### Identify System Wide Goals

An educational system may be defined as a class, grade, school or district as well as the instruction and curriculum utilized. Local norm data gathered through CBM are a useful tool in measuring progression toward

annual yearly progress (AYP). Figure 1 provides school wide descriptive statistics for fall, first-grade early literacy skills using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). For specific information regarding DIBELS administration, scoring and interpretation readers are referred to the DIBELS website, <https://dibels.uoregon.edu/>.

When compared to DIBELS benchmarks (<https://dibels.uoregon.edu/>), teachers and administrators are able to see that both average and median scores for first-graders in the fall on measures of PSF, LNF and NWF are well below expected skill level (benchmarks PSF = 35; LNF = 37; interim benchmark for NWF = 24). Furthermore 25% (Q1) of first-graders' early literacy skills are significantly delayed (PSF = 10.75; LNF = 20; NWF = 5.5). Most notably, the third quartile, representing 75% of first-grade students, indicates scores at or below the established benchmark on all three measures of early literacy skills.

While individual children are certainly in need of intervention, the high rates of first-grade students below benchmark, supports the need for a systems level intervention to address early literacy skills prior to first-grade. Specifically, current instruction and curricula in the areas of phonological awareness (PSF), facility with letters (LNF) and alphabetic principal (NWF) are not meeting the needs of the majority of children at the kindergarten level. Thus, goals developed from local normative, CBM data reflect the need for the system level-improvement. For example, a school or district may set a long-term goal that, in three years, 80% of first-graders will score at or above benchmark in the fall of their first-grade year. Interim goals may reflect progress toward the long-term goal, such as in one year, 30%, in two years 50%, and in 2+ years 60% of first-graders will meet benchmark. To reach the goal, the district or school would supplement kindergarten curricula and provide targeted interventions for first-graders who continue to need support despite changes in kindergarten curricula.

### Evaluate the effectiveness of curricula and interventions

Local norms derived from CBM data allow for universal screening of all children as well as monitoring progress for individual children. Therefore, district goals may be established and evaluated through (a) yearly gathering of local norms in the fall, winter and spring and (b) monitoring progress for individual children receiving specific and intensive intervention. Figure 2 represents data obtained for first-graders in the winter. In comparison to fall data, first-graders have nearly reached benchmark for PSF (benchmark = 35).

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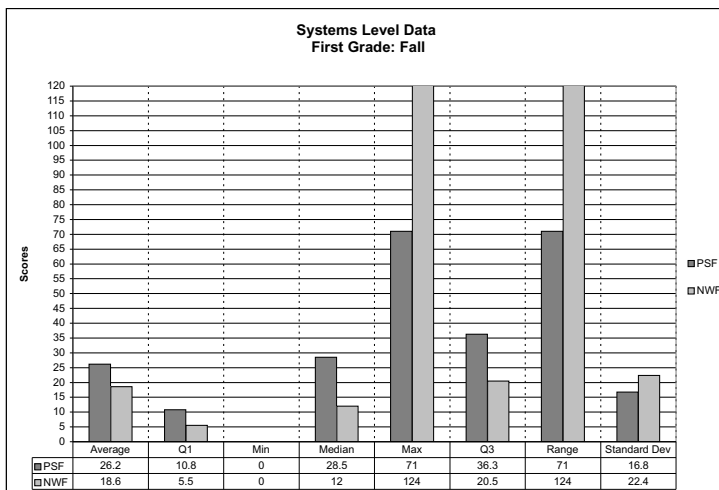


Figure 1: Descriptive statistics for first-grade fall data

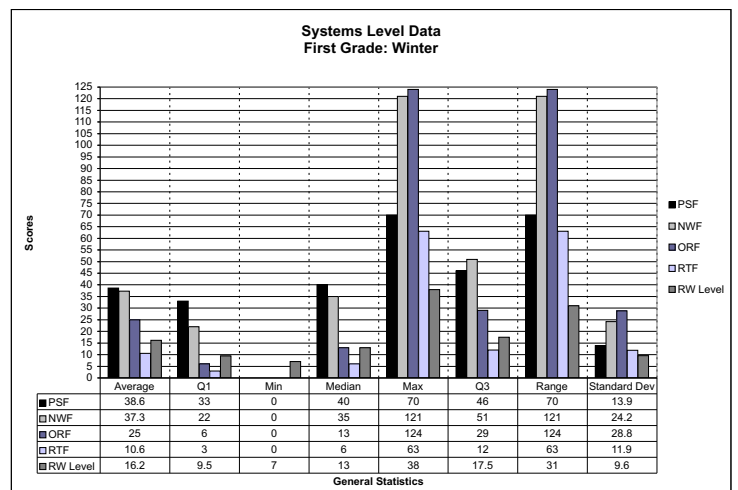


Figure 2: Descriptive statistics for first-grade winter data

However, for NWF, a measure of alphabetic principal, only those students at or above the 75th percentile (Q3) attained the benchmark of 50. Additional measures of Oral Reading Fluency (ORF), Retell Fluency (RTF) and placement in the curricula (RW Level) are included in winter norms.

The first quartile (Q1), representing 25% of children scoring the lowest have reached 33 on PSF, indicating the effectiveness of the first-grade curricula in addressing phonological awareness for most students. However those students at the 1st quartile and below continue to scores significantly below necessary levels in NWF (benchmark = 50) and ORF (benchmark = 20). Thus, while students as a whole made progress with the necessary pre reading skills, instructional time and energy was taken from alphabetic principal and students continue to remain at risk for future reading difficulties.

As depicted in Figure 2, the 1st quartile (25th percentile) for ORF is 6 words read correct per minute. To reach the end of year first-grade benchmark for ORF (CWPM = 40) students would need to demonstrate a gain of 1.9 words per week. Students scoring at the median (13 CWPM) and the 3rd quartile, or 75th percentile (29 CWPM) would need to demonstrate gains of 1.5 words per week and .6 words per week respectively to meet the end of the year first-grade benchmark of 40 CWPM. As a district the first-grade curriculum has been effective in addressing phonological awareness for the majority of students. However, instruction in alphabetic principal (NWF) and fluency (ORF) has been successful for students at or above the third quartile.

When analyzing curriculum level (RW Level), it is expected that students would reach level 10 by fall of first-grade, level 20 by winter of first-grade and level 30 by spring. Data indicate that both average and median scores are well below the expected instructional level (average = 16.2; median = 13). In fact, even students at the 3rd quartile score at level 17.5, which is below the expected score of 20. An additional concern remains with the minimum scores of zero for PSF, NWF, ORF and RTF.

Figure 3 provides an additional way to visually analyze systems level progress. The use of box and whisker graphs for first-grade ORF scores indicates that the middle 2 quartiles of students are making progress. Median scores of 1.5 WCPM in the fall increased to 22 WCPM in the spring while the 3rd quartile progressed from 10 WCPM in the fall to 30 WCPM in the spring. On average, most students demonstrated a 20 – 22 word increase per minute throughout the course of the year. However, benchmark standards (end of year first grade = 40 WCPM), provide a different perspective for data interpretation. Seventy-five percent of students score at or below 30 WCPM, indicating at least a 10 WCPM gap. This is quite considerable with respect to the average increase of 20 – 22 WCPM over the course of an academic-year. Furthermore, the median score decreases relative to overall standing from winter to spring.

### Assist teachers in instructional planning

While the above graphs above provide invaluable information regarding

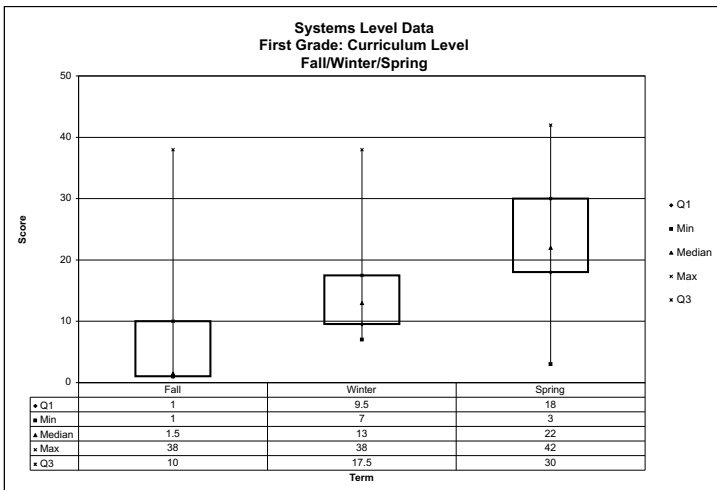


Figure 3: First-grade data for curriculum level for fall, winter and spring

system level needs, goals and program effectiveness, additional visual representation may be useful for teachers in planning classroom and small group instruction. Figure 4 provides information regarding individual student skill level on NWF for second-graders in the fall. Benchmark standards for fall of second-grade suggest that children should be at a level of 50 (established). In reviewing class data, one student (s15) meets this minimum score. Another 9 students score within the emerging range (30 – 49) while the majority of students fall in the at-risk range (0 – 29). While second-grade curricula may assume that students have mastered essential core skills of letter/sound correspondence the data indicate that more than one half of this class has not. When provided with this information at the start of the year, teachers may differentiate instruction to meet whole class or individual needs. Classroom data also are useful in tracking progress when analyzed in the winter and spring. With required confidentiality and sensitivity, classroom normative data are useful in conveying student skill level at parent/teacher conferences.

### Considerations for use of local norms

An advantage of local norms based on CBM data is that it allows stakeholders to assess multiple levels within the system (Stewart & Kaminski, 2002). The data is useful for principals and superintendents interested in school- or district-wide performance (Keller-Margulis, Shapiro, & Hintze, 2008). For example, larger systems may utilize the data to identify specific areas of strength or need. On a smaller scale, local normative data are meaningful to classroom teachers and special educators, allowing them to differentiate instruction and support individuals or groups of students (Hintze & Silberglitt, 2005).

While local norms are a necessary component of Rtl, it is essential that practitioners use caution in the interpretation and use. For example, the same score may fall in opposite categories depending on the school from which the data is collected. As an example, Bob's score of 50 on a given measure may be below average when compared to his peers in a high performing school. Susie's score of 50, on the other hand, may be judged as average or above average when compared to her classmates from the high-needs school in another county. The same score, in this instance, receives very different classifications, based on the school's overall performance.

However, it is important to remember that in addition to comparing individual students' scores local averages, national benchmarks are also available. In fact, proponents of local norms argue that the measures are actually less biased. By comparing a student's performance to other student's in the same setting actually serves as "a basis for determining logical, natural, and meaningful discrepancies" (Bell & Barnett, p.119). Essentially, the most important factor to consider when interpreting and using local norms is that

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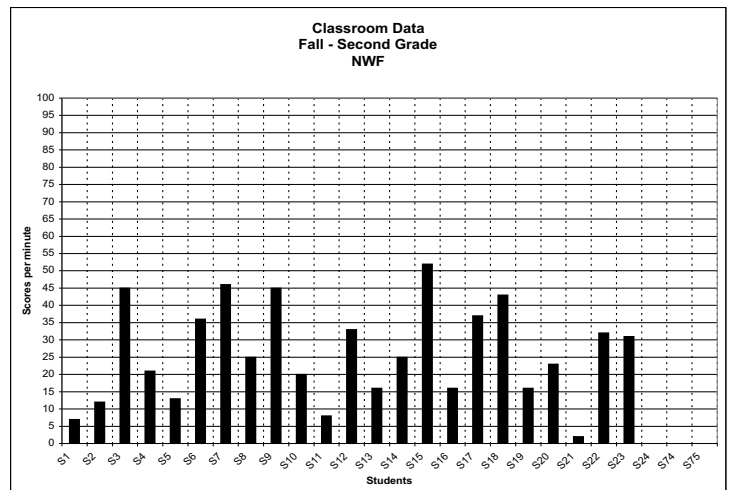


Figure 4: Second-grade fall NWF data by classroom

# Please Renew or Join to Guarantee Access to CSSP Membership Benefits!

by Shannon Kishel, Membership Chair

CSSP membership is a great value. It allows you to access important resources, connects you with others in the field, and keeps you informed on current issues and training opportunities. As a member, you are taking an active role in helping to maintain the profession of school psychology. This is your professional organization in Colorado. Here are some of the ways CSSP membership benefits you and the profession of school psychology.

## Get Involved!

- Promote the value of the profession
- Influence the future of school psychology
- Paid government liaison takes an active role in communicating with legislators on issues of concern
- Be part of an organization that responds to threats to the title and practice of school psychology by taking action

## Stay Informed!

- Quarterly newsletter keeps you connected to state and national issues
- NASP delegate keeps you updated on issues related to credentialing, ethics, trainings, and other professional standards
- Updates on legislative issues impacting school psychology and education
- Email notification about state events and training opportunities

## Access Resources and Share Ideas!

- Statewide crisis support team provides school support and training
- Professional development through state conference, regional trainings, and other training opportunities
- Online links to relevant professional resources
- New career opportunities
- Online networking by special interest or region

- Interact with peers to learn how others are addressing challenges in the field

## Membership Rates & Categories

**Regular** (\$75) members are licensed by CDE as a school psychologist, actively engaged in the practice of school psychology, trained in the field of school psychology and functioning as a supervisor or consultant for school psychologists.

**Associate** (\$75) members are engaged in a closely related field of education or mental health and not eligible for regular membership.

**Student** (\$25) members must be enrolled in a graduate-level training program for school psychologists.

**Life** membership is open to persons who have reached 55 years of age, are retired, and who have been regular members of CSSP for at least 5 years. ■



## School Psychologists Ethics Training a Success

by Mary L. Smock, Ed.S., Eastern Plains Representative

Last summer, the Futures Committee began developing plans to support school psychologists across the state in meeting the required 3 hours of continuing professional development regarding ethical practice and/or the legal regulation of school psychology required for NCSP recertification. In order to address the issue of access to the training, the Futures Committee explored the use of technology to present the training simultaneously via interactive video capabilities. To collect input from all regions of the state, BOCES (Boards of Cooperative Education Services) were contacted to determine interest in this training as well as capacity to host an audience through access to the appropriate technology.

Six rural BOCES responded. Once the training sites were determined, dates were set and speakers were chosen. April was selected as the

month for the trainings based on survey responses from the CSSP Fall Conference. The trainers, CSSP members Franci Crepeau-Hobson, Ph.D., and Michelle Malvey, Ed.S., presented in front of an audience in Denver, while attendees in Durango, Fort Morgan, Greeley, Haxtun and Montrose participated via interactive video. CSSP Regional representatives offered registration support at each site.

In total, 50 individuals were able to benefit from this training. Through the use of technology, audience members from all locations were able to listen to the presentation as well as interact with the trainers by asking questions, receiving direct responses, and engaging in collaborative discussions facilitated by the regional representatives at each site. In addition, participants were able to access the needed information while saving resources of time, fuel, and funds required to travel. ■

## Trainer's Corner

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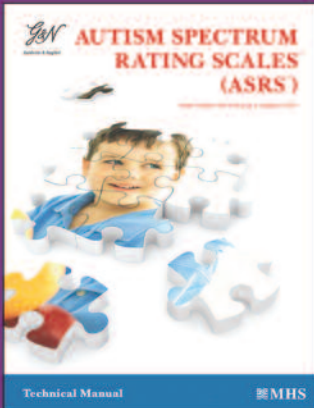
they are one piece of data, which will be used in conjunction with many other sources of information including national standards and benchmarks. When utilized within this context, local norms add a level of systems data necessary for documenting accountability and evaluating the effectiveness of core curricula and interventions within the RtI process. ■

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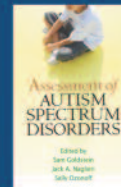
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Colorado Society of School Psychologists  
*Developing the Culturally  
 Competent School Psychologist  
 2010 Fall Conference*

## Call for Presenters / Papers

The Colorado Society of School Psychologists opens the opportunity to present at the upcoming fall conference November 4-6, 2010 at the spectacular Park Hyatt Resort in beautiful Beaver Creek, Colorado. This conference typically draws school psychologists, school social workers, special educators, directors of special education, school administrators, school counselors, graduate students, university professors, and others! The emphasis of the conference will be on building cultural competence as a school psychologist in order to effectively address the mental health needs of diverse students and their families through evidence-based, culturally responsive mental health services. We invite all proposals addressing this timely issue! *Electronic submissions are strongly encouraged!*

**\*Proposals must be postmarked by June 10, 2010**

Name of primary presenter (attach brief biography):

Email:

\_\_\_\_\_

Additional presenters (attach brief biography of each presenter):

\_\_\_\_\_

Title of Presentation (attach abstract of 100 words or less):

\_\_\_\_\_

Check one:

Poster presentation \_\_\_\_\_

Verbal presentation \_\_\_\_\_

If Verbal Presentation, Check one:

1 hour \_\_\_\_\_ 1/2 day \_\_\_\_\_

2 hour \_\_\_\_\_

If your proposal is not accepted as a presentation, are you willing to present in poster format? Yes No

Is this a student led presentation? Yes No

*Please note: Conference registration is required for all accepted Presenters.*

Mail proposals for Presentations to:

Donald L. Johnson, Ph.D., CSSP  
 2444 Wolfensberger Rd.  
 Castle Rock CO 80109  
 email: [donlj@aol.com](mailto:donlj@aol.com)

Mail Proposals for Poster Sessions to:

Cynthia E. Hazel, Ph.D., NASP  
 Child, Family, & School Psychology Program  
 Morgridge College of Education  
 University of Denver  
 2450 S. Vine St., Denver, CO 80208  
 email: [chazel@du.edu](mailto:chazel@du.edu)

# 2010 School Psychologist of the Year Nomination

Page 1 of 2

*Congratulations to Lynnette Pfeiffer for receiving CSSP School Psychologist of the Year!*

*She has graciously accepted the nomination to proudly represent Colorado at the national conference to receive NASP School Psychologist of the Year February 22-26, 2011 held at the Hilton Hotel in San Francisco California!*

Nothing worthwhile comes easily so get out there and support our profession and your fellow colleagues by nominating a preeminent school psychologist who dedicates a great majority of his or her time providing direct services to students, teachers, and parents in school settings; thus effecting students' academic and social well-being. Please encourage your administrators, special education coordinators, fellow staff members, support personal and/or parents to nominate and collect four letters of support. The CSSP and NASP guidelines for nominating a worthy candidate can be found below. Print off copies and ask others to nominate and continue to support our profession. You may also visit the NASP website ([http://www.nasponline.org/about\\_nasp/awards\\_spylaa.aspx](http://www.nasponline.org/about_nasp/awards_spylaa.aspx)) for in-depth information regarding NASP qualifications. The summary of requirements includes:

- **Nominator** will complete a one-page nomination statement describing why the candidate should be considered for this award. Give specific examples in any of the following areas: data based decision-making; consultation & collaboration; student diversity; development of cognitive, academic, social & life skills; knowledge of school and home/school community collaboration; performs job in an exemplary manner; earns respect of others; has professional memberships and leadership.
- **Nominator and/or nominee** must collect four, one-page letters of support (one must be from their school(s) of employment) from colleagues, administration, students and/or parents about the candidate's capabilities with a focus on the domain of school psychology.
- **Nominee** needs to be a CSSP member for the state award and NASP member if you wish to be considered for National School Psychologist of the year (or willing to join for the 2011-2012 fiscal year).
- **Nominee** must be a practicing school psychologist in the schools who spends the majority of their time providing direct service to students, teachers, and parents in school settings. Trainers, researchers, or administrators are not eligible for this award.
- **Nominee** must submit their resume and/or Professional Vita: Please remember to include presentations you have made to a school staff, parent group, district staff, community members, etc. Include the topic, audience and date of presentation. Also remember to include articles you have written for school or district newsletters, your local newspaper, your state association newsletter, etc. when listing references for publications.
- In order for the **nominee** to be considered for NASP's School Psychologist of the year, they need answer the two following essay questions in 1,000 words or less per question in **10-12 point Courier font**. Please include your name and the **page number** in the header or footer on your resume and essay questions.

**Question 1:** Describe one professional accomplishment specifically related to your role as a school psychologist. How has it given you your greatest satisfaction professionally and/or personally?

**Question 2:** Describe how you involve parents in the education or their children and enhance family-school partnerships at the building and/or district level.

- Nomination materials must follow CSSP and NASP guidelines listed above and are due no later than **July 1, 2011 for NASP** School Psychologist of the Year and **October 1, 2010 for CSSP** School Psychologist of the Year consideration. Please mail **TWO COPIES** (one for CSSP and one for NASP) including a statement of why you chose the person you nominated, nominee resume, four one page letters of support, and candidate responses to the two essay questions (if wishing to be sent on to NASP for the conference held February 21-25, 2012 Philadelphia Marriott/Loews Philadelphia Philadelphia, PA).
- Mail to Stacy Frahm 25901 E. Arapahoe Rd Aurora, CO 80016. If you have questions you may email [sfracm@gmail.com](mailto:sfracm@gmail.com) or call me at: Work 720-886-2062 (in office until June 9th) or Cell 970-290-0668.
- A committee of judges will review all materials confidentially and determine the top candidate who will be nominated to represent Colorado for School Psychologist of the Year and will go on to be nominated for the NASP award if they choose to complete the additional essay questions.

# 2010 School Psychologist of the Year Nomination

Page 2 of 2

## Nominator and Candidate Contact Information

Name of Candidate: \_\_\_\_\_

Candidate's District/BOCES of Employment: \_\_\_\_\_

Candidate's School(s) \_\_\_\_\_

\*Candidate's Email Address: \_\_\_\_\_

\*Candidate's Mailing Address: \_\_\_\_\_

\*Candidate's Phone Numbers (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

\*can be completed later

## Nominator Information

Name of Nominator: \_\_\_\_\_

Nominator's District/BOCES: \_\_\_\_\_

Nominator's Email Address: \_\_\_\_\_

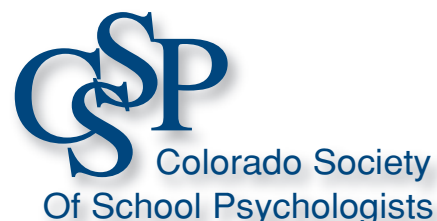
Nominator's Phone Numbers (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

I understand I am responsible for submitting a one-page nomination statement and informing the nominee that they must include 4 one page letters of support addressed to "CSSP and NASP review committee members" and answer the 2 essay questions in 1,000 words or less. All materials will be sent to Stacy Frahm, CSSP Professional Development Program Manager by October 1, 2010 for CSSP School Psychologist of the year and July 1st, 2011 if you want to be considered for National School Psychologist (NASP) of the Year.

Stacy Frahm  
[sfracm@gmail.com](mailto:sfracm@gmail.com)

25901 E. Arapahoe Rd  
Aurora, CO 80016

Work 720-886-2062 (available until June 9<sup>th</sup>)  
Cell 970-290-0668



# News from CDE

by Barb Bieber, School Psychology Consultant

Congratulations to all school psychologists who have provided leadership at both the school and district levels for RtI implementation! This past year has been about a lot of new learning for all of us, but many have been rewarded by experiencing a more comprehensive role in their schools. (As evidence of the importance of an expanded role, in a Colorado district with a fulltime school psychologist in each building, the principals fought any cuts in time during their budget process.) Currently, CDE is moving forward with fidelity tools designed to support districts' progress with implementation. In addition, nine districts from around the state that are at an advanced level of implementation will participate in an RtI Symposium in June, with the results being used to support everyone's efforts. School psychologists will have an opportunity to discuss progress in changing roles within "communities of practice," which you will be hearing more about next year.

During the spring, CDE specifically recognized the significance of school psychologists in the RtI process with a series of 5 workshops around the state on the "Key Roles of School Psychologists in SLD Identification." These workshops combined the national perspective, provided by Stacy Skalski, Director of Public Policy at NASP, specific tools devised by school psychologists in Fountain Ft. Carson School District, described by Montina Romero and Lisa Zimprich, and tools and techniques for engaging families, presented by Cathy Lines. School psychologists also participated in on-line classes in SLD identification which will be offered again next year. In addition, Candy Myers, CDE SLD consultant, will be initiating an SLD Advisory Committee, with regional representation across disciplines. Regional Special Education Directors will be solicited for nominations to this group & I hope that several school psychologists will be members.

The resources and tools developed under CDE's Mental Health Integration Grant, "Building Bridges for Improved Mental Health for Colorado Students," including Mental Health "Tip Sheets," scripts for calling parents, sample protocols for referring students to community mental health centers, and sample social-emotional standards, are available on the following web site: <http://www.csipolicy.org/buildingbridges/tools.html>. They will soon be available on the CDE web site as well. I hope additional Colorado school districts will consider applying for Mental Health Integration Grants through the Federal Office of Safe and

Drug Free Schools. These grants are continuing and typically are announced in the Federal Register in December. I will be glad to provide assistance in responding to this grant opportunity that assists with collaborative planning at the community level.

One of the goals of the "Building Bridges" Grant was to support the adoption of social-emotional goals in our state. Therefore, I was extremely pleased that CDE's Health and Physical Education Standards, adopted by the State Board of Education in December, 2009, include the strands of Social-Emotional Wellness and Prevention and Risk Management, which are represented from kindergarten through high school. The complete standards can be viewed at <http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>. The 2010-2011 school year will be a time for school districts to determine their alignment with the new standards, with more information coming from CDE about their roll out.

A Task Force, including several school psychologists, has completed the majority of its work on new guidelines for the identification of SIED students within an RtI framework. This document will complement the Guidelines for the Identification of SLD, and will provide guidance for the use of RtI with our current SIED criteria. Training will be provided during the next school year.

Finally, CDE recently collaborated with the School Safety Resource Center and the Office of Suicide Prevention to offer a workshop on "Suicide Prevention and Intervention." Representatives from DPS, Douglas County and Adams 12 schools provided valuable information on their current activities for prevention, intervention and postvention. Dr. Ed Steinberg from CDE provided initial comments to the day. This workshop came about as a result of requests from the field and we are planning to repeat it in August-September, 2010.

CDE is communicating about its initiatives and conferences via its weekly publication, "The Scoop." To sign up, send an email to the [CDE\\_Communications\\_Office@cde.state.co.us](mailto:CDE_Communications_Office@cde.state.co.us) (there are underscores "\_" where it looks blank,) with "Sign me up for the Scoop" in the subject line.

I have enjoyed meeting many of you at these various workshops and events, and I look forward to our working together in 2010-2011. ■

## CSSP Board

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- Lia Billington, Independent Practice
- TBD, Ethics



# NASP Update

by Michelle Malvey, NASP Delegate

Several NASP documents approved during the NASP Executive Council and Delegate Assembly meetings in Chicago are now available or will be available soon:

- The position statement on necessary use of the title 'school psychologist,' adopted by the DA, is on our NASP website at [http://www.nasponline.org/about\\_nasp/positionpapers/UseofSchoolPsychTitle.pdf](http://www.nasponline.org/about_nasp/positionpapers/UseofSchoolPsychTitle.pdf)
- The procedures and implementation guidelines for the NASP Approved provider system for CPD, approved by the EC, are on our NASP website at <http://www.nasponline.org/proflevel/approvedprovider/ApprovedProviderPolicies2010.pdf>
- The NASP 2010 standards (graduate preparation, credentialing, ethics, and model for comprehensive services), adopted by the DA, will be available on the NASP website in a couple of weeks. The ethical principles and model for comprehensive services will be published in the June 2010 issue of School Psychology Review.

Our latest publications, Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RTI, Pediatric Disorders Series, and Tier 3 of the RTI Model: Problem Solving through a Case Study Approach, are outstanding. See descriptions at <http://www.nasponline.org/publications/booksp/roducts.aspx>

NASP recently confirmed that the version of the Patient Protection and Affordable Care Act (PL 111-148) that was passed into law specifically recognizes people holding a license or certification in school psychology as eligible for a new loan repayment program (loan forgiveness) in the new health care bill. We are gathering more information about specifics of the program that made it into the final version of the bill and will share it with you soon. Thank you to all of the leaders and members that asked their elected officials to recognize school psychologists for loan forgiveness over the last few years. Your advocacy paid off! Congratulations!

Many resources from the 2010 NASP Convention are available on our website (go to

<http://www.nasponline.org/conventions/index.aspx> and scroll down to the middle of the page). Your colleagues, graduate students, and others will enjoy the videos of presentations by our keynote speakers, Salome Thomas-EL and Alexa Posny.

A new NASP resource, School Psychologists: Improving Student and School Outcomes, available at [http://www.nasponline.org/advocacy/SP\\_Improving\\_Student\\_School\\_Outcomes\\_Final.pdf](http://www.nasponline.org/advocacy/SP_Improving_Student_School_Outcomes_Final.pdf), summarizes our outstanding qualifications and effective school psychology services that will contribute to learning and mental health outcomes for children in the 21st century.

Consider submitting a proposal for the 2011 NASP Convention in San Francisco. The online Call for Presentation Proposals opens on May 3, 2010 and proposal are due by June 16, 2010. Go to <http://www.nasponline.org/conventions/2011cfp.aspx> ■

## Year in Review

Continued from page 1

NASP, the CSSP board worked tirelessly to fight for title protection for school psychologists with non-doctoral degrees. Many of us on the board wrote multiple letters to the APA and participated in meetings and webinars with NASP on these topics. This hard work paid off and on February 20, 2010, the APA Council of Representatives voted to retain the right of both specialist and doctoral level school psychologists credentialed by State Education Agencies to use the title "school psychologist". We can now move forward and continue to meet the needs of children in the school setting without the worry of losing our identity.

As many of you know, we have been in the process of rebuilding the CSSP website for several months. This venture has proved to be much more challenging than expected. The current website has been less than optimally functional for some time and we are working closely with our new webmaster to make the site everything that it should be. I appreciate all the suggestions and feedback that our members have provided to help us make needed

improvements. I also appreciate your patience – this project has taken significantly more time than we anticipated. But we are well on our way to having a professional website that we can be proud of – and that will be much more user friendly.

Before I say goodbye, I would like to welcome the following incoming CSSP board members to our "family". I am thrilled to have each of them on our board and know that they will do a great job:

- President-elect: Patricia Ridley
- Courage-to-Risk Representative: Stephanie Mitchell (former DU representative)
- Professional Relations: Jen Westman (former UCD representative)
- DU Student Representative: Lesa Schirmacher
- UCD Student Representative: Amy Keiffer
- UCD Student Representative: Natalie Koncz

I would also like to thank our outgoing CSSP board members for their service and contributions:

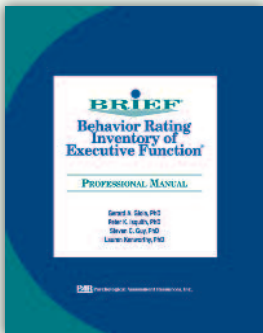
- UCD student representative: Heather Burkhead

- Courage-to-Risk Representative: Julia Wigert
- Technology Chair: Joe Hernandez

It has truly been my pleasure and privilege to serve the membership of CSSP as president. It has been one of the most difficult, yet rewarding endeavors I have ever experienced and I thank you for the opportunity. I know that my successor, Don Johnson, will serve you well and I look forward to working with him as I assume the position of "Past President." ■

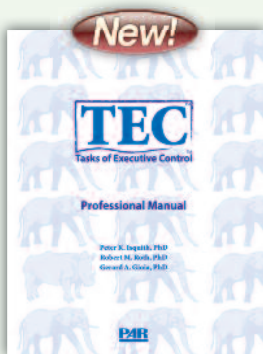


# Assess Impairments in Executive Functioning in Children and Adolescents...



## Behavior Rating Inventory of Executive Function® (BRIEF®)

The BRIEF is a questionnaire for parents and teachers of school-aged children that enables you to assess executive function behaviors in both the home and school environments. It is designed for use with a broad range children and adolescents including those with learning disabilities and attention disorders, traumatic brain injuries, lead exposure, pervasive developmental disorders, depression, and other developmental, neurological, psychiatric, and medical conditions. Scoring and interpretive software is available, as well as the BRIEF Preschool Version, which facilitates intervention at early stages of development; the BRIEF Self-Report Version, which assesses an adolescent's views of his or her self-regulatory abilities; and the BRIEF Adult Version, which captures an adult's executive functioning ability in his or her everyday environments with both a self-report and an informant report.



## Tasks of Executive Control™ (TEC™)

The TEC is a standardized computer-administered measure of two fundamental aspects of executive control processes (working memory and inhibitory control) in children and adolescents. It is ideal for evaluating individuals with a variety of developmental and acquired neurological disorders as well as psychiatric and behavioral health concerns. The program monitors accuracy and response time throughout administration to produce six accuracy scores, two response time scores, and two response time variability scores for each of six tasks. Each task consists of on-screen instructions, a set of practice trials with feedback, and 100 timed-interval stimuli that require responses.



## PAR Assessment Toolkit

The new PAR Assessment Toolkit is a convenient application for your iPhone® that provides shortcuts to the tools you use every day. The app includes a normal curve; a conversion chart that enables you to rapidly convert between *T* scores, *z* scores, percentiles, and standard scores; an age calculator; a mental age determiner; a compliancy calculator; and a stopwatch. Simply visit [www.parinc.com/iphone](http://www.parinc.com/iphone) or go to the Apple® App Store<sup>SM</sup> to download your PAR Assessment Toolkit today!

For more information on these and other PAR products and services, contact Kathleen Woodward, EdS, NCSP, Clinical Assessment Consultant, at 866.253.4050 or e-mail [KWoodward@parinc.com](mailto:KWoodward@parinc.com).



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# CSSP Regional Representatives

## Eastern Plains

Mary Smock  
msmock@neboces.com

## Western Region

Kris Kirk-Flower  
Kirker30@hotmail.com

## Metro

Julie Stonis  
jstonis@msn.com

## Northern Region

Janelle Bierdeman  
chrisandjanelle@hotmail.com

## Pikes Peak

Lynette Pfeiffer  
pfeiflh@d11.org

## Southern Region

Kim Leonard  
kleonard@slvboces.org

## Student/New Practitioner

Ruth Watkins  
rtwatkins@q.com

## NASP Delegate

Michelle Malvey  
michmalvey@comcast.net

## Student Representatives

Erin Bradley (DU)  
ErinBradley07@gmail.com

Lesla Schirmacher (DU)  
lesla.schirmacher@du.edu

Jill Snyder (UNC)  
jillcsnyder@gmail.com

Amy Kieffer (DU)  
amy.kieffer@email.ucdenver.edu

Natalie Koncz (DU)  
natalie.koncz@email.ucdenver.edu

# Important Dates to Remember Mark Your Calendars!

NASP Summer Conference  
Denver, CO ..... July 12-14, 2010

CSSP Fall Conference  
Park Hyatt in Beaver Creek .....  
..... November 4-6, 2010

# E-Newsletter Deadlines

Fall 2010 Issue ..... September 20, 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](mailto: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](mailto:ykodaira@comcast.net).

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

# CSSP E-Newsletter Disclaimer

The CSSP E-Newsletter is published 3-4 times per year. It will be e-mailed and archived on the CSSP website accessible only to members of CSSP, as a benefit of their paid membership. The CSSP Newsletter is the official publication of the Colorado Society of School Psychologists. The opinions expressed in articles, letters and editorials are those of the individual contributor and are not necessarily representative of CSSP. Alternative viewpoints and opinions are welcomed and encouraged for inclusion in the newsletter. Uncopyrighted articles may be reproduced by NASP affiliated state school psychologist associations and NASP publications provided the author and original sources are credited. Permission to reprint copyrighted articles must be obtained from the copyright holder. ■

