President’s Message...Year in Review

by Char Armstrong, NCSP

Spring time...I love it! This time of year brings the promise of sunshine, new growth, and relaxation. I have been longing for warmer days to garden, hike, lounge by a pool, and spend time with my family. I hope that you are wrapping up a productive school year and looking forward to some relaxation with family and friends this summer.

The year has provided a flurry of opportunity and challenge for our organization. It has been an honor to serve you this year as our organization’s president, and to work alongside our talented board. As you may recall, I was able to share details of our successful fall conference in our winter newsletter. Our organization’s work did not stop in November, however. Many of our members have taken active roles in communicating and implementing NASP’s recommendations for comprehensive school safety policies in our school districts/BOCES as a result of the Sandy Hook tragedy of December 2012. I am personally appreciative of NASP’s leading role in providing resources for us after this tragedy, and more recently their work in promoting effective school discipline and positive learning environments as a means for supporting reform efforts. It feels to me as if our roles as school psychologists are now “on the map” or “in the books” more than ever before.

CSSP provided a strong voice with the SB191 School Psych Professional Evaluation Work Group this year when it was given its charge by the Colorado Department of Education to develop an evaluation tool. Dr. FranciCrepeau-Hobson, Janelle Bierdeman, Cindy Grubbs, and Barb Bieber provided ongoing input and assisted with draft revisions of the evaluation the group developed. With striking new titles, “Specialized Service Professionals”, we can all look forward to the piloting of the professional evaluation in our schools this coming year.

New to our organization this year was my appointment of a Multicultural Advisory Ad Hoc Committee on our board. As members of the Colorado Bilingual Mental Health Network, Margarita Cordero and Angela Restrepo were asked to serve on the board in this capacity in order to share the work of the network and the resources available to our membership. The network is very strong and has presented at our fall conferences for several years now. Additionally, the network sponsored Dr. Sam Ortiz for two separate half-day workshops on January 18, in Denver. His morning session addressed evidence based instruction and the evaluation of English language learners, and his afternoon session focused on bridging research and practice in promoting fairness and equity in assessment. Both sessions were well attended and received positive reviews. I am very appreciative of Margarita and Angela’s voice on our board, and know that their work will continue to positively impact school psychology in our state in the future.

Training opportunities provided through the Colorado Department of Education have given many of us the opportunity to grow in our work...Continued on page 2
Editor’s Message
by Lisa Bartilotta, Publications Chair

I hope this newsletter find you winding down and on the path to a much deserved break. As you struggle to get those last minute assessments done and finish up work with students, but can’t find them because they are on field trips, at awards assemblies, or doing one of the other hundreds of activities that can only be scheduled in May, take a moment to read information from your colleagues around the state. In this Spring newsletter Char Armstrong writes her final letter as she turns the president’s gavel over to our new president, Janelle Bierdeman. The Bilingual School Mental Health Network updates us on best practice for evaluating second language students and shares a use of media for serving the Spanish-speaking population in Denver Public Schools. Sacha Mittelman and Lindsay Gahn teach us the process of developing an “app” and starting a business. Our CDE Representative, Barb Bieber, talks about efforts made to address teacher effectiveness for school psychologists and the new SED criteria as defined by the ECEA. There is news from NASP from our delegate, Michelle Malvey. Also be sure to read the many important announcements throughout the newsletter, including new officers, a call for papers, highlights of the CSSP fall conference, School Psychologist of the Year (SPOTY) nominations, membership renewal, and an updated calendar.

The submission deadline for the next newsletter will be September 20, 2013. Your articles, photographs, questions, opinions, and responses are welcome. Please submit any items electronically to bartilotta@hotmail.com.

It has been a pleasure serving you this year. Enjoy your summer. See you in the fall!

Membership Renewal and Drawings
By Beth May, Membership Chair

CSSP membership renewal is rapidly coming upon us and will be here before you know it! As an incentive for renewal in June 2013, we are offering to put names in for a drawing of $50 off CSSP conference fees if you refer a new member and renew yourself by June 30th. The drawing will take place in August. Please email me at bmay.cssp@gmail.com to let me know your name and the new member’s name whom you referred before the deadline of June 30th, 2013.

Posting CSSP announcements, trainings, and events to keep us all “in the know”. If you have specific questions regarding how to access these social utilities, please contact Jenny at media.relations.cssp@gmail.com.

Julie Stonis must receive credit for her initial and ongoing work along side our new president, Janelle Bierdeman, in training board members in the how to’s of setting up personal Gmail accounts for board business as well as the steps for sharing Google documents. There has been a bit of a learning curve for some of our board members in adopting these new practices, but we anticipate that our board’s work will become more efficient as we move forward.

With a sense of pride for the hard work our board accomplished this year, I willingly passed the presidential gavel and stand on to Janelle Bierdeman, our new CSSP president, at our annual board retreat this past weekend. Janelle is well on her way, in collaboration with the conference committee, in planning a fabulous annual conference. Be sure to hold the date of November 7-9, 2013 on your calendars. This year’s conference, “Engaging Our Strengths”, with a pre-conference focus on executive functioning, will be held November 7-9 at the Vail Marriott Resort and Spa, Lionshead Village, in Vail, CO. The call for presentation proposals and posters may be accessed at www.cssponline.org.

Although having recently stepped down as our organization’s president, I will continue to provide support to the CSSP board as past-president for this coming year. Janelle appointed a Strategic Action Planning Committee to look at longer range goals for our organization, and to improve the continuity of board member roles over time in fulfilling these goals. I am looking forward to assisting with the work of this committee as well. Thank you for allowing me to lead our organization this year. I hope that you have a smooth transition wrapping up your school year and are able to easily move into a relaxing and enjoyable summer.

www.cssponline.org

www.cssponline.org
Necessity is the Mother of Invention: The Development of a New Application

By Sacha Mittelman and Lindsay Gahn

BehaviorLENS is an app for conducting behavior observations on the iPad, created by Sacha Mittelman and Lindsay Gahn – two school psychologists in Boulder, Colorado. Following is an account of how Sacha and Lindsay went from practicing school psychologists to software developers and business owners.

In 2006, Sacha was referred to Lindsay when she needed to gain elementary school practicum experience. Lindsay had been a school psychologist for five years. The two hit it off professionally as well as personally, given they shared many interests. They quickly became close friends when Sacha came to work in the same school district.

The idea for BehaviorLENS was conceived when Sacha got an iPad in January 2011. She imagined she would be able to use the device to complete behavior observations and enter progress monitoring data for students on the iPad. She scoured the iTunes App Store in search of apps for these purposes and came up disappointed. She called Lindsay and shared the idea of creating an app. Sacha did not expect Lindsay to jump on the idea with total enthusiasm. However, in the coming months, Lindsay fully committed to exploring the process of developing an app and starting a business.

The first step they took was to form a Limited Liability Company through the state of Colorado, under the name SuperPsyched, LLC. Sacha and Lindsay brainstormed ideas for apps that could simplify many of the data collection tasks required of school psychologists, including progress monitoring for academic interventions. The team quickly realized the ideas were too broad in scope and decided to focus on making an app specifically for conducting behavior observations. After shopping around, the two connected with Foraker Labs (www.foraker.com), which is a Boulder, Colorado-based web development company. The project manager, Derek Olson, impressed the women with his familiarity with functional behavior assessment (he has a background in psychology and is married to a special education teacher). Foraker had already gained experience creating several successful iPad apps, which seemed to be an essential asset to move forward. After choosing Foraker to create the app, Sacha and Lindsay naively thought the difficult decisions were behind them.

The process of developing the app was long, complicated, and tedious, yet exciting. Over the summer of 2011, many hours were dedicated to emailing back and forth with the software engineers while carefully considering every aspect of the app’s appearance and functionality. Before a beta version of the app could even be created, incredibly specific plans had to be agreed upon. Lindsay and Sacha had to expand their vocabularies to include terms such as “deliverables”, “iterative process”, and “UI (user-interface)”. Meanwhile, the developer also acquired new lingo—like “manipulatives” and “ABC (Antecedent, Behavior, Consequence)”. At this point, many tough decisions had to be made regarding the features offered. A balance had to be achieved between maximizing the utility of the app within a budget that would allow for a reasonable sale price. By the time the school year rolled around, a beta version of the app was ready for testing.

It was a joyous day when the first beta version of BehaviorLENS was ready for download, but much more work would occur before the app was ready for release. The app had to be thoroughly tested, with detailed notes of the circumstances that caused crashes or bugs. This part was more challenging than one might expect. It took two months of testing more than 40 different versions of the beta to eliminate glitches and reach a point where the graphs clearly communicated the data. The team refused to settle for a product that would be frustrating for users and waited until the app was solid to submit to Apple for approval.

BehaviorLENS eventually became available for purchase on October 10, 2011 for $29.99. With a product finally available, efforts moved toward learning how to market the app and manage a business. As two public school employees, neither Lindsay nor Sacha had any experience in this realm. “Getting the word out” would be the next important task. Once people began to purchase the app, the two were charged with the responsibility of answering user inquiries and tech support concerns while learning to track finances. As with any app, there were initial usability issues that had to be addressed, which required new beta versions to be created and tested. This is a constant, on-going process as the app needs to be updated to work with new iOS and iPad versions. Users also frequently ask for changes in app capabilities, which are always considered when creating new versions of the app.

The learning curve has been steep for the past two years, yet Sacha and Lindsay are extremely proud of BehaviorLENS and feel that the initial goal of creating a sophisticated, yet intuitive behavior observation app that can be used by multiple school personnel (not just school psychologists) has been achieved.

The creators of BehaviorLENS have received much positive feedback from users and people at conference exhibits (i.e. Colorado Society of School Psychologists Conference and National Association of School Psychologists Convention). However, the adventure is not over. The trademark for BehaviorLENS has been challenged and in the interest of saving the expense of litigation to defend the brand, Lindsay and Sacha are planning to rename the app. The new name will be announced in coming months. In the meantime, suggestions are welcomed on the BehaviorLENS Facebook page.

Please visit: www.behaviorlensapp.com or write to superpsychedllc@gmail.com for more information.

The Colorado Society of School Psychologists would like to sincerely congratulate the newly elected officers to the CSSP Board!

Secretary – Andrea Clyne
Thanks to all the members who voted in this year’s election. It will be a pleasure to continue to serve on the board, and I hope that my efforts contribute to the overall strong voice CSSP has nationally.

Treasurer – Suzanne Delap
I am honored to be re-elected as the Treasurer for CSSP. I have enjoyed working with everyone on the board, and I look forward to another rewarding three years with you all. Thank you!

President Elect – Lisa Bartilotta
I am extremely honored to have been selected as President-Elect of CSSP and to accept the responsibilities that lie in front of me. Thank you to our membership for your votes and confidence! I look forward to focusing my attention on work that continues to strengthen our profession and the services provided to Colorado’s youth and children.
News from CDE

By Barb Beiber, CDE Representative

Congratulations from CDE to everyone on another year working with students and families to improve educational outcomes!

As the School Psychology and Mental Health Consultant at CDE, I focus on improving outcomes and reducing barriers to learning for students with social, emotional, and behavior challenges. Throughout this year there has been considerable, important work going on in our state on these fronts. Two major initiatives that will have a direct effect on school psychological services have involved: Efforts to appropriately evaluate the work school psychologists do as a result of Educator Effectiveness Legislation, and developing guidance on the new eligibility criteria for students with a Serious Emotional Disability (SED) as a result of new criteria for Colorado’s Exceptional Children’s Education Act.

Some of the highlights of these efforts include:

• At the start of the school year, a workgroup consisting of school psychologists and district psychological/mental health services leaders was created to develop professional practice rubrics for school psychologists, with similar groups developing rubrics for all Specialized Services Professionals. Initial drafts of the rubrics have been completed which will eventually be used as models for annual Performance Evaluations.
• Janelle Bierdeman, CSSP President, and Franci Crepeau-Hobson, UC Denver School Psychology Program Director, represented CSSP members, and advocated for school psychologists with the State Council for Educator Effectiveness (SCeE). This was an arduous task that has taken many hours of meetings. Great thanks to Janelle and Franci! The SCeE and Colorado State Board of Education-approved rubrics should be available to view at the end of this this school year. They will be piloted next year and fully implemented in 2014-15.
• Another work group of school psychologists and district special education and mental health leaders was created to develop guidelines for the new eligibility criteria for students with an SED. This group worked diligently throughout the year to review other states’ guidance documents, consider the empirical literature on social maladjustment, and develop a comprehensive guide to support the field in incorporating Colorado’s new SED eligibility criteria. This new criteria support the role of school psychologists in evaluating students with social, emotional, and behavior challenges. Regional SED eligibility workshops were provided by CDE throughout the spring, and districts have begun providing their own versions of this training. The guidance document is due out late this May.

Additional CDE updates:

The Colorado Reading to Ensure Academic Development (READ) Act was passed by the Colorado Legislature during the 2012 legislative session. The READ Act repeals the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA such as a focus on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having a significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention.

CDE also sponsored workshops for school psychologists, along with PBIS teams and special educators, on the use of Functional Behavioral Assessments (FBA.) With the goal of promoting earlier use of FBAs in the process of intervening with student behavior, a series of workshops on “Practical FBA” were held around the state, conducted by Dr. Sheldon Loman from Oregon State University. More recently, Dr. Rose Iovane, from the University of South Florida, presented a tool to evaluate the “Technical Adequacy of FBAs.” In collaboration with the RtI/PBIS Unit at CDE we will continue to provide support to school teams in the use of FBAs in the development of Behavior Intervention Plans.

My mission at CDE is to continue to work with CSSP as well as school psychologist representatives on various advisory councils to better meet the needs of those of you working in schools and districts. I look forward to working with you next year!

Evaluating English Language Learners

By Cameran Jewell, Ed.S.
Bilingual School Psychologist,
Aurora Public Schools
Member of the Colorado Bilingual School Mental Health Network

On January 18, 2013, internationally renowned scholar, Dr. Samuel Ortiz, gave the Colorado Bilingual School Mental Health Network (CBSMHN) and their guests a captivating presentation called “Evidence-based Instruction and Evaluation of English Language Learners,” an exceedingly important topic when many Colorado school districts have upwards of 50% English language learning students compiling their demographics.

First, Dr. Ortiz points out that nonverbal assessment tools are not culture- or communication-free, and while they may help overcome a language barrier, they measure limited constructs and are not comprehensive enough to address the most common issues in special education referrals, i.e., reading and writing, although nonverbal assessments may be beneficial when assessing for intellectual disabilities).

Second, Dr. Ortiz states that modifying and altering test methods (e.g., testing the limits, using an interpreter during testing, repeating instructions in the child’s other language, etc.) generally violate standardization as tests are not normed based on these modifications. Dr. Ortiz recommends first administering the test in standardized format, then re-administering selected items or subtests with modifications for qualitative information.

Next, he discussed bilingual assessment, which is the practice of assessing bilingual students in a bilingual fashion by a bilingual school psychologist. Dr. Ortiz reports that there is little research to guide bilingual assessment as the field is so new. There are no truly bilingual assessments and little is known about the performance of bilingual students when using monolingual assessment tools administered in a child’s primary language. Because tools are monolingual, we often only take into account one of a bilingual

Continued on page 5
student’s languages when considering skills or abilities. The second aspect of this issue is that many norm samples are based on monolingual Spanish speakers or monolingual English speakers, rather than on children who speak both.

Because the most extensive research exists in the area of English language evaluation, Dr. Ortiz recommends assessing bilingual students using an English-language assessment tool, then analyzing the scores via Dr. Ortiz’s Culture-Language Interpretive Matrix (C-LIM), which can be found in literature. This matrix places subtests from a variety of assessment tools on a spectrum of linguistic demand and cultural loading. The C-LIM accounts for students’ level of English and exposure to U.S. culture. If the analysis of test scores reveals a typical cognitive pattern for an English language learner (ELL), language and culture may be influencing the scores so that the assessment is not interpretable. If the scores from English testing do not reveal a typical pattern for an ELL, the test results may be interpretable and further testing may take place in the child’s native language in the areas of suspected weakness. The areas of weakness from native language testing should match those from English language testing.

Dr. Ortiz notes the following questions should be taken into account when choosing a test battery and its administration:

• Is the norm sample representative of bilingual students?
• Does the test measure the range of cognitive constructs needed to make decisions regarding instruction?
• Does administration adhere to the test’s standardized protocol and norming procedures?
• Does the proposed assessment and administration have sufficient research regarding bilingual performance?

In summary, Dr. Ortiz stated that there is no “perfect” assessment of English language learners. It is up to the examiner to consider the role language and culture may play when collecting and interpreting all of the data. One of the goals of The Colorado Bilingual School Mental Health Network is to understand and implement best practices in the field of assessment of English language learners. The way to meet this goal will likely transform along the way (as do most aspects of education), but Dr. Ortiz’s presentation helped the audience understand current steps towards meeting this goal.

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**NASP Update**

By Michelle Malvey, CO Delegate to NASP

I hope that your school year is winding up in good form. This year seems to be flying by! With our strange spring weather, it has been hard to realize how close we are to the end of another school year.

Read below to find out some things that are going on at NASP and please let me know if you have any questions. Remember, if you are already a NASP member, you should be receiving monthly emails from me. I get about 10-25 bounced emails each month. If you are a NASP member and aren’t getting my emails, please check your Spam filter to see if it is stopping emails from coming through. If you have changed your email recently or do so this year, please log onto the NASP website and update your profile/account so that there isn’t a lapse in communication. Thank you!

**Mental Health Awareness Month—Start Planning!**

May is National Mental Health Awareness Month. This is a great time to highlight the importance of mental wellness and school-based mental health services to children’s positive learning and development. National Mental Health Awareness Month provides a platform to share what you know with key stakeholders. Available to NASP members are ideas and resources for promoting children’s mental health awareness.

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**Renew Your NASP Membership**

For a limited time only, you can renew your NASP membership in three monthly installments. It’s a great time to renew your NASP membership and keep uninterrupted access to all NASP resources, savings, and benefits!

**Check Out NASP on Pinterest**

Check out NASP’s Pinterest boards and pin resources on ADHD, autism, bullying, mental health, and more!

**Professional Development: Get the Training You Need From Your Desk**

Visit NASP’s Online Learning Center to get high quality professional development, including sessions you might have missed at the 2013 annual convention, and documented NASP-, APA-, and NBCC-approved CPD right from your desk.

**Featured Sessions:**

• Developmentally Informed, Evidence-Based Assessment and Treatment of Anxiety in Youth
• Cognitive–Behavioral Strategies for Children: Evidence-Based Interventions for the School Setting
• Multicultural Counseling: Culturally Responsive Approaches in the Era of Evidence-Based Interventions

Wishing you a wonderful end of the year and a fantastic summer!

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**Donate your time, items or a service for the annual CSSP Silent Auction!**

We are looking forward to seeing you all at our Annual CSSP Conference this year! In previous years, donations for the silent auction have come from a variety of generous community members, companies and organizations, board members, university students and beyond! The CSSP Silent Auction is an event many of our members, friends and families look forward to attending.

Items/gift-cards/services/gift-baskets which are donated to CSSP’s Silent Auction will be sold to the highest bidder. This is a great way to advertise a company or service! Additionally, all money raised from this event goes directly back to support school psychology students from the accredited universities in Colorado. As an organization, our mission is to strengthen the effectiveness of school psychologists in addressing academic, social and emotional needs of children and youth in Colorado.

Please consider donating to this event.

All donations are tax-deductible, help support CSSP’s mission and goals, and directly impact future school psychologists and the students they support.

Thank you for your continued support!

If you have any questions, please contact Natalie Koncz (nkoncz@gmail.com).
Promoting School Success with Refugee Students and Families

By Cat Thomas, Sabrina Fruechtenicht, & Gloria E. Miller
University of Denver – Morgridge College of Education

Colorado has been a resettlement site for refugees since the passage of the Refugee Act of 1980. Refugees have fled their countries of origin due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion. They seek safety, a welcoming new home environment, and hope for a better future for themselves and their family members. Refugees currently coming to and residing in Colorado are from Burma, Bhutan, Iraq, Ethiopia, Eritrea, Somalia, and the Great Lakes region of Africa (Congo, Burundi, Rwanda, Uganda). Most refugees enter as families and have children who will enter our school system. School psychologists must increase their understanding of the strengths and needs of this population to foster the school success of these newcomer students.

The purpose of this article is to briefly highlight four ongoing projects across the state involving school psychologists who are working to improve services with various refugee communities. For more information on any of these projects, please contact the associated authors and refer to the list of resources related to these projects. By sharing these projects and resources, we hope to build a network of practitioners interested in further communication about effective school, family, and community services for this population.

Project 1:
The Community Navigator Parent Engagement Program is housed and run by professionals at the Colorado African Organization (CAO). As part of this project, trained Community Navigators from respective refugee communities help new refugee families to navigate the American education system. Students and faculty from the Child, Family, and School Psychology program at the University of Denver have partnered with CAO to evaluate and promote navigators’ understanding of effective family school partnering practices that can enhance student outcomes and family engagement. Several grants have been obtained to document and further promote key aspects of this community-based, school-liked program that lead to greater student outcomes and higher levels of family engagement in a students’ learning.

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Cat Thomas: Cat.thomas322@gmail.com & Sabrina Fruechtenicht: sfruech1@gmail.com

Project 2:
Faculty and students in the Child, Family, and School Psychology program at the University of Denver have been working with Jewish Family Service professionals to develop and conduct an Art Expression group for high school students. The art group is conducted once per week with a group of refugee students at one Denver high school who traditionally have had the highest drop-out rates at the school. The group meets once per week during lunch and art projects are used as a means of engaging students and encouraging them to express themselves despite their limited English skills. The art projects are designed to provide students a “voice” to inform others of their unique perspectives, customs, and social and emotional needs. The goal of this project is to further our knowledge of critical factors that may improve school engagement and outcomes with refugee students.

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Project 3:
Faculty and a student intern at the University of Denver have also collaborated with Jewish Family Service professionals to develop and implement Cultural Adjustment groups with elementary and middle school students. These cultural adjustment groups are conducted once per week with a group of students at several schools in Fort Morgan. The goal is to provide social and emotional support to newcomer refugee students as they adapt to life in the United States. In addition to providing these Cultural Adjustment Groups, focus groups are conducted with families and school personnel to gain a better understanding of the ongoing services that may be designed to better serve these students in school settings.

Robyn Hess: Robyn.Hess@unco.edu or Vanja Pejic: Vanja.Pejic@unco.edu

Project 4:
A student intern from the University of Northern Colorado has been collaborating with various local community organizations, including Lutheran Family Services, Jewish Family Services, and the Colorado African Organization, to conduct qualitative interviews with refugee families to gain a better understanding of perspectives and experiences that can influence parent involvement for older refugee students. These students enter the US with limited formal education which leads to the significant problem of over-aged students who are under-credited to graduate from high school. The key challenge for under-credited, over-age students is the misalignment between these students’ needs and our credit-based promotion system. This work is designed to gain a further understanding of school alternatives, such as iConnect on-line learning, community college programs, and summer school options. Such individualized programs are designed to help students recover credits in order to obtain a GED. Preliminary findings suggest that students are more likely to succeed with these options, especially when parents are involved. These solutions are being explored through collaborative work with the high school, local community colleges, businesses, and service organizations.

Mary VanKorlaar: vank0439@bears.unco.edu

Further resources to enhance practice with refugee populations:

1. Bridging Refugee Youth and Children’s Services: http://www.brycs.org/
4. The RESPECT guide (i.e., Refugee Education & Schools Promoting the Empowerment & Culture of Tolerance): RRanovajewishfamilyservice.org
5. Promoting the Educational Success of Refugee Newcomer Students and Families, NASP Podcast: Must log on with a NASP account: http://www.nasponline.org/resources/podcasts/podcast.aspx?id=162
The Use of Media to Eliminate Mental Health Disparities for Latino/Hispanic and Spanish-speaking populations

By Henrietta Pazos, PsyD, Member of the Colorado Bilingual School Mental Health Network

Introduction

As a member of the Colorado Bilingual School Mental Health Network, I have the opportunity to learn from other bilingual school mental professionals and engage in rich discussions about issues related to mental health access and best practice assessment and interventions for English Learner (EL) students and their families. The Colorado Bilingual School Mental Health Network is a “Communities of Practice” (CoP) model supported by the Colorado Department of Education (CDE) to create “sustainable systems of change” within schools and was developed as a response to the changing student demographics and the increasing need for collaboration (Harris, Steensen, Klotz, Skalski, & Bieber, 2012).

One of many interventions that had been discussed in this group is the use of media to inform Spanish-speaking students and their families about mental health education and to increase access to mental health services in schools and in the community.

Defining Mental Health Disparities and Their Effects

Approximately 60% of children and adolescents with mental health difficulties do not obtain the mental health services they need (US Department of Health and Human Services, 2013). This is in part due to disparities in access to mental health due to cultural/linguistic barriers, limited access to insurance, or other financial hardships. Research shows that there is a strong connection between a student’s mental health and his/her academic achievement. Studies also show that social emotional intervention and prevention services can positively influence a student’s academic performance in school. It is important to increase awareness of mental health issues, how to access services, and the role that each of us play in supporting our student’s social-emotional well-being so that they can become healthy and successful adults.

Mental health disparities among people of color and English Learners are well documented (National Alliance on Mental Illness, 2013). Disparities can include limited access to services and/or poor quality of service. Studies show that people of color and English Learners unfortunately experience both in the United States. Although efforts have increased to eliminate disparities (see the 2001 the Surgeon General’s Report on Culture, Race & Ethnicity) and some data shows progress, progress continues to be limited and, in fact, for Latino-Hispanic populations is a decline in progress (National Healthcare Disparities Report, 2005).

Call to Action from School and Clinical Mental Health Professional Boards

Policies and best practice recommendations in school psychology and mental health have been developed to address the importance of providing culturally competent mental health services and eliminating barriers to access of quality services for students and families. For example, the National Association of School psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services (2010) states in its principles, “school psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and provide effective services, advocacy, and social justice for all children, families, and schools” (NASP, 2010). In fact, NASP considers “Diversity in Development and Learning” as one of the “foundations of school psychological services delivery” which underscores their importance of school psychologists’ cultural competence development and providing culturally competent services. In addition, the National Association of Social Work has specific “standards for Cultural Competence in Social Work Practice” that not only provide guidelines on cultural competence development and service delivery, but also provides indicators to guide the implementation of these standards into practice (National Association of Social Work, 2006).

Media as a Mode of Advocacy

The use of media to increase access by empowering and informing marginalized populations is one approach to align with the above stated policies and best practice recommendations. This is what Denver Public Schools (DPS) is currently doing through collaboration between DPS Student Services Mental Health Department and the DPS EDUCA Radio Show and Newspaper.

Denver Public Schools (DPS) Multicultural Outreach Office and EDUCA Radio Show

DPS Multicultural Outreach Office was formed in 2009 and the EDUCA radio show was first at the same time. The radio show was created to increase access to communication to culturally diverse groups of parents and communities. DPS Multicultural Outreach Office provides language supports and services to: “Parents, Teachers, Administrators in any of the 143 language groups that exist in DPS” (DPS EDUCA Publication).

The DPS Student Services Division Vision is: “We work relentlessly to ensure equitable opportunities and successful outcomes for all students”. Among all of the work that the Mental Health Department conducts every day, the EDUCA radio is an example of how we can “ensure equitable opportunities and successful outcomes for all students”. DPS student services is led by John Simmons, Executive Director and the Mental Health and Assessment Department is led by Dr. Eldridge Greer, Director of Special Education, and Steve Nederwald, Program Manager.

Approximately four years ago the DPS Special Education Assessment Services Team, formerly known as Multilingual Assessment Services Team (MAST) launched the first EDUCA Radio show with guest speakers Flor Suarez and Clara Oronzio, a bilingual school psychologist and social worker, respectively, on topics such as Attention Deficit Hyperactivity Disorder (ADHD) and Special Education Assessment and Eligibility. Currently Ellen Kelty and Hetty Pazos, both school psychologists from the Mental Health and Assessment Department have continued to develop and present topics such as Bullying Prevention, Suicide Prevention, Anxiety and Depression, Acculturation and Academic Achievement, LGBTQ youth, and Alcohol and Substance Abuse Prevention. More recently, Melanie Wheeler, Supervisor from SEAS, presented a show on Brain Injury as an approach to increase awareness for parents on the importance of early detection and intervention and how to access support in schools. The EDUCA Radio show is led by Salvador Carrera, Director of the Multicultural Outreach Office (MOO) of DPS, Jorge Cineros, Producer, Ingrid Porras and most recently by Julieta Quiñones and Roberto Gaytan. The 30-minute...
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The Use of Media to Eliminate Mental Health Disparities for Latino/Hispanic and Spanish-speaking populations

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segment is conducted in an interview format in which parents and caregivers have an opportunity to ask questions and also obtain information regarding community resources through the EDUCA Radio website.

The EDUCA radio increases awareness and knowledge of mental health information among Spanish-speaking parents, provides mental health information in a culturally competent manner so it is relevant to the audience, decreases possible stigma around mental health, and increases access to mental health resources in the community. Future efforts to measure effects on access to mental health services for DPS students through the EDUCA Radio show are needed.

Recommendations

Based on the experiences by the members of the Colorado Bilingual School Mental Health Network and DPS Mental Health Professionals, the following is a list of recommendations and resources to guide other mental health professionals who may be interested in duplicating the outlined efforts in this article:

• Obtain Administration Support. Our project’s success in implementation was in part due to Administration Support and aligning our project with our Division’s Vision and District Values.

• Launch an effort to increase access to mental health services by first analyzing data that will provide you with information on the most viable modes of communication for the population group you are attempting to reach. Radio, based on data, seemed to be a powerful tool for Spanish-speaking consumers in Denver; this may not be true for other populations.

• Research resources within your own school district and build collaborative relationships to increase access to mental health services. Reach out to marketing and communications departments to obtain their input on the elimination of barriers to mental health services and how to increase overall awareness of mental health in the schools.

• Utilize models to guide you on how to adapt current practices to match the needs of diverse cultural and linguistic populations. For example, our radio show scripts integrated statistics and research that was relevant to Hispanic-Spanish-speaking populations; we consulted with experts in areas to assess our content for possible bias and/or non-factual historical information; we researched community resources that were responsive to Spanish-speaking families; integrated socio-political factors (i.e., immigration) that could be impacting mental health functioning and service delivery.

References

Denver Public Schools (DPS) EDUCA Publication, 2013.

Harris, Bryn; Steensen, Becky; Klotz, Mary Beth; Skalski, Anastasia Kalamaros; Bieber, Barb Communities of Practice: Creating the Bilingual School Mental Health Network in Colorado. Communiqué (0164775X); 2012, Vol. 40 Issue 6, p22


For more information or questions, you may contact either Ellen Kelty ellen_kelty@dpsk12.org; Henrietta Pazos, Henrietta_pazos@dpsdk12.org from DPS Student Services and Mental Health or Salvador Carrera- salvador_carrera@dps1k2.org from the Multicultural Outreach Office.

To access the EDUCA Radio shows on all of the Mental Health Topics presented this school year go to www.educaradio.org. EDUCA airs LIVE three days a week, Tuesday-Thursday from 9am-10am and rebroadcasts on Sundays at Maria 1090 AM.
Understanding a child’s anxiety is an important step to successful treatment. The MASC 2™ uncovers important details about emotional, physical, cognitive and behavioral symptoms of anxiety that broadband measures and screening tools often miss.

Untreated anxiety can impede social development and educational success, or lead to other impairments. The intervention suggestions, authored by Dr. John March, can be integrated into a treatment plan for monitoring and guiding the youth’s progress.
Nominations are currently being accepted for the 2013 School Psychologist of the Year. Co-workers, supervisors, students, parents, and anyone else who has worked with the nominee in a professional setting may write letters of support. A community-based committee will review the portfolio of letters submitted and the winner will be announced at the CSSP Fall Conference. Additionally, they will then represent Colorado in the national selection of the NASP School Psychologist of the Year.

- **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 wanting to be considered for the National School Psychologist of the Year award (or willing to join for the 2012-2013 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 remembering to include presentations 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 written for school or district newsletters, local newspaper, 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. The Nominee’s name and the page number should be written in the header or footer on the résumé 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 **September 30, 2013** for CSSP School Psychologist of the Year and **July 1, 2014** for NASP School Psychologist of the Year. Please email 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 in 2014)

- 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.
2012 School Psychologist of the Year Nomination

Page 2 of 2

Be Sure to include 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

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 four one page letters of support addressed to “CSSP and NASP review committee members” and answer the two essay questions in 1,000 words or less.

All materials will be sent to Jen Westman (jennifer.westman@yahoo.com)
CSSP Professional Development Program Manager
CSSP 2013 Annual Conference: Vail, Colorado
Call for Presentation Proposals

DUE: JUNE 15, 2013

What makes us feel strong? How do we sustain ourselves as leaders?

The Colorado Society of School Psychologists invites proposals for paper and poster presentations for the upcoming annual conference November 7-9, 2013 at the beautiful Vail Marriott Mountain Resort & Spa centrally located in exciting Lionshead Village, Vail, CO. Each year the conference draws school psychologists, social workers, counselors, special educators, advocates, directors, administrators, graduate students, university professors, and others to attend!

The emphasis of this year’s conference will be on Professional growth...fostering our strengths by addressing self-care, collaborative leadership, meaningful goal setting, evaluation and supervision (Domains 9 & 10 of the NASP Practice Model: Research/ Program Evaluation & Legal/ Ethical/ Professional practice). Special consideration will be given to presentations/papers that address the theme specifically and incorporate:

- Pragmatic strategies and tools that attendees can apply to their practice immediately. ("I can use this on Monday!")
- Creative, hands-on, out of the box experiences for encouraging personal health (IE: exercise, art, music, mindfulness, etc.)
- Dynamic, flexible solutions for everyday challenges. (Technologies, tools and ideas that give us the biggest bang for our buck!)
SUBMISSION DETAILS

Email Proposal Applications by June 15, 2013

For Presentations to:
Janelle Bierdeman, Ed.S. NCSP
janelle.cssp@gmail.com
Please indicate “CSSP Presentation Proposal” on the subject line.

For Poster Sessions* to:
Shayna Brody Whitehouse, Ph.D.
sbwhitehouse@gmail.com
Please indicate “CSSP Poster Proposal” on the subject line.

IMPORTANT DATES

NOW Call for Presentation Proposals is Open
June 15, 2013 All Proposals are Due (Registration scholarship priority given to early proposal submissions- prior to May 1)
July 15, 2013 Notification of Proposal Acceptances
August 15, 2013 Conference Registration is Open
September 15, 2013 ALL presenters must register for conference OR cancel their presentation by this date

ALL accepted presenters are required to register for the annual conference by September 15, 2013
(An extremely limited number of conference registration scholarships are available to presenters with demonstrated financial need. If interested and your proposal has been accepted, please contact CSSP Treasurer Suzanne Delap at suzanne.cssp@gmail.com before AUGUST 1, 2013 for details)

SAVE THE DATE!

CSSP Annual Conference
“Engaging Our Strengths”
Pre-Conference Theme: Executive Functioning
Engage your colleagues & Energize yourself
November 7-9, 2013
Vail Marriott Mountain Resort & Spa, Lionshead Village
Vail CO

Watch for conference updates in your CSSP Newsletter
CSSP Email blasts and on the
CSSP Website:
www.cssponline.org

*SPECIAL NOTE TO STUDENTS: If you present a poster at the Fall Conference, you are eligible to win a monetary award. To qualify for eligibility, only students can be authors of the poster.
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 contact information with whom 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 and questions about the advertising policy are to be submitted to the current editor, Lisa Bartillota at bartilotta@hotmail.com.

*Rates:
- Line ads (4-line minimum) $5.00 per line
- Business card size..................................$30.00
- 1 column – half page (2.375” x 4.75”)........$75.00
- 2 columns – half page (4.937” x 4.75”)...$125.00
- Full page (3 columns, 7.5” x 9.75”).......$250.00
- Half-page (3 columns, 7.5” x 4.75”).......$125.00
- Business card in-camera ready format ............Free

CSSP E-Newsletter Disclaimer

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