



The Ohio School Psychologist

Volume 59, Number 2: Winter 2014

Putting Pieces Together for Ohio Students

The Correlation of Negative IQ/Achievement Discrepancy

("Reverse Learning Disability")

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Introduction

Over the years, I have noticed a phenomenon that I have called "Reverse Learning Disability." In the past, a learning disability was identified if a student had a discrepancy between IQ and achievement, with IQ being higher than the achievement. However, I have found a few students who have a higher achievement and a lower IQ. This seems to defy the laws of learning. How can a child learn more than he can as predicted by the IQ? Are such students "over achievers?"

"Capacity must obviously limit content. It is impossible for a pint jug to hold more than a pint of milk and it is equally impossible for a child's educational attainment to rise higher than his educable capacity (Burt, 1937, p. 477; Pasternack, 2002)."

In theory, such students (achievement in the 90's or better, IQ in the 70's or so) should not have been referred. It would seem the achievement should be high enough to maintain passing grades in the regular class with support. However, the students referred are usually failing. In my observation, there has been an accompanying mental health disorder such as generalized anxiety, depression or some other stress related mental health diagnosis.

One might expect children who are anxious to be less able to perform well on achievement tests due to anxiety. Bodas (2003) evaluated the effect of anxiety on achievement when IQ was controlled yielded a weak correlation. In other words, when the kids with similar age, and IQ and anxiety were studied, the achieve-

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Dear TOSP Reader,

My first assignment as an early career school psychologist was in a special program designed to assess the needs of behaviorally at-risk youth. Over an 8-year period, I worked with over a thousand of these students and, as you might imagine, a substantial portion of them manifested significant psychological concerns. I frequently noticed a phenomenon where many students would actually perform better on their various academic assessments than they did on their cognitive assessments. If the latter measures were measuring the “potential” of the students, how could the former measures yield higher results? My mentor (who had served in that role more than twice that length of time) explained that he, too, had witnessed this over the years. We bandied around various hypotheses for this over the rest of my tenure in the program, but never came to consensus as to why this was happening. Nearly a decade later, I was intrigued to receive an unsolicited manuscript from the author of this issue’s cover-page article, Mr. Patrick Hurley, on the topic of what he termed “Reverse Learning Disability.” Patrick provides some conceptualization of what may be occurring with

some of these students and shares results of a review that he conducted on the sample of students in his practice. We hope you find this line of inquiry to be interesting – he encourages you to reach out to him about his ideas and findings.

Elsewhere in this issue, you can find thoughtful reflections from Dr. Tom Fagan about the late Dr. Donald Wonderly. OSPA President in 1962, Don was a pioneer, innovator, and dedicated leader of Ohio school psychology for a generation. Included in our tribute to Don are the lovely remarks shared at the annual Fall Conference by former student and colleague, Dr. Kathy McNamara. Don certainly left this place better than he found it.

A report from OSPA’s newly-formed Dyslexia Task Force is offered for your consideration by Immediate Past President Denise Eslinger, Sue Johnston, and Barb Murphy. They have assembled an all-star roster of experts on their committee and we will enjoy hearing about their efforts on this critical topic in our field. OSPA Secretary Chris Sweeney continues his informative series on all things technology-related, offering for your consideration a review of Pearson’s Q-Local software package. I use this option myself in my private practice work and it has certainly changed the way that I operate. The future of assessment is here.

I hope you enjoy the coverage of our fall conference awardees, including Ohio School Psychologist of the Year, Rebecca Serazin. Nominated from the Elyria-Lorain regional, Becky gave a memorable speech that acknowledged the many folks who contributed to her recognition, with particular emphasis on the many parents who extended their trust to her as she sought to help their children. Also recognized were two stellar newcomers to our field, Amy Bruno (OSPA Scholarship recipient) and Kate Lavik (Early Career Award recipient) – we will enjoy watching them lead this

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THE OHIO SCHOOL PSYCHOLOGIST
A publication of the Ohio School Psychologists Association

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New OSPA members will receive a confirmation email which includes login credentials to www.ospaonline.org. Existing members may retrieve login credentials via the “Forgot login” option on the OSPA home page.

Issue	Closing Date for Submissions	Approximate Printing/ Mailing Date
Spring	March 15, 2014	May 1, 2014
Summer	June 15, 2014	August 1, 2014
Fall	September 15, 2014	November 1, 2014
Winter	November 15, 2014	January 1, 2015

Presidential Message

Establishing our goals and objectives - together!



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Greetings OSPA members!

Since my last Presidential message in TOSP, OSPA Executive Board members and committees have made exciting progress in many areas. I urge you to read through the committee updates in this issue for more information on these developments. In this message, I will focus on two recently resurrected OSPA initiatives: The Planning and Development Committee and the University Ambassador program.

Planning & Development Committee

OSPA re-instituted its Planning and Development (P&D) committee last spring. According to the OSPA Constitution, this committee is designed to, "...identify and investigate issues related to the Association's effectiveness and efficiency in fulfilling its stated purpose and the needs of its members..." Voting members on the committee include the President, President-Elect, Past President, Treasurer, Secretary, and two ex-officio members from the Executive Board appointed annually by the President (currently Sharon Rieke and Rob Kubick). Non-voting members include the Executive Director, Business Manager, (when applicable) Treasurer-Elect, and other invited liaisons. Overall, this committee is designed to engage in collaborative planning to support OSPA and recommend appropriate actions to the Executive Board. In addition, it is charged with developing and maintaining a long-range plan, updated at least every five years.

Thus far in the current year, the P&D com-

mittee has focused on establishing the infrastructure needed to support this long-term strategic plan. Five broad goals have been identified for this plan: (1) Promote *professional competency* through high quality professional development offerings, (2) Engage in *advocacy* efforts and communication with external organizations to promote the field of school psychology and effective services for children/families/schools, (3) Promote culturally responsive services to students and diversity/multiculturalism within our organization and profession, (4) Provide effective *member services* to attract and retain a robust membership that sees the value of our organization, and (5) Develop policies and procedures that promote *operational excellence* within our organization.

One or two P&D committee members have been assigned to lead efforts related to each of these areas, relying upon diversely represented work groups to assist in drafting the actual objectives and timelines. After the P&D committee refines the goals and language, the draft plan will be submitted to the Executive Board for further refinement. Once approved, this plan will help committees to establish annual objectives that are aligned with OSPA's long-term vision.

University Ambassador Program

The University Ambassador Program is another initiative that was re-instituted and refined this year. Last implemented during Aimee Kirsch's Presidency, this program was designed to promote student and intern involvement in OSPA. In August, we

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next generation of Ohio school psychology. Congratulations to you all!

Finally, a few more articles of interest... Executive Director Ann Brennan shares with us a macro-level view of the fiscal picture in which OSPA functions. Until I became involved in our association's leadership, I had very little idea as to the resources required to run an effective state organization. I hope you find Ann's article as informative as I did. Patrick Frato of Cleveland State University has stepped forward to assist Amity Noltemeyer with her regular TOSP intervention column as she assumed her duties as OSPA President this year. For his initial effort, Patrick teams with graduate student Estefany Rodriguez to offer their insights on working with English Language Learners – thank you both! Finally, I hope you'll review the brief column from Dr. Susan Davies of the University of Dayton, who is a longtime TOSP contributor. Susan recently coauthored a great resource for practitioners on working with students who have experienced a traumatic brain injury – thanks for your addition to our knowledge base in this area, Susan! Here's hoping, TOSP Reader, that your winter transition to spring comes post haste...

Rob

President's Message,

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identified an OSPA liaison for each university, including: Melissa Bestgen, Rachel Binnix, Denise Eslinger, Sue Johnston, Autumn LaRichie, Kate Lavik, Erich Merkle, Sharon Rieke, and myself. Each liaison contacted the university program coordinator and made arrangements to visit the program. As ambassadors, we discussed with students the benefits of OSPA membership, ways students/interns can become involved, and opportunities particularly of interest to students/interns (e.g., scholarship, early career committee, job resources). We also provided students/interns with brochures and membership applications, shared stories of how OSPA has benefitted us personally, and asked for student input and ideas to guide OSPA efforts.

The visits were successful, with almost every training program participating. Attendance at the university events was excellent, and the students responded favorably. In conjunction with the Membership committee, we also instituted a membership contest to encourage 100% student/intern membership. Although the full results will not be available until December, initial data reveal a trend of increasing student/intern membership. Overall, I would like to extend sincere appreciation to both the ambassadors and the training programs that participated in this program!

Conclusion

As we approach mid-year, these initiatives will continue to unfold and I will keep you apprised of their progress. If you have any thoughts or feedback about either of these programs, please let me know. Also, please be on the lookout for information on the spring conference and elections. Your participation in these events is valued. Thank you for your continued interest in OSPA!

Amity



We include "Transitions" in TOSP issues as they are submitted to the Editor. If you or someone you know have made a significant transition (e.g., promotion, job change, retirement, degree completion, professional achievement), please let us know at tosp@ospaonline.org so that we can share your good news with our readers!

Do you have an upcoming event happening in your regional OSPA affiliate? Please let us know at tosp@ospaonline.org so that we can help publicize it in the TOSP for our readers!

The OSPA Executive Board previously has approved the storage of all Association archival materials at the Archives of the History of American Psychology at The University of Akron. If you (or someone you know) have items (e.g., "founding" documents, photographs, memorabilia, etc.) that might be appropriate for OSPA archives, please contact our OSPA Historian, Kate Bobak, Lavik at kbobak@kent.edu

The OSPA Multicultural/Diversity Committee is compiling an Ohio Directory of Bilingual School Psychologists. If you would like to be included in this directory, please email Committee Co-Chair Meghan Shelby at [Meghan.shelby@esc-cc.org](mailto: Meghan.shelby@esc-cc.org)

The Correlation

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ment was not consistently depressed as compared to the IQ. Bodas concluded that the role of anxiety as a moderator of the relationship between IQ and achievement was not supported. That study examined those situations involving high IQ and low achievement. When you control for IQ, you find some of the anxious kids achieving below the IQ and some achieving above the IQ. Thus, one does not observe a pattern that one would expect if anxiety affected *only* the achievement.

In theory, a student cannot perform better than his potential. Yet, the “Reverse LD” pattern suggests that he/she can. My theory is that the students who have problems with the IQ test as compared to the achievement test have difficulty with problem solving. The IQ tests are designed to present “new and different” activities as compared to practiced and studied activities measured on the achievement tests.

The nervous student will not be spontaneous and creative in the approach to the IQ test tasks. Caution and thoughtfulness will delay responses or stifle responses and a low score will result. However, the achievement test presents activities familiar and practiced. The result will be higher confidence and a better score.

My thinking is supported by some classic and more recent studies. Initially, Sarason and Mandler (1952) reported that individuals low in test anxiety outperformed those who were high in test anxiety on intelligence tests. Furthermore, they suggested that two opposite and incompatible behaviors, specifically, task relevant behavior and self-directed task irrelevant behaviors, were responsible for the differences in the performance of the two groups. A number of theorists built upon and expanded these early notions. For example, Alpert and Haber (1960) suggested that the task directed behaviors were driven by facilitating anxiety and the task irrelevant behaviors were driven by debilitating anxiety. In other words, some types of anxiety get us going and doing our best while other types of anxiety will interfere with our performance. Or is it “Just enough anxiety gets us going, while too much slows us down?” Or is it a mental health issue?

Autism Spectrum Disorder (AST) has gained a lot of attention particularly with regard to IQ testing and the predictive value of IQ scores on achievement. Yapko (2011) cited studies of the relationship between Asperger Syndrome and IQ/achievement discrepancy as follows:

The current research study indicated that in 90% of the children with ASD, their IQ scores did not predict their academic achievement with some children doing better than their IQ predicted and some doing worse. Maybe, despite my initial cynicism, this will be the lasting value of the research. Tests don’t predict one way or the

other for children on the spectrum even though in the general population of neurotypical individuals, IQ is usually a good predictor of academic achievement.

In the new DSM-V (American Psychiatric Association, 2013), Asperger’s Syndrome was eliminated as a stand-alone mental health disorder. It is believed that the symptoms of the previous Asperger Syndrome client can better be described by the individual symptoms rather than by the term “Asperger Syndrome” since there is such variability among clients. Many of the symptoms can be better conceptualized by anxiety disorders. In that context, it is not surprising that some Asperger students are outperforming their IQ if we are to believe that “Reverse LD” does exist.

I first encountered the pattern or Reverse LD in 1985 when I was the clinical psychologist for a residential center for teens in Cambridge, Ohio. I had been a school psychologist a few years earlier and had an intern. When I was working at the residential center, we admitted a 13-year-old young lady who was identified with a learning disability by my former intern. Back in the mid 1980’s, we used the discrepancy formula which required a two standard deviation difference between the IQ and achievement, with the IQ higher than the achievement. We could use the “override rule” which stated that the team might find a child to have a learning disability if the discrepancy were not quite two standard deviations.

This young lady had an IQ of 78 and achievement scores in the 90’s. Seventy eight was low enough for Educable Mentally Retarded (the old term for CD), but it required achievement scores and adaptive behavior scores below 80 as well. So my former intern’s “team” decided that it must be a learning disability.

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This girl also had a diagnosis of schizophrenia and was actively hallucinating if she was not taking her medication. Back then, there was no category of what we now term “Emotionally Disturbed.” I called my colleague to ask her how she determined that the girl had a learning disability. The student was obviously able to learn as demonstrated by her high achievement.

The former intern informed me that the girl had obvious problems and required an IEP. She was the object of ridicule in her seventh grade classes. She was acting out and was disruptive and unmanageable in the regular class. Her behavior in the class for students with learning disabilities and at home was not much better, and the team saw the need for residential placement. Back then, there were districts which applied the term “Specific Learning Disability” very liberally.

I have always been a firm believer that if we identify the problem correctly it is much easier to find an effective intervention. Mislabeling a child with a learning disability when the real problem is something else gives a false sense that we have become effective. In this example, we were not effective. Mislabeling only means we have taken the “problem” away from the general education people and some of the requirements and expectations for performance. It hides the “problem” from the principal and the director of testing.

MacMillan and Siperstein (2007) made the following conclusions when they investigated how schools go about “operationally defining” learning disabilities:

- Identification of children with learning disabilities at the school level exhibits great variability.
- Schools have opted to ignore

exclusionary criteria.

- Identification is further complicated by one-time assessments based on assumptions that learning disabilities are caused by intrinsic neurological difficulty as opposed to poor instruction.
- There is great heterogeneity within populations of individuals with learning disabilities, with differing etiologies and presumably differing educational needs.

I was so taken by the combination of symptoms that was finding in my professional practice, that I thought this phenomenon deserved monitoring. Over time, I noticed a commonality among these students who I am describing as having “Reverse LD,” based on clustering of discrete symptoms. The symptom cluster of Reverse LD appears to include:

- A) Poor performance in the general education setting (as evidenced by a referral for consideration of disability eligibility and provision of specially designed instruction), including low grades and poor performance on meeting classroom expectations such as class work, homework and tests.
- B) Average or near average achievement as measured by standardized achievement tests.
- C) IQ scores below the achievement test standard scores by at least one standard deviation in several (if not all) achievement areas.
- D) Evidence of a mental health issue which includes symptoms of anxiety.

Over achieving students frequently earn achievement scores above their expectancy as predicted by the IQ score. The “true” over achiever is achievement-oriented and has the drive to learn more about a topic than his peer group. These kids are likely to do well and not get referred. I suspect that the term “Over Achiever” has been applied to problem performers in the classroom because the school psycholo-

gist had no other explanation for why the student was “doing so well” compared to how the student would be expected to achieve with “that IQ score.”

The label sounds very appealing to parents who are confused by poor performance in the classroom. It seems to take some of the sting out of the low IQ score and compliments the child and the parent with implied virtues of being a hard worker and being persistent. But it might mask the real problem.

I have never been in a setting which offered much opportunity to study this cluster of symptoms, assess its frequency, or even determine if the phenomenon was in any way diagnostic. Still, I believed that the IQ–Achievement “Reverse LD” pattern could be used as a diagnostic tool to help identify previously misunderstood behaviors in students. I have, however, been very aware that the pattern has been occurring frequently. I have too much of a scientist-practitioner orientation to allow myself to use the scientific observation of “a lot” as a way of measuring how frequently Reverse LD occurs. But I thought that it was important to add new information to the science of psychology. I kept wishing *someone* would validate my idea by studying it and writing some scientific journal article on the topic. But I have not discovered it.

By the turn of the century I was working in a school district again as a school psychologist. I received a report from our esteemed Columbus Children’s Hospital, Neuropsychology Department. It determined that a 17-year-old student in my district had a learning disability and that the student had a “right” under federal law for an IEP. If the student did not get an IEP from her school district, the report further stated, the parents could get legal support and advocacy, etc.

Needless to say, my team was immediately

put on the defensive. But there was more. This student had earned sufficient credits in the general education setting to graduate in the spring of the academic year in which the referral was made. She had passing grades in all of her classes throughout her educational history. She had attended a private school until her junior year and had been a cheerleader for her previous school for several years. That was the good news. She also had mild cerebral palsy, had a history of depression and had two suicide attempts in the past three years. She was also failing parts of the Ohio Graduation Test. One more thing... her IQ was measured at 78 and her achievement scores were in the 90's and 100's.

I was so moved by the report from Children's I took it upon myself to visit the Neuropsychology Department and speak directly with the Ph.D. clinician who authored the report. We discussed many things that we had in common (such as how best to establish a partnership and mutual respect between the Neuropsychology Department and public schools), as well as the definition of "learning disability." The clinician knew about the discrepancy formula and dogmatically stated that the support for the formula was scientifically weak. In his mind, a child with a learning disability was a child who had problems in school. I also shared my observation about the Reverse IQ/ACH discrepancy and its apparent connection with emotional disturbances. He was not impressed.

Our IEP team identified the student with an emotional disturbance and provided her with accommodations including extended time to complete her tests, test questions read to her and testing in small group settings. We also exempted her from the consequences of the OGT. Her parents smiled and stress was relieved. The student also was happy because she could then graduate and apply for college and study to become a teacher.

These are interesting, but anecdotal, stories. They are not scientific studies. In order to confirm a meaningful relationship among achievement scores, IQ scores and mental health disorders, I decided that a study (not just observations) was required.

Procedure

This year I decided to track the frequency of the high achievement/low IQ score (Reverse Learning Disability) for the students who were referred to me for initial evaluations or reevaluations. I compared the frequency of Reverse LD to the total population of evaluated students, total population of students evaluated and determined to have an emotional disturbance, students evaluated and determined to have a specific learning disability, and students evaluated and determined to have a health impairment, a traumatic brain injury, or a cognitive impairment.

Results

Of the students who were found eligible under the Emotionally Disturbed guidelines, 56% (7 out of 13) were found to display the RDL pattern. Of the students who were found eligible under the Specific Learning Disability guidelines, 7.4% (2 out of 27) were found to display the RDL pattern. Of the students who were found eligible under the Cognitive Disability, Other Health Impairment, and Traumatic Brain Injury guidelines, none were found to display the RDL pattern.

It should be noted that the two students who met the Specific Learning Disability guidelines who had the Reverse LD pattern were identified as SLD using the Response to Intervention criteria.

Conclusion

The results were remarkable. The data in this study is limited by the size of the population of students with whom I worked who were identified as either ED or SLD. However, the strong ratio of Reverse LD to students identified with

emotional disturbance presents evidence of a meaningful pattern which might have value when working with students from this population. Districts with larger student populations may have large numbers of students experiencing mental health issues which are not identified and/or not being addressed with therapy or with medical interventions. However, there may be contamination of data if students with non-disruptive emotional problems are routinely given an IEP under the SLD label.

The decision to treat mental health issues with medication is a family decision, but the discussion cannot even take place if the parents are unaware of the type of problem the child is having. If the parents are of the mind that the student has a Specific Learning Disability, there comes a sense of contentment and complacency. There is no incentive to look for other solutions if the IEP is in place. Parents might come to decide that the stress of "over-achieving" is too much for the child and they may act to relieve stress. This may have a calming effect on the stressed out child. However, it may be that the child's "true" IQ is higher than the score on the most recent test. It may be that the IQ is depressed by stress and that the achievement is closer to the child's potential learning rate. In such a situation, relaxing expectations may do the child a disservice.

But what would happen if we found evidence of anxiety in other places, such as behavioral rating scales (e.g., Achenbach TRF, CBCL)? What if we spoke to the team about anxiety and the effects of anxiety on learning and performance? We might then discuss ways to reduce anxiety in the general education setting. We might find a family predisposition to anxiety. The student may experience anxiety in a variety of settings and this information together with other information the parents may have might lead to interventions which could affect the child's quality of life in all envi-

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ronments. Do we continue this practice of settling for calling it SLD of the over-achiever, give them an IEP and just get the case closed?

I admit that I have a disproportionate number of students identified with emotional disturbances in my district as compared to the incidence figures of the rest of my county (and the state for that matter). This is due, I suspect, to my clinical background and my resistance to the notion the kids with emotional disturbances are the “behavior problems.” It is true that kids with emotional disturbance can present with significant behavior challenges but, in my district, I have identified students with emotional disabilities who do not present with behavior problems. Symptoms are being addressed with IEP goals to reduce anxiety and provide a safe, stress free environment for the student. In such a setting, learning is facilitated and achievement increases. Goals are written to address stress. Parents and school staff know that the real problem is not a learning disability, but emotional considerations (e.g., anxiety, stress). These considerations can interfere with the learning of new material and also with the demonstration of learned skills during subsequent assessments.

If you identify the problem correctly it is a lot easier to discover an effective intervention.

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Remembering Donald M. Wonderly



Tom Fagan, Ph.D.

Director - School Psychology Program
University of Memphis

Although several students reaped the rewards of Don's mentoring before me, I was his first doctoral student and the first graduate of the new KSU PhD program in March, 1969. Our friendship and mutual respect spanned more than 40 years and it is an honor to prepare this tribute.

Education and Employment

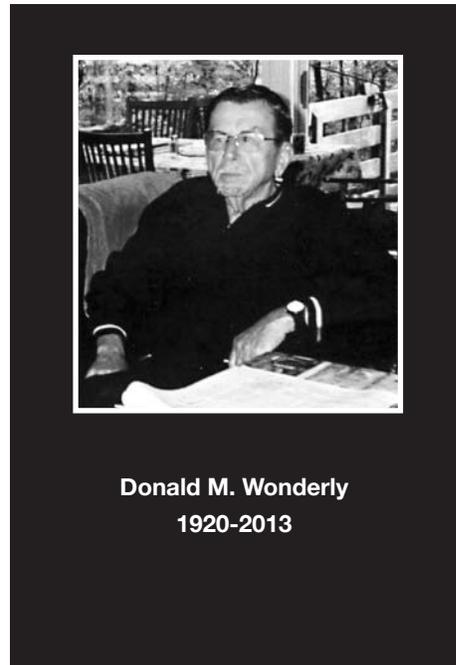
Donald MacKay Wonderly was born on April 26, 1920 in Jamaica, Long Island near New York City and died in Aurora, Ohio on September 17, 2013 at age 93. He graduated from the Jamaica high school. His parents were Ross and Augusta (nee Elfreich) Wonderly. He received his Bachelor's Degree in psychology at Oberlin College in June, 1950; his Master's Degree in psychology at Oberlin in February, 1951, and his PhD in education at Western Reserve University (now Case-Western Reserve U.) in June, 1963. His dissertation was titled, "Personality Characteristics of Intelligent-Creative Children," a topic he continued to have interest in throughout his career.

He was employed as a professional musician 1935-1950; served in the Armed Services during World War II, 1944-46;

was a family service case worker 1950-51; teacher of slow learning children 1951-52; school psychologist for the Oberlin Schools 1952-57; supervisor of psychological services for Oberlin, Amherst, and Wellington Public Schools, 1957-62; Assistant Professor, Department of Special Education, Kent State U., 1963-1966; then Associate Professor 1966-1970; and Full Professor from 1970 until his retirement in

1983, then becoming an emeritus professor.

He founded Prevention: Systems Intervention Associates, Inc. (PSI) in 1977 and served as its first president from 1977-1987 and then consulted with the business for several years. Many will remember the engaging series of workshops Don coordinated for the



Donald M. Wonderly
1920-2013

KSU program that included Bill Glasser, Albert Ellis, Barbara Batemen, and Rollo May. I still have the reel-to-reel tapes of the Ellis workshop and a videotape then made of his session with parents (if only I could find a recorder that could now play the tape).

Like many school psychology academics of the 1950s and 1960s, Don's career fol-

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Remembering Donald M. Wonderly

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lowed a circuitous path. Don and others in the first generation of trainers in our field, brought a range of prior life experiences to school psychology and to university programs. This is much less consistently observed in the following generations of academics who would be undergraduate majors in psychology, graduates with a doctoral degree in school psychology by their 30th birthday and remaining in their academic positions until retirement. I am among the hundreds who have done this.

OSPA Contributions

Don served as president of the Ohio School Psychologists Association 1962-63. Following his presidency, he served as OSPA's program chair for a short period, and then as its first executive secretary from 1963 to 1967 (at an annual salary of \$1 per year; Don liked to say that he was worth every penny of it!). Don's service to OSPA was rewarded with OSPA's first Honorary Life membership in 1967. Ohio in the 1960s was an exciting place for school psychology. OSPA organized the 1968 invitational meeting leading up to NASP's founding.

The Ohio Department of Education helped to found the Journal of School Psychology in 1963; Don was among the many persons who were founding stockholders in the JSP. Like many in Ohio, Don was a strong advocate for the practice of non-doctoral school psychology as well as the doctoral practitioners.

Personal Recollections

Don worked as a consultant to the Avon Lake Social Service Agency before and during his KSU employment. During my graduate training I would accompany Don and conduct counseling as a practicum experience. Our discussions to and from the agency were very instructive. Of

course those who knew Don well would know that "discussion" was a synonym for bantering and arguing, often just for its own sake. Don loved to make and defend a point ad infinitum on occasion. He was an emotional discussant and riding in that little red Renault convertible was sometimes nerve racking but he never ran off the road.

When Don moved to Kent, OH he built a home in Sugar Bush Knolls about 5 miles north of Kent. I recall helping him build that home on weekends, especially helping to put rocks around a small lake and he had a putting green. Don had many friends from his various jobs and counseling experiences. One of them provided marble for all the window sills in the house and another took old oak lumber and lathed out walls surrounding a living room fireplace. It was quite a home with a great view of the property.

For his size and age, Don remained a decent golfer for decades. I seldom beat him except perhaps when he lived in Ponta Vedra, FL. It was the last round of golf we had together. His wife and mine were close as well. When I was in graduate school we would occasionally babysit Don's son. When we married in 1969, Don and Barbara Wonderly hosted the reception at their home and the band included Don and several musician friends and students. Don was a pretty good saxophone and clarinet player although he said he seldom played after that reception. His earlier musician jobs and his occasional comedic experiences were obvious in the wit he displayed throughout his life.

Don's teaching and scholarship spanned decades. Like most university program trainers, Don Wonderly was not a household name nationally. He never edited a school psychology journal, published a major test, held national offices in NASP or APA. Yet, he was and will remain, a legend in Ohio school psychology history, even though his date of retirement was likely

before half the current school psychologists were born! Like so many others, Don's national reputation is the wisdom he embedded in many students whose accomplishments have spread across the country. Among his many cherished accomplishments are two texts, both written in retirement, *Motivation, Behavior, and Emotional Health: An Everyman's Interpretation* (1991, University Press of America), and *The Selfish Gene Pool: An Evolutionary Stable System* (1996, University Press of America). With former doctoral student Joel Kupfersmid, Don published *An Author's Guide to Publishing Better Articles in Better Journals in the Behavioral Sciences* (1994, Wiley). An item in the *KSU School Psychology Program Newsletter* (Fall, 2007) stated that Don was "preparing manuscripts on two controversial topics: "The Hypocrisy of Romantic Love" and "The Secularist Jihad Against Religious Faith" but these apparently were never completed. Don was a good writer and taught his students accordingly. If a phrase wasn't sufficiently academic, he would mark it with "SEP" which stood for *Saturday Evening Post*. I always appreciated that he would tell you how to phrase something rather than just ask you to try again. I recall revising and editing my dissertation with Don's assistance at the pace of one chapter per week! Small wonder that he received a Distinguished Teaching Award from the Kent State University Alumni Association in 1977.

At the time of his death he was working on his memoirs. I hope he was able to finish them because the more I visited him, the more little-known stories would be told. For example he recalled being a musician in a New York City nightclub when some gangsters wanted the band to play a song but the band didn't know it. They were later badly beaten up for this. The gangsters went to prison but, fearing for his life, Don fled to Ohio and joined a band of a friend. On another occasion, Don recalled having an uncle (his father's brother) who

was a nationally known racing jockey. If you internet search the name “Otto Wonderly” you can get some details of his career. How ironic that Don lived to be 93 but Otto died at about age 27 from head injuries sustained in a racing accident on April 2, 1905 in Memphis, TN. When Don was born, the average life expectancy for males was 56 years. Unlike Otto, Don fought off several life threatening ailments in the past 50 years, including ulcers, cancers, five-way heart bypass, some memory loss, and balance concerns.

Don and Barbara were dedicated parents and generous people. They raised their child, children by Don’s other marriages, and two children of his brother during their adolescent years. One of those children, Eric, is a school psychologist for Hathaway-Brown private girl’s secondary school in Shaker Heights and lives in Olmsted Falls, OH. They also cared for Don’s sister while living in Florida for a few years.

Other’s Recollections

I have received or seen the following comments posted about Don.

Bob Woody (University of Nebraska-Omaha):

Don Wonderly was an impressive guy. Just after the tragic Kent State shootings, I journeyed to Kent, OH, to do an invitation seminar. Because of the shootings, no one was allowed on campus. Thus, Don invited all the students, faculty, etc., to his house for the seminar. Given our common interest in music, we bonded quickly. There was a fun-filled (and a bit raucous) party in the evening, with a number of us playing instruments and plenty of group singing). He was a distinguished pioneer in school psychology. I will always remember him with respect and fondness.

Kathy McNamara (Cleveland State U.):

Don defined for me, very early on, what school psychology could be, and gave me the sense of perspective that has informed

my thinking and my work ever since. I regularly pass on his advice and observations to my students, all these years later, and have often thought that he was ahead of the curve in his preventive orientation to our field. And, of course, I treasure memories of his teasing, including his taping to my customary seat a photo of Susan B. Anthony when a coin was issued in her honor back in the 1970s; he and I used to argue predictably, relentlessly, and mightily about women’s issues.

Robert Kubick (Akron Public Schools):

Don was a giant in Ohio school psychology. His multiple and accomplished roles as practitioner, trainer, scholar, entrepreneur, OSPA President and leader combined to create a legacy that includes countless distinguished members of our shared profession. As has been observed, we stand on the shoulders of those who have gone before us.

Frank Sansosti (Kent State U.):

While I only met Don once, his legacy in Northeast Ohio is legendary!

Caven Mcloughlin (Kent State U.):

Don was influential in creating a ‘market’ for school psychologists to work in alternative settings through developing a business-enterprise (PSI) that hired school psychologists as prevention-specialists in parochial and private schools in Ohio. After he left for retirement those reins were passed to former students from his Prevention/Intervention Specialty. He was a good friend to school psychology practitioners and his inspiration lives.

Steve Rosenberg (OSPA Past-President and co-business owner of PSI):

It is difficult to overstate the impact Dr. Don Wonderly had on the lives of so many in Ohio while he was a school psychologist, a KSU Professor, an OSPA President, a co business owner of PSI that continues today to provide jobs to hundreds of school psychologists impacting the lives

of tens of thousands of Ohio children. Don challenged the establishment; intellectually, professionally and collegially to change its focus, its priorities and its mission. In many, many ways he was incredibly successful in motivating his students who became leaders in a variety of fields impacting children, Ohio families and educational institutions for generations. His impact on me continues to this day in many, many ways. I will always be indebted to him and to all that he taught me for the many years we were associated. During the last few years we drifted apart as life took us in different directions. But it is the rare day I do not think of him and his lovely family as being one of the most important and long lasting influences on my life.

Tom Stephens (Professor Emeritus, Ohio State U.):

Yes, indeed he was a special person- was always there for people and friend to everyone.

Services

Don’s obituary appeared in the *Akron Beacon Journal* and the *Kent Record-Courier*. He is survived by sons Donald Jr., Hugh, Christopher and daughter Laurel, and his wife, Barbara, a retired school psychologist with previous service in the Summit County and Hudson City Schools. I would only add that Don knew he would not have lived near as long if not for the love and caring attitude and assistance of his wife, Barbara.

A funeral service was held in Kent, OH on Saturday, September 21, 2013. It is anticipated that a celebration of Don’s life will be held around the time of his birthdate in April, 2014. I trust it will match the enthusiasm and gratitude of the reception held for Don in Cuyahoga Falls, OH at the Sheraton Hotel, on Saturday, September 27th, 1997. Without Don there, perhaps we’ll get further into the life of this “Wonder Man” as so many have referred to him.

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Remembering Donald M. Wonderly

Remarks at the OSPA 2013 Fall Conference



Kathy McNamara, Ph.D., NCSP

Psychologist (#3809)
Chair and Professor
Psychology Department
Cleveland State University

Good afternoon. I am deeply honored to say just a few words in memory of Don Wonderly, who died at the age of 93 on September 17th of this year.

Tom Fagan, 2-time NASP President, former *Communique* Editor, NASP Historian, and Don's first PhD student, wrote a memorial that will appear in *The Ohio School Psychologist*. As Tom's tribute describes it, Don's career was long, varied, and colorful; he was a professional musician, family services case worker, classroom teacher, school psychologist, student services administrator, private practitioner, and university professor. He was a pioneering member of OSPA, hailing back to the glory days when conferences were raucous events held at Atwood Lake Lodge, and members kicked in a grand total of one dollar to pay his salary as the association's first executive secretary. To Tom's inspiring and touching tribute, I will add only a few personal reflections about Don.

I thought it strange when my first encounter with Don involved my racing to keep up with him as he hurried through the Student Center at Kent State. I thought I was being interviewed for admission to the Kent School Psychology program, but that experience and countless others cemented my perspective of him as someone who was always late for an engagement; always preoccupied with some larger question; and always on his way to launch yet another challenge to the status quo. Don was often a dinner guest in my home, and those events were always seasoned with lively and often contentious debates that he would deliberately instigate after

dinner ended and his drink had been refilled. He challenged my feminist views and I fought back as he knew I would. In later years, he taunted me by turning up the volume on the radio in his office so I would be forced to listen to Rush Limbaugh rail against the politics of liberals and feminists. Of course, Don had the last laugh when, in 1991, he published a book in which he included me in his acknowledgments by saying, "Dr. Kathleen McNamara was perhaps our conscience, pointing out the need for recognizing the unique contributions of females in every professional field, while preparing endless examples of gourmet cuisine that belied her feminist leanings."

Alex Thomas has reminded us that "education is what's left when you've forgotten everything you learned," and I can't think of anyone who educated me to the extent that Don did. Two lessons have remained clear to me as a result of that education. The first is to always ask, "so what?" I recall having written what I thought was an eloquent first chapter to my dissertation, explaining how existing research was related to my topic. To my dismay, Don responded with the starkly dismissive comment, "So what?"

He had little patience for the dry, dispassionate approach so characteristic of published research, and snorted (literally) at those of his students who defended their points in class by simply citing someone else's research findings. Don demanded to know first why an idea was important enough to spend time defending. And, to answer that, he proposed his second les-

son: Get in the bathtub and think about it. I have no doubt that his bathroom was an intellectual sanctuary of sorts, stocked with books and papers, and I learned that a coffee stain imprinted on my work was Don's way of certifying that he'd given it careful review. While I never found the bathtub to be conducive to deep thought, I have noticed that the ideas I've eventually given up and left behind are those that I never thought through as deeply as Don would have expected me to.

I was a student of Don's in the late 70s and early 80s, when the recently-adopted PL 94-142 dominated the playing field for school psychologists, focusing attention on multi-factored evaluations, report-writing, and special education eligibility. Don liked to say that a monkey could be trained to give IQ tests, one of his trademark assertions that sent colleagues into a tailspin of outrage. Many don't know that the company he founded with several former students, PSI Associates, was created to offer schools an alternative approach to school psychological services, one that was based on a model of prevention that also formed the basis for a federal training grant to Kent State. P-S-I stood for "prevention: systems intervention," and some of you might recognize that as the same principle that defines the tiered approach of today's RTI model.

I don't use the term "genius" lightly, but that is what Don Wonderly was. Looking back at my career, I see his influence at every step of the way, a point on which my students – who last week spent a class period on the "so what" question – would have to agree. The world is a far less interesting place without Don Wonderly's insight and wit, and I'm grateful to have been a student of both.



Don & Barbara Wonderly

OSPA Dyslexia Task Force



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Development of the OSPA Task Force Meeting

At our last Spring Executive Board meeting, the executive board members discussed ODE interests and pilot projects regarding the issue of dyslexia, and the importance for our association to become knowledgeable and involved in both the assessment of students with dyslexia, and the design of appropriate interventions for these students.

Since the issue of dyslexia is currently impacting both school districts and school psychologists, OSPA President Amity Noltemeyer agreed with the Executive Board to form a task force to address these issues. OSPA members Denise Eslinger, Sue Johnson and Barb Murphy agreed to co-chair this task force. The current members of the task force include school psychologists and other professionals who have experience in working with students with dyslexia.

Meetings

The task force met several times, including a full day meeting on Friday, February 7. At the first meeting on August 20th, the group discussed several important topics to be addressed by the task force:

- School psychologists are uniquely qualified to both identify and recommend interventions for students with dyslexia, yet they are often viewed by parents and other professionals as lacking the expertise to address dyslexia.
- Identification of dyslexia cannot be addressed in isolation but must be embedded within the larger issue of ensuring that all students receive

appropriate reading instruction.

- Given the research supporting the importance of early intervention for students exhibiting risk factors for reading problems, including dyslexia, the importance of screening students at early grade levels to identify symptoms of potential reading problems must be established.
- In order to enhance the expertise of school psychologists across the state, training and resources must be provided and OSPA can play a key role in this mission.
- In order to include multiple perspectives on the topic of dyslexia, the task force needs to seek input from a variety of entities, including experts on multisensory language instruction, advocates, parents and representatives of training programs, including higher education.
- Professionals need to understand the impact of both state and federal legislation on the identification and treatment of students with dyslexia.

Definition of Dyslexia

At the meeting on Friday, February 7, the members focused on developing a mission statement and identifying specific short and long-term goals. The task force decided to adopt the following definition of dyslexia:

Dyslexia is a specific *learning disability that is neurological in origin. It is characterized by difficulties with accurate and*

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/ or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Developed by the International Dyslexia Association and the National Institute of Child Health and Human Development)

Mission Statement

The group also developed the following mission statement:

Students at risk for failure due to reading problems represent the majority of referrals to school teams. The mission of this task force is to help educate and train schools psychologists, teachers, administrators and other educators to become expert practitioners and advocates for students with dyslexia and other students at risk for reading failure. This will be accomplished by providing opportunities to increase the knowledge and skill set of educators in regard to the definition of dyslexia, identification protocol, and evidence-based reading interventions.

Short and Long-term Goals

The task force identified the following short and long-term goals:

Short-term Goals

- Develop a survey for the membership to identify the most important needs of school psychologists in regard to dyslexia.
- Develop a self-assessment districts can use to determine if they have a system in place to identify students at risk for reading failure, including dyslexia. This self-assessment will be based on the questions included in the RFP for the Ohio Department of Education's Dyslexia Pilot Project that addresses dyslexia within a Multi-Tier System of Supports/Response to Intervention.

- Review resources from other states to develop a protocol for identifying students with dyslexia.
- Provide a summary of the impact of state and federal legislation on services for students with dyslexia, including the identification of students with dyslexia under IDEA.

Long-term Goals

- Create a set of resources on dyslexia that can be easily accessed by school psychologists.
- Provide both statewide and regional training on dyslexia to increase the knowledge and skill set of school psychologists and other professionals.

Dyslexia Training on March 7, 2014

As a first step, the Central Ohio Branch of the International Dyslexia Association (COBIDA) and the School Psychologists of Central Ohio (SPCO) are co-sponsoring a workshop focusing on both assessment and evidence-based interventions for students with dyslexia featuring Dr. Nancy Mather.

Next Meeting

The task force will meet during the March 7th training.

OSPA Dyslexia Task Force Members

Co-Chairs

- Denise Eslinger, OSPA Immediate Past-President, NCSP, ASD, LPCC-S, BCPC, D-FAPA. Midview Local Schools
- Sue Johnston, School Psychologist, Gahanna-Jefferson Schools, OSPA Executive Board Member
- Barbara Murphy, Retired, Licensed School Psychologist, NCSP, IMSLEC Certified Orton-Gillingham Tutor

Committee Members

- Charlotte G. Andrist, Ph.D., School Psychologist, NCSP, OG Certified Master Teacher/Trainer Dyslexic
- Debra Buck, Licensed School Psychologist, SST 16 Consultant, OSPA Executive Board Member
- Jean Colner, Director, IMSLEC Children's Dyslexia Center (Columbus Masonic Learning Center), (CALT), (ICALP), (C/AOGPE)
- Heather Doyle, Ph.D., School Psychologist, Medina City School, NCSP
- Mary Gierhart, School Psychologist, Olentangy Local Schools
- Laurice Joseph, Ph.D., Associate Professor of School Psychology, Program Chair, Ohio State University
- Sal Karanouh-Schuler, School Psychologist, Parma City Schools, OSPA Executive Board Member
- Dorothy Morrison, Director, Ohio State University Reading Clinic
- Amy Murdoch, Ph.D., Assistant Professor, Department of Graduate Education
- Amity Noltemeyer Ph.D., OSPA President
- Luci Secord, Retired, School Psychologist
- MaryAnn Teitelbaum, Ph.D., OSPA Executive Board Member, OPA Liaison, Regional Liaison.
- Stephen L. Wagner, Ed.S., School Psychologist, Columbiana County ESC, IMSLEC Certified Orton-Gillingham Tutor

Working with Traumatic Brain Injury in Schools:

Transition, Assessment, and Intervention



Susan C. Davies, Ed.D., NCSP
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Every day, children and adolescents sustain traumatic brain injuries (TBIs) of various degrees of severity. TBIs—including concussions—occur in a variety of ways, including falls, fights, vehicle collisions, and recreational accidents. The transition back to school after a TBI can be difficult, as consequences may include neurological, cognitive, emotional, social, and behavioral difficulties.

At school, educators may observe the adverse effects of TBI persisting or worsening over time, often resulting in academic and social difficulties that require academic and environmental accommodations. Thus, it is essential that teachers and other school personnel understand the unique

needs of students with TBI and provide appropriate support to alleviate post-injury difficulties.

School psychologists are key personnel in working with students with TBI and in facilitating effective communication among educators, medical personnel, and families. University of Dayton Associate Professor and School Psychology Program Coordinator, Susan Davies, recently coauthored a book *Working with Traumatic Brain Injury in Schools: Transition, Assessment, and Intervention* to help meet the needs of students with TBI.

Working with Traumatic Brain Injury in Schools is a comprehensive practitioner-oriented guide to effective school-based services for students who have experienced a TBI. It is primarily written for school-based professionals who have limited or no neurological or neuropsychological training. The book also contains educational information that is useful to professionals with extensive knowledge in neurology and/or neuropsychology. Finally, the book is useful for parents and guardians of students with TBI because of their integral role in the transition, school-based assessment, and school-based intervention processes. This triple focus allows all entities to understand each other's role when it comes to recognizing and responding to a student with TBI and creates opportunities for more efficient and effective family-school-community collaboration. Support systems both inside and outside the school allow the student with a TBI to experience more positive outcomes.

This book considers TBI from a multitude of perspectives, including internal mechanisms of injury, activities that alleviate or sustain negative consequences, the injury's effects on the family, educational outcomes, and students' experiences post-injury. Chapter topics include: basic brain anatomy and physiology; head injury and severity level classification, biomechanics of injury; injury recovery and rehabilitation; neurological, cognitive, emotional, behavioral, social, and academic consequences; understanding community-based assessment findings; a framework for school-based assessment (TBI-SNNAP); school-based psychoeducational report writing, and school-based interventions; monitoring pharmacological interventions; and prevention. An accompanying website includes handouts, sample reports, and training templates to assist professionals in recognizing and responding to students with TBI.

Susan C. Davies, Ed.D., NCSP, is an associate professor in the school psychology program at the University of Dayton, where she also serves as the program and internship coordinator.

APplications Aplenty

Assess: A review of Pearson's Q-interactive program



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Even with all the advances made in the fields of science, medicine, and technology, standardized testing has remained relatively unchanged. While norms are frequently updated and test items modified, the actual process of administration is not much different than that of the original Stanford-Binet Test. Think about that for a minute...we still administer standardized tests the same way they did when bloodletting was considered an acceptable practice! That is, until now. Pearson recently released their Q-interactive program, and I couldn't wait to take it for a test drive for my next review.

For those unfamiliar with the program, Q-interactive allows users to administer Pearson's battery of standardized tests with the iPad. Say goodbye to the days of lugging around those heavy test kits, or if you were lucky enough, the rolling suitcase. All the materials required for administering about a dozen of Pearson's most popular assessments can fit neatly into a backpack, briefcase, or large purse. Each user purchases an annual program license from Pearson, which in turn, offers access to up to 10 batteries (CMS, CVLT-C, CVLT-II-Alternate, CVLT-II Short, CVLT-II-Standard, D-KEFS, NEPSY-II, WAIS-IV, WIAT-III, WISC-IV, WMS-IV Adult, and WMS-IV Older Adult), with more batteries scheduled to be released in the future (WPPSI-IV and WISC-V). In addition, users will need access to 2 iPads (one for the practitioner and one for the client), some test manipulatives (i.e. blocks for Block Design), and student workbooks. A stylus is also recommended

for jotting down notes/responses during administration. Pearson recommends iPad 2's or later, and also noted that iPad Mini's can be used for the administrator's iPad. While I will get more into pricing later in the review, many people may gawk at the fact that they will need 2 iPads. Yes, iPad's are required (Q-interactive has not been released for Android or Windows devices) and can be quite pricey. But when you compare them to the cost of a new test kit, the iPads are a bargain. The iPads can be shared among users, as well, so each psychologist would not necessarily need their own set of iPads, as long as they had access to 2.

Initial setup was a breeze. Users will need to install Pearson's "Assess" app (Free in the App Store) on both iPads. Pearson also provides a comprehensive user manual that includes a walkthrough of all the settings that are required when using Q-interactive. Note that these are not recommended settings, but required settings. Because we are dealing with standardized assessments, Pearson wants to make sure that the administration process is as standardized as possible. Differences in brightness settings, or having an iPad go to sleep during administration, may impact a student's performance compared to a paper/pencil administration; therefore rendering an administration invalid. Pearson has conducted extensive equivalency studies to ensure that an administration completed through Q-interactive will closely replicate a traditional administration in both appearance and psychomet-

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Applications Aplenty,

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rics (Cayton, Wahlstrom & Daniel, 2012). Adhering to Pearson's list of required settings will limit variability in administration and help minimize any 'digital effects'. In addition to the settings required by Pearson, I would also recommend activating the "Guided Access" feature under the Accessibility menu on the Client iPad. This feature will keep the client from exiting the program if they press the home button. Also under "Settings", each iPad will have to be identified as either the practitioner or client iPad, and a Bluetooth network name needs to be designated so that the iPads can communicate with each other. Once these steps are completed, you are ready to begin setting up your caseload.

To help you manage your caseload, Pearson provides a web-based tool that allows you to create client lists and setup new batteries (www.qiactive.com). While clients and batteries can be added through the app (great for on-the-fly edits), I found it much quicker to set them up on the computer.

When you login to the website, users are greeted with a dashboard that provides tabs for Clients, Batteries, Assessments (completed and in progress), and Support. Name, client ID, and date of birth is required to create a new client, and clients can be user specific or shared within a workgroup.

Once the client is created, click on the "Batteries" tab to select an assessment(s). Users have the option of adding an entire test, or individual subtests across several assessments, as well as modifying the order of subtests. You can also save your custom batteries for quick recall in the future (i.e. specific batteries for students with ADHD, a suspected reading disability, or working memory deficits). I found this flexibility, and ability to create cross-

battery assessments one of Q-interactive's greatest features. And again, subtests can be added directly through the app so you are able to modify your battery, if needed, as you are working with the client.

After setting the battery, you click a button to send the assessment to the iPad, and you are ready to test.

Each time you login to the app on the iPad, the program syncs with Pearson's server. This server is not a cloud-based or virtual server, but a physical server housed in Canada. New batteries you created through the website are synced from the server to the iPad. Assessments you have completed (including notes) are synced from the iPad to the server. While you do not need to be connected to the internet to make modifications to a battery on the iPad, these changes will not be synced to the server until the next time you login. Assessment information is stored locally on the iPad until the user decides otherwise. When they are finished with a battery, users can choose to have the information stored solely on the server, freeing up space on the iPad. Information stored on the server is always accessible through the Q-interactive website (www.qiactive.com), so there is no longer a need to store physical protocols.

Just like any new assessment, administering a test with the Q-interactive system took some getting used to. While I felt comfortable with the system after going through Pearson's training, I needed an additional 2 administrations before I felt confident enough to attempt it with an actual student.

Once acclimated to the system, I found using it to be a joy. Each subtest is presented with a splash screen that you swipe to begin. There are buttons to bring up subtest directions, starting points, and frequently used prompts for each question. You are also provided with handy tools for administration, including an on-screen stopwatch,

a pacing guide for reading lists of items (i.e. Digit Span digits are highlighted at a rate of 1 second per digit to ensure accurate pacing), audio recording of verbal responses, and a "Notes" section that allows users to jot down and organize notes by individual questions, subtests, or an entire session. The audio recordings begin to record automatically on items that require a verbal response. The recordings can then be reviewed after administration to aid in scoring. The recordings are only stored on the iPad and do not sync to Pearson's servers. They are deleted when the battery is removed from the iPad. During administration, the client iPad remains blank until activated by the practitioner.

When prompted, the practitioner taps a button on their device, and stimuli are presented on the client device. The client is able to tap on their device to make a selection, and the item(s) that were selected will highlight on the practitioner's device.

Scoring an item simply requires the practitioner to tap the appropriate score, and you are automatically prompted when reversal or discontinue rules have been met. While a lot of the features of the program are automatic, Pearson has made sure to include overrides into the system so it still leaves the practitioner in charge. Even though you may be prompted that the discontinue rule has been met, you can still administer additional items to test limits. The Q-interactive system is not meant to make decisions or administer these tests for you. It is simply meant as a tool to help facilitate the process, and it does this job beautifully.

Administration time was comparable to that of a paper/pencil test; perhaps a few minutes quicker. Where I really saved time was in the scoring. Q-interactive provides you with score summaries after each subtest (given you have scored each item), and a complete score report is available immediately following administration. Accessing the "Results" tab

from the app provides you with subtest scaled scores, composite scores, and comparison scores. You are also able to review any notes you took during the administration. The charts that are provided are basic, and the information cannot be exported from the iPad. Logging into the Q-interactive website will provide you with more detailed score reports. Click on the "Assessments" tab, and locate the battery you wish to review. Selecting it will present you with options to view Item Level Scores (a subtest by subtest view of individual responses formatted to look like a protocol), as well as 3 exporting options. "Export" downloads a folder which contains 2 files. One file consists of all the student demographic information, while the other file is an excel spreadsheet of all assessment data; including individual responses, raw scores, scaled scores, composite scores, subtest administration times, rules triggered, and comparison scores.

The spreadsheet is somewhat difficult to decipher, and I would have liked to see them include the demographic information in the report, rather than a separate file. The "Export as SLK" option provides you with an Excel spreadsheet that more closely resembles the scoring summary page from a protocol. All the necessary information is included and easily organized in several charts (subtest/composite names, raw scores, standard scores, percentiles, confidence intervals, etc.). This chart, however, also lacks demographic information. The student's name is listed at the top, but it would be nice to see fields added for at least the birthdate and administration date.

The final exporting option, "Export Images," downloads any items where you made annotations. These images, as well as any notes you take during administration are synced to the server and will remain with the assessment for review in the future. Of all the score report options, I felt the SLK file was the easiest to deci-

Figure 1

Cost per user	1-3 Instruments	4-6 Instruments	7-10 Instruments
1-4 Users	\$200	\$250	\$300
5-24 Users	\$175	\$225	\$275
25+ Users	\$150	\$200	\$250

pher and use; however, of all the features Q-interactive possesses, I felt the reporting options fell short. There is no included report writer at this time, so this would be another step to complete if you do use these programs. Also, many ETR/IEP programs do not allow the user to insert charts or tables, so copying scores into a report would require more than cutting and pasting. The Item Level Scores option was appreciated, because I often find myself looking back through the protocol to analyze errors and determine areas of strength and weakness.

What I did not like was having to login to the website to review this data. There is no option to export the Item Level Scores report, and it saves as an HTML file. I was able to use a print-to-PDF program (BullzipPDF) to save the reports as PDF's, but you must do this for every subtest, which was very time consuming. In an ideal world, I would like to see the SLK file combine with the Item Level Scores and export as a single file. This would basically provide you with an electronic protocol, and the ability to review your results without having to open multiple files. In addition,

I would like to see more options for reviewing scores on the iPad. The focus of Q-interactive is to move the practitioner away from the test kit, but I often found myself going back to the manual or protocol after administration. Including more detailed score reports on the iPad (perhaps with the option to bring up a bell curve or other visual aid to help explain scores) would allow practitioners to use the iPad for administering, scoring, and interpreting these assessments.

So, to the most important question, pricing? There are 2 parts to this equation. First there is the access to Q-interactive (site license). With an annual license, users get unlimited usage for 30 days, access to new assessments for the first 30 days they are available on Q-interactive, volume discounting on subtest administration, access to NEPSY-II and Children's Memory Scale (only charged for subtest administration), a Q-interactive Starter Kit (valued at over \$750), training, including webinars, videos, and helpful tips, unlimited access to technical support, and data storage within Pearson's secure Q-interactive environment. The annual site licenses vary depending on the number of users (1-4, 5-24, or 25+), as well as the number of instruments you want access to (1-3, 4-6, or 7-10). (see Figure 1)

The second part to pricing is subtest usage. Yes, due to Q-interactive's promotion of cross-battery assessment, they charge on a per subtest basis. Users have the option of purchasing and administering an entire WISC-IV, but also have the flexibility of administering only a few subtests without wasting an entire protocol. Pricing plans include a "Pay-as-you-go" option with monthly billing (individual users only), or a prepay plan for annual usage, which offers volume discounting. The price per subtest is as follows; \$1.50 per subtest up to 750 subtests, \$1.25 per subtest up to 5,000 subtests, \$1.10 per subtest up to 12,500 subtests, and \$.95 per subtest up to 50,000 subtests.

So, for example, imagine you are supervising a group of 10 psychologists, want access to 3 instruments (WISC, WAIS, and

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Applications Aplenty,

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WIAT), and estimate an annual usage of 300 WISC, 100 WAIS, and 225 WIAT, for a total of 5,125 subtests (WISC/WAIS= 400 administrations x 10 subtests/administration and WIAT= 225 administrations x 10 subtests x 0.5). Your annual cost would be calculated as follows:

Access: \$175/user x 10 users = \$1750

Volume: 5125 subtests x \$1.10= \$5,125

Site license cost = \$6,875

It may seem like a lot of money, but a number of factors have to be considered when exploring this option. First, you will no longer be purchasing test kits. At \$1000-\$1200 per test kit, Q-interactive may be a more viable option than you think; especially with the upcoming release of the WISC-V. You are also gaining access to a library of assessments with that license fee, and if you opt for the full license, you gain immediate access to any new assessments that are added. Second would be the time and money (in HR dollars) saved with each administration. Pearson claims that Q-interactive can cut down administration times by as much as 30%.

After going through this trial, I can attest that this is a fairly accurate claim. When you consider all the steps required to administer and score a standardized assessment (moving materials to testing location, setting up materials, completing demographic info on protocol, testing the student, packing up your materials, and scoring the assessment), I can easily see recouping anywhere from 20-30 minutes per administration. I also saw increased engagement on the part of the student, which resulted in fewer off-task episodes, and a more streamlined administration.

All this saved time could allow you to catch up on your mountains of paper-

work, or who knows, maybe you would actually get to see some kids. The third factor would be the cost associated with storage and waste. Imagine how much thinner a student's file would be if it didn't have all those protocols in it? Files need a filing cabinet, and fewer cabinets mean less money. In addition, think about how many protocols are wasted when you only administer a few subtests. You still paid the full price, but maybe only administered the Reading subtests of the WIAT. With Q-interactive, if you only administer 3 subtests, you only pay for 3 subtests.

Currently, Pearson charges \$125 for a packet of 25 WISC-IV Record Forms, and \$80.50 for a packet of 25 Response Booklets. That equates to about \$8.25 per

administration of the WISC-IV. Depending on the site license, the same administration will range from \$9.50-\$15.00 with Q-interactive. Potential customers will need to determine whether the above factors offset the additional cost. Or who knows, perhaps with this push towards more individualized, cross-battery assessments, maybe a full battery will no longer be necessary? Maybe we will be more targeted in the subtests we choose, and use standardized assessments only to confirm disabilities we already suspect to be there; not as fishing expeditions? I guess the takeaway point from my time with Q-interactive would be that it is a very promising program, that once again, made me look forward to standardized testing. Unfortunately, the decision to purchase this program for my district will fall to someone on a much higher pay grade than I. But, if the option ever did present

I would like to give a special thanks to Dr. Alex Quirros, Chris McMorris, and the rest of the Q-interactive team at Pearson for allowing me to take part in this trial. Please visit their website at www.helloq.com for more information on the Q-interactive program.

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OSPA Scholarship Award

Fall Conference Presentation – November 8, 2013



Valorie Wolcott Mendelson, Ed.S., NCSPP, SP20
OSPA Scholarship Committee Chair

Licensed School Psychologist
valwm@roadrunner.com

Good Morning.

A dozen years ago the first OSPA scholarship raffle was held. After creation of the OSPA Scholarship in 2007 our balance at the Columbus Foundation was nearly \$19,000. At present our balance is \$62,345. Our future goal is to reach \$80,000 which would provide in perpetuity, without depleting our principal, two annual awards of \$2,000.

Prior to today OSPA has awarded four \$1,000 and one \$2,000 scholarships. I now have the pleasure of introducing you to our sixth recipient.

This year's recipient had a personal interest in studying clinical psychology. She reports that as a high school student she experienced difficulties developing friendships and social supports. Due to her high academic achievement these needs were often overlooked. However, a few teachers took note and referred her to a guidance counselor who implemented counseling strategies provided by a county school psychologist. Later in college, another school psychologist's presentation caused her to change her clinical major to school psychology because she saw the potential to provide a supportive, positive environment for all students, not just a few. Thus the link from the help recipient to becoming the help provider came full circle.

While reading her letters of recommendation, I was struck by the seeming mismatch between those early difficulties and her success. She graduated from high school with high honors; earned a B.A. in psychology from Miami University in the honors

program; earned a M.S. in Education from Miami in August 2013 in School Psychology; and anticipates receiving an Ed.S. in Education from Miami in August 2015. She has maintained a 4.0 GPA.

The breadth of activities in which she has engaged is impressive. Teaching experiences include full responsibility (under the advisement of a professor) for an educational psychology course and acting as a guest lecturer and discussion leader in other Miami classes.

She worked throughout the summer collecting survey data from beginning freshmen, first year students and graduates assessing student growth and presenting the resultant data analysis.

She serves as a graduate assistant supporting research and publication preparation. She is a student supervisor for the Housing, Dining, Recreation, and Business Services at Miami which provides customer service to the visiting general public. She hires, trains, and enforces discipline policies with student employees.

She has also provided support at the Butler County Success Program's effectiveness evaluation where she has utilized her proficiency in Spanish.

She has served as a Club Sports Supervisor, Student Fundraiser, author and presenter including an article recently published in TOSP. She is a highly successful volunteer at the Rinella Learning Center at Miami which supports special needs stu-

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OSPA Scholarship Award

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dents on Academic Warning or Probation. Her case load ranged from 4 to 5 students per semester with whom she met weekly. The director of the program stated that her success was best measured by the lack of missed appointments.

She has served on the leadership team of Spectrum, a group which serves Miami's LGBTA undergraduate population and assisted in the development of social events for a similar group, HAVEN.

She has received the Marjorie Post Farrington Award from Miami's Graduate School and the Dean's funding for Master's Thesis.

Currently she serves as Vice President of the Miami Graduate Student Association; Liaison and Treasurer for HAVEN; and is a student representative on the OSPA Conference Committee. Undergraduate activities included student government, yearbook, and choir groups.

These accomplishments belie her earlier difficulties. Perhaps her family is the source of her resiliency. Adopted by her parents three weeks prior to her first day of college, she knew that her father's medical needs made it impossible for her family to financially support her education. But they gave her what she had previously been missing - a solid foundation - from which she has managed to succeed. Recently our recipient married Nicholas Bruno and is beginning her own new family. And she aspires to earn a Ph.D. in order to give back to the school psychology community by becoming a university trainer.

She truly has mastered the art of multi-tasking.

As the selection committee's unanimous choice it is my distinct pleasure to in-



Caption: (L to R) OSPA Executive Director Ann Brennan, OSPA Scholarship Chair Valorie Wolcott-Mendelson, 2013 OSPA Scholarship Recipient Amy Bruno, OSPA President Amity Noltemeyer

roduce Miami University student, Amy Wilkins Bruno, as the sixth recipient of the Valorie Wolcott Mendelson OSPA Scholarship. We wish Amy the very best. Amy...

Remarks from Amy Bruno

Thank you, Valorie, for those kind words. I am very honored to be the sixth recipient of this award, and I would like to first thank all of the donors to the scholarship fund for their support. Over the past year as an OSPA student member, I have met with so many wonderful school psychologists, who have supported and inspired me in numerous ways – exciting me for the career that lies ahead of me. Particularly, I would like to thank Sue, Jay, Sal, and Elaine for taking me under their wing with the conference committee and encouraging me to take on more responsibilities and roles.

I would also like to thank Dr. Amity Noltemeyer, who provided me with countless opportunities last year to develop as a scholar, including co-authoring a TOSP article with me and providing me with valuable feedback as I progressed through planning my thesis research. On that note,

I would also like to recognize my fabulous cohort from Miami University, who provided me with words of encouragement and support when I felt overwhelmed or just needed someone to listen.

As school psychologists and aspiring school psychologists, we all understand the importance of the home-school connection, and I would be remiss if I failed to mention the terrific support system I have been blessed with. My mother, Susan, was able to join us today, and I know that I would not have made it this far in my education without her unfaltering support, encouragement, and love. Thanks mom! I also want to thank my wonderful husband, Nick, and my father, Larry, who were unable to join us today, for encouraging me to consider all of the possible options and resulting outcomes before making a decision – something that will no doubt be of use to me as I begin practicing as a practicum student and intern. Thank you.

OSPA Fall Conference 2013

Ohio School Psychologist of the Year Award



Melissa Bestgen, Psy.S.
Awards Committee Co-Chair

School Psychologist
Cleveland Metropolitan School District
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Lucinda Thompson, Ed.S., NCSP, ABSNP,
SP530
Awards Committee Co-Chair

School Psychologist
Kent City Schools
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Remarks from OSPA Awards Committee Co-Chair Melissa Bestgen

I'd like to introduce our 2013 Ohio School Psychologist of the Year, Ms. Rebecca Serazin.

Rebecca has worked as a tireless advocate for children since the 1970s. Reading her curriculum vitae was an inspiration, and seeing the level of involvement she has had with her profession is truly astounding.

She received her bachelor's degree from Ohio Wesleyan University, then went on to complete her masters and doctorate at Kent State, with post-doctoral work at the Rehabilitation Center of Lorain County and the Cleveland Metropolitan General Hospital.

Since receiving her Ohio Department of Education and State Board of Psychology licenses she has supervised countless interns, taught classes at Case, Oberlin, Lorain County Community College, and has served on many boards, including the YWCA, Family Services, local churches focusing on their preschool programs, and Lorain County. Rebecca has worked in Elyria, Cleveland Metropolitan, Huron County, and Lorain City Schools. She has been reaching out to students and helping them to succeed all over Lorain County. Most recently, she has worked at the Child Development Center of Lorain County for 30 years, assisting with their youngest students.

I would like you to join me in welcoming and congratulating Rebecca for all that she has done, and recognizing her as our 2013 Ohio School Psychologist of the Year.

Remarks from Rebecca Serazin

I am humbled and honored to be this year's recipient of the School Psychologist of the Year Award. Words cannot express my appreciation and gratitude

Special thanks to my colleagues and friends in the Regional ELASPA- particularly to Dr. Teitelbaum, Elaine Semper and Denise Eslinger as they initiated this process. To my coworkers Julie Mishak, Dena Campana and Nicole Ralston who must have scoured our area soliciting recommendations- a special thank you.

It is with pride I say that I am a school psychologist for the Lorain City Schools. My strengths are being recognized because my colleagues' talents minimize my weaknesses. Mrs. Jane Hawks executive director makes every effort to see that our assignments maximize the talents among us. She expects 110% only because she gives 150%. To each of these school psychologists, I owe a deep sense of gratitude: Marta Hawkins, Leslie Suguichi, Denise McConville, Athena Rivers, Ken Brown, Julie Mishak, Nicole Ralston and Dena Campana.

I could not first acknowledge my husband, Scott. If I did so I would never have gotten through this speech. One winter's morning almost 35 years ago, when I was exhausted, couldn't see how I would ever complete my dissertation- He looked at me and said Becky, you go ahead. I'll get the baby ready and take her to the sitter's. We've worked too hard for you to stop now. So out the door I went to start my data collection.

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To our three children, Rachel and Andrew who are here this afternoon and to Nathan who is here in spirit-thanks for the balance in my life-helping me to recognize reality and, yes, the importance of even chaos in family life.

To my extended family some of whom here today-bringing stability to all of us-we've had 45 Christmas's together... And to my parents, Al and Helen Charnes, brother, David, and sisters, Lorrie and Deb, who taught me how to love, laugh, learn and work hard...

But I must recognize those who are not here- the thousands of parents who over the years trusted me with their children. Form PWN is more than that piece of paper that kicks in those dreaded timelines. Once it is signed, a parent has said yes-help me with my child.

I realized this trust when I was working in Cleveland at the junior high at East 55th and Chester, a very impoverished area. Into my office up on the third floor, a young man at least 12 inches taller and fifty pounds heavier than me, as he was almost breathless- said My mama told me- I find you when I get angry- and with glaring but hopeful eyes said "I'm angry!"

I did not know this young man. I did not know his mother. But at some point in time she met a school psychologist she trusted. I sat down, took a deep breath and invited him to do the same... and he talked, I listened...because his mother trusted a school psychologist.

To the interns and school psychologists just beginning your work, thanks for starting the journey as a school psychologist. I can guarantee that you will be over-worked... you will be inundated with paper



Caption: (L to R): OSPA Executive Director Ann Brennan, OSPA President Amity Noltemeyer, 2013 Ohio School Psychologist of the Year Rebecca Serazin, OSPA Awards Committee Co-Chair Melissa Bestgen

work, but you can make a difference, not with every student... not every teacher and not every parent... but you can make a difference.

To those of you in the middle of your career, please don't burn out. There are parents who trust you, teachers who will listen to you. Not all parents, not all teachers, but you are making a difference.

To those of us nearing the end of our careers, we must share our experience, those skills that the Universities may not be emphasizing right now. And we must embrace our colleagues as they enthusiastically tell us about the teacher who had three data points at IAT. And we must learn from them that new research based strategy they found on Intervention Central. We need those skills too because we can still make a difference in this ever changing field of school psychology,

So in closing, I give thanks to all of you; to those who have touched my life and to my

God for one more opportunity to realize how fortunate I am.

OSPA Fall Conference 2013

OSPA Early Career Award

Remarks from OSPA Awards Committee Member Rob Kubick

Good afternoon. I'm Rob Kubick, a member of the OSPA Awards Committee. It is my distinct pleasure to make this presentation of the OSPA Early Career Award.

The purpose of this award is to recognize the accomplishments of a school psychologist during the first five years of his or her career. Nominees should demonstrate a commitment to the practice and promotion of school psychology, research, and advocacy. Membership in local, state, and national organizations, presentations of research at professional conferences, and participation in volunteer and advocacy events are considered.

Today, I am honored to present this award to my colleague in the Akron Public Schools, Mrs. Kate Lavik. Kate completed her graduate work at Kent State University and interned in the Akron Public Schools during the 2012-13 school year. She began working for us on a full-time basis earlier this year.

Kate's daily work over the past year has taken place in the context of highly challenging educational environments. This has included comprehensive service delivery to students in a middle school in which one-third of all students have been identified with disabilities, are recent immigrants to our country, or both. Kate also provided services to an alternative high school specializing in dropout recovery and an alternative middle school for students with severe behavioral concerns. From providing services to children from families who are refugees and new arrivals to our country, to conducting written language interventions for groups for high

school students at risk of dropping out, to implementing RtI models in well over a dozen different buildings across our district, Kate has deployed her wealth of knowledge and experience to positively impact our students in countless ways.

Among the many notable accomplishments in Kate's early career have been her special projects undertaken for the Ohio School Psychologists Association. For several years, our Executive Board has sought to compile and professionally archive a rich collection of historical documents and items that stretch all the way back to the founding of OSPA. Within just a few months of volunteering to coordinate this initiative, Kate had developed key partnerships between our association, the Archives of American Psychology at The University of Akron, and the American Psychological Association. She managed these partnerships with such competence that OSPA now enjoys a historical archive and repository that is the envy of other state associations across the nation. For her considerable efforts in leading this initiative, Kate was appointed to the position of Historian and has served with distinction ever since.

Kate is a member of both OSPA and NASP. She has presented at NASP's annual conferences and conventions in Seattle, San Francisco, and Chicago. Along with her numerous presentations across the state of Ohio, Kate has even presented in Rome, Italy on the topic of differentiating between bipolar disorder and conduct disorder. She has several teaching experiences to her credit and even has bilingual

(Spanish) skills that she has brought to bear in her work. Kate has been a principal investigator on more than half a dozen research projects, the most recent being a chapter that she co-authored for *Best Practices in School Psychology VI*.

As one colleague put it, "I have had the pleasure of working closely with dozens of early career professionals throughout the State of Ohio for nearly two decades. In terms of skills, abilities, and relentless commitment to scholarly activity, Kate is right at the top of my list. She is an outstanding talent who will do great credit to our shared profession for many years to come. I am going to enjoy working for her someday."

It is for these reasons, and many more, that the OSPA Awards Committee, on behalf of the Executive Board hereby recognizes Mrs. Kate Lavik to be this year's recipient of the Ohio School Psychologists Association Early Career Award.

Kate...

Remarks from Kate Lavik

Thank you very much to the Awards Committee and to those who nominated me for this award. I'd like to thank Kent State and OSPA for helping to start me on a path towards greater involvement in state and regional associations. I would like to thank the entire core faculty at KSU, who have at various points in my time there served as my academic advisor, research advisor, or dissertation committee member. The presentations and trainings I've conducted at the local, state, and

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national levels would not have happened without the support of Drs. Karla Anhalt, Richard Cowan, Caven Mcloughlin, and Frank Sansosti at KSU.

In addition, I'd like to thank Dr. Caven Mcloughlin at Kent State for presenting me with an opportunity to "see the inner workings" of OSPA by assisting with an archival project to digitize and collect old journals and test kits for the Archives of the History of American Psychology. Through that project four years ago, I met Drs. Rob Kubick and Erich Merkle. I would like to thank Caven, Rob, and Erich for the starting on the path towards greater involvement in OSPA.

Little did I know that three years later I would be completing my internship in Akron Public Schools and four years later I would be working full-time in Akron, with Rob and Erich as my colleagues. I would like to thank my supervisors from my internship who helped to prepare me well for my full-time employment as a school psychologist: Dr. Bradd Falkenberg, Mrs. Aimee Kirsch, Mr. Jeff York, Dr. Rob Kubick, and Dr. Perry Clark. In addition, I'd also like to thank my practicum supervisors that helped prepare me for internship, Mrs. Isabel Martinez and Mrs. Kathy Soudry. Before starting internship, I worked at PSI as an assistant and would like to thank my supervisors there, Mr. Bob Murray, Mrs. Karen Heichel, Ms. Julie Goldyn, and Dr. Colleen Lorber for preparing me to work in diverse learning environments with diverse roles.

I would like to thank the entire Child Study Department in Akron, along with our new boss, Mr. John Biltz, and echo the words of Mrs. Kelly Kreitz, who put it best: You all are inspiring school psychologists who push each other to constantly stay on top of best practices and are remarkable role models.



Caption: (L to R): OSPA Executive Director Ann Brennan, Recipient Katherine Lavik, OSPA Awards Committee Co-Chair Melissa Bestgen, OSPA President Amity Noltemeyer

Finally, I would like to thank my family. My parents, for instilling in me an insatiable need to achieve and bring creativity into everything I do. My brothers and sister, for supporting me and being my friends even though I was—and maybe still am—the bossy older sister. My in-laws, for also being a great support and my father-in-law, Dr. Paul Lavik, specifically, for introducing me to school psychology. And, of course, a sincere thank you to my husband, Andrew, who encourages me in my pursuits and who doesn't ask too many questions when our apartment starts being overrun by old test kits waiting to be processed before going to the Archives.

Thank you again for this award. There are so many wonderful school psychologists in this room who have done so many amazing things throughout their careers that I can only dream of trying to match their accomplishments and successes in mine. Thanks again.

Report from the OSPA Executive Director

Remaining current, focused, and responsible.



Ann Brennan, A.B.
OSPA Executive Director

ospa1997@aol.com

OSPA Is Working For You...

This year has been a busy one, and your association has been advocating on several fronts for school psychologists and the students they serve. We are grateful for your continued membership and support of OSPA, and hope that you will share the value of membership with your colleagues.

Many of you may not be aware of the operational costs necessary to maintain the services OSPA provides. The OSPA officers thought it would be appropriate to explain both the value of the services as well as the costs. Operational costs have increased over time, due to inflationary increases in certain fixed costs of doing business such as office rent, supplies and staff salaries. As our costs have gone up we have not had commensurate dues increases to offset them and have increasingly relied on conference profits to pay for many of our increased operational costs. Indeed we have *only had one dues increase in the last 20 years.*

We are now at a time when we must consider proposing a dues increase; however, we feel it is important first to thoroughly explain to our members the financial facts related to maintaining a small but mighty association. We will provide in this article key budget information as well as a reminder of what services we provide, making it clear just what the value of membership in OSPA means.

OSPA runs on a yearly budget of approximately \$243,500. The major yearly expen-

diture categories are: staff salaries and related expenses for the Executive Director and Business Manager, approximately \$83,000; office rent, \$12,000; fall and spring conference overhead costs (they vary depending on attendance), approximately \$43,000; and the overhead costs related to publishing *The Ohio School Psychologist*, approximately \$20,000. These expenditures alone make up 65% of the yearly budget.

Added to these major budget items are the remaining items. These categories include such expenditures as: NASP conference registration and donations, executive board planning conference expenses, executive board meeting expenses, insurance bonds, website expenses, payroll taxes, accountant fees, office equipment repair and service charges, postage, office supplies, phone, and bank/credit card charges.

The OSPA staff and officers as well as two appointed members serve as the Fiscal Advisory Committee (FAC). Under the direction of the OSPA Treasurer, the FAC is charged with monitoring the fiscal aspects of managing the operations of the association. After careful review during this past year it is apparent that in order to continue to provide valuable services we need to contain our costs as well as produce more revenue. Accordingly the FAC has already taken action to do both. They proposed a 2013-2014 budget that cut several line items including: fall and spring conference overhead costs, executive board and officers expenses, committee allocations,

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OSPA Executive Director

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TOSP expenses, donations, committee funds, and office supplies and copier expenses. This resulted in a savings of approximately \$14,000. FAC and the OSPA staff also plan to seek less expensive office space and will make a decision regarding this early in 2014.

Additionally, OSPA staff, conference chairs and FAC calculated the fall conference fees based on a financial spreadsheet which plugged in the total overhead costs, along with attendance assumptions, and projected budget profit figures. We will use this data driven process from now on to more prudently manage costs and to better assure that we make our projected budget profits.

Even with these responsible decisions it will be necessary to propose a membership dues increase. In the next couple of months the FAC and the Executive Board will develop a reasonable proposal that will need an approval vote of the membership at the spring conference business meeting.

What value do you get for an OSPA membership? We likely do not report to you often enough regarding what your membership dollars buy. To name just a few obvious benefits:

- Advocacy for the school psychology profession across the State of Ohio with numerous stakeholders and partners
- Advocacy which ensures the continued state funding of the school psychology intern program, one of only three earmarks included in the state education budget
- The extraordinary OSPA publication, *The Ohio School Psychologist*, which is nationally regarded as one of the best

state association journals

- Access to over 450 colleagues on our well managed listserv
- The excellent professional development opportunities via our fall and spring conferences
- A terrific web site with many resources available to apprise members of state activity that impacts on their jobs
- Exceptional resources prepared by the OSPA Crisis Committee, also available on the web site
- Discounts on conference registration
- Robust opportunities for networking, sharing of resources, and partnering with school psychology practitioners throughout the state.

Let's just take a snapshot of a few months out of 2013, which detail the state presence of OSPA, a presence that would not be possible without your membership support.

State Legislative Activity: Ann Brennan, OSPA Executive Director, beginning in February and ending late June, attended all education budget hearings in both the Senate and House, as well as all meetings of the House and Senate Education Committees. In addition to assuring the continued funding of the Ohio school psychology intern program, the only one of its kind in the nation, OSPA had to focus on the reinstatement of the school psychology ratio, (ORC 3317.15 (F)), which was removed from HB 59, as introduced by the Governor. OSPA worked diligently, and met with all the members of the House Finance Education Subcommittee, as well as important House staff members, to describe the unique and important services provided by school psychologists. Additionally, OSPA staff organized and helped prepare testimony presented by several OSPA members from around the state, in key House members' districts. Our effort paid off, as the Chairman of the committee supported an amendment to preserve the ratio.

At the request of Senate Education

Chairwoman Peggy Lehner for a special joint hearing on school safety and school based mental health OSPA organized testimony and OSPA member panelists. OSPA was one of three selected groups to serve on a panel advocating for improved school based mental health services. The education value of presenting this type of information to over 25 key members of the Senate was priceless, as it set a foundation for future advocacy for improved school based mental health services.

Ohio Department of Education Activity: The Office for Exceptional Children, ODE requested that OSPA provide input into the revised Operating Standards for the Education of Children with Disabilities. OSPA staff solicited input from the OSPA listserv and from the Executive Board, and submitted suggested revisions, including keeping the reference to the school psychology ratio, even though it is referred to by the statute citation.

OSPA also was invited to participate in the Ohio Gifted Education Advisory Committee, who was tasked with responding to and revising the draft gifted education rules, which are up for the 5-year rule review. The committee met several times beginning last April, and suggested revisions to the ODE draft rules. OSPA solicited input from members throughout this process, and expressed their concerns and suggested revisions.

State Board of Psychology Activity: OSPA was also invited to participate in two important SBP Work Groups in the last year. One met to draft revised SBP rules which were in need of an update; this resulted in HB 83 being introduced, which is expected to be enacted in the legislature by the end of 2013. The revisions include a more current definition of the practice of school psychology, which OSPA helped draft. The second work group convened over the summer months to draft rules prescribed by HB 59, which required the SBP to

license Certified Ohio Behavior Analyst professionals. The work group represented a diverse gathering of professions and agencies, as well as parent advocates, including all the critical stakeholders most interested in quality services for children and adults with autism.

OSPA has already been invited to participate in the HB 83 rule making task force, as once the revised law is enacted, rule revisions will be necessary. This process will begin in 2014. OSPA's Executive Director attends all meetings of the State Board of Psychology and networks regularly with Dr. Ron Ross the Executive Director of the Board and also maintains a positive relationship with the Board members. OSPA recently nominated Dr. Doug Cole to the State Board of Psychology, and Ann Brennan met with members of the Governor's staff to discuss our nomination. Dr. Cole was appointed later that week. His experience both having served as a school psychologist in a public school setting for several years, and more recently in private practice will enable him to better understand the views of school psychologist licensees.

OSPA membership funds support these examples of the many advocacy efforts on behalf of Ohio's school psychologists. OSPA committee members volunteer countless hours of their time to further OSPA's mission, of providing academic and behavioral support services to students and school districts. Much of the work OSPA accomplishes is because of these dedicated members. We also establish work groups to address specific issues; currently we have a work group, organized by OSPA and comprised of related service provider representatives. They are in the process of developing an evaluation tool and rubric that could be used by administrators in evaluating all related service provider professionals. It is being created to align with the OTES and OPES evaluation systems. The tool is expected to be avail-

able for use in the 2014-15 school year.

OSPA is only as strong as membership involvement allows, we encourage you to become more involved in OSPA and consider joining a committee. With our revamped web site you can do so electronically, it takes only a few minutes. . Remember OSPA is the only state association that works exclusively for Ohio's school psychologists: working for you to better the lives of students you serve.

Thank you for your support, and please let us know how we can better serve you.

Ann Brennan, A.B., has worked as a legislative/governmental services professional for 25 years, working for an Ohio Congressman, later for the Ohio School Boards Association, and for the past 14 years for OSPA. Ann graduated from Miami University with a degree in elementary education. After working in Washington, DC for two years, she pursued continuing to work in the legislative policy arena. Her OSPA duties include monitoring and communicating OSPA concerns related to all state legislative bills and agency rules that impact both on school psychologists and the students they serve.

Strategies for Student Success

Working with English Language Learners



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Introduction

English language learners [ELLs] are students who are learning English as a second language and require support in accessing content area material. Over 10% of students in elementary and secondary U.S. public schools are ELLs and the majority of these 4.7 million students are born in the United States (National Center for Education Statistics, 2013). Spanish is the first language of most, but over 400 different languages are included within this group (Center for Public Education, 2007). Between 1997 and 2009, the number of ELL K-12 students in the United States has grown by 51% (National Clearinghouse for English Language Acquisition, 2011). With this growth has come heightened urgency to meet the needs of these students.

Research

ELLs are the fastest growing student population in the public schools. The largest groups of ELLs are concentrated in California, Arizona, Florida, Illinois, Texas, New York and Puerto Rico. California has the highest number, with 1.6 million ELL students, the majority of whom have Spanish as their native language (Waxman, Rivera, & Powers, 2012).

ELLs are among the lowest performing students in the U.S and are at high risk for dropping out of school (LeClair et al., 2009). It is often difficult to determine whether school difficulties are a result of genuine learning problems or a lack of academic English proficiency (Dominguez de Ramirez, & Shapiro, 2007). What is certain is that ELLs are overrepresented

in special education because their skills often mirror those of children with learning disabilities (Merrel, et al, 2009). Another cause of overrepresentation may be that schools don't have the resources, motivation, or knowledge of how to create proper programs for ELLs. As a consequence, special education is frequently used as an intervention.

ELLs are also often retained at far higher rates than other groups (Bowman-Perrott, Herrera, and Murry, 2009). The belief behind this strategy may be that an extra year will help them catch up with their peers. However, a number of studies suggest that grade retention can increase dropout risk and negatively impact academic achievement, college attendance, and behavior (Marsico Institute, 2012).

The No Child Left Behind Act further complicates the education of ELLs. According to this law, ELLs who have been in the U.S. for only one year must participate in high stakes testing. Students who do not achieve proficiency on these statewide tests may not be permitted to graduate. Considering that it takes most ELLs at least 5-7 years to acquire academic English, the expectations of the NCLB may be unrealistic and could explain another reason why ELLs are more likely than other groups to drop out of school (Menken, 2010).

Another potential barrier to academic success is that many teachers in schools that ELLs attend may not have the appropriate experience and training necessary to work with these students. A cultural mismatch

also often exists between teachers and ELLs and some of these educators may struggle with teaching in a different way than they were taught. Students from different backgrounds may also feel as if teachers favor students of their own race (Jang, & Jimenez, 2011).

Few educators may be aware that legal precedents have established a standard of practice for working with ELLs. The Fifth Circuit Court's ruling in the case of *Castaneda v. Pickard* resulted in a three-part evaluation of a district's ELL program: (1) Is the program based on sound educational theory that is supported by at least some experts in the field; (2) Has the district provided adequate resources and personnel in order to carry out the program; and (3) Does the district monitor the progress of their program to ensure that students are succeeding? (U.S. Department of Education, 2013).

In order to effectively work with ELLs, teachers must first study the different linguistic backgrounds and literacy experiences of students to inform and increase teaching effectiveness (Lenski et al., 2006). To the extent that they are capable, teachers should utilize a student's first language in developing methods of teaching English (Bouchereau, Bauer & Manyak, 2008). Further, students may be assessed in their first language to determine if academic issues in English are the result of a lack of language proficiency or a learning disability (Dominguez de Ramirez, & Shapiro, 2007). Finally, the classroom should be a positive environment in which ELLs feel comfortable taking risks (Bouchereau, Bauer & Manyak, 2008).

Strategies for Home and School

Teachers and parents can utilize a number of different strategies to effectively teach English Language Learners.

- Make use of gestures and other nonverbal cues to communicate. Utilize hand motions, facial expressions, and body movements (Garcia, 1999).
- Provide frequent opportunities for academic talk and discussion. ELLs benefit from exposure to academic vocabulary, repetitive practice, and gentle feedback (Oller & Eilers, 2002).
- Establish a base of phonological awareness skills. As with most students, young ELLs need explicit and intensive instruction in phonics. Phonological skills in a student's first language are typically commensurate to phonological skills in English. Identifying difficulties in phonics can lead to early intervention of learning problems (Center on Instruction, 2006).
- Allow added time for responses to questions. Students may know the answer but may need more time to process and translate the question first into their native language, arrive at an answer, and then translate that answer back to English.
- Pre-teach concepts and vocabulary before reading texts and starting activities (Scribner, 2002).
- Utilize peer tutoring and response groups to improve English language development. In peer tutoring, two students work together to complete an activity and one assumes the role of tutor while the other is the tutee. In the peer response model, groups of four to five students are given a task which is broken down into various rolls. Each group member plays her or his role as a means of completing the assignment. Discussion and interaction serve the dual purpose of helping students finish the task and increasing language skills (Prater & Bermudez, 1993).
- Create or modify tests and quizzes to include only basic vocabulary that as many students as possible will understand. The difficulty of language contained in evaluation questions often makes it challenging for students, especially ELLs, to display their knowledge of material. Linguistic modification may allow English Language Learners to achieve at higher levels and increase engagement in school (Sato & Rabinowitz, 2010).
- Use instructional conversations and literature logs to improve both reading achievement and English language development. During instructional conversations, teachers engage English language learners in discussion about the literary elements (main idea, characters, plot etc.) of stories read in class. ELLs are also encouraged to share information about how their own personal experiences relate to the story. Literature logs encourage ELLs to respond to writing prompts or questions about various parts of stories. After taking time to write, students then meet in small groups with other ELLs to present and discuss their responses (Saunders & Goldenberg, 1999).
- Show in addition to telling. Make use of modeling, graphic organizers, and visuals to illustrate learning and make it more accessible to ELL students (Alliance for Excellent Education, 2005).
- Encourage families to continue to use a student's first language at home. A strong and, if possible, academic base of first language skills can expedite English language acquisition (National Clearinghouse for Bilingual Education, 1995).
- Search for opportunities to connect the culture of ELLs to what's being taught. Encourage ELLs to share their culture and bring in items from home that will allow them to feel comfortable and accepted in class. This might allow ELLs an opportunity to practice communicating in English about a subject in which they are expert.

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Strategies for Student Success

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Patrick Frato, Ed.S., NCSP, SP597, earned his Ed.S. in school psychology from Miami University. As a practicing school psychologist, he initiated and directed the bilingual assessment team at Aurora Public Schools in Aurora, Colorado and served as the Response to Intervention Coordinator at Massillon City Schools in Massillon, Ohio. Patrick is currently a full-time Lecturer in School Psychology at Cleveland State University. His interests include bilingual psycho-educational assessment, reading interventions, retention, and implementation of response to intervention.

Estefany V. Rodriguez, B.A., is a first year graduate student in the school psychology program at Cleveland State University. She graduated from Cleveland State University with a Bachelor of Arts degree in Psychology. Estefany was born in the Dominican Republic and her first language is Spanish. Due in part to her own experiences as an ELL in the Cleveland Metropolitan School District, she is interested in bilingual education and the ELL population.

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2014 OSPA Spring Conference

CALL FOR POSTER PRESENTATIONS

The Ohio School Psychologists Association Spring Conference committee is soliciting individuals who might be interested in presenting Poster Sessions at the Spring Conference, May 8th-9th, 2014, located at the Hilton Inn at Polaris, in Columbus, Ohio. Poster Sessions are tentatively scheduled for 8:00 am Friday morning, May 9th. ALL school psychologists are welcome to present. School psychology students and interns are especially encouraged to share their research.

All Ohio School Psychologists are encouraged to share ideas of programs developed that are working for you and your district. If you have developed ways to save time and become more efficient in your delivery of services, put together a poster and share your ideas with others.

If you are interested in presenting, the Spring Conference committee requests your information by April 25th.

Please send the following information to:
Paul Mooradian, 129 Tallmadge Rd., Kent, OH 44240
pmooradi@akron.k12.oh.us

Thank you,
OSPA Conference Committee

POSTER SESSION INFORMATION SHEET

Poster Session Title:

Presenter(s):

Agency
(University and/or School District):

Contact Information
(including address, phone and email):

Abstract / Description / Outline of Topic:

The Legislative Lowdown



Ann Brennan, A.B.
OSPA Executive Director

ospa1997@aol.com

State Board of Psychology Law Revisions Bill Enacted: HB 83

In the closing weeks of the 2013 sessions the Ohio legislature passed and the Governor signed HB 83, the State Board of Psychology endorsed revisions to the laws governing the practice of psychology and school psychology.

The bills enactment culminated a more than three year process, starting with a group of stakeholders, including OSPA, which drafted the bill. Among many of the provisions the bill has a new, OSPA drafted, definition of the practice of school psychology, which clarifies that the practice may take place in settings outside of educational settings. Additionally the bill allows for limited subpoena power for the Board when conducting investigations, and also creates a retired licensee category. The bill also authorizes the Board to increase licensure renewal fees up to a maximum amount.

One significant new requirement that licensees need to take note of is the 3 of 23 hours that must be taken in a renewal period on the subject of ethics has been increased to 4 of the 23 total, and the subject matter expanded to include multicultural competency topics. This part of the bill will be in effect beginning in the next renewal period.

The following provisions are summarized from the Legislative Service Commission analysis:

Bill Summary

- Modifies application and examination requirements for licenses issued by the State Board of Psychology and increases the application fee.
- Makes changes regarding who is exempted from licensure.
- Modifies the license renewal process and increases renewal fees starting on July 1, 2016.
- Creates a retired license status for license holders who have retired from the practice of psychology or school psychology.
- Requires the Board to investigate alleged violations of laws and rules governing the practice of psychology in Ohio and permits the Board to examine witnesses, administer oaths, and issue subpoenas as part of its investigations.
- Creates eight new reasons for which the Board may take disciplinary action against an applicant or a license holder.
- Permits the Board to require an applicant or a license holder who is subject to disciplinary action to (1) limit or restrict the areas of practice, (2) submit to mental, substance abuse, or physical evaluations, or (3) complete remedial education and training.
- Permits the Board to use a telephone conference call to conduct an emergency meeting to suspend a

[This article provides excerpts of Ann's Legislative Update. For a copy of the complete legislative report, please see the OSPA website - Ed.]

license prior to holding a hearing if there is an immediate threat to the public.

- Requires the Board to establish a case-management schedule for pre-hearing procedures.
- Permits the Board to require a person seeking restoration of a license to (1) submit to mental, substance abuse, cognitive, or physical evaluations and (2) participate in Board processes designed to expose the applicant to the laws and rules governing the practice of psychology in Ohio.
- Requires the Board to adopt rules governing the use of telepsychology in Ohio.
- Permits the Board to approve or establish a colleague assistance program.
- Clarifies the distinction between school psychologists licensed by the Board and school psychologists licensed by the State Board of Education.
- Requires the Board to charge a \$40 fee for written verification of license status.

For the entire LSC analysis for specific provisions go to: www.lsc.state.oh.us and insert HB 83.



House Bill 83 signing ceremony. Pictured from L to R are: David Hayes (OPA), Bobbi Celeste (OPA), Ann Brennan (OSPA Ex. Dir.), Penny Tipps (OPA consultant), Victor McCarley (SBP President), Michael Ranney (OPA Ex. Dir.), Ron Ross (SBP Ex. Dir.), Stephanie Kaylor (Legislative Aide); Representative Bob Hackett and seated, Governor John Kasich.

Ann Brennan, A.B., has worked as a legislative/governmental services professional for 25 years, working for an Ohio Congressman, later for the Ohio School Boards Association, and for the past 14 years for OSPA. Ann graduated from Miami University with a degree in elementary education. After working in Washington, DC for two years, she pursued continuing to work in the legislative policy arena. Her OSPA duties include monitoring and communicating OSPA concerns related to all state legislative bills and agency rules that impact both on school psychologists and the students they serve.

Minutes from the OSPA Executive Board Meeting



Christopher Sweeney
OSPA Secretary

School Psychologist, Psy.S.
Akron Public Schools
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August 20, 2013

Call to Order @ 10:00AM

Approval of Agenda

The agenda was approved as presented. Treasurer report was moved to after lunch and FAC meeting.

Motion: Sharon Rieke

Second: Erich Merkle

Motion Passed

Approval of Minutes

The minutes of the April 17, 2013 Executive Board meeting were approved as corrected

Motion: Dan Dean

Second: Jay Bahnsen

Motion Passed

President's Report Amity Noltemeyer

Amity welcomed the group and introduced new members to the board:

John Clute (Cleveland Region Rep)

Matthew Butler (Maumee Valley Rep)

Patrick Kane (Central Region Rep/Early Career Co-Chair)

Cindy Thompson (KAASP Region Rep/Awards Co-Chair)

Nichole Bichler (Cleveland Regional Rep)

Chris Sweeney (Secretary)

John Biltz (Early Career Co-chair)

Doug Cole (Private Practice Chair)

Diahna Davis (CSU Student Rep)

Katherine Schottke (KSU Student Rep)

C. Scott Keller (YSU Student Rep)

Stephanie Gordon (YSU Student Rep)

Rebecca Maher (YSU Student Rep)

Michaela Kramer (UD Student Rep)

Megan Johnston (U. of Cincinnati Student Rep)

Amy Bruno (Miami Student Rep)

Sharon Rieke (Southwest Region Rep/ Membership Co-Chair)

Julie Griffith (Membership Co-Chair)

Presidential Goals:

- Diversity and multiculturalism (Improving services provided to schools, as well as within our organization)
- Increase focus on sustainability of our organization and profession

The Planning and Development Committee was revived last year by Denise Eslinger. The committee met at the Spring 2013 Conference and via phone conference over the summer. The committee would like to focus on long term goals rather than yearly. The committee has identified 5 major long term goals above and beyond individual committee goals. These are overarching goals within a 5-year plan, and the committee anticipates a draft will be completed by spring 2014, with full implementation by fall 2014.

- Promote professional competency through high quality professional development offerings
- Advocacy and communication with external organizations to promote the field of school psychology
- Promote culturally responsive services to students and diversity within our organization and profession
- Provide effective member services to track and retain a robust membership
- Operational excellence; Developing policies and procedures to promote operational excellence (i.e. review bylaws and operations manual)

OSPA Executive Board Members in attendance:**Executive Board Members Present**

Chuck Archer.....	Legislative Committee Chair
Jay Bahnsen.....	Central Ohio Regional Representative/ Fall Conference Committee Co-Chair
Terry Bendo	Treasurer
Melissa Bestgen	Awards Committee Co-Chair
John Biltz.....	Early Career Co-chair
Kate Bobak-Lavik.....	Historian
Ann Brennan.....	Director of Legislative Services/ Professional Relations
Lynn Brumfield	Southwest Regional Representative
Debra Buck.....	Southeast Regional Representative
John Clute	Cleveland Regional Representative
Doug Cole	Private Practice Chair
Dan Dean.....	Cleveland Regional Representative
Heather Doyle.....	Public Relations Committee Co-Chair
Denise Eslinger.....	President
Steve Fricke.....	East Central Regional Representative
Susan Johnston.....	Fall Conference Committee Co-Chair
Sal Karanouh-Schuler	Spring Conference Committee Chair
C. Scott Keller	Youngstown Student Representative
Katherine Klamut.....	Kent/Akron Regional Representative
Robert Kubick	TOSP Editor
Juliette Madigan.....	ISPA Liaison
Erich Merkle.....	Kent/Akron Regional Representative
Reuben Mosidi	Nominations and Elections Co-Chair
Amity Noltemeyer	President
Michael Petrasek.....	ODE/OEC Liaison
Sharon Rieke	Southwest Regional Representative
Elaine Semper	Spring Conference Committee Co-Chair
Chris Sweeney	Secretary
Mary Ann Teitelbaum.....	OPA Liaison
Lucinda Thompson.....	Awards Committee Co-Chair
Cheryl VanDenBerge	Business Manager
Valorie Wolcott Mendelson.....	OSPA Scholarship Fund Chair
Jeff York.....	Technology Committee Chair

Amity mentioned the importance of having school psychologists involved in the development of an employee evaluation system. Sharon Rieke will discuss this in detail later in the meeting.

Amity discussed the need to recruit and retain members with diverse multi-cultural backgrounds. Amity worked with Megan Shelby and Marina Ergun (Multicultural/

Diversity Co-Chairs) to reach out to IUC to gain support. Colleen McMahon at CSU expressed interest in this topic and will provide information to undergraduate students about school psychology in an attempt to recruit them to the field. Amity also stressed the importance of diversity within our organization (i.e. committees).

Amity encouraged committees to utilize

technology (conference calls with screen sharing) to facilitate meetings and participation. The Planning and Development Committee utilized this technology for their summer meeting. Phone/Video conferences may facilitate participation for people who are unable to get leave time from their district, and avoid over-representation by any one region. Amity will send out information regarding the service she used via listserv. Erich Merkle and Mary Ann Teitelbaum reported that OPA has used conference calls for a while for subcommittees and board meetings. They can happen much more frequently than face to face meetings in order to move things along. They request the technology committee provide support in coordinating this service for future meetings. Face to face meetings may still be required for quarterly board meetings, but phone conferences help move committees along.

Erich Merkle, Denise Eslinger, and Amity Noltemeyer are working on student outreach activities with university programs in an attempt to recruit students and interns to OSPA. They need help in Toledo and Columbus area to visit those programs. Valorie Wolcott Mendelson noted that these outreach activities will satisfy a scholarship committee goal of providing universities with information about the scholarship in an attempt to increase the number of applicants.

Executive Director Ann Brennan

Ann included her activities report in the handout, as well as a comprehensive summary of the state budget.

Ann discussed the rules revision process. There was focus on 3 rules over the summer that are important to school psychologists:

Draft Operating Standards for Students with Disabilities: The comment period is over and a draft has been posted. The Standards will be up for state board

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Minutes OSPA Executive Board

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adoption this fall, with the first hearing in October and final adoption in December. The ratio language has been removed for School Psychology, but it has not been removed from the law.

Gifted Rules: These are on hold now. Ann has participated on a task force to modify these rules. The intent is to have them in adoption form by the end of this year. The taskforce is scheduled to have their final meeting at the end of August. House Bill 59 took out all mandates for gifted funding, which implicated the rules revision. Ann sent out the draft rules several times via listserv. It has significant new requirements, including requiring 2 whole grade screening opportunities each year, as well as requiring that assessment data from other districts must be considered. The draft form has been posted for comments. Some of the accountability language is rather prescriptive, and has been somewhat contentious in the committee. Specific concerns have centered on how will districts document that general education teachers have had sufficient PD for teaching gifted students? School's may have to provide PD documentation for each general education teacher (who teaches gifted) yearly. Ann was the lone dissenter to this recommendation, and may be the only neutral party on the taskforce. The taskforce is primarily made up of gifted advocates.

State Board of Psychology rules for Ohio Applied Behavior Analyst certification: The budget required the State Board of Psychology to license these folks. OSPA worked with OPA over the summer to develop rules that mirror licensing requirements for other groups who are licensed by the State Board of Psychology. There will be a public hearing for the draft rules at the psych board meeting in Medina on

Friday August 23rd, and proposed enactment by the end of the year. Denise Eslinger and Erich Merkle then discussed how school psychologists will not be required to obtain the Certified Ohio Behavior Analyst licensure to practice ABA within a school setting (if it falls under your scope of practice), but would require this licensure from the State Board of Psychology for private practice services.

State Board of Education will have a September hearing in order to obtain feedback regarding what should be retained/removed in the Operating Standards. This hearing comes under the directives from the Governor and new Superintendent of Instruction, who want to open up and revise the Operating Standards. Ann will provide written information supporting retaining intervention language and ratio language. She is unclear what to expect from this hearing (1st hearing to review standards) and she will keep us posted.

Erich Merkle posed a question regarding extracurricular participation for students in charter schools. Ann Brennan and Michael Petrsek were unclear what this will look like. Schools are unable to verify OHSAA eligibility for students they don't have any records for. Charter schools should be able to provide grades, while you may not be able to obtain this information with students who are home schooled.

Erich Merkle posed a question regarding calamity days. Ann reported that there will be no calamity days for 2014 and beyond, but there are calamity hours. The minimum school year has changed from 182 days to 455 hours for ½ day Kg, 910 hours for full-day Kg-6th grade, and 1001 hours for grades 7-12. Schools will no longer have 5 calamity days, but they can manipulate their schedule to add hours to make up missed days.

Valorie Wolcott Mendelson was surprised by the amount of supplemental special

education aid for TBI (\$24,641)

Ohio Related Service Evaluation System Sharon Rieke

School Psychologists are not mandated by law to undergo OTES. Many districts have had their own evaluation system for School Psychologists for years. Sharon has gotten permission to use several models currently in use (Cleveland and Fairfield City). The committee stopped working on the school psychologist evaluation temporarily to create a broader committee to create the Ohio Related Services Evaluation System (ORSES) for school psychologists, occupational therapists, physical therapists, speech pathologists, nurses, and other related service providers. The committee will meet again in September, and the goals are to create 1 school psychologist evaluation and one related service evaluation. Sharon is asking for samples if your district is using an evaluation already and she will work with the technology committee to publish these to the website for distribution.

Committee Reports:

Fall Conference & Spring Conference Jay Bahnsen/ Sue Johnston Sal Karanouh-Schuler/Elaine Semper

Fall and Spring conference committees will combine to work together on both conferences. Board approval is required to combine them into a single committee. They're goals for the upcoming year include providing timely, pertinent, stimulating continuing education for membership, and promoting the involvement of early career members in the operation of the conferences (Amy Wilkins- helped at spring conference and would like to be involved in future). Fall conference speakers will be Steven Feifer, Ed.D. (Thursday morning), George McCloskey, Ph.D. (Thursday afternoon and Friday morning), and Dawn Flanagan, Ph.D. (Friday afternoon). The Saturday session will be a review of Pearson's Q-interactive program

(Adam Scheller, Ph.D.). This will require a separate registration fee. The Spring conference will feature a panel of experts (Representatives from legal, practical and ODE) to address relevant topics.

Erich Merkle will work with the conference committees to develop future professional development recommendations. The committees will compose lists of potential speakers from the NASP Speakers Bureau.

Scholarship Committee

Valorie Wolcott-Mendelson

The Scholarship Selection Committee received a total of 4 applications. Eight individuals inquired about the scholarship, but only 4 completed the packet. The recipient of the 6th OSPA scholarship is from Miami University. There were several exceptional candidates. Valorie would like to explore the option of awarding two \$2,000 scholarships when the scholarship fund reaches a total of \$80,000; one scholarship based on the criteria of 40% financial need, and the other scholarship weighted more heavily on academic excellence. Diane Higginbotham (Scholarship Manager) has left the foundation. Alicia Szempruch has taken her place. The foundation charges \$74.96 per quarter to manage funds (includes all mailings). At the end of June the balance was \$61,860.04. CASP will be transferring \$465 to the fund to bring the total to \$62,325.04. The goal has been to reach \$80,000, and Valorie would like to reach this within the next 4 years. At that time the scholarship could give two \$2,000 scholarships per year in perpetuity. A second goal for the scholarship committee is to increase donated professional items by 2 items. Riverside has promised a revised Woodcock-Johnson for 2015. A third goal is to increase the number of applicants for the scholarship; with at least 1 applicant from each training institute. Valorie would also like to reach out to people for personal or honorarium donations. She

will use the TOSP to promote personal/regional honorariums or memorials. Valorie will send out a list of raffle items via the listserv prior to the conference so people can have purchase orders filled out ahead of time.

By law, the Scholarship Selection Committee can only have 2 OSPA members (Committee Chair and Past-President). It must also have 3 university representatives. Val tries to recruit a financial advisor and 2 professors; but they do not have to have backgrounds in school psychology. The university representatives serve for 2 years. Diane had difficulty getting the university representatives to participate this past year, so the committee will contact them in May to remind them. Applications are emailed to the selection committee members in early summer, and a conference call is conducted. Valorie contacts the winner personally, and Diane (Alicia in the future) sends out letters to the other applicants. Valorie will compose an email to go to all student members, and this will be distributed via the listserv.

Board Comments: Mary Ann Teitelbaum would like to target 1st year students to support those who may not be able to afford graduate school, and also extend the scholarship for 2 years. The scholarship targets 2nd year students so the application can incorporate professor information to help the selection committee. Mary Ann Teitelbaum would also like to see the scholarship promoted more on the website so the scholarship comes up in Google searches for scholarships.

Membership Committee

Sharon Rieke/Julie Griffith

Membership is down a bit this year. Students and intern numbers are down, but programs are just coming back for the fall. Total members were 355 on July 1, and this is pretty typical for this point in

the year. Cheryl is somewhat concerned about the retired numbers for this point in the year (87). This number is fairly high, and these members pay about \$50 less. It is nice to see that we are retaining retired members, but we need to increase the number of full members. Sharon and Julie will be working with the P&D committee in an effort to increase membership. Valorie Wolcott-Mendelson would like to see regions include an option to donate to the OSPA scholarship on their membership forms. CASP currently does this and has raised \$465 since starting this. The regions collect these funds and then write a check to the Columbus Foundation for the total amount.

New members since April 2013: Dale Brenning (NRA; Guernsey), Rosemary Cuccia (KA), Patrick Frato (NRA; Summit), Rachel Freeman-Hicks (SW), Joshua Kiser (NRA; Summit), Emma Merry (CE), Rebecca Serazin (EL), and Elaine Wahl (NRA; Hamilton).

A motion was made to accept new members since the April board meeting:

Motion: Mary Ann Teitelbaum

Second: Deb Buck

Motion Passed

Technology Committee

Jeff York

Jeff reviewed the progress made on the committee's 3 major goals from last year:

1. Enhance website design beyond static design into something more interactive. Registered users can logon and update/personalize their user profiles. Online membership renewals are up and running (93 renewals so far).
2. Develop advanced networking sites: Listserv (Chris Sweeney, Akron), LinkedIn (Rachael Folkman, Cleveland), Facebook (John Lamana, Portage ESC), YouTube (Jeff York and Chris Sweeney, Akron), and Twitter (TBD).
3. Provide online webinars or podcasts (i.e. posting of conference videos). The

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presentations of Tom Fagan and Alex Thomas have been uploaded to OSPA's YouTube channel. Russell Barkley's presentation from the Spring conference has been recorded and edited. The committee is working on a way to post this to the YouTube channel while still adhering to Dr. Barkley's request that it only be accessible by paid members. The awards ceremony from the spring has also been recorded and is ready for upload. The committee would like to continue with this practice in order to highlight the outstanding work of our colleagues.

Jeff also discussed the committee's involvement in the revision and deployment of the Omnibus Survey. A total of 507 responses were received, with the final results to be shared in upcoming editions of TOSP.

Jeff reviewed 3 new goals for the coming year:

1. Work with the membership committee to target underrepresented demographic groups (interns and 1st full-year post-intern groups) with mass mailings to boost overall membership to 950.
2. Develop a method where members can easily volunteer for committees (Jeff provided a demonstration). Committee chairs will be sent an email when someone joins their committee. This will provide a way for committee chairs to initially contact members. Committee chairs will be given administrator privileges so they can manage their individual group. Groups will be able to set up events, share files, and participate in a message board. Denise Eslinger would like to see the addition of Skype or teleconferencing capabilities through the website.

3. Develop a system for online voting. A review of the procedures manual is needed to make sure this is allowed.

Dyslexia Taskforce

**Denise Eslinger/Sue Johnston
Barb Murphy**

The taskforce was developed following the Spring Executive Board meeting. There was discussion on the issue of dyslexia and the importance for our association to look into what is occurring at the state level, and how it will affect us. On July 30, 2013, Denise, Sue, and Barb held a phone conference to discuss members, direction, and agenda for the taskforce. Sue also reached out to Dr. Feifer, and he felt it was important that when defining dyslexia, you must address the difference between a learning disability, reading disorder, and dyslexia. He also stated it was "important to note that school psych's can identify dyslexia and it is not a medical diagnosis at all". The taskforce will have their first official meeting on August 20, 2013. The initial agenda will include: Introductions and expectations, state and federal law pertaining to dyslexia, goals and purpose of the taskforce, and connection to other district/statewide initiatives.

The taskforce committee members include:

Denise Eslinger (Co-chair)
Sue Johnston (Co-chair)
Barb Murphy (Co-chair)
Sal Karanouh-Schuler (School Psychologist)
Charlotte Androise (Educational Consultant, Teacher Trainer)
Mary Gierhart (School Psychologist)
Becky Klosterman (School Psychologist, Ret'd)
Steve Wagner (School Psychologist)
Jean Colner (Director, Children's Dyslexia Ctr)
Luci Secord (School Psychologist, Ret'd)
Dorothy Morrison (Program Director at Ohio State University Literacy and Learning Center)

Meeting adjourned for lunch at 12:00
Meeting reconvened at 1:00

Awards

Lucinda Thompson/Melissa Bestgen

The committee would like to take advantage of the website for submitting forms, as well as the nominations process. They would also like to give recognition for well written TOSP articles and poster presentations; with recipients selected via a survey of members. Finally, the awards committee would like to publish more articles in TOSP to provide information about the various OSPA awards, and the requisite criteria for nomination. They are working on rubrics to help streamline nominations.

Cindy and Melissa listed the nominations for the fall awards:

Early Career Award Nominee: Kate Bobak-Lavik
School Psychologist of the Year: Rebecca Serazin

Motion to accept the recommendations from the Awards Committee

Motion: Rob Kubick

Second: Dan Dean

Motion Passed

Multicultural & Diversity

Marina Ergun/Meghan Shelby

Marina and Meghan were not in attendance. The committee report was reviewed by Amity Noltemeyer.

The committee would like to target undergraduate students from underrepresented populations to recruit to the field of school psychology. They are working with IUC on this goal. Marina has met with the program director of a Cleveland non-profit group (Esperanza) focused on improving academic achievement in Hispanic students in the greater Cleveland area. The committee has also worked with Colleen McMahan at CSU to identify and retain culturally and linguistically diverse students. Marina is going to do a guest lecture regarding culturally and linguistically diverse issues to a graduate class. Dr. McMahan has talked with Amity and

Marina about developing a survey of community college, high school, and 4-year psychology majors identifying variables that are obstacles to culturally and linguistically diverse students' selection of school psychology as a career.

TOSP

Rob Kubick

Rob combined the spring and summer issues due to budgetary constraints. It will be mailed out on Friday, August 23rd. Deadline for fall submission is this Sunday (8/25) by midnight, with anticipated mailing of mid-late September. It will include initial omnibus survey results. Rob will be polling members as to their acceptance of electronic copies. He would like to explore the possibility of publishing several issues a year electronically. Rob also mentioned that TOSP articles are highly-requested by other organizations. Currently there are 21 articles on NASP Communiqué Online from TOSP. The next highest state has 4 (California).

Historian

Kate Bobak-Lavik

Kate will pick up several test kits at fall conference. She became involved with the executive board as historian as a student, so she would like to try to recruit student members to join the historian committee. They could then be utilized to recruit items statewide, pick up test kits from universities, and scan old pictures. She feels this position may be less intimidating for students who may be hesitant to join a committee.

Public Relations

Heather Doyle/Stacy Ambrose

The first goal for the year is to increase community service to target underserved populations with community events at fall and spring conference, (i.e. run/walk, habitat for humanity) or an essay contest for students (middle or high school students) with gift cards for winners. The second goal is to increase the awareness of School Psychology as a profession. The committee would like

to go to universities and talk to graduate and undergraduate programs (especially those without a graduate program) to increase awareness of the profession. The Public Relations Committee will continue with School Psychology Awareness Week activities (November 11-15, 2013), and will work to create a packet of materials to distribute to high schools. Ann noted this information could also be distributed through the School Counselor's Association.

The committee would also like to locate videos and other promotional materials (American Board of Professional Psychology links to American Academy of School Psychology, Dan Reschly, APA Div. 16, NASP) describing school psychology. These videos can be posted to the website. Finally, the committee would also like to explore the creation of a book study group to review recent literature and provide PD opportunities. This experience could satisfy the self-study option for NCSP credentialing.

Nominations & Elections

M. Reuben Mosidi/Ralph Pajka

The committee will solicit qualified candidates at the fall conference by general announcement, nomination forms, and "meet and greet" activities. They would like to use TOSP and Listserv to solicit candidates. The committee reported at the Spring board meeting of vacancies on the Examination Committee and Board of Psychology. Rob was nominated to fulfill vacancy on the Board of Psychology. Erich Merkle inquired as to whether there would be a conflict of interest if Rob were elected to this position. Rob reported that Ron Ross (Executive Director, Ohio Board of Psychology) did not see any conflict since Rob is not an elected official or voting member. Rob is working with Ann Brennan to complete the paperwork required for the nomination process. The vacancy on the exam committee is being handled by IUC, and the committee will

report on this at the fall meeting. Finally, the committee would like to work with the Technology Committee to investigate the feasibility of online voting in an attempt to increase members' participation in the electoral process.

Crisis Intervention

Brian Hill

Brian was not in attendance. He included his committee report in the board packet. For the 2012-2013 school year, the Crisis Committee attempted a monthly book discussion, versus the usual monthly email topic. Many people participated in the book club by volunteering to summarize a chapter each month; however, the month-to-month participation fell short of expectations. The topics of the book club will be summarized and posted to the website for those who did not participate.

Goals for the upcoming year include increasing training opportunities throughout the state, including at the University level and the state level. The committee would like to increase resources throughout the OSPA membership. The second goal will be to utilize the monthly topic discussion group to share ideas and interventions for crisis intervention skills. This year the focus will be on diversity and multicultural issues; including but not limited to ethnic bullying, or resources on cultural perspectives of trauma/crisis.

Private Practice

Doug Cole

Doug was recently appointed to this position. He had nothing new to report at this time.

Treasurer's Report

Terry Bendo

Terry reported that carryover is \$75,572.04. This is down from \$95,403.01 last year and \$169,000 in the year prior. Revenue streams have stayed the same or gone down, while expenses have continued to increase. Cheryl and Ann met to go over line-item expenditures and brainstorm possible cuts. FAC spent the lunch hour going item by item through

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the budget. Ways of increasing revenue include raising membership fees, increasing conference fees, and increasing MCE registration fee. OPA is in the process of increasing their MCE registration fee as well. Cost containment measures include maintaining conference costs, changes to TOSP distribution (3rd biggest expense; about \$8,000 for each printed issue), reducing office rent (still under contract until May 2014), slashing executive board expenses, and eliminating Presidential discretionary funds. FAC also discussed limiting credit card purchases at the conference to big ticket items (i.e. \$100 minimum) to limit fees and service charges, as well as including a credit card processing fee for online renewals and conference registrations. OSPA is unable to cut expenses enough to make a profit. The only way to sustain long-term is to increase overall membership. It is important to talk with regions about increasing statewide membership. Valorie Wolcott-Mendelson requested the executive board receive electronic copies of the budget report a week before meetings for review. Treasurer's budget proposal was tabled until the fall conference and will be voted upon at that time.

A motion was made to accept the 4th quarter report

Motion: Lynn Brumfield

Second: Patrick Kane

Motion Passed

Office for Exceptional Children

Michael Petrasek

There are a lot of empty staff positions at ODE. ODE appointed 2 interim assistant directors: Monica Duvoda (Interim Assistant Director for Procedural Safeguards) and Olivia Schmidt (Assistant Director for Monitoring Services). There will be some shifting this year and more substantial shifting next year in the way

schools are monitored; either the number of schools being monitored, or what data is being monitored, in an attempt to revamp the monitoring process to better align it with the OSEP directives of results driven accountability. There is a big push for special education students and other subgroups to close performance gaps. Each state is trying to figure out how they will approach this process.

PBIS stuff is starting to move forward. There were Train the Trainer workshops for SST's in mid-August. Additional PBIS Train the Trainer workshops for ESC's will be in October and February.

OPA Update

Erich Merkle/Mary Ann Teitelbaum

OPA is revisiting their governance structure models and is taking proactive steps to remain financially in the black. OPA is running a multi-million dollar deficit. OPA is looking at restructuring their Board of Directors. There has been much discussion about the Certified Ohio Behavior Analyst certification. OPA will be an MCE co-registrar, along with OSPA. OPA has allowed us to market workshops and publish articles in their journal; they only ask reciprocation.

OPA Bullying taskforce: OPA wants to create a position statement on bullying and offer resources to intercede. They have focused on community efforts vs. school efforts. Ohio School Counseling Association, ODE, Ohio Association of Pupil Personnel, and National Association of Social Workers are all having input. OPA Fall Conference (10/30-11/1): Psychology's Role in Integrated Healthcare. Their next board meeting is Saturday, October 5th, and they will have a 2-day retreat for new board members 9/20-9/21.

ISPA Update

Juliette Madigan

ISPA conference was in Porto, Portugal. ISPA works with UNESCO on supporting and accenting the rights of the child. The

education and worth of a child is different in different places. Juliette encouraged board members to go to the UNICEF website and look at the rights of the child. We pressure students in testing for our own accountability. Does this violate a child's rights? Juliette provided a handout on a child rights study conducted at Tulane University. The 2014 ISPA Conference will be in Kaunas, Lithuania.

New Business **Amity Noltemeyer**

The Early Career taskforce was started several years ago to support those early in their career (less than 5 years). Kelly Kreitz (co-chair) proposed options for the taskforce:

1. Remain a taskforce for another year
2. Be subsumed under membership committee with an early career advocate
3. Become an individual committee

The P&D committee proposed that it should become an individual committee. Patrick Kane and John Biltz have been nominated as co-chairs of this committee.

A motion was made to move the Early Career Taskforce to a standing OSPA committee.

Motion: Rob Kubick

Second: Erich Merkle

Motion Passed

A motion was made to adjourn the meeting:

Motion: Terry Bendo

Second: Rob Kubick

Motion Passed

Meeting adjourned at 2:17PM

Committee Reports

OSPA Crisis Committee Report



Brian Hill, M.A., SP526
OSPA Crisis Committee Chair

School Psychologist
Akron Public Schools
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Crisis Topic of the Month:

The Crisis Committee continues to network on a monthly basis by sharing resources through the Crisis Topic of the Month email updates. During October, participants shared information on their level of training. This information is being gathered in order to keep track of what types and level of training current members have. Recently, the Committee shared resources on cyber bullying.

On-Line Training Opportunities:

Recently a number of organizations have passed along free webinar invitations to various member of the Crisis Committee. These training opportunities have been shared with the Crisis Committee in order to help facilitate training for the entire group. These resources have been well received, and will continue to be distributed to the group as they are received.

Membership Services Report



Julie Griffith, Ed.S., NCSP
Membership Services Committee Co-Chair

School Psychologist
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Good news! The OSPA Membership Committee reports an increase in membership for 2013-2014. At mid-year, we have more members now than we did for all of 2012-2013. On the surface that sounds good, however, we still have around 200 school psychologists who have not renewed their membership for this current school year.

There are a couple membership categories for which we have seen an impressive increase. Last year only 63 interns were members. This year, there are 88 interns for an increase of 39.7%. The First-Year-Out category showed a 58.6% increase.

petition among the university training programs to get 100% of their students and interns to become OSPA members. Although no university hit the magic number, many came very close! We would like to extend our thanks to the university training programs who participated in this friendly competition this year.

The Membership Committee will work harder next year to get 100% participation from all the training programs and 100% participation of the students and interns. By hitting the 100% mark, a lucky student or intern from that training program will receive a free OSPA membership, and per-



Sharon Rieke, Ed.D.
Membership Services Committee Co-Chair

Educational Consultant
Hamilton County ESC and Region 13 State Support Team
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One possible explanation for the increase may have been due to the friendly com-

haps a "mystery" gift.

2013-2014		2012-2013	
Interns	88	Interns	63
First-Year-Out	46	First-Year-Out	29
Total (thru December)	872	Total for 2012-2013	859

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We extend our appreciation to each participating university school psychology training program for not only supporting the Ohio School Psychologists Association, but for supporting school psychology as a profession. Without dedicated trainers

who emphasize the importance of membership in our organizations (e.g., NASP, OSPA, regionals, etc.), we would not be the strong organization that we are, nor would we, as school psychologists, be the high-quality professionals that our schools

	Aug. 2013	Nov. 2013
<i>Full</i>	209	438
<i>First Full Year Post Intern</i>	16	34
<i>Retired/Unemployed</i>	87	109
<i>Intern</i>	13	74
<i>Student</i>	14	96
<i>Honorary</i>	15	17
<i>Affiliate</i>	1	3
Total	355	771

OSPA Membership Recruitment Log			
Date of Contact	Group Contacted	Method of Contact	Number
6/15/13	Expiring members	Letter	???
7/1/13	Expiring members	Expiration email	830
8/27/13	Expired members	Individual emails	489
9/18/2013	Expired OSPA Board Members	Group email	13
10/1/2013	Expired OSPA Board Members	Group email	5
10/1/2013	Expired members	Individual emails	319
10/15/2013	Expired Members	Individual emails	276
10/26/2013	Expiring Listserv subscribers	Listserv message	245

Multicultural Affairs and Diversity Issues Committee Report



Marina Ergun, Psy.S. NCSP
Multicultural Affairs and Diversity Issues
Committee Co-Chair

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Meghan Shelby, Ph.D., NCSP
Multicultural Affairs and Diversity Issues
Committee Co-Chair

Consultant
State Support Team 3
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Draft Strategic Plan

Committee had positive feedback regarding draft strategic plan Goal #3-Promote culturally responsive services to students and diversity/multiculturalism within our organization and profession. Specifically, liked case studies and posting and discussing books and articles. Will research possible professional development topics.

Committee members wish to speak to undergraduate students about School Psychology as a profession. (IUC could link committee members to undergraduate courses at universities by geographic areas).

Need for continuing reaching out-collaboration with IUC and other groups.

Review of new responsibilities of committee

Recruitment, mentorship and career support of CLD undergraduate students, graduate students, practitioners

Website

- Articles for posting (prepared, need to give to Jeff York)
- Book titles for posting and discussion (Alicia Weston to research)
- Use of Technology
- Google Chat for meetings (Alicia Weston to help with)
- Linked-In for sub group of CLD practitioners (Jennifer Lewis to assist with)
- Other Projects and Action Items
- Esperanza Mentoring (Marina)
- CSU Advisory Committee (Colleen MacMahon, Marina and Meghan)
- Linking to CLD professional groups such as COME and CAMERA (Marina and Meghan)

- Researching recruitment of CLD practitioners (committee)
- Scholarships for CLD students that would apply to School Psychology (IUC and committee)
- Possible survey of CLD students, members and non-members to identify barriers to consideration/selection of School Psychology as a career
- Use State data regarding graduation rates of ESL students, as well as identification of students with disabilities by sub-group, Jennifer Lewis will draft an article for TOSP this winter.

Discussion at Meeting:

- Meaning of multiculturalism to each member
- Disproportionality
- Suburban vs urban identification of SWD
- Interaction of poverty with other variables
- Committee reconfirmed role as an advocate for students

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Committee Reports

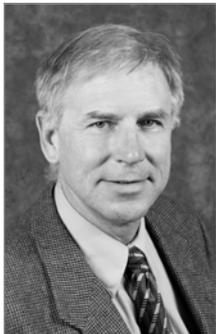
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Nominations & Elections Committee Report



M. Reuben Mosidi, Ph.D.
Nominations & Elections Committee Co-Chair

School Psychologist
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Ralph Pajka, Ed.S.
Nominations & Elections Committee Co-Chair

Retired School Psychologist
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Each year in the fall, vacancies on the state board of psychology and school psychology examination committees are typically filled. Our committee collaborates with IUC to fill vacancies on the school psychology examination committee, and with OPA to fill vacancies on the Board of Psychology.

At this year's fall conference, we reviewed our committee goals for the current year (2013/2014) along with names/lists of potential candidates for various OSPA offices.

We also distributed nomination forms to conference attendees in registration packets, at the Wine & Cheese Social "Meet and Greet" event, as well as during the conference presentations. We utilize the TOSP and the OSPA Listserv as additional, effective tools to solicit nominations from the OSPA membership at large.

Following the fall conference, our OSPA Business Manager also sent another reminder to regional presidents about the deadline for submitting their joint membership rosters. Once all the rosters have been received and joint memberships confirmed, regional presidents are then notified of the number of representatives to which they are entitled.

This election season we invited nominees from all OSPA members for the following positions: President-Elect, Secretary, and Treasurer Elect. In addition, we invited nominees as representatives for the following regions: Cleveland (1), Kent/Akron (1), and Central (1).

At this time our committee is recommending Rob Kubick to serve on the School Psychology Examination committee and Doug Cole to serve on the State Board of Psychology committee. As discussed at previous Executive Board meetings, the Nominations and Elections committee will collaborate with the Technology Committee to explore the feasibility of on-line voting for future elections.

OSPA Scholarship Committee Report



Valorie Wolcott Mendelson, Ed.S., NCSP, SP20
OSPA Scholarship Committee Chair

Licensed School Psychologist
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Publishers and friends of school psychologists donated approximately \$4,000 in offerings for the fall conference scholarship raffle. All regional associations participated in preparing baskets and, of course, the university memorabilia items were also available. We had several new donors this year and offered 5 of Dr. Cyndi Reighard's valuable retired Department 56 items from the Dickens Village series. Next year we will begin the Christmas in the City Collections. It was Cyndi's wish that these items be utilized to generate funds for our scholarship.

On October 29, 2013 I posted a list of the offerings on the listserv. This allowed members to bring purchase orders which facilitated acquisition for their school districts. Available payment options for raffle participants included cash, check and credit cards for some of the more costly items. All checks need to be made out to The Columbus Foundation.

President Amity reached out to the IUC in an effort to recruit students to assist with the raffle. In addition, there were 4 new committee members who were contacted in order to engage them in the raffle operation.

Recognition of donors continued to be emphasized as previously executed through the TOSP and donor pins. I continue to send handwritten notes of thanks to our generous donors.

In response to suggestions made during the last committee meeting, we provided occasional tweets and postings on the listserv updating our progress toward our goal of \$7,000. Jeff York assisted with this activity. This helped to reduce the number of verbal updates. The presenters were

apprised of this practice to provide an awareness of possible ongoing member media activity. We are evaluating how welcomed or successful this was to our members.

This past year the Cleveland Association of School Psychologists (CASP) submitted a \$465 check to the Columbus Foundation. It was the largest single donation outside of the raffle. Fund raising of this sort is the result of including the option to donate on the membership form. Perhaps other regionals might consider this option as well.

As of October 29, 2012 our balance at The Columbus Foundation was \$49,160.09. Our balance is currently \$62,345. I had set this year's raffle goal at \$7,000. If we reached this goal, we would have been at \$70,000 by year's end, only \$10,000 short of our \$80,000 goal which would allow the awarding of two \$2,000 scholarship each year in perpetuity OR doubling the scholarship to \$4,000. Another possibility would be to consider the option of awarding one scholarship based on financial need and one on outstanding academic achievement.

The 2013 recipient was introduced during lunch on Thursday, November 7. Amy Bruno, from Miami University, is a very accomplished young woman who was unanimously selected by the committee. \$2,000 was deposited at her bursar's office in September. Her fascinating story was shared at the luncheon.

Generosity has been the mainstay of this undertaking and "Thank you" hardly seems adequate to express the gratitude felt by so many who have touched and been touched by this scholarship.

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Public Relations and Community Service Committee Report



Heather S. Doyle, Ph.D., NCSP
Public Relations and Community
Service Committee Co-Chair

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Stacey Ambrose, Ed.S., SP575
Public Relations Committee Co-Chair

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Merchandise Sales

OSPA Merchandise was sold during all conference breaks on Thursday and Friday of the fall conference. Volunteers to staff the PR table were sought through the Committee Group email process using the new OSPA website features; Additional emails were sent to prospective committee members (those who indicated an interest via check box on membership forms) encouraging active participation at the PR table during the conference and encouraging them to join the PR committee through the new Group function on the OSPA website

School Psychology Awareness Week

Proclamation from the Governor of Ohio was obtained, stating that November 11 - 15, 2013 was designated as School Psychology Awareness Week in the State of Ohio. The proclamation was on display at the PR Committee table during the Fall Conference.

Press Releases were submitted to newspaper and media sources throughout the state.

School Psychology Awareness Week resources were made available at the PR Table.

Social Service Project - Pajama Program

Pajama Program is a non-profit organization providing new pajamas and new books to children in need. What makes for a good night? For most children, bedtime is a time of comfort, love and security. This is often a time when children crave intimacy with their caregivers; a few minutes

of bonding and sharing in a safe, secure environment. For the millions of children living in poverty in America, a good night is a luxury they do not often experience. The One Million Good Nights campaign will allow Pajama Program to essentially double its current capacity to distribute an additional one million new pajamas and one million new books to reach more children in need throughout the country.

Examples of receiving organizations benefiting from Pajama Program: County Departments of Job & Family Services, Battered Women's Shelters, Youth Shelters, Missions, Transitional Housing Programs, County Boards of Children's Services, and many other worthwhile social service agencies

Donation Guidelines:

- All donated books and pajamas must be NEW!
- All sizes are needed (birth to age 17) – don't forget the older children!
- Provide complete sets of pajamas
- Financial donations are always welcome; checks payable to Pajama Program

The Public Relations & Community Service Committee wishes to extend a challenge to each of OSPA's ten regional organizations to help support the work of Pajama Program.

We ask that each regional organization considers conducting a book/pajama/funds drive to benefit Pajama Program in the coming months. In addition to being represented throughout the United States, there are two local chapters of Pajama

Program in Ohio. Each regional organization can select the Eastern Ohio Chapter or the Western Ohio Chapter to benefit from their collections.

The winter season presents a critical time

for children at-risk. Consider conducting your event before spring! Additional supports, ideas, and materials can be obtained by contacting Stacey Ambrose (sambrose@akron.k12.oh.us) or by visiting: www.pajamaprogram.org

Technology Committee Report



Jeff York, M.A., NCSPP, SP531
OSPA Technology Committee Chair

School Psychologist
Akron Public Schools
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Goals

The following goals for the Technology Committee for 2013-14 are presented in the context of the Operational and Organizational Assessment completed at the 2/3/12 board meeting.

Member Services

1.1 Identify and promote specific benefits of belonging to the state association in marketing materials, on the website, and in periodic membership mailings.

Goal: To sustain and grow OSPA's membership to a minimum of 950 members, the Technology Committee will work closely with the Membership Services Committee on providing alternative avenues for enrollment (online vs. paper) as well as provide more interactive experiences for the member (through social media, access to conference materials online, etc) with particular recruitment focus on the Intern and First Full Year Post Intern groups.

Progress: The Technology Committee has coordinated with Membership Services to send out three different sets of mass emails to non-renewed members. The online renewal system has been very successful and has been used by nearly one-third (250+) members to renew.

Member Services

1.4 Develop a method by which members can volunteer to serve the association.

Goal: The Technology Committee will develop an online committee membership manager to allow members to join committees through the website, facilitate

electronic communication among members and allow the sharing of files/photos/videos/events with committee members.

Progress: The Technology Committee has fully integrated a groups manager into the website design for the use by OSPA Committees, Executive Board and other groups. The groups-manager has already been used to: notify chairpersons of new members, store uploaded files, message committee members and send invitations to scheduled events. Future growth may include the incorporation of a "forums" component. Groups regarding interest in a specific topic may also be included.

External Relationships & Communications

2.1 Enhance website design by moving beyond member information sharing to more interactive features such as blogging, feedback tools, online registration, etc.

Goal: The Technology Committee will facilitate the technology infrastructure necessary to transition from paper and pencil to online voting.

Progress: Work will be started on this feature in anticipation of the Spring 2014 election.

Other Updates

Listserv – The OSPA Listserv currently has 650 subscriptions. The listserv is currently under a membership audit, individual membership invitations have been sent to subscribers who have not yet renewed.

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LinkedIn – The OSPA LinkedIn group currently has 150 members. It has been a robust platform to members to endorse each other's professional skills. Future website plans include the option to for a member to have some of their LinkedIn data incorporated with their online OSPA profile.

Facebook – The OSPA Facebook group currently has 123 members and has been used to share information and announcements from the OSPA office.

Ohio Psychological Association (OPA) Co-Liaison Report



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Since the summer 2013, OSPA executive board planning conference, the Ohio Psychological Association (OPA) Board of Directors (BoD) has held two meetings, including its annual retreat between September 20-21, 2013 and a regularly scheduled Board meeting on October 5, 2013. As your OSPA co-liaison to OPA, I have attended the weekend session of the OPA Retreat and the Saturday, October 5, 2013 Board meeting. In addition, I have participated on regularly scheduled teleconferences of the OPA bullying taskforce in August 2013, September 2013, and October 2013. Below is a review of current OPA content for your consideration.

OPA Board Retreat:

The OPA held its annual retreat for Board of Director members during September 20 and 21. Because of work obligations, I could only attend the September 21 session, which OPA was very gracious in allowing me to attend the single session instead. Key elements of the retreat included reviewing the expectations for BoD members, including describing the roles and functions of each position, general meet and greet, and overview of OPA. The Saturday, September 21 session featured considerable discussion concerning how to successfully handle various BoD responsibilities, reports and the issue of OPA governance.

Specifically, methods to maximize communication, engaging in effective yet respectful BoD participation, and a profes-

sional development on change in professional organizations. Like OSPA, OPA continues to examine how to best maximize its service to its members, ensuring a consistent new body of Board members, and professional outreach for the overall professional of psychology. Each of the current year activities have also been intentionally linked to the 6 goals of the OPA strategic plan, which include the following:

- Advocate for public policies that promote psych services, the field of psych and a psych health Ohio
- Create/sustain an environment of diverse and inclusion, while holding cultural competence for Ohio psychs as a high priority
- Make psych more visible to citizens of Ohio by providing psych resources, scientific knowledge, public education and referrals
- Create/maintain a number of income streams to make membership more affordable with continuing to provide priority services that members want and need
- Support the personal and professional lives of psychs through their lifespan
- Provide a psych healthy and safe work environment for OPA employees and volunteers that supports their career and personal growth, values their contributions, professionalism and ideas.

OPA Board of Directors Meeting

October 5, 2013:

During the October BoD meeting, several new business topics were reviewed:

- Telepsychology competencies and legal statues in Ohio; Ohio is far ahead of many states. Remember practice implications of having a client or yourself in another state and providing psych services!
- Insurance issues, including various psychs losing empanelment for no apparent reason
- Consultation taskforce formation – providing OPA members to the larger community for professional practice and service activities; I joined this committee to represent the interests of school psychologists as IEEs and school-based consultation will be likely fruitful areas
- Making psychology more visible in Ohio – including use of social media, enhancing images of psychologists, marketing

- Prescriptive authority – I expressed concern that many school psychs cannot discuss or benefit from RxP given national and legal prohibitions on psychotropic meds. OPA continues to discuss prescriptive authority for psychs, which Ohio is “very close”!

Bullying Taskforce (BTF):

At this point, the interdisciplinary members of the OPA bullying taskforce are in the throes of talking with various stakeholder organizations, including several school-based groups such as superintendents and pupil personnel administrators, to survey their needs. The goal remains to develop a comprehensive position statement on bullying as well as have a “tool-kit” available for community practitioners. The hope is to have an initially released product soon.

Consultation Taskforce:

At this point, we have just begun to form the committee and are scheduling our first telephone conference. More to come!

Ohio Supervisors of School Psychologists (OSSP) Report

In Attendance:

Ann Brennan, OSPA Executive Director; Audrey Coaston-Shelton; Robyn Floyd; Stacey Hart; Rachel Freeman-Hicks, OSSP Co-Chair; Rob Kubick; Kathie MacNeil, OSSP Co-Chair; Michael Petrasek, Consultant, OEC; Randy Siler; Karen Stine; Kimberlee Stowe.

1. **Welcome:** Co-chairs R. Freeman-Hicks and K. MacNeil welcomed the group.
2. **OSPA Legislative Update:** A. Brennan shared updates relevant to H.B. 59. She also noted that the OSPA Planning & Development and Professional Development Committees are requesting input from OSSP on speakers and topics for future fall and spring conferences. She also gave

an update on the draft gifted rules, indicating the latest draft is currently being considered in the Achievement Committee of the State Board of Education. She noted that this draft is significantly different from the draft proposed by the Gifted Advisory Committee, in collaboration with OEC/ODE staff. There is support in the State Board committee for a compromise version of the rules; they will discuss this further at their meeting on November 11th.

3. **ODE Office for Exceptional Children Update:** M. Petrasek shared that Seclusion & Restraint model policy guidelines, procedures and tools have been produced but are not yet posted

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and accessible on the ODE webpage. OH Positive Behavioral Interventions & Support (PBIS) Network scale-up updates included: at least 2 State Support Team consultants from each of the 16 regions have been identified for providing school-wide PBIS PD for building leadership teams, as well as technical assistance for schools and districts already implementing SWPBIS. The next PBIS Train the Trainer PD is October 22-23 at OCALI. There are some 'available seats' for ESC colleagues, and the next PBIS Train the Trainer PD is scheduled for February 4-5, 2014. OSPA Spring Conference planners are working to bring national expert, Dr. Rob Horner, to focus on PBIS; the conference will be held at the Columbus Hilton Polaris on May 9-10, 2014. Interested OSSP colleagues are invited to attend a PBIS Tier 2 & Tier 3 Train the Trainer session with Dr. Tim Lewis on December 10, 2013 [location yet to be determined]. Dr. Petrasek also noted that the most current 3rd Grade Reading Guarantee guidance document is the one dated 8.22.2013.

4. **OSPA Omnibus Survey Information:** R. Freeman-Hicks and K. MacNeil co-facilitated discussion regarding relevant supervision input/feedback summarized from the 2013 OSPA Omnibus survey results. The group discussed distribution lists and mechanisms for inviting increased involvement in OSSP meetings, such as scheduling meetings adjacent to OSPA Fall and Spring conferences and IUC meetings. Results will be shared/discussed with Dr. Julie Morrison, UC Trainer. John Opperman, OAPSA, was noted as another colleague with whom to share/discuss the survey results.

5. **Staffing & Hiring of School**

Psychologists: The group discussed issues related to openings/shortages throughout the state, securing qualified substitutes, including NCSP and OH licensing reciprocity, salary schedules [Master's + 15, Master's + 30], credit for internship year and/or out-of-state experience.

6. **Evaluation of School Psychologists:**

A. Brennan noted that Sharon Rieke is chairing a committee with school psychologists and other related-services stakeholders who are developing an evaluation tool [named ORSES], and will be welcoming OSSP's input soon. The group discussed tools and processes currently being used for school psychologist evaluation.

7. **School Psychologist Ratio in**

Operating Standards: A. Brennan clarified that the 1:2500 ratio is still in the OH Revised Code/law, but it is not restated in the updated Operating Standards/rule. A. Brennan will clarify with Wendy Stoica, and then provide us with a copy of the proposed new draft of the rules.

8. A discussion was held on *ADA Section 504* processes and tools for assisting a district committee in reviewing and developing its procedures and forms.

Regional Affiliate Reports

Cleveland Association of School Psychologists Fall Update



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The mission of the Cleveland Association of School Psychologists is to support school psychology in Northeast Ohio by providing opportunities for professional growth and collaboration that will enhance the mental health and educational competence of children in a diverse society.

CASP has once again started the school year in full force this Fall by providing professional development opportunities, advocating for children, and enhancing technology. The current Executive Board is led by President Meghan Shelby, Ph.D, NCSP; President Elect, Melissa Bestgen; Past President, Donna Valtman; Secretary, Laura Clark; Treasurer, Sagar Patel; CASP Representative at Large, Tricia Donovan; CASpline Editor Tasneem Lokhandwala, and Representatives to OSPA: Dan Dean, Donna Valtman, John Chute, and Nicole Bichler.

CASP continues to be a strong organization for school psychologists in Ohio. Presently, CASP has 213 members and the numbers continue to grow. The benefits of being CASP members include: professional development, networking opportunities, various volunteer opportunities and the chance to advocate for children and the profession of school psychology. This Fall CASP has expanded its use of technology by using a new e-mail service to provide more efficient communication to members. CASP has also been using SurveyMonkey polls to gather attendance information for general meetings. CASP continues to strive to "GO GREEN" and to provide most communication electronically to members. The CASP Technology

committee chair is Abi Nosse.

One accomplishment that the CASP Executive board is proud to announce is the CASP donation to the Valerie Wolcott Mendelson Scholarship. Currently, CASP members have donated \$560.00 dollars this year to the scholarship and donations keep coming in. CASP has added the option to donate to the scholarship on the CASP membership form and this has been successful.

CASP continues to aid in the support and recruitment of school psychology students. At the executive board meeting held on August 28th, 2013, ideas to recruit students to CASP were discussed. In alignment with OSPA and president Amity Noltemeyer's drive to support school psychology students, CASP will be exploring the opportunity of visiting local universities and continuing to reach out to students. CASP will once again be providing a mentor to students and interns that join. University representatives for this school year are: Katelyn DiPasquale, from Kent State University; Shannon Sullivan, from John Carroll University; and Jasmine Manista, from Cleveland State University. CASP Representative At-Large, Tricia Donovan reported at the last Executive Board Meeting, that an intern social is being planned in January for interns and supervisors to provide a celebration and networking opportunity for interns.

Under the leadership of Valorie Wolcott-Mendelson and Rebecca Dingeldin, the Children's Advocacy group has had a

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busy start to the school year. In the late summer, CASP members once again participated in the annual NAMI walk to support mental health recovery and advocacy. CASP members continue to volunteer at the Cleveland Food Bank as well. In October, fifteen CASP members volunteered at the Foodbank to repackage just over 1100 pounds of carrots. Future opportunities to volunteer at the Cleveland Foodbank are scheduled for January 21, March 18, and May 20. At the December 6th general meeting, donations were gathered for the Providence House. The Providence House is located in Cleveland and provides emergency shelter and crisis care to children. In the spring, CASP members will be going to the Providence House for a "Done in a day" project. This project will likely consist of duties such as sorting, inventory, and landscaping. It does not stop there, CASP has also decided to accept the challenge presented by the Public Relations Committee at the OSPA Executive Board Meeting on November 6th, and will be doing a pajama and book drive during the spring general meeting for the Pajama Program. This program is non-profit and is aimed at providing a million good nights to children from newborns to age 18.

The last CASP Executive Board meeting was held on November 14th, 2013. Finally, CASP is in a good place this year and the Executive Board discussed ways to use the extra money to support members. An Ad Hoc Committee was created to future discuss the topic. At the Executive Board meeting, Melinda Coffey, Awards Committee Co-chair, discussed the possibility of adding new awards to the current awards given by CASP, such as Outstanding Intern and Early Career School Psychologist. CASpline editor Tasneem Lokhandwala, informed the Executive Board that Emily Hertz will be taking over the role as CASpline editor starting next school year. Tasneem has done a tremendous job with the CASpline

and her work is extremely appreciated. In the spring, CASP will have three open positions available. They are: President Elect, Treasurer, and CASP Representative At-Large.

CASP continues to provide professional development opportunities to members. On September 27TH, Dr. Thomas Diebold from the Educational Service Center of Central Ohio, presented on Understanding Dyslexia. It was a packed house in Valley View to hear Dr.Diebold. On December 6th, the CASP general meeting and presentation again brought in several professionals from the Cleveland area for a crisis presentation, presented by Juliette Madigan and Laura Gabel, Cleveland School Psychologist. The presentation was Highlights of PREPaRE Training: What You Need to Know to Successfully Handle Crisis in Your District. A spring presentation is still being planned.

For more information about CASP or to join, visit the CASP website at <http://www.ospaonline.org/index.php/regionals/casp>. CASP welcomes new members and continues to focus on addressing the professional and social needs of school psychologists. If you have any questions or comments, please contact any member of the CASP Executive Board or email casphio@gmail.com.

Old Trail School Summer Programs

Old Trail School hosts summer programs for new and seasoned teachers, specialists and administrators.

For more information go to:
www.oldtrail.org/teachinglearningcenter
 or email: khoward@oldtrail.org

Smart But Scattered - Executive Dysfunction At Home and At School

(June 16, 2014)

Presented by Peg Dawson, Ed.D.

Dr. Dawson specializes in the assessment of children and adults with learning and attention disorders at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire.

Children with poor executive skills are disorganized or forgetful, have trouble getting started on tasks, get distracted easily, lose papers or assignments, forget to bring home the materials to complete homework or forget to hand homework in. They may rush through work or dawdle, they make careless mistakes that they fail to catch. They don't know where to begin on long-term assignments, and they put the assignment off until the last minute, in part because they have trouble judging the magnitude of the task and how long it will take to complete it. Their workspaces are disorganized, and teachers may refer to their desks, backpacks, and notebooks as "black holes." Students with executive skill deficits present tremendous challenges to both parents and teachers who often find themselves frustrated by children whose problems in school seem to have little to do with how smart they are or how easily they learn.

The COMPLETE Educator Program

June 17 - 19, 2014

Presented by Katherine Balisterri Howard, M.A., NCSP

Katherine, Director of Support Services at Old Trail School, has taught courses in child development and learning variation and is a frequent professional workshop presenter.

This three-day interactive workshop introduces the multiple variables that impact students including Cultural, Mental Health, Physical Health, Learning Profile and Temperamental influences. It provides educators with relevant foundational knowledge and an easy-to-use system with which to observe and respond to student needs. The workshop includes: brief lecture segments as well as hands-on activities (case scenarios, role plays and "as if" exercises); differentiated instruction and assessment ideas responsive to the multiple factors that influence student learning; and practical interventions and accommodations to apply immediately in the classroom to promote student success.

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Ohio School Psychologists Association

2013-2014 Executive Board

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Appointed Chairs, Liaison, and Student Representatives: One year terms

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ADDITIONAL MEMBERS (Not to exceed two)
(Appointed by the President)
Jacqueline Brumfield
Rob Kubick

Coming Soon!

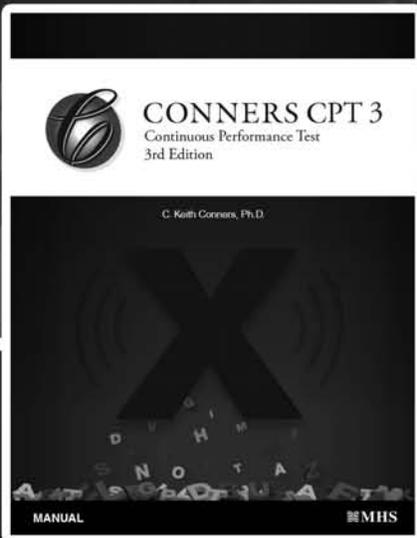


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Calendar

May 2014

8-9	OSPA Spring Conference	Hilton Polaris Columbus, Ohio
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June 2014

16	Smart But Scattered - Executive Dysfunction at Home and At School Dr. Peg Dawson	Old Trail School Bath, Ohio
17-19	The COMPLETE Educator Program Katherine Balisterri Howard	Old Trail School Bath, Ohio

February 2015

17-20	National Association of School Psychologists Annual Conference & Convention	Walt Disney World Swan & Dolphin Resort Orlando, Florida
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