

2011 ASPP/PSU Fall Conference Preview

– By Frank Stanko, Conference Co-Chair

The program for the annual Association of School Psychologists of Pennsylvania (ASPP)/Penn State Conference to be held at the Ramada Inn in State College, PA on October 19th and 20th is set and attendees will have a number of choices from which to pick. A wide variety of disciplines will be represented and includes presentations on neuropsychological assessment, classification of learning disabilities, Response to Instruction and Intervention (RtII), and Autism programs.



Susan Swearer will be the Bernreuter Lecture speaker on Wednesday, October 19th. Dr. Swearer is an Associate Professor of

Education in the Department of Educational Psychology at the

University of Nebraska – Lincoln (UNL). She earned a B.A. in Psychology from Swarthmore College in 1987, her M.S. in Special Education at The Pennsylvania State University in 1989, and her Ph.D. in School Psychology at The University of Texas at Austin in 1997. She has experience as a high school special education teacher working with students with emotional and behavioral disorders and has worked as a licensed professional counselor with children, adolescents, and families in a variety of inpatient and outpatient settings.

Dr. Swearer's research interests include the comorbidity of psychological disorders in children and adolescents, developmental issues in psychopathology, the relationship between internalizing psychopathology and externalizing behavior, and cognitive-behavioral interventions with youth and their families. Current research projects include a longitudinal investigation of bullying and victimization in school-aged youth; the effectiveness of a cognitive-behavioral intervention for youth who bully others; an international investigation of bullying behaviors across five Pacific rim countries (Australia, Japan, Korea, Canada, and the U.S.); and the comorbidity of depression and conduct disorder in youth. She has a considerable record of scholarship including authorship or co-authorship of 10 articles published in peer-reviewed journals, 16 book chapters, and one book, published in 2004, titled *Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention*.

Dr. Swearer is a Licensed Psychologist in the state of Nebraska, the Director of the Nebraska Internship Consortium in Professional

Psychology, and is a Supervising Psychologist in the Counseling and School Psychology Clinic and the Anxiety Disorders Clinic.

The conference session line-up on Thursday, October 20th includes Amy Smith, NASP President-Elect and Pennsylvania product, who will discuss the NASP Standards Model for Comprehensive and Integrated School Psychological Services as the Joseph French Lecture. NASP President Phil Lazarus will speak at the Keynote Luncheon on Thursday.

Poster presentations will be displayed for both days and the topics covered include nuances of utilizing age- or grade-based normative comparisons; predicting preschool risk status with EARLI literacy probes; autism spectrum interventions for social communication, social engagement, and social competency behaviors; and the utility of Binet scores for identifying gifted and talented. The universities represented by these presentations include The Pennsylvania State University and Indiana University of Pennsylvania, and a number of practitioners have also chosen to share their knowledge and experiences.

The traditional Children's Fund Auction and Beef and Brew will both be held on Wednesday evening. Please register early to receive discounts on room rates. All registrants will have their name entered into a drawing for an iPad, as well. So do not hesitate to register and, if there are any questions regarding the conference, contact Frank Stanko at (717) 324-1276. Registration information can be located within this issue of *InSight* or on ASPP's website <http://www.aspponline.org>.

We look forward to seeing a large turnout of members at our conference this fall! ■

In This Issue...

| | |
|---|---|
| Social Support in Graduate School | 2 |
| ISPA: Adventures in India | 3 |
| Neuropsychological Book Review | 4 |
| President's Message | 5 |
| Advocacy Update | 6 |
| NASP Delegate Report | 7 |
| Executive Board | 8 |
| ASPP Fall Conference Registration | 9 |
| ASPP Election Ballot | 9 |

Social Support in Graduate School: A Peer Mentorship Model



– By Heather
Hahn and
Kate
Konikowski

The transition to graduate school, whether from undergraduate studies or professional life, begins a period of significant life changes. Several factors that have been found to affect the well-being of graduate students include feelings of insecurity, decreased self-esteem, and an increased workload (Bowman, Bowman, & DeLucia, 1990).

Social support has been identified as a mediating variable in the stress experienced by students during this transitional phase (Goplerud, 1980, 2001). Mentoring relationships are one form of social support that can have a meaningful impact on students. The mentorship program at Temple was based on a peer mentoring model, which supports mentoring by peers who are at an advanced stage in their academic career (Center on Mentoring Presidential Taskforce, 2006). Peer mentors can provide valuable functions such as psychosocial support, information sharing, job related and personal feedback and friendship. Mentoring relationships can also benefit the mentor. Mentors are provided the experience of sharing their expertise, observing the growth and development of the students with whom they work, and building a professional relationship.

In an attempt to ease the transition to graduate school and alleviate stress, a mentorship program was developed and implemented by members of the graduate student organization at Temple University known as the Temple Association of School Psychologist (TASP), during the spring of 2010. The goal of the initiative was to provide information and assistance to incoming students and encourage them to become actively involved in professional advocacy through the TASP organization. TASP members researched websites and current literature on mentoring, met with faculty, and held discussions with current students about information and supports that they might have perceived as helpful during their entry into the school psychology program at Temple.

The Mentorship Program at Temple was

designed to match each incoming student with an advanced student who serves as a resource. During the summer of 2010, incoming students and mentors were asked to fill out a questionnaire with questions including age, sex, undergraduate background, degree desired (Ph.D. or Ed.S.), and research or professional interests. In order to establish successful pairs, TASP matched students according to possible needs (e.g., someone who is relocating to a new city, or who is married with children will be matched with someone in a similar life situation).

Once the pairs were matched, each new student was contacted by their mentor during the summer before the upcoming semester, welcomed into the school psychology community at Temple, and was encouraged to ask their mentors questions about the graduate student life. Mentors also invited their incoming student to a one-on-one introductory coffee date meeting on campus during the first week of the semester. At this meeting the mentor again welcomed the student to campus and provided information about finding an apartment, registering for classes, coursework requirements, faculty, program requirements, obtaining clearances, and opportunities for involvement in research and service initiatives through the program, university, and city of Philadelphia. Last minute questions were also answered, such as where to buy books, convenient study locations, and faculty teaching styles. Subsequent meetings throughout the semester were set based on the established relationship and in accordance with the student's needs and the mentor's expertise.

Research suggests that most mentoring programs are not formally evaluated and tend to base their outcomes on anecdotal information (Budge, 2006). TASP evaluated the Mentorship Program with a follow-up questionnaire distributed to new students and mentors at the conclusion of the Fall 2010 semester. The evaluation outcomes supported previous findings which suggest that concrete goals and objectives are necessary for the program to be successful and that the new student's expectations for the mentor were linked to the satisfaction of the mentorship relationship (Young & Perrewé, 2004). A clearly defined role of the mentor will allow new

students to anticipate what to expect from the relationship and understand how to utilize the relationship to its fullest.

Establishing the type and frequency of mentor and student contacts was suggested in order to provide a structure for the relationship to build. New students reported that being paired with a mentor with similar background and interests provided a framework for a positive relationship.

Overall, as a result of the Mentoring Program at Temple, the incoming students stated that they "felt more a part of the School Psychology Program" and were "more confident" with their decision to attend the program. First-year student Liz Gaffney explained, "Moving to a new city and beginning school again as a new student, it was great to have a peer mentor. My mentor was a great source of information about the program and answered any questions I had ranging from workload to where I should take the subway." School Psychology Program Director Cathy Fiorello stated, "The mentor program has been a tremendous help to our faculty. The mentors offer a unique student perspective in getting people acclimated to the program." TASP faculty advisor Jean Boyer adds, "Developing the program represents a tremendous effort on the part of the students in providing a service in the scientist-practitioner tradition. What these mentors offer beyond information and advice are themselves as models who illustrate to new students that the goal of successful and enjoyable graduate study is indeed achievable. Moreover, the feedback from the mentors has provided insight to our faculty so that we can be more sensitive to student needs."

Based on the survey results as well as informal input, TASP will extend the mentor program for the 2011-2012 academic year including hosting several gatherings throughout the year, such as a Research Social, Happy Hours, and Community Service Days, that will afford mentors and first year students increased opportunities to connect.

The National Association of School Psychologists includes a mentoring program at every NASP annual convention. If you are interested in being a mentor or mentee please visit their website (<http://www.nasponline.org/students/mentorintro.aspx>).

FEATURE ARTICLE

More information about mentoring and forming a mentorship program can be found on the American Psychological Association's website at the Center on Mentoring Taskforce (<http://www.apa.org/education/grad/mentor-task-force.aspx>).

References

- Bowman, R. L., Bowman, V. E., & DeLucia, J. L. (1990). Mentoring in a graduate counseling program: Students helping students. *Counselor Education and Supervision, 30* (1), 58-65.
- Budge, S. (2006). Peer mentoring in postsecondary education: Implications for research and practice. *Journal of College Reading and Learning, 37* (1), 73-87.
- Center on Mentoring Presidential Task Force. (2006). Introduction to mentoring: *A guide for mentors and mentees [Pamphlet]*. Retrieved from <http://www.apa.org/education/grad/intro-mentoring.pdf>
- Goplerud, E. N. (1980). Social support and stress during the first year of graduate school. *Professional Psychology, 11*, 283-290.
- Goplerud, E. N. (2001). Stress and stress mastery in graduate school. In S. Walfish & A. K. Hess (Eds.), *Succeeding in graduate school: The career guide for psychology students* (pp. 129-140). Mahwah, NJ: Lawrence Erlbaum Associates.
- Young, A. M., & Perrewé, P. L. (2004). The role of expectations in the mentoring exchange: An analysis of mentor and protégé expectations in relation to perceived support. *Journal of Managerial Issues, 16* (1), 103-126.

Heather Hahn, M.Ed., is enrolled in the Ed.S. Program in School Psychology at Temple University and is on internship for the 2011-2012 school year with the Buck's County Intermediate Unit.

Kate Konikowski, M.Ed. is enrolled in the Ed.S. Program in School Psychology at Temple University and is on internship for the 2011-2012 school year with the Morrisville School District. ■

The 2011 International School Psychology Association Conference: Adventures in India



By Shirley A. Woika

In the fall 2010 issue of *InSight*, an article written by Jean Boyer of Temple University appeared. In the article, Dr. Boyer

wrote about her experiences at the International School Psychology Association (ISPA) conference in Dublin, Ireland. After reading the article, I had the opportunity to speak further with Dr. Boyer about her experiences abroad, and I became inspired to attend an international conference myself. And that is just what I did.

Although its roots date back to 1972, ISPA officially was founded in 1982 by a group of school psychologists from several countries to promote worldwide cooperation among school and educational psychologists. It is a voluntary, nonprofit Non-Governmental Organization officially affiliated with the United Nations Educational, Scientific, and Cultural Organization (UNESCO). ISPA has been recognized by the United Nations as an important organization speaking on behalf of children, young people, and their families. Since it was founded, ISPA has promoted the field of school psychology, especially in countries where the profession was not fully established.

The major aims of ISPA are to:

1. Promote the use of sound psychological principles within the context of education all over the world;

2. Promote communication between professionals who are committed to the improvement of the mental health of children in the world's schools;
3. Encourage the use of school psychologists in countries where they are not currently being used;
4. Promote the psychological rights of all children all over the world;
5. Initiate and promote cooperation with other organizations working for purposes similar to those of ISPA in order to help children and families.

The annual conference has assisted in the process of promoting school psychology throughout the world. The conference is held in a different country each year bringing professionals from around the world together to impact the development of the profession in the host country and providing a forum for professionals from around the world. The annual meetings provide the opportunity for members to meet, share ideas and experiences, meet old friends, and make new ones. More specifically, the conference serves to advance the profession in those regions where they are held. For example, the 1993 conference in Slovakia helped lead the passage of legislation establishing school psychologists as specialists in that country. In 1994, the colloquium in Brazil impacted the establishment of the profession in Brazil and several other South American countries. The 1998 colloquium in Latvia promoted the official recognition and rapid development of school psychology in Latvia and

the nearby countries of the Baltic region.

The 2011 ISPA Conference was held in July at Vellore University just outside of Chennai, India. There were a few hundred school psychologists in attendance, and one of the keynote speakers noted that attendees came from 37 different countries. The conference started off with a cultural evening that included children performing traditional dances in native costumes, a fashion show of traditional dress from various regions of India, and musical performances. The outdoor reception following the event was lovely, and I had the chance to speak to some of the children who had performed. In addition to attending keynotes, paper presentations, and poster sessions, I had the opportunity to present a workshop on supervision for school psychologists. One of my graduate students, Mira Shah, is from Mumbai, India, and she agreed to meet me at the conference to assist me with the presentation. Despite the fact that I broke my foot a few weeks before the trip and had to lug a cast halfway around the world, I really had a wonderful experience.

Following the conference, I traveled from Chennai to Mumbai with my graduate student. We had an interesting experience on the way to the airport in Chennai. An elephant stopped our car, and when I put my window down to take a picture, the elephant poked his trunk in the window. The driver informed me that I would need to give the elephant ten rupees (about a quarter) to pass. I held out a ten rupee bill which the elephant grasped in

INSIGHT ARTICLE



his trunk and handed to the man on his back. We were then free to pass.

Once in Mumbai, I had the opportunity to shadow my graduate student as she tested students in several preschool settings. I would not have had access to the schools as an outsider, and it was a pleasure to observe the classrooms firsthand, seeing all of the children in their school uniforms enjoying their lessons.

I also really enjoyed the travel itself. Having grown up with 10 brothers and sisters, I never went anywhere as a child. We didn't even all fit in the car! I had the chance to ride in a rickshaw, try new foods, visit the Gandhi house, explore a temple, try on a sari, visit a mall, watch a Hindi movie, and interact with people I met. I also was exposed to beggars tapping at the car window and saw families living under overpasses along the highway. I saw cows, goats, chickens, and dogs roaming freely through the streets. It was a most interesting experience from start to finish.

The profession of school psychology in India is in its early stages, but applied psychologists can be found in clinics and early intervention centers where they provide support to schools and services to children with disabilities. While teachers-in-training in India have been exposed to educational psychology as part of their curricula for many years, one goal of the conference was to help to

promote the progress of the discipline and the profession of school psychology throughout India. It was exciting to attend sessions in which the role of the school psychologist was being defined. I can't help but wonder... if we could do it all again, would we change the way we have established ourselves as professionals?

In case you are interested, next year's ISPA conference will be held from July 9 to July 13, 2012 in Montreal, Canada. Languages for the conference will include both French and English. If you want to consider joining ISPA, check out the organization's website at www.ispaweb.org. Regular membership is only \$97 a year and includes four newsletters and six issues of *School Psychology International* per year.

Shirley A. Woika, Ph.D. is an assistant professor and the Director of Clinical Training at The Pennsylvania State University. ■

Book Review:

The Handbook of Pediatric Neuropsychology

By: Andrew S. Davis

Reviewed By: Felicia Kaas



The editor of *The Handbook of Pediatric Neuropsychology* (2011), Andrew S. Davis, states that his main goal for creating this resource was to develop a comprehensive tool that included every aspect of pediatric neuropsychology from a research perspective into a single volume. This book was intended to be used by individuals

with a broad range of training, from graduate students to experienced practitioners, and this book can be considered a valuable resource for anyone in the field of school psychology.

At first glance, *The Handbook of Pediatric Neuropsychology* can be quite intimidating. However, the book is well organized into seven sections, containing 95 chapters, which allow the reader to easily locate the areas of the text in which he or she may be interested in reading. Section I focuses on neuropsychological, moral, cognitive, and speech and language development. Section II gives an overview of pediatric neuroanatomy by covering the brain basics, such as cells, synapses, and also more complex brain regions such as the cerebral cortex. Section III focuses on pediatric neuropsychological assessment. Many of the chapters in this section focus on specific assessment measures, such as the NEPSY-II, the Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV), and others. The section is helpful because it takes assessments that are commonly used in the schools, such as the WISC-IV, and discusses how they could be used in a neuropsychological practice. While Section III reviews assessments that could be administered to children, Section IV describes the assessment process for a pediatric neuropsychologist. While discipline specific, the chapters tend to be written in an accessible and easy to understand fashion. Many school psychologists could benefit from the chapters about

choosing and interpreting tests, writing reports, and conducting feedback. Section V of this volume is also a great resource for a school psychologist to have on hand. This section includes 35 chapters that each focus on a separate pediatric neuropsychological disorder. Section VI of this volume is titled Professional Issues for Pediatric Neuropsychologists. This section seems to contain the chapters that did not fit neatly into the other six sections of the book. Some topics covered in this section include ethical and legal guidelines, functional behavioral assessments, child abuse and neglect, gifted children, and more. The final section of the text is the section that may be most relevant to the field of school psychology. Section VII is about neuropsychology in the schools, and it covers such topics as consultation, special education law, and Response to Intervention from a neuropsychological perspective.

Pennsylvania school psychologists and neuropsychologists are well represented as authors of chapters included in *The Handbook of Pediatric Neuropsychology*. A total of nine authors from Pennsylvania contributed to this text, such as Nadine Metro, from Ridley School District; Jack A. Naglieri, from Devereux Center for Resilient Children; Paul J. Eslinger, from Penn State Hershey Medical Center, and Mark R. McGowan, from the Indiana University of Pennsylvania. George McCloskey, Jessica Glass Kendorski, Jaime Moldovan, James Whitaker, and Lisa A. Hain, all from the Pennsylvania College of Osteopathic Medicine also contributed chapters to this text.

Although this book was targeted to neuropsychologists, I think school psychologists could benefit from having this reference in their libraries. I believe the editor was successful in creating a comprehensive volume on pediatric neuropsychology that could be useful to professionals across a variety of psychological disciplines.

Felicia Kaas, M.Ed. is a doctoral student at the Indiana University of Pennsylvania presently on internship in the Wyomissing School District. ■

PRESIDENT'S MESSAGE

President's Report



– Jason Pedersen

As I sit down to write this my soon to be nine-year-old daughter has burst into the room to tell me (again) how she, “Can’t wait for school to start!” Today is especially exciting as she has found out whom she has as a teacher for fourth grade and that one of her best friends is also in the class. She is speaking a mile a minute on the phone to her friend about who else might be in the class, has she gotten a backpack yet?, “You know we’re really close to the cafeteria.” It caused me to think about the fact that like my daughter, I (and you) am soon going back to school. I’m less concerned about the backpack

and proximity to cafeteria than my daughter, but do I share the enthusiasm? Do you? In a word, YES! In spite of the fact that education and educators across the nation and here in Pennsylvania have had a tough time over the last year and will likely continue to, I am really excited to get back to school to see colleagues, to start working with our new crop of interns, to continue working on big initiatives, but most importantly to work with the students. Every year I want to do better by them, to be better for them, to improve my skills to better serve the students and families that we work with and as much as I enjoy the summer vacation, I can’t wait to get back into it. I consider what we do day in and day out to be supremely important and I hope that you do as well. I love the challenge of it and the service we perform to assist others be the best they can be whether through consultation, evaluation, direct intervention, or instruction. My hope is that each of you shares

my daughter’s and my enthusiasm for the return to school whether you’re a young professional or slightly more seasoned, whether in the public/private school or a trainer or some other setting. If you’re a bit ambivalent at the start of this year, I challenge you to find the ‘juice’ again. To remember the passion that inspired you to become a school psychologist (besides the world travel of course) and to remember the words of the Great One (Roberto Clemente for those of you not from Western Pennsylvania):

“Any time you have an opportunity to make a difference in this world and you don’t, then you are wasting your time on Earth.”

We, as school psychologists, make a significant difference every day. Have a great year!

Jason Pedersen, Ph.D., NCSP is a certified school psychologist in Derry Township School District and the President of ASPP. ■

PSEA Liaison Report: DPS Annual Conference, August 10 & 11, 2011



– Dennis L. Seaman

The Pennsylvania State Education Association (PSEA) Department of Pupil Services’ (DPS) Annual Conference August 10-11 once again appeared to be

the best kept secret of the summer among school psychologists. Once again the two day program provided valuable information sessions on educational practice. A 3-hour pre-conference session on “Reducing Risk: Understanding the Adolescent Brain” was presented by Cecilia Fichter DeSando (Western Psychiatric Institute and Clinic) for early arrivals Wednesday morning. Following lunch the annual DPS meeting was conducted prior to the “Legal Issues” session provided by Leslie Collins (PSEA Staff Attorney). Afternoon sessions were then broken out by DPS discipline with School Counselors and Psychologists hearing Pat Hozella (PDE) present on Special Topics in Special Education. Following dinner Mike Crossey (PSEA President-Elect) outlined the current and future turbulent times in public education. A presentation by Todd J. Kupper (Registered Dietitian, Licensed Nutritionist, Professional Magician) on the “Magic of Nutrition” entertained conference attendees prior to the Ice Cream social that ended the day after 9 PM.

Thursday morning began with a general session with Kelly Compton (Bradford Area School District) who described the “Hidden Rules of Success: Maximizing the Resources of Students Living in Poverty.” There were two

breakout sessions that followed, “2011 and Beyond: What Educators Need to Know...” by Bernie Hoffman (Consultant to PDE), and The “Adolescent Cycle of Addiction” by David Rotenberg (Caron Treatment Center). Following lunch two more breakout sessions were available, “Teen Parenting” with Tom Sheaffer (Department of Public Welfare), Susan Boyer and Kevin Loughnane (Training Specialists), and “Managing Asthma K-12” presented by Regina Simms (American Respiratory Alliance of Western Pennsylvania) and Beverly Rossiter (Indiana University of Pennsylvania). The day ended with three more breakout sessions: “Limits of Accountability” by Janine Fiesta (Director of Health Care, PSEA), “Students and Supplements” by Dana Manning (Wilkes University), and “Teen Dating Violence” by Tommie Wilkins (Domestic Violence Agency of Montgomery County).

At the annual meeting on Wednesday Maggie Beall (DPS Executive Board President) expressed concern that performance pay is being tied to a student growth component based on the Danielson Model. Maggie suggested we consider our benchmarks for student growth and develop criteria. PSEA’s own work on Closing Achievement Gaps (CAG) provides evidence for factors influencing student growth. Carla Claycomb was instrumental in the CAG work and is now working on the teacher evaluation process. Also, the NASP Practice Model was proposed as another referent since it presents a set of principles designed to guide the professional practice of effective school psychologists.

Maggie Beall also noted that consideration is being given to the development of two more educational specialists, Speech/Language and Certified Mental Health Provider.

The DPS Annual Conference again provided a wealth of information relevant to both gener-

al and special education. The two day conference which carries a \$75 price tag remains a bargain!

Follow-up to SB 629

On May 1, 2011 the PDE established CSPG* No. 201, School Social Worker (PK – 12). This staffing assignment refers to employment and licensure as qualifying conditions for the School Social Worker certificate. Furthermore, this CSPG eliminates the need for supervision by a certified Home School Visitor. The duties listed have minor overlap with a School Psychologist with the exception of reference to “Conduct[ing] formal and informal assessments of student functioning...” This time around PDE implemented the CSPG referenced in Senate Bill 912. If or when enacted, SB 912 would establish School Social Workers as a category within the educational specialist certificate.

*CSPG’s (Certification Staffing Policies and Guidelines) are published Department of Education policies advising school entities on how to comply with laws and regulations relating to certification and staffing assignments. The CSPG’s do not, at present, constitute law or regulations themselves but do represent the Department’s positions regarding the intent of law and regulation concerning the proper deployment of professionally certified staff members and the scope of the certificates they hold. They are frequently used by the Department to determine the validity of certification audit citations conducted by the Auditor General’s office and therefore have more authority than normally attributed to guidelines.

PSEA: You and Your Certificate

Available online at http://www.psea.org/uploadedFiles/Publications/Professional_Publications/Booklets/Booklets_Summaries/YouandYourCertificate.pdf ■

Advocacy Update



– Julia Szarko

Since last writing an update for *InSight*, advocacy work for ASPP has been in full force. As many of you are aware, public education

has taken quite a hit in the State budget and in the press. Legislation has been proposed and/or passed on the state level that is, in our opinion, not in the best interest of public education. “Opportunity Scholarships” aka “Vouchers” are on the table, professional development obligations have been postponed, and certification requirements have been targeted. It has been a time of frustration and uncertainty, but also moments of celebration when our voices are heard. The following is a brief summary of the legislative workings in Pennsylvania, including excerpts from the actual bills:

Senate Bill 1: Opportunity Scholarships And Educational Improvement Tax Credit

Status – Referred to Education Committee 4/27/2011

Summary: The importance of providing educational choices that will meet the needs of parents, and the need to maintain and support an effective system of education, make it imperative to provide for the increased availability of diverse opportunities, including both public and nonpublic programs of education, to benefit all citizens of this Commonwealth. Public schools are the foundation of the system of education in this Commonwealth. Further, Pennsylvania’s longstanding tradition of local control of public education allows communities to adapt their public school programs to meet local needs. For these reasons, a robust program of interdistrict school choice is a critical means of providing families with increased educational options within the traditional public school system.

For full Bill summary please visit ASPP’s Advocacy page on the website.

House Bill 1708: Students & Schools Rescue Act (House version of Senate Bill 1)

Status – Referred to Education Committee 6/21/2011

Summary: Provides opportunity scholarships and educational improvement tax credits for families in the Commonwealth... A comparatively far greater proportion of public funds are and, upon implementation of an educational choice program, will continue to be devoted to the benefit of children enrolled in the public schools of this Commonwealth. An opportunity scholarship program that offers assistance to parents who choose to enroll their children in participating nonpublic schools should be viewed as an integral part of the Commonwealth’s overall program of educational funding and not as an isolated individual program.

For full Bill summary please visit ASPP’s Advocacy page on the website.

Senate Bill 1154: An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, providing for special education services for nonpublic school students.

Status – Referred to Education Committee 6/17/2011

Summary: To the extent allowed by the level of funds appropriated by the General Assembly to implement the provisions of this section, a child with exceptionalities attending nonpublic schools shall be furnished a program of special education services that is required by law to be offered to public school students in this Commonwealth and that is appropriate to the needs of the child. The program of special education services shall be provided by the intermediate unit in which the nonpublic school is located, in accordance with standards of the Department of Education.

For full Bill summary please visit ASPP’s Advocacy page on the Website.

Senate Bill 802: An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in school health serv-

es, further defining “school nurse” and “dental hygienist.”

Status – defeated in 2011

Summary: Would have allowed school districts to replace school certified nurses with RN’s.

The effect of this bill would have been to move school nurses out of their bargaining units, where they would not be working under school district contracts. If successful, it is conceivable that school psychologists, school counselors and others would be next. This was an important win for support personnel such as school psychologists.

In addition, as noted by ASPP, requirements under Act 45 and 48 that mandate professional development for teachers and administrators are suspended until June 30, 2013. Professional development completed during the suspension will count toward compliance with Act 45 and 48. The five-year window for completing Act 45 and 48 courses will also be suspended and educators will have the same amount of time to complete Act 45 and 48 requirements after the moratorium. Despite the recent moratorium for Act 48 credits, ASPP will continue to provide professional development to meet Act 48 requirements and ASPP encourages our colleagues to continue to pursue and attain CPD as it is unknown as to when the system will be reinstated. NCSP colleagues should keep in mind that requirements are still active.

On the National front, ASPP was represented at NASP’s Public Policy Institute “Hill Day” held on July 8, 2011. Along with Allison Bollinger, Professional Relations Manager for NASP and Pennsylvania native, I met with legislative aides at Senator Bob Casey (D-PA), Senator Patrick Toomey (R-PA), and Representative Mike Fitzpatrick’s (R-PA8) offices regarding proposed legislation that would improve educational services and break down barriers to learning. The following information was highlighted during the Hill visits:

Senate Bill 919: Successful, Safe, and Healthy Students Act of 2011 (Senator Harkins – IA)

Summary: Promotes student physical health and well-being, nutrition, and fitness; prevention of violence, harassment (including bullying), and substance abuse; and promotion of safe and sup-

ASSOCIATION NEWS

portive schools. This bill would require states to report data regarding physical education, student attendance, truancy, and discipline, ensure the appropriate number of Student Support Counselors, School Social Workers, and School Psychologists, and award state grants for research-based, effective programs.

Senate Bill 541: *Achievement through Prevention Act (Senator Bennett – CO)*

Summary: Amends Elementary and Secondary Education Act (ESEA) to allow Local Education Agencies (LEAs), States, and Schools to use school improvement funds to implement schoolwide positive behavioral interventions and supports.

Senate Bill 506: *Safe Schools Improvement Act (Senator Casey – PA)* *HR 1648: Safe Schools Improvement*

Act (Representative Sanchez – CA)

Summary: Amends ESEA and requires states to collect and report information on bullying and harassment of youth; define clear prohibitions against bullying and harassment and establish grievance procedures; communicate policies, data, and grievance procedures to parents, students, and educators; and evaluate programs to combat bullying and harassment.

Senate Bill 571: *Educational Success for Children without Homes Act (Senator Murray – WA)*

HR 1253: *Educational Success for Children without Homes Act (Representative Biggert – IL)*

Summary: Ensures that children without homes do not lose credits when transferring schools; holds these students to the same educational stan-

dards as students with homes; requires LEAs to immediately enroll students without homes, protects their privacy, and provides needed supports.

Finally, November 14-18, 2011 is National School Psychology Week. I encourage you to visit NASP's available resources and take some time to advocate for our students and profession. As noted at the beginning of this article, public education is in a time of crisis and action is necessary. We cannot make a difference if we sit quiet and complacent while others make decisions without our input. It is imperative that we stay active and vocal about the wide range of services we provide to children, how to reduce barriers to learning, and how to support education, not just to protect our profession, but also to protect the quality education that we are a vital part of providing to students in Pennsylvania. ■

NASP From your NASP Delegate



– Dick Hall

Last year was a very busy and exciting year at NASP and this year also promises to be an equally exhilarating and interesting one for our organization, even

more so if you happen to be a Pennsylvania resident. Preparations are now well underway for our annual NASP Convention in our own Philadelphia, Pennsylvania! I hope to see many of you there to enjoy an amazing variety of informative sessions and to experience the many delights that the city of Philadelphia has to offer.

In other news at NASP, you can catch up on your professional reading this fall by visiting *Communiqué Online* at www.nasponline.org/publications/cq/39/8/index.aspx to read online-only book reviews in the June issue. Check out the reviews for *When Kids Are Grieving: Addressing Grief and Loss in School*; *Promoting Executive Function in the Classroom*; *101 School Success Tools for Students With ADHD*; *The Role of the School Psychologist: Orchestrating*

the Continuum of School-Wide Positive Behavior Support; and nine other highly useful professional articles!

One very important bit of news I would like to share with you is that the leaders and members of the Maine Association of School Psychology (MASP) engaged in an impressive advocacy effort in June when the Maine General Assembly passed LD 1094, 'An Act to Improve the Delivery of School Psychological Services to Children.' This bill, sponsored by Senator Alford of Cumberland, changed their professional title from 'school psychological services provider' to 'school psychologist-specialist' or 'school psychologist-doctoral' and officially defined the scope of services as consistent with the NASP Practice Model. This milestone could not have been achieved without the valiant efforts of the members of MASP. To read more about their advocacy or to review the bill that was adopted visit www.nasponline.org/advocacy/advocacynews.aspx. We offer big congratulations to the Maine association!

The summer issue of *School Psychology Forum* is now available online. Read *School Psychologists' Perspectives on Social Justice at*

www.nasponline.org/publications/spf/spf-issues.aspx. NASP members also have access to articles on School Psychology's Blueprint III and Tier 1 intervention with first graders.

I strongly encourage you to stay in touch with your professional colleagues this fall in the new NASP Communities at <http://communities.nasponline.org>. Connect with your colleagues around the topics that interest you and check out the new bloggers! Be sure to review the quick tips at www.nasponline.org/communities/docs/Communities-Quick-Tips.pdf to learn how to navigate the new and innovative website.

Again, please plan to join us February 21-24 in Philadelphia for the NASP 2012 Annual Convention. At the annual convention, you will hear from many national and international experts in the profession of school psychology, network with your colleagues, and get invaluable training in the latest school psychology strategies. Registration and housing will open in the very near future.

I hope you enjoy your summer, and I look forward to being in touch with you in the coming school year. Do good work and stay healthy! ■

ASPP EXECUTIVE BOARD

SPRING 2011 EXECUTIVE BOARD

*President Jason A. Pedersen
Derry Township School District
450 Homestead Ave., PO Box 898, Hershey, PA 17033
(W) (717) 531-2277 ext. 5405 (H) (717) 329-8911
E-mail: jasonpedersen@verizon.net

*Past President Dennis L. Seaman
108 Oak Hill Lane, Wyomissing, PA 19610-3210
(H) (610) 376-6040 (W) (610) 683-3261
E-mail: dlseaman@comcast.net

*Secretary Elizabeth Mason
117 Circle Vue Dr., Carmichaels, PA 15320
(W) (724) 938-4397 (F) (724) 938-4406
E-mail: mason@calu.edu

*Treasurer James Glynn
425 Deerfield Drive, Cranberry Twp. PA 16066-4023
(W) (724) 667-7782
E-mail: schoolpsych@zoominternet.net

DELEGATES

*North Western Region (IUs 4-6, 27 & 28)
Douglas A. Della Toffalo
102 Oak Lane, Harmony, PA 16037
(C – preferred) (724) 496-5717
(H) (724) 473-0126
(W) (814) 676-8787 ext. 522 ofc.
E-mail: dxd32@yahoo.com

*North Central Region (IUs 9, 10, 16 & 17)
Kessa Kagarise
Cameron County School District
601 Woodland Avenue, Emporium, PA 15834
(W) (814) 486-4000 ext. 1131
E-mail: kkagari/se@iu9.org

*North Eastern Region (IUs 14, 18-21 & 29)
Ginny Kelbish, Antietam School District
100 Antietam Road, Reading, PA 19606
(H) (610) 670-5148 (W) (610) 779-3547
E-mail: gkelbish@antietamsd.org

*South Western Region (IUs 1-3, 7 & 8)
Lynn Zalnasky
424 Mallard Dr., Cranberry Township, PA 16066
(W) (412) 318-1514
E-mail: zalnaskyl@nhsd.net

*South Central Region (IUs 11-13 & 15)
Frank J. Stanko, South Western School District
225 Bowman Rd., Hanover, PA 17331
(W) (717) 632-2500
E-mail: frank_stanko@swsd.k12.pa.us

*South Eastern Region (IUs 22-26)
Ryan T. Kieffer
1828 Windy Hill Road, Lancaster, PA 17602
(H) (717) 399-3544 (W) (610) 593-8228
E-mail: rkieffer@octorara.org

Educator Delegate
Jean Boyer
Department of Psychological Studies in Education
Temple University, 265 Ritter Annex
1301 Cecil B. Moore Avenue, Philadelphia, PA 19122
(W) (215) 204-6090
E-mail: jaboyer@temple.edu

NASP Delegate
Dick Hall
3 Springview Drive, Lititz, PA 17543
(H) (717) 627-0193 (W) (717) 354-1509
E-mail: dick_hall@elanco.org
hallsoftlitz@dejazzd.com

Student Delegate
Open

COMMITTEE CHAIRPERSONS

Advocacy
Julia Szarko, Central Bucks School District
Bridge Valley Elementary School
2280 Sugar Bottom Road,
Furlong, PA 18925
(W) (267) 893-3697
E-mail: jszarko@cbbsd.org

Communications
Timothy Runge
Indiana University of Pennsylvania
242 Stouffer Hall, Indiana, PA 15705
(W) (724) 357-3788
E-mail: trunge@iup.edu

Newsletter Editor
Timothy Runge
See Communications listing above

Web Editor/Technology Coordinator
Co-Chair Matt Ferchalk
E-mail: mferchalk@norleb.k12.pa.us

Co-Chair Caitlin Flynn
E-mail: caitlinflinn@hotmail.com

Conference
Frank Stanko
See South Central Delegate listing above.

Crisis Prevention and Intervention (Ad Hoc)
Barbara A. Schaefer
The Pennsylvania State University
105 CEDAR Building,
University Park, PA 16802-3108
(W) (814) 863-2405
E-mail: bas19@psu.edu

Diversity
Amelia Lopez, Co-Chair
Millersville University, Byerly Hall 103
PO Box 1002 (1 South George Street)
Millersville, PA 17551
(W) (717) 872-3085
E-mail: Amelia.Lopez@millersville.edu

Nikole Hollins, Co-Chair
Rowland School
Harrisburg School District
1842 Derry Street,
Harrisburg, PA 17104
(W) (717) 703-1412
E-mail: NHollins@hbgdsd.k12.pa.us

External Relations
Kris Vitucci
Centerville Middle School
Hempfield Area School District
865 Centerville Road, Lancaster, PA 17601
(W) (717) 898-5580 ext. 2140
E-mail: Kris_vitucci@hempfieldsd.org

Membership Support
James Glynn
See Treasurer listing above.

Nominations & Elections
Dick Hall
See NASP Delegate listing above.

Professional Development
Shirley Woika
The Pennsylvania State University
138 CEDAR Building

University Park, PA 16802
(W) (814) 863-2421
E-mail: saw194@psu.edu

Professional Practice
Neal Hemmelstein
P.O. Box 426
Lemont, PA 16851
(W) (814) 867-2802
E-mail: nah11@scasd.org

Workshop
Ryan T. Kieffer
See Regional Delegate listing above.

LIAISONS

PPA
David Lillenstein
Derry Township School District
450 Homestead Road, PO Box 898
Hershey, PA 17033
(W) (717) 531-2277 ext. 5436
E-mail: dlillenstein@hershey.k12.pa.us

PSEA
Dennis Seaman
See Past President listing above

**Denotes an elected ASPP officer. All others are appointed*

aspp INSIGHT

InSight is the official publication of the ASSOCIATION OF SCHOOL PSYCHOLOGISTS OF PENNSYLVANIA which is an affiliate of the NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

InSight is published three times a year as a service to the ASPP membership. Copies are also sent to members of the NASP newsletter editors' network and to the chairs of the school psychology programs in PA. It is an open forum for news, views and issues affecting the field of school psychology.

ASPP is a nonprofit, nonpartisan, educational and scientific association of school psychologists with the goal of serving the educational and mental health needs of children within the Commonwealth of Pennsylvania.

The content of the newsletter and the opinions expressed by the contributors do not necessarily reflect the opinions or policies of ASPP or of the Executive Board members. Endorsement is not implied in the publication of product reviews, advertisements or announcements.

Comments, letters and articles relevant to the profession are welcomed. Articles and reports of factual information may be edited to conform to space and format limitations and/or to improve clarity without the permission of the author. Expressions of opinion, as in a letter to the editor and editorials, may be edited only with the author's consent. Unsigned letters or articles will not be published.

Articles can be submitted to the editor via E-mail or on a CD-ROM. Specify the word processing program used and enclose a hard copy. Typed articles will not be accepted. Contact the editor for further information.

All uncopyrighted material in this newsletter may be reproduced by reciprocating state newsletter editors provided that the source and author(s) are credited. The permission of the copyright holder is needed to reprint copyrighted material. Editors condensing or modifying a reprinted article are expected to so note to their readers.

FUTURE DEADLINES:

December 15, 2011 Winter 2012 issue

Forward material to: Timothy Runge, *InSight* Editor
E-mail: trunge@iup.edu

Design by: Ron Malec,
RM Graphic Design
Lititz, PA. 717-626-3013.
E-mail: rmgraphicdesign@aol.com

Assistant Editor: Pratiksha Patel

2011 Fall ASPP / PSU Conference Registration Form

Please return completed registration form to:
 Association of School Psychologists of PA
 c/o Jim Glynn
 425 Deerfield Drive
 Cranberry Twp, PA 16066-4023

Name/Title _____

Home Address _____

City/State/Zip _____

Telephone/Cell _____

E-Mail _____

You can also visit www.aspponline.org to register online and use Paypal.

***iPad2 Give-Away.** All registrants will have their name entered into a drawing for an iPad2.

Conference Registration (Two Days)

| | Postmarked before October 7 | Walk-ins |
|---------------------------|-----------------------------|----------|
| ASPP Member | \$235 | \$285 |
| Non-Member** | \$310 | \$360 |
| ASPP Student Member | \$65 | \$115 |
| Student Non-Member | \$85 | \$135 |

Conference Registration (One Day)

| | Postmarked before October 7 | Walk-ins |
|---------------------------|-----------------------------|----------|
| ASPP Member | \$160 | \$210 |
| Non-Member** | \$235 | \$285 |
| ASPP Student Member | \$40 | \$90 |
| Student Non-Member | \$60 | \$110 |

TOTAL AMOUNT ENCLOSED: _____

Return completed registration form with event selections.

Event Selections

Please visit www.aspponline.org for details on session options.
 Check the sessions you are attending:

Wednesday - October 19th

- Bernreuter Lectures – Dr. Swearer
- Beef and Brew/Children's Fund Auction: Wed. 6:30 – 8:30 - FREE!!

Thursday – October 20th

Morning Session - 7:30 – 8:30 Coffee / Registration
8:30 – 11:30 Presentations

Select ONE:

- NASP Integrated School Services Model
- RtII Toward Second Order Change
- Autism Classification
- NEPSY – II
- Best Practice Use of ECLS-K database with ESL
- School Law

Keynote Luncheon - 11:45 to 1:30

NASP President & SPOTY Presentation

Lunch Selection – select ONE:

- Herb Roasted Breast of Turkey
- Gardener's Pasta

Afternoon Session – 1:45 - 4:45

Select ONE:

- Preschool Transition Process
- Best Buds Autism Program
- LD Identification in Context
- CBT with Youth
- Fourth Carl DeMartino Ethics Symposium (3 hours for NCSP/Licensure)
- Due Process Hearings

2011 ASPP Executive Board Election Ballot

Only ballots that can be attributed to a current member and are received before Thursday, 10/21/11 at midnight will be valid.

- Directions:**
- 1) Check or write-in the name of your selections.
 - 2) Print or type your name at the bottom of the ballot.
 - 3) Indicate the region in which you work or live.
 - 4) Email completed ballot to dlseaman@comcast.net.

President (for the 2012- 2013 term)

- Jason Pederson (current ASPP President)
- Write in: _____

Treasurer (for the 2012-2014 term)

- James Glynn (current Treasurer; Conference Co-Chair)
- Write in: _____

Ballot submitted by:

(Print name) _____

Region (indicate one)

- NW (IUs 4-6, 27, 28) SW (IUs 1-3, 7, 8) NC (IUs 9, 10, 16, 17) SC (IUs 11-13, 15) NE (IUs 14, 18-21, 29) SE (IUs 22-26)

Regional Delegates (select one from your region only for the 2012-2014 term)

- Southeast – Ryan Kieffer (current NE Delegate)
- Write in: _____
- South Central – Frank Stanko (current Conference Co-Chair, current SC Delegate)
- Write in: _____
- Southwest – Lynn Zalnasky (current SW Delegate)
- Write in: _____



Association of School Psychologists of Pennsylvania
Promoting best practices in school psychology.

Membership/Renewal Application

Membership Year: July 1, 2011 to June 30, 2012

Name: _____ Degree: _____

Home Address: _____

City: _____ County: _____ State: _____ ZIP: _____

Telephone: _____

School District or Employer: _____

Work Address: _____

City: _____ County: _____ State: _____ ZIP: _____

Telephone: _____ Position: _____

Email Address (Home or Work): _____

Region of Employer

Northwestern, IUs 4-6, 27 & 28

North Central, IUs 9, 10, 16 & 17

Northeastern, IUs 14, 18-21 & 29

Southwestern, IUs 1-3, 7 & 8

South Central, IUs 11-13 & 15

Southeastern, IUs 22-26

Full Member: _____ \$75.00

Retired Member: _____ \$15.00
(Ten consecutive years of ASPP membership and no remunerative activities)

Associate Member: _____ \$75.00
(Not in School Psychology but wish to support the work of the profession, receive the quarterly newsletter and discount on professional development.)

Student Member: _____ \$15.00
(Nine or more semester hours of graduate study in school psychology and no more than twenty hours per week as a School Psychologist)

Program: _____ University: _____

Advisor's Signature: _____

Current Memberships:

NASP
APA

PSEA

PPA

Volunteer Interests

What areas would you be willing to volunteer for?

Conference
Newsletter

Legislation
Public Relations

Membership
Regional Representative

Please make check payable to ASPP and send with this form to:

James Glynn
425 Deerfield Drive
Cranberry Twp., PA 16066-4023