Welcome to the September Issue of The Dialogue! And welcome back to a new

GASP Fall Conference
The GASP Fall Conference will be taking place on September 30 through October 2, only a few short days from now! It’s not too late to register and travel to beautiful and historic Savannah, Georgia! Some topics include:

- Identification/Interventions for Students with Learning Difficulties
- Executive Functioning
- Working Memory & Interventions
- Psychopharmacology
- Play Therapy and Grieving Child
- Retirement Questions You Forgot to Ask
- Disruptive Technologies
- Math, Language Vocabulary, and Threat Risk Assessment sessions

It’s not too late to register at http://www.gaspnet.org/

See you in Savannah!
**President’s Message**

Dear GASP Members,

I am excited about the coming year for GASP and for our field. We have been in a continuum of change for the past decade with RtI and the Pyramid of Interventions, GPS, restructured high school math curriculum and most recently, the roll out of CCGPS and CCRPI. With all these changes come challenges including but not limited to the challenge of the ongoing budget woes across the state; the challenge of doing more academically with less; and the continued challenge of making progress from year to year, from grade to grade and student by student.

It’s easy to get lost in daily activities, going from one situation or crisis to another. The pace of the timelines seems to quicken and the weight of the coming week lies ever before us. In the middle of it all we may feel tired, overburdened, or even burned out. As I approach my seventeenth year of practicing in the school system, I pause to reflect on some past experiences and resulting positive impacts on systems, personnel, and students.

We may periodically have a sense of our impact as we see the students and teachers we have worked with throughout the year. Even amongst the challenges of recent years, there are glimmers of hope and positive outcomes. Perhaps there have been positive outcomes for the child that was evaluated and can now receive accommodations that will level the playing field. Perhaps you recognized the relief in the eyes of parents who had struggled alongside their child through interventions, evaluations, and finally, determination of the name of the condition that had burdened their child all along. Perhaps the FBA results indicated interventions that led to greater behavioral success or a more positive school experience for a child.

Many times we are asked by stakeholders to look into our crystal ball or wave our magic wand to fix a problem without going through a process of struggle. However, when success develops from within the struggle, it is an ever sweeter victory!

Last year I was in that very struggle as I had to re-evaluate a kind-hearted, motivated and eager-to-please nine year old. As a result of the re-evaluation, it became clear that he was not going to qualify for services. His data suggested a dim academic future. The re-evaluation team left that September meeting wondering what was going to happen to the child who had lost the supports upon which he had earlier relied. As a consolation, the child’s teachers were two highly dedicated and experienced professionals.

Over the course of the first half of that year, I periodically asked his teachers how he was doing. The responses I got were always a cautioned look or hopeful nod. At the end of the year, I was approached by one of his teachers who said, “I want to thank you for giving me Johnny this year.” When I heard her, I instinctively braced myself for a sarcastic diatribe, knowing the existing “room temperature data” that had come from that earlier evaluation. But I was not expecting what I heard next.

The teacher proceeded to say, “You have made my decade!” I was taken aback wondering what I could have done. She went on, “If we had not made that difficult decision in our meeting, I would not have had Johnny this past year and I would have missed all of the progress he has made! Seeing a student like Johnny progress so much in a year is why I became a teacher.”

Johnny had gone from a weak repeating second grader who struggled with reading and writing to the top of the class academically by the end of the year! A scholastic trifecta of student motivation and desire, quality instruction by his teachers and apparent focus on remedial skills seemed to have propelled this child from the bottom to the top!

While I reflected on this one student’s outcomes I came to some realizations. Even when things may appear bleak, we cannot predict what the future will bring. We can only do our educated best to provide understanding and appropriate resources to promote positive outcomes for students.

I would encourage you to step out of the timeline-driven pace of events and to take some time to reflect on your past years and dwell on those positive stories that you have experienced. You may be surprised in the realization that you have had a greater positive effect in the lives of students than you realized!

I look forward to seeing you at the GASP upcoming events this year so that we can learn and grow together and we can be an encourager and encouraged by one another in the work we are doing for the children in Georgia!

Here’s to a great GASP year!

Sincerely,

Dr. Bruce Rogers, EdD, NCSP
Infusing School-Based Mental Health Instruction into School Psychology Graduate Programs

Tara C. Raines, Ph.D., NCSP

Several scholars in school psychology have been advocating for the acceptance of the role of the school psychologist as a provider in School-Based Mental Health (SBMH) service delivery (Adelman & Taylor, 2003; Perfect & Morris, 2011; Suldo, Friedrich, & Michalowski, 2010). SBMH programs are moving to the forefront of discussions about how to best serve the growing number of students demonstrating behavioral and emotional risk and mental health distress (Adelman, 2003). Collaboration with outside agencies that provide counseling and therapeutic services are not enough to address the student need. School psychologists must be prepared to step up and assume the role as service providers in SBMH programs.

School psychology is shifting from a field with an emphasis on intervention and remediation with individual students to one that must consider a more continuous, population-based approach to working with students. Fortunately, psychology professionals possess a wide array of skills and wear many hats. Among their areas of expertise are consultation, child development, assessment and psychopathology. School psychologists are mental health professionals with extensive knowledge of the inner-workings of schools making them the natural choice for service delivery in SBMH. However, it has been repeatedly acknowledged that school psychology training programs are lacking core instructional components to best prepare their graduates for work in SBMH settings. (Perfect & Morris, 2011)

In many instances, school psychology graduate programs, specifically specialist programs are packed with curriculum addressing assessment, development, interventions, and consultation. While this information is crucial for working within the SBMH paradigm, school psychology programs must address additional areas more specific to the nature of SBMH work (Splett, 2013). Among the skills necessary are instruction on evidence based therapeutic practices, treatment planning, and group counseling. School psychology students must now be trained to provide services on a continuum based on the needs of large groups of students as well as individuals. Additionally, few school psychology programs are able to provide their students supervised practicum opportunities to engage in work in community mental health settings, particularly at the Specialist level.

To meet these needs, some school psychology programs are slowly integrating these skills into the jam-packed curriculum. Doing this, and keeping with the NASP standards is placing both faculty and students in a vice grip. What do we take out? How do we continue to provide the basic skills needed for the school psychologist of the present and prepare our students to be school psychologists of the future? How much more can we ask of our students? Presently, the University of Nevada, Las Vegas* (UNLV) is struggling with these questions as the program transitions to being one with a School Psychology specialty emphasis on Community Mental Health. It is believed that by providing a program which is embedding skills used in community mental health settings into their specialist and doctoral programs while continuing to meet the required school psychology training demands, students will be prepared for SBMH, more traditional school psychological practices and other occupational opportunities. The changes in this particular program’s approach are presently being evaluated and monitored for effectiveness.

*UNLV is presently accepting applications for EdS and PhD programs for the 2014-2015 school year. Motivated scholars with an interest in SBMH are encouraged to apply. Questions or comments can be addressed to the author.

References


David Schwartz: Integrating RtI and Traditional Assessment for SLD Identification
The GASP Media Center is a place to find information on topics of interest to school psychologists. We build the contents from your suggestions, and most are available via the web links included.

Please help to build our contents. If you have read an article or book, or have found other media that you have found helpful, please forward it to The Dialogue so that we can share our resources!

ADHD
First ADHD brain wave test approved by FDA:

POSITIVE BEHAVIOR SUPPORTS RESOURCE
The Center for Leadership in Disability at Georgia State University has created a new website, www.positivebehaviorvideos.org. The website has many parts, including:
- videos that describe the positive behavior supports process
- a positive behavior supports planning tool, and
- interventions that can be used by teachers, child care providers, and parents.
Through www.positivebehaviorvideos.org, you can complete a tool, created by Dr. Daniel Crimmins, that makes the positive behaviors supports process easy for everyone to use called the Brief Behavior Questionnaire and Intervention Plan (BBQuIP) The BBQuIP uses a series of questions to help teachers, child care providers, and parents in determining what a child is trying to communicate through his or her actions and behaviors. The BBQuIP focuses on the child's strengths and provides a framework for teaching new skills. After completing the BBQuIP, you are provided with a comprehensive behavior plan specific to the needs of your student or child.

Through the use of a username and password, you may return to the site as frequently as desired to access previously completed BBQuIPs. This website is free and available for all to use.

Websites and Blogs
Information about Visual Perception
For those of you involved with younger students, here is a great website that describes what visual perception is, how it develops and activities that encourage development.


Rehoming
“Rehoming” occurs when foreign children, mainly from China, Liberia and Nigeria, are "rehomed". Adopted children that cause disruptions in their adoptive home sometimes cause desperate adoptive parents to basically "dump" these children in a "rehome". The new homes are found using the Internet, such as Facebook. Conditions in the "rehomes" are less than desirable. There are few federal laws prohibiting “rehoming” and those that are on the books are rarely enforced. Read about it here;
http://www.marketplace.org/topics/tech/underground-child-exchange#.UjGVqLTLCNM.email

Region Reports
REGION 5
My name is Amy Pierce and I'm the new Region 5 representative as of July 1, 2013. Since starting in this role I've sent out a few emails to the Region to encourage membership and begin collecting items for the silent auction and the basket each region will create. I've also been working with David Freeman (Region 1 Rep) and Brenda Kendrick (School psych in White County) to set up a three day training for the NASP Prepare curriculum at Pioneer RESA in Cleveland, GA. We are using GASP professional development funds from Regions 1 and 5 to help cut down on the cost of the training. The training will be August 12th-14th.

Region 4 is gearing up for another school year! We will again be hosting workshops in conjunction with Gwinnett County Public Schools, one in the fall and the other in the spring. Details will be forthcoming in the near future.
We are still collecting donations for the Silent Auction. If you have items or a monetary donation, please contact me: Oda-lis_Smith@gwinnett.12.ga.us or 678-301-6810
It has been theorized that parental involvement in a child’s education (even at the high school level) correlates with increased academic achievement in school and college. That sounds great, doesn’t it?

The problem is, we aren’t sure how much or what kind of involvement produces the beneficial results. Involvement to the degree of high-jacking assignments is frowned upon, as is taking a complete and total hands off approach.

How, then, does a parent handle their “involvement” in their child’s education? My suggestion is that we change the focus a little, and encourage parents to become - or remain - involved in their child! Try taking the following steps with regard to involvement:

1. **Let your children know how you feel about education.** Do you expect high school graduation? Do you expect attendance in some form of post-high school program? Do your children know what you expect?

2. **Establish expectations for grades.** Your family may hold a minimum expectation that everyone meets, or expectations may be set for individual children in your family. An expectation must be set and your child needs to know what is expected! Without expectations, you have no basis for consequences.

3. **Expect and encourage daily study.** A consistent daily study time is essential for nearly every student in middle and high school. The rare exception MAY be a student with a photographic memory and good problem solving skills. Don’t micro-manage the study time – just supply the conditions and expect that daily study will happen.

4. **Expect that your child will spend the study time effectively.** That could include completing assignments, reviewing the day’s lessons, reading from textbooks, reading other material, or simply spending time thinking about the day’s work.

5. **Let your child be their own manager.** Overall, most students can manage their own study. Let them take the driver’s seat. So long as they spend the required time in daily study and their grades meet the established expectations, you are free to allow your child the experience in managing themselves. If grade expectations are not met, you might want to allow your child to decide how you could help. Limit the amount of time that you spend engaged in their study.

6. **Learn what your child’s strengths are.** What does your child love? What topic is their passion? In what do they become engrossed? Spend some time with your child and their strength. By encouraging their strengths, we help to build strong individuals, help to build skills and often see improvements in all areas of performance.

7. **Engage with school staff.** In Gwinnett County, you have access to the parent portal through which you can keep current on your child’s grades, progress, attendance and much more! I suggest checking the portal weekly. If there is a situation that requires discussion with school staff, contact the school and request a meeting. Generally, I suggest that middle and high school students are involved in such a meeting and even encourage them to chair the event!

8. **Become involved in school support activities.** The importance of your child’s education becomes clear when they see you volunteering in the school. Choose a committee or activity and offer your assistance!

AAMOI* is a monthly newsletter written by Lori Draper, Ed.S., Gwinnett County Public Schools. Ms. Draper serves middle and high schools and produces the newsletter for distribution to the staff and parents of her assigned schools. The 2013-2014 series focuses on information helpful to parents. Ms. Draper also writes about school psychology topics at www.schoolpsychblog.com. If you would like to receive AAMOI* monthly, please email Ms. Draper at: Lori_Draper@gwinnett.k12.ga.us
What is an Effective School Psychologist?

Teachers in Georgia are now being evaluated with new standards and measures through the Teacher Effectiveness System. In light of the changes occurring in teacher evaluation, members of GASP have been working at developing input for standards and measures regarding potential changes in the evaluation of support personnel, such as psychologists. This group has begun their work by examining the systems in use in other states, and developing an outline of skills and proficiencies necessary to carry out the position of School Psychologist. The following is an outline of their work to date:

Domain #1: Data Analysis and Application (Includes NASP goals of 1 and 9; keys- student, class, school analysis, system analysis)
   a. Data-based decision making and accountability (1)
   b. Research and program evaluation (9)

Domain #2: Collaborative Partnering (Includes NASP goals of 2 and 7; keys- consultation and collaboration)
   a. Consultation and Collaboration (2)
   b. Family-school collaboration services (7)

Domain #3: Interventions and Support (Includes NASP goals of 3 and 4; keys- interventions for academic, behavior and emotion)
   a. Interventions and instructional support to develop academic skills (3)
   b. Interventions and mental health services to develop social and life skills (4)

Domain #4: System Level Services (Includes NASP goals of 5 and 6; keys- school and system wide goals)
   a. School-wide practices to promote learning (5)
   b. Preventive and responsive services (5)

Domain #5: Core Principles and Professional Responsibilities (Includes NASP goals of 8 and 10; keys- diversity, ethics and sound practice)
   a. Diversity in development and learning (8)
   b. Legal, ethical and professional practice (10)

PAGE Needs your Input on Education Policy

PAGE needs your input as we prepare for the 2014 Legislative Session. Please share your thoughts anonymously on the new evaluation system, Common Core, school security, and other important topics.

Take our survey now.

Www.surveymonkey.com/s/S25BKNY
School Psychology Awareness Week: November 11 – 15, 2013

Who’s in? We’re All In! Teams Work!

The theme for 2013 School Psychology Awareness Week is **We’re All In! Teams Work!** The goal is to expand the idea of a team to its broadest conceptualization, maintain a strengths-based focus, and provide the ability to adapt messaging and activities to students and adults, different age groups, and varying contexts.

This is our week to shine and let others know who we are and what we do in our schools and in the community. So, get ready to link arms with others and share your strengths!

Volunteering your time is powerful. It allows you to share your strengths, meet others in the community and promote our profession in a casual context. When volunteering, explain that you volunteer in the spirit of School Psychology Awareness Week and its theme **We’re All In! Teams Work!**

Here are some ways to volunteer:

- Bake cookies for the Ronald McDonald House
- Conduct story time at the school or public library
- Accompany high/middle school students on their community service project (Adopt a Highway, Humane Society, etc)
- Read your school’s morning announcements for the week

Other ideas to promote School Psychology Awareness Week:

- Attend your school system’s Board of Education meetings
- Host a "Lunch Bunch" with teachers and discuss a specific topic
- Write an article for the school’s newsletter
- Conduct an informational presentation to principals
- Pair up with guidance counselors to promote School Psychology as a career
- Host a collection drive for canned food or school supplies.
- Create a bulletin board showing the teamwork of a school psychologist
- Download and print the 2013 theme poster from the NASP website to display at each of your sites
- Notify your school system’s public relations department and local media about our School Psychology Awareness Week

Ideas on how you could inform and educate those around you about School Psychology and the importance of the field are on the NASP website, [http://www.nasponline.org/communications/spaw/2013/index.aspx](http://www.nasponline.org/communications/spaw/2013/index.aspx). Watch the GASP website [www.gasnet.org](http://www.gasnet.org) for a sample press release for your local television, newspaper, and radio stations announcing School Psychology Awareness Week. There you will find the copy of Georgia Governor Nathan Deal’s proclamation of School Psychology Awareness Week 2013.

We encourage you to let your presence and profession be known to others. Start with those closest to you in the schools and communities you serve. Please post your own School Psychology Awareness Week activity ideas on the GASP Forums located on the GASP website under “Professional Issues” topic.

We’re All In! Teams Work!

Your Publicity Co-Chairs,
Susan and Courtney

Susan Bryant, Ed.S.
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Savannah-Chatham County School System
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Nationally Certified School Psychologist
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GASP 2012-2013 Leadership

President: Bruce Rogers
President-Elect: Cathy McKenzie
Past President: Karen Hodges
Secretary: Brannon Parks
Treasurer: Greg Clanton
Region 1: David Freeman
Region 2: Hayley Hanson
Region 3: Andy Underwood
Region 4: Odalis Smith
Region 5: Amy Pierce
Region 6: Susan Chapman
Region 7: Ashley Earley
Region 8: Jef Gavel
Region 9: Gail Exum de Gonzalez
Region 10: Dawn Tysinger
Parliamentarian: Steve Corkery

Committees
External Relations and Communications: Leslie Munson
Operational Excellence: Bruce Rogers & Cathy McKenzie
Professional Competency: Steve Corkery
Advocacy: Kimberly Evans
Member Services: Nancy Schusterman

Who’s Who?

The Who’s Who section will appear in each issue of The Dialogue. In this space, one or more GASP members will be featured. Initially, the GASP Executive Board and region representative will be introduced to the membership. We hope that the brief biographies that you read here will help you to feel familiar and comfortable when the membership meets throughout the year.

Dialogue

Staff:
Lori Draper
Kelly Gardner

Believe us, coming up with content to satisfy the varying needs of our membership is a challenge, so we decided, “Why leave it up to us?” We’d love to have your contributions to the DIALOGUE! What, you wonder, could you possibly contribute? Here’s a list of ideas:

- A review of a scholarly article.
- Information about something innovative or creative that you are using in your practice.
- Wonderful websites that you find invaluable, either for your practice or to recommend to school staff.
- Unbelievable things that you have heard from school staff, students, or parents (things that tickled you!)
- Editorial opinions
- Cartoons about work.

Help us out! Submissions will be subject to editing for content and space. Please send submissions or ideas for stories to:

Lori_Draper@gwinnett.k12.ga.us
Who’s Who?

David Freeman, Bartow County Schools

David is the Lead School Psychologist for the Bartow County School System in Cartersville, Georgia. He began his career in 1994 after graduating from Georgia Southern University. In his 18 year career, he has been influential in Bartow County’s implementation of SST/RTI procedures and in the development of a database management system for tracking referrals. His “School Psychologists’ Home Page” website was one of the first websites devoted to school psychology and has won several awards. He has presented at SSTAGE and GAPBS workshops/conferences. In 2001, David won the GASP Innovative Practices Award for his efforts in Bartow County. Currently, he is a member of NASP, PAGE, and GASP.

Candace Ford, Gwinnett County Public Schools

2012 GASP School Psychologist of the Year

Candace Ford, the school psychologist of the year for 2012, is originally from Alabama and attended University of Alabama for her undergraduate degree in Psychology with a minor in English. She performed an undergraduate internship at the University of Pittsburgh where she worked with a research group addressing psycho-stimulant medications in students with dual diagnoses of conduct disorder and ADHD. Other undergraduate work culminated in the equivalent of a Master’s thesis on Sentencing Attitudes and Crime Attributions of Offenders, performed in a forensic setting.

She obtained her Master’s and Specialist’s degrees at Georgia State University, along with her certification in educational leadership. The latter certification led to a leadership position for a metro-Atlanta district where she supervised the department of student support, and co-wrote a grant for Safe Schools Healthy Students, which resulted in 4-year implementation of programs targeting positive behavioral interventions and supports.

Professionally, Candace has been an active in GASP and NASP leadership. For GASP she has served as the professional standards chairperson, region representative (4), legislative luncheon co-coordinator and President. She currently serves as PAGE liaison for GASP.

Regarding NASP activities, she has attended the Public Policy Institute in Washington D.C. and stays abreast of trends in education at both the state and national levels. She is running for NASP delegate in 2014.

She is the mother of a precious 6-year-old daughter, whom she spends as much time with as humanly possible. She and her daughter enjoy pursuit of outdoor activities, making crafts, seeing musical performances, going to Stone Mountain, the zoo, local (Atlanta) museums, the library and visiting with friends. Most of all she just enjoys spending time with Kenna, no matter the activity.
PAGE/GASP Liaison
Submitted by Candace R. Ford, Ed.S.

During the summer of 2012 an State of Georgia education subcommittee was formed that examined the roles of various student support professions and to determine funding means and ratios for each group. Examples of professions included speech/language pathologists, counselors, social workers and school psychologists to name a few.

GASP decided to put together a presentation to educate legislators about what school psychologists do, and to secure a foothold within the funding formula as we, as an organization, believed that this was an important thing to do. The people who worked diligently on this presentation include the following wonderful people: Frank “Buz” Smith, Bruce Rogers, Karen Hodges, Cathy McKenzie, Catherine Perkins, and Kimberly Evans. Without their knowledge, sense of history, data-mining prowess, and insights, the presentation to the student subcommittee would not have been possible. This feat was really the product of a collaborative effort. I am greatly appreciative of my supervisor, Tom Owen, Director of Psychological Services for Gwinnett County Public Schools, for allowing me the time to participate in the subcommittee meetings. His support has been very valuable throughout this process.

We made a few trips to the Capitol to both hear presentations, and to make our own. It was a valuable experience as the persons in attendance were able to make some connections legislatively. The response to the presentation was generally positive, resulting in continued funding for school psychologists in Georgia, as well as general recommendations for the ratio to be reduced (albeit slightly given budgetary constraints) by the time of the 2016 legislative session. I believe that we were all surprised that many legislators did not fully understand the expansive role of the school psychologist in Georgia.

After having had this experience, and after rotating off of the GASP board, I had a desire to pursue this type of legislative activity, and so sought out the PAGE liaison position in hopes of continuing advocacy for our profession. We look forward to continued involvement in this regard and certainly encourage legislative advocacy at the local level.

Also, please mark your calendars and stay tuned for more updates regarding GASP’s involvement with the PAGE legislative day on February 18, 2014. We are honored to participate alongside PAGE for this event.

What are you doing in February?

NASP 2014 Annual Convention
February 18—21, 2014, Washington, DC.
Find information on registration, lodging and programs at:
http://www.nasponline.org/conventions/2014/
Attend an Education Listening Session in Your Area

The Georgia House and Senate Education committees, in conjunction with other members of the legislature, are planning regional listening sessions. Policy makers would like to hear from educators at these events, and we encourage PAGE members to attend. PAGE staff will also speak at each listening session and share the aggregated results of the PAGE Education Policy Survey. See the notice for the listening sessions below.

The House and Senate Education committees are planning some listening sessions throughout the state with local superintendents, boards of education, teachers, and parents.
Please help us spread the word! Share this with your local communities.

The first five meetings are listed below, as we schedule the remaining meetings I will send out updates.

1. October 1st at The Newnan Centre in Newnan, Georgia hosted by Rep. Randy Nix and Sen. Mike Crane
2. October 8th at University of North Georgia in Dahlonega, Georgia hosted by Rep. Kevin Tanner and Sen. Steve Gooch
4. October 22nd at Middle Georgia State College, Eastman Campus in Eastman, Georgia hosted by Rep. Jimmy Pruett and Sen. John Crosby

The agenda for the meetings will be as follows: the day will start with a meeting comprised of local superintendents from 3:00pm-4:00pm, local board of education members from 4:15pm-5:15pm, and the listening sessions will take place from 6:30pm-9:00pm for superintendents, board of education members, teachers, parents, and other members of the community.

If you have any questions please feel free to contact me!

Thank you,

Cortney Gillham
Administrative Assistant
Representative Brooks P. Coleman Jr.
House Education Committee
416 Capitol Building
404-656-9210
404-656-5070 (fax)
What’s What?
Let's celebrate our accomplishments!

We want to acknowledge the wonderful work, accomplishments, and accolades of our membership! Have you:

Published an article?
Received an award or recognition?
Earned a degree?
Announced your retirement?

We’d love to acknowledge your milestone here! Send us pertinent information so that we can all congratulate you! Send your information to:

Lori_Draper@gwinnett.k12.ga.us

Cartoon Credit: colleenkryczka.weebly.com

Did you know that GASP is on Facebook? Check it out!
GASP Facebook