

Mrs. Tina Wetzel Named ASPP's 2016 School Psychologist of the Year

– Dana Elmquist & Sherita Jamison

The Association of School Psychologists of Pennsylvania (ASPP) honored Justine (Tina) Wetzel with the 2016 School Psychologist of the Year (SPOTY) Award at their annual fall conference this October in State College, PA. The conditions for choosing the SPOTY recipient require that the nominee “provides a full range of services, performs the job in an exemplary manner, is well respected by colleagues, students, and parents, is well informed about the goals and standards of the state professional organization, and represents school psychology well.”

Tina is a school psychologist at the Hanover Public School District (HPSD) in Hanover, PA. Tina is considered an invaluable asset to the HPSD administrative team and instrumental to substantial



changes in remediation throughout the district. Tina was a leader amongst her peers in developing and organizing district K-12 benchmark assessments. She was a guiding force in creating their own data system that displays all district / state data for all students. Furthermore, she is known in the district as a steady

force in times of crisis and HPSD Superintendent John Scola's first call on his resource list in times of difficult situations.

Lois Gunnet, HPSD Director of Special Education, described Tina as a problem solver; good listener; intervention resource; data queen; behavioral interventionist; crisis team member; risk assessor; supportive figure for students, staff and parents; technology wizard; and team player. Furthermore, both Mrs. Gunnet and Dr. Scola believe Tina's work ethic is what stands out above all. She goes well beyond the typical duties of the district school psychologist. Tina is a problem solver and is very student-focused in her meetings with families, teachers, and school staff. Tina also participates in two local groups of school psychologists (Adams and York Counties), conducts threat assessments, and offers de-escalation and grief counseling to students. Furthermore, she is the data interpreter and liaison to the district regarding district-wide assessment data.

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President's Message

–David Lillenstein

I don't know about you, but the past few months have been interesting, to say the least. Yogi Berra said it best when he said "You can observe a lot just by watching." And, I don't think he was referring to Saturday Night Live!! Regardless of where you stand on the issues or how you voted, this is a great time to be a school psychologist. More than ever, our communities are needing our services to assist in creating a positive climate and one of acceptance. Now is our time to move beyond our differences and work toward

appreciating the similarities we share, regardless of our religion, race, ethnicity, or sexual orientation. As school psychologists, we are in a unique position to set the course for children and schools. So, let's set them on a course which includes culturally and linguistically responsive environments and makes all feel connected and engaged. ■

Tuum Est,
 Dave

David Lillenstein, DEd, is President of ASPP and serves as conference co-chair and liaison to the Pennsylvania Psychological Association. He is employed as a school psychologist with the Derry Township School District and is an expert in implementation of multi-tiered systems of support.

Social Media Use Among Adolescents Coping with Mental Health



Dana Elmquist



Courtney L. McLaughlin

Adolescents and Social Media

According to Pew Research Center (2015), 92% of adolescents report daily use of social media, with 24% saying they are online “almost constantly.” Additionally, Pew Research Center (2015) reports that the majority of teens (71%) are using more than one social networking site from Facebook (most popular), to Instagram, Snapchat, Twitter, Google+, Vine, and Tumblr. A smaller number of adolescents are also using Pinterest, Reddit, Whisper, Yik Yak, and Ask.fm. Finally, according to Pew Research Center (2015), girls are more likely to engage in social media use.

Many researchers want to understand why social media is so popular and prominent among adolescents. However, in order to discover why adolescents use social media, one must first understand how adolescents use social media. One of the most prominent theories of social media use is from Steele and Brown’s (1995) Adolescents’ Media Practice Model. According to Arnett (2013) the Adolescents’ Media Practice Model is based on the uses and gratifications theory. Based on this theory, researchers may ask, “what sort of uses or purposes motivate young people to use different types of media? What sort of gratification or satisfaction do they receive from the media they choose?” Instead of believing adolescents are passive consumers of media, the theory is founded on the notion that adolescents are active users and consumers that “select, interact with, and apply media products in the course of developing their identity” (Arnett, 2013, p. 340). Steele and Brown (1995) call this a practice model because it emphasizes that adolescent practice (i.e., moment-to-moment use) of the media contributes to its integration, construction, and modifications into the adolescent culture and identity.

Social Media Use and Benefits for Adolescents Struggling with Mental Health Problems

How adolescents engage on social media platforms help professionals understand how they identify with the social media they are following, how they are forming their identities, and how they are coping, relieving, and reacting to negative emotions. Arnett (2013) explains that adolescent choice in social media platforms are often chosen for specific coping purposes. Pantic (2014) explains that the more depressed the user is, the more the user would use Facebook features that focus on depression tips and facts. Although Facebook is one of the most popular social networking sites for adolescents, two other platforms are regarded as a haven for individuals suffering from self-injurious behavior and depression—Tumblr and Pinterest.

Adolescents are gravitating towards specific social media platforms because they allow for self-expression, a sense of connectivity and community, and health information that can be searched without providing any identifying information. For example, in terms of self-expression, there are social media sites that users write articles relating to mental health, express their personal mental health stories, or advocate for mental health awareness. If you were to search “mental health” on a site called Thought Catalog, you would find threads with titles such as: “For Those Who Wonder What Depression Feels Like” (Huggins, 2016) or “My Anxiety is a Part of Me and that is Okay” (Berger, 2016). Whisper, another social media site, allows for anonymous self-expression. On this site, users anonymously post short sentences about anything on their mind. If you were to search Whisper, you may find text images that say, “I use humor to hide my depression from everyone” (Whisper, n.d.) or “Whenever I get panic attacks, it feels like my head is screaming at me to be a better me because being me isn’t good enough” (Whisper, n.d.).

Users show their empathy by reblogging, retweeting, liking posts, pinning, commenting, and/or private messaging, providing users the notion of virtual

empathy. Carrier, Spradlin, Bunce, and Rosen (2015) found that virtual empathy appears to be related to feelings of social support, but in reality is not as strong as social support in a real-world setting. The supportive and empathizing community becomes a part of adolescent culture because social media provides what many adolescents are looking for - support, understanding, and acceptance (Bine, 2013). However, in order to receive the support, understanding, and acceptance, they have to advertise their suffering.

Another motivation for adolescents to use social media platforms is the ability to access health resources without providing their information. Many adolescents may feel the stigma surrounding mental health, and possibly pursue information online due to its anonymity from their parents, friends, or peers. Furthermore, many adolescents may not be ready to receive treatment or are in the beginning stages of readiness. For example, Twitter users can simply type in “mental health” into the search bar and find countless advocacy groups, agencies, and communities that provide mental health information.

Although potential harm exists within the social media use, there are also many potential benefits. Many social media platforms have created warnings and links to suicide lifelines, chats, or crisis intervention websites when certain topics are searched. Also, they have made strides to block certain content from being searched altogether. Specifically, if a Tumblr user searches “suicide” on the platform, they are brought to a message giving links to lifelines, crisis intervention websites, and other positive Tumblr dashboards. Also, they have instituted trigger and content warnings which warn users of emotionally triggering or harmful content. Users of Tumblr have created the Tumblr Suicide Watch in which users can support one another if they are coping “with suicidal thoughts, depression, or any other mental or emotional disorder” (tswatch, n.d.). Delvin (2014) explains that the site’s reputation for being a venue for depression and suicidal ideation is one that Tumblr is trying to shake.

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Cautions Associated with Social Media Use

Although there are many potential benefits to social media use by adolescents coping with mental health issues (i.e., self-expression, connectivity and community, anonymity), there are many reasons to be cautious of social media use. A few reasons include, but are not limited to: social media filters, triggers, cyberbullying, and trolling. Nikolov, Oliveria, Flammini, and Menczer (2015) found that searching for information via social media creates narrower search results and sets of information than a search engine would. Essentially, the more a person searches for a subject, the more likely the social media platforms will filter information presented to the user. In February, Twitter announced a new algorithm that will filter tweets and show users tweets they are most “likely to care about” (Jar, 2016). In March, Instagram followed suit by testing an algorithm similar to Twitter. They announced, “the order of photos and videos in your feed will be based on the likelihood you’ll be interested in the content, your relationship with the person posting and the timeliness of the post” (Instagram, 2016). Although these changes are relatively new, it may be difficult for those inside certain online communities to see beyond what the social media platform is presenting to them. Social media communities may become even more isolated because users may even not want to reach out from their filtered information.

Another potential issue with social media use by adolescents is exposure to triggers. Many social media platforms allow users to search for specific topics within the platform. For example, users can search “cutting” into the search bar on Instagram and view public pictures of self-harm acts. Specifically, with self-harm, Dyson et al., (2016) expressed concern that social media may create a normalizing effect. Adolescents will perceive and potentially adapt maladaptive coping mechanisms. According to Choudhury (2015), Tumblr has a strong community of pro-anorexia or “pro-ana” users that share graphic and triggering content focusing on thin body ideals and for maintaining anorexic behaviors.

A prevalent and important issue with social media is cyberbullying and specifi-

cally, “social media trolls.” Stein (2016) explains that “social media trolls” originated by users to find victims through fishing methods. However, “social media trolls” became predators on social media, preying on their victims through pranks, harassment, or even violent threats. Emily (as cited in Delvin, 2014) had personal experience with “social media trolls” when using Tumblr to express her depression. She would receive messages to her posts about depression telling her to “suck it up” or “stop complaining” (Delvin, 2014). Trolling and cyberbullying can have devastating and even fatal consequences. In fact, “cyberbullying is strongly related to suicidal ideation in comparison with traditional bullying” (van Geel, Vedder, & Tanilon, 2014).

School Psychologists’ Role with Social Media and Mental Health

Duggan, Heath, Lewis, and Baxter (2011) recommend school psychologists familiarize themselves with the culture of social media. Professionals should understand a variety of social media sites and their uses, “which may range from educational and supportive, normalizing and reinforcing” to sites that promote social media filters, triggers, cyber bullying, and trolling (Duggan, Heath, Lewis, & Baxter, 2012, p. 65). Also, Duggan, Heath, Lewis, and Baxter (2012) recommend becoming familiar with the content on social media platforms, which can guide the assessment of online activity of students. Specifically, Duggan, Heath, Lewis, and Baxter (2012) provided a general framework for school psychologists to assess students’ online activities. They recommend school psychologists establish a social media presence, become familiar with professionally driven mental health social media platforms, note triggering content across social media platforms, and disseminate intervention and prevention information. Also, they recommend providing students with professional, credible online resources rather than relying on peer-driven resources, which may provide misinformation, maladaptive coping mechanisms, and triggering content. These steps can help to support productive discussions regarding student social media use and may begin to guide practitioners in incorporating semi structured interview questions that support the assessment process to gain additional information about a child as it relates to his/her social and emotional status. ■

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The Critical Role of School Psychology Advocacy in Responding to Every Student Succeeds Act Mandates



Lauren Hammer Ali Schwartz Sarah Shindler

The Every Student Succeeds Act (ESSA) was signed in 2015 by President Obama and reauthorized the Elementary and Secondary Education Act (ESEA). The new law provides states with increased flexibility to implement federal education policy. The Pennsylvania Department of Education (PDE) believes in the importance of incorporating the perspectives and opinions of all relevant stakeholders when developing a comprehensive and practical State Plan. This process has included a series of scheduled work group and stakeholder sessions to request and implement suggestions specific to four ESSA content areas including assessment, accountability, educator certification and educator evaluation. The first content area investigated by the work groups regards state assessment, measuring whether students are on course to meet Pennsylvania's Academic Standards. The second area concerns an accountability system to ensure that all participants are aware of, and can accomplish, the goals outlined for the year. Work groups must also reevaluate educator certification, which affords teachers the ability to customize their instruction to meet the needs of the students. The final content area of interest is that of educator evaluation, in which work groups will examine more efficient ways to connect teacher evaluations to their students' assessment results to fairly maintain teacher accountability for student success.

Eighty-two individuals, in four ESSA work groups, met on two separate occasions to develop recommendations regarding accountability for the new ESSA law for the state of Pennsylvania. The first recommendation states that PDE may benefit from reduced ESSA-required, statewide testing time for all students. While it is not clear what schools will do with the increased time no longer devoted to test preparation or testing, the extra time will likely have a positive influence on instruction and student outcomes. With decreased time spent on testing, schools can focus

more on curricular instruction rather than preparation geared toward statewide assessments. Second, the assessment work group recommends that PDE evaluate the feasibility of administering (formative) assessments throughout the year to better inform instruction. The question remains whether the necessary resources will be made available to develop and implement such a system. Finally, the third recommendation advises PDE to eliminate open-ended items from statewide assessments and focus on multiple choice questions to decrease time spent taking and scoring tests. Performance-based measures for students may be used by local education agencies (LEAs) to display progress toward achievement. In addition to these three proposed recommendations, ESSA permits the use of a non-academic measure in monitoring school performance and outcomes. School climate and social emotional learning are significant contributors to academic achievement, recidivism rates, and overall student mental health. A vital function of School Psychological practice is promoting a positive school climate that fosters not only the academic development of students, but their social and emotional development as well. By instituting a measure of school climate and social and emotional learning, a comprehensive outlook on school quality can be developed to inform necessary systems-level changes.

As current graduate students in School Psychology who live in Pennsylvania, we believe strongly in the importance and efficacy of advocating for the profession at local, state, and national levels. In addition to the ESSA work group recommendations, we included suggestions specific to the role of School Psychologists and their expertise regarding school-based assessments. Our primary concern is to get school psychologists involved in the ESSA work group discussions, as we are essential stakeholders in this policy decision.

To advocate for our profession and for our role in this decision-making process, we are creating handouts to summarize our suggestions for how school psychologists fit into the proposed ESSA work group recommendations. It is also extremely important that others seize the opportunity to participate in this process. By consulting with stakeholders, aiding in designing state plans, or even participating in improving school plans, practitioners have many op-

portunities to play an important role in the PDE ESSA process. Whether it be at the state, district, or school level, school psychologists' skills and training regarding the provision of mental health services, positive behavior interventions, social emotional learning, and conflict resolution are significant contributions one can be involved with as part of ESSA's supplemental non-academic measure. Furthermore, simply communicating our professional qualifications and skills to others can send the message to stakeholders of the importance of school psychologists' involvement and input in the development of PDE's ESSA policy. ■

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In her candidate statement, Tina provided a supportive message to all school psychologists. She wants school psychologists to remember to be an inspiration to others. When we feel a sense of hopelessness, we must remember that we are trained to handle crisis situations and bring calmness and hope to the school. When we feel powerless, we must remember that we are the support and advocating force for students and their families. When we feel discouraged, we must remember to rejoice in the growth of individuals and families. Every small step may change the direction of a life. Also, Tina reminds us to nurture ourselves so we can continue to encourage the growth in others.

Tina has proven to be an excellent school psychologist and a wonderful example of what it means to be a school psychologist. Congratulations to Mrs. Tina Wetzel, ASPP's 2016 School Psychologist of the Year! ■

Dana L. Elmquist, MEd, is a second-year graduate student in the School Psychology Certification Program at the Indiana University of Pennsylvania.

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ASPP / PSU 2016 Fall Conference Review

– Haylee Peace, Kyra Hulsebos, Makayla Dusch, Sherita Jamison, Dana Elmquist, Brooke Spagnolia, Chelshea Thompson, Alexa Hamilton, Summer Reitter, Kera Reece, and Adrienne Bardo

The 2016 Association of School Psychologists of Pennsylvania (ASPP) / Penn State University (PSU) annual fall conference at the Ramada Inn in State College, PA was another great success. To help those who were unable to attend, we offer a review of all sessions, submitted from various school psychologists in training from Indiana University of Pennsylvania, Eastern University, and Duquesne University. This year's conference held a variety of topics covered by both state and national leaders.

Assessment

Katherine Palladino, Caitlin Gilmartin, and Meghan Garrett led an intriguing session on the use of neuropsychological assessments in schools. Utilizing a neuropsychological focus during assessment is a whole-child approach and allows for a more comprehensive understanding of the potential deficits in various cognitive processes. These data can inform interventions for various exceptionalities, learning differences, and challenging behaviors. Recent studies have shown a connection between complex trauma and challenging behaviors, which has an impact on neuropsychologically-informed assessment. To target this population, the presenters provided interventions that addressed neurocognitive deficits with preschoolers, elementary, and secondary level students who have experienced trauma. Participants were also provided with information on assessments to utilize in their day-to-day practice, language and examples to share with their school's teams, and interventions linked directly to assessment.

Jean Boyer, Kevin Donley, and Sarah Lorraine presented assessment techniques, a sample case study, and transition considerations for the school-aged population with low incidence disabilities. The presentation was highly applied and focused on exposure to evidence-based techniques and strategies. The

team provided a multitude of resources within their slides and within the notes sections of their PowerPoint which will soon be available on ASPP's website.

Dr. Boyer started out with an engaging, hilarious summary of supplemental assessment tools and strategies for individuals who may be performing lower than the "floors" of traditional cognitive and achievement measures due to the compromise seen across domains within this population. A standard cognitive and achievement battery typically leads to scores of mostly 0's and a laundry list of things that the student cannot do; this style of assessment lends itself to less useful recommendations and less meaningful consultation with parents and other professionals. Dr. Boyer outlined several simple, flexible, inexpensive tools to help assess the student's level of functioning. The tools she described included: The Working Day Interview (a discussion of what the student does during planned daily activities), A Parent/Teacher Daily Report, Global Attainment Scales (a dual valence scale with measurable goals for progress and regression), and Individual Growth and Development Indicators (similar to curriculum-based measurement for communication, motor function, social interactions, problem solving, and parent/child interaction). These tools are useful in helping psychologists describe how the student is functioning and what they are doing rather than referring to them as, "functioning like a four year old," when they are actually a teenager with a low incidence disability.

The tools that were suggested can be used to define Individualized Education Program (IEP) goals to help the student attain life values or goals including safety, meaningful relationships, choice in activities, etc. The tools can also be used to help the IEP team discuss transitions out of school and into the workforce including personalizing career choices based on preferences, abilities, and needs. For students with low incidence disabilities, transition planning is an obvious must; a less obvious consideration is the timeline for when to begin discussing transitions. Best practices suggest starting to discuss transition planning with families

of students with low incidence disabilities around age 14. The presenters also suggested linking the family with a local Office of Vocational Rehabilitation to receive supports in obtaining necessary assistive technology before the use of the technology in the school setting is no longer available.

Nadine Metro presented a session titled Understanding Dyslexia in which a thorough description of brain processes involved with various reading skills and how these processes are affected in students with dyslexia was presented. Dyslexia is a disability associated with reading skill deficits; however, a lot of individuals within the school system have a difficult time defining this disability. Dr. Metro defined dyslexia in a way that was understood by all educators and school psychologists in attendance. Dyslexia was defined as a specific learning disability that is neurobiological in origin. It is characterized by difficulties with decoding, learning to recognize words, spelling, and deficits in phonological processing as well as comprehension. As a school psychologist, there are a few things to be looking for when listening to these children read which include: accuracy in reading, decoding skills, word recognition, and misreading words. Speed in which the child reads is also a characteristic that should be observed; a noteworthy sign is reading slowly, halting often because of difficulties with decoding and word reading. Dr. Metro concluded the presentation with examples of interventions that may be helpful with improving these skills for this population of students. Addressing phonological / phonemic awareness, teaching / reinforcing decoding skills, and applying these skills by reading with them for at least 20 minutes every day may help these children progress. One of the key points provided during the session was taken from a popular research study conducted by Sally Shaywitz who looked at interventions for students who exhibited signs of dyslexia. While the research showed that these children made progress eventually,

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these gains did not reach the level of a typical reader.

Drew Hunter defined and provided an overview of Curriculum-Based Evaluation (CBE), explaining how it fits within a multi-tiered system of support (MTSS) framework. CBE is a type of curriculum-based assessment which looks at both skills and performance in respect to a student's academic curriculum. CBE uses a problem-solving model, and attempts to identify what the student is ready to learn and what the student already knows. Following a definition, Mr. Hunter explained the steps and process to problem-solve with CBE, which was broken down into three phases. In addition to defining CBE and explaining how the process differs from other measurement systems, Mr. Hunter also specifically explained how CBE is applicable within specific academic areas, including written expression and mathematics. These examples helped to really hone in on the applicability of CBE and how a professional might be able to implement it. He also kept an open floor for questions, which allowed the group to both ask for clarification, and discuss the topic itself.

What is most intriguing about the use of CBE is its intention. By focusing on academic or behavioral areas of a student, one can determine which of those areas a student has yet to master. This then leads to intervention. CBE can be especially helpful when a student is not making progress with a standard protocol, is moving from Tier 2 to Tier 3, or when a team is writing an IEP for a student identified as having a disability.

Interventions

Neal Hemmelstein led an upbeat and insightful seminar titled Guiding Principles Applied to Classroom Management, Parenting, and Self-Care. During this session, Dr. Hemmelstein identified a set of principles called 1-2-3, and explained how they can be applied to situations one might encounter working with children and teens. The 1-2-3 principles apply to several notions all of us experience on a day-to-day basis, which include: (a) trying to have things the way we want; (b) the tactics we use to get things to be the way we want, by knowing how good we are and by having the ability to keep

agreements with ourselves; and (c) having the ability to notice, remember, and repeat. He explained that in order to get things to be the way you want, you must get better at noticing and remembering your own good work. This session ultimately provided a simple, hands-on guide for parents of teens and individuals working with children, and informed useful principles that can be applied to yourself, at home with your family, and in the classroom.

School psychologists from Lancaster-Lebanon Intermediate Unit 13, Ajani Cross and Titina Brown, led a presentation on school-based mental health (SBMH) services and approaches. Dr. Cross and Ms. Brown introduced the audience to school-based mental health, reviewed their research on SBMH in Pennsylvania, provided evidence-based counseling programs for schools, and discussed various mental health counseling approaches that can be used in schools. It is important that school psychologists become competent in SBMH because according to the National Association of School Psychologists (NASP), the Affordable Care Act, and the Every Student Succeeds Act (ESSA), school psychologists are explicitly recognized as SBMH providers. Just as school psychologists help to meet student needs academically, they are encouraged to meet the behavioral, social, and emotional needs of students through mental health supports and interventions. To study how mental health services are provided in Pennsylvania, Dr. Cross and Ms. Brown surveyed school psychologists working in Pennsylvania regarding their most commonly used counseling approach in schools, what factors, such as socioeconomic status, population density, or grade, continue to impact student mental health needs, if the demographics of their school influence the type of counseling services used, and who are the primary service providers.

Dr. Cross and Ms. Brown found that 90% of respondents confirmed the presence of SBMH services in their schools, with 63.8% indicating Student Assistance Programs as the main SBMH program. They also found that 78.7% of school psychologists spent between 1-2 hours per week in counseling.

The presenters then compared respondents' utilization of three evidence-based

treatment approaches: Cognitive Behavioral Treatment (CBT), Solution-Focused Brief Therapies (SFBT), and Family-Systems Therapies (FST). Dr. Cross and Ms. Brown found that there were no differences in preferences between the types of counseling methodologies. Specifically, CBT and SFBT were most likely to be selected in a SBMH program. Further, no specific counseling approach was selected more frequently than FST. Finally, the presenters provided the audience with evidence-based intervention programs for CBT, SFBT, and FST, including: Coping Cat; Adolescent Coping with Depression; Working on What Works; Solution-Focused Counseling in Schools; School-Based Family Counseling; and the School-Based Family Therapy Project.

Social emotional learning involves teaching students to be attentive to their emotions, thoughts, and body. Nick Kenien, Kimberly Sutton, and Katie Zienkiewicz presented their collaboration of research which focused on analysis of the effectiveness of Heart Rate Variability (HRV) biofeedback with coherence training on the achievement of adaptive behavior goals, specifically on increasing speed to engagement and decreasing off task behavior. The behavior observed was a written task completed by students with emotional disturbance in a partial hospitalization setting.

This presentation referenced the fact that emotions have a powerful impact on HRV as well as on heart rhythm pattern. Negative emotions contribute to a "jagged" heartrate waveform pattern, leading to inefficiency on a multitude of tasks as well as energy depletion. Positive emotions, on the other hand, produce a coherent heart rhythm pattern, which in turn synchronizes the mind and the body. Incoherent messages that are transferred from the heart to the brain via the autonomic nervous system lead to inefficient brain processing, whereas coherent heart messages to the brain lead to neural synchronization and optimal brain functioning, specifically executive functions.

The presenters' research focused on two separate phases. Phase one was conducted on three school-aged children in the Therapeutic Behavior Recovery tier of center-based behavioral programming. Phase two was conducted on

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two school-aged children in intensive School-Based Partial hospitalization programming. Both phases integrated the use of the emWave Pro, a software package designed for elementary-aged children and older, in which heart rate and cardiac coherence between the heart and the brain are measured. The software allows children to view their own heart wave pattern through use of a clip attached securely to their ear lobe, and trains themselves to adjust their heart-brain coherence when presented with varying stimuli. The software integrates a variety of online games such as car racing, which trains the child to adjust his / her own emotions in order to effectively finish the race.

Results of this study indicated that the students had up to a 99% increase in speed of engagement, which means that they attended to the writing task 99% faster after being exposed to a 5-minute HRV biofeedback session immediately before. It was also found that these students showed up to a 65% decrease in their percentage of time off-task while performing the written task at hand. These results suggest that HRV biofeedback warrants further investigation as an intervention for use with students with emotional disturbance.

Consultation

Ed Snyder, Meghan Ferraro, and Joel Erion focused on the school psychologist’s role in special education and how to apply a framework for consultation. Drs. Snyder, Ferraro, and Erion covered the school psychologist’s role in facilitating team building among both the evaluation team and IEP team members, consulting with stakeholders, as well as collaborating with teachers and administrators regarding IEP goal development, implementation, and monitoring. Although a variety of consultation models exist, many do not pertain to special education consultation. Therefore, how special education consultation fits into a compressive role for a school psychologist as outlined in the NASP Practice Model was reviewed. The presenters also offered the opportunity for audience members to discuss and apply a model of special education consultation to their current practice in schools.

Transition

The disconnect between special education in high school and the disability services provided in college is a major issue that schools across the country are facing today. As school psychologists we are in the position to correct this issue, but we first need to learn how to do so. Alan Babcock’s workshop titled Transitioning Students with Special Needs from High School to College addressed this issue, and provided a wealth of knowledge and resources from which all school psychologists can benefit. Specifically, he discussed the skills it takes to be successful in postsecondary programs, the methods that parents and teachers can use to develop these skills in their students, and the accommodations that can be provided for college students with disabilities. There was also a demonstration of current software available for students with disabilities, and the audience was given specific informational resources that can be used in the classroom. Finally, Dr. Babcock explained how the Americans with Disabilities Act of 2008 can be used not only in the college setting, but also by those in K12 settings, for those requesting accommodations. All in all, in order to make the transition process better, we must first understand how it works. Therefore, the knowledge gained from this workshop is a valuable resource for school psychologists, teachers, and students.

Carrie Jackson and Douglas Della Tofalo presented on how equipped school psychologists are in the process of transition planning. Participants were given information on the training and preparation school psychologists should receive in vocational assessment, transition planning, and family-school collaboration. Although increased emphasis has been placed on effective transition planning for students with disabilities, a majority of school psychology training programs do not appear to be addressing this practice in their coursework. Therefore, this workshop presented an overview of the various types of training school psychologists are receiving, as well as how practitioners can enhance their competency in providing comprehensive transition planning services to both students and their families. Although there is little information in the literature regarding how school psychologists should contribute to

the post-secondary transition process, it is important to be aware, considering the number of students with disabilities who plan on pursuing post-secondary education, vocational training, and /or employment. Even though special education services have improved over the past two decades for students with disabilities, it does not mean that there is a more successful transition planning process occurring, or that there are improved post-school outcomes for these individuals. Data on these outcomes were presented, as well as the practical implications of the quality of transition planning services currently being provided.

Multi-Tiered Systems of Support

Over the last several years, a multitude of changes have occurred in general and special education, and it is clear that school psychology has entered a period of reform. One of the most important aspects of this reform is the movement toward an MTSS framework, and Richard Hall, Joseph Kovaleski, and Helena Tuleya-Payne elaborated on this concept in the Joseph French Lecture titled Promoting Systems Level Change. In the history of school psychology, training programs, presentations, and professional literature have emphasized the necessity of promoting changes in the roles of school psychologists, but they have not identified specific, practical examples of how to accomplish this. The presentation addressed this gap by featuring practitioners in the field, who provided necessary examples they use on a day-to-day basis to promote positive changes in their role by shifting toward an MTSS framework. All in all, the session gave practical examples of how we can improve our roles as school psychologists, and allowed extensive discussion for participants to engage with the featured presenters.

Derry Township school psychologist Jason Pederson led an insightful presentation on how to implement a successful MTSS system. With the popularity and execution of MTSS on the rise, it is important that school psychologists learn how to begin, implement, and sustain the process. Dr. Pederson outlined a conceptual road map that can be used. He based his workshop off of the experience of a high functioning MTSS system that is currently approved to use MTSS for

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specific learning disability determination. The first step in Dr. Pederson's outline is to identify the steps needed for change. MTSS is a complex change process with multiple components that need to be met prior to moving forward, including a solid action plan, incentives, resources, vision, and skill development. Next, important players in the school district must be identified. It is important for school psychologists seeking to implement MTSS to meet with those who will be instrumental in the implementation process. Dr. Pederson suggested setting up meetings, joining committees, and making oneself generally useful so that others will be able to learn about MTSS and be more receptive to it. Then, existing and needed resources for implementation must be identified. Dr. Pederson reviewed assessment tools, interventions, core reading programs, staffing patterns, schedules, and data teaming processes. For more detail on this lecture, please visit the ASPP website to find the posted PowerPoint slides.

Nanda Mitra-Itle, Jessica Dirsmith, and Rebecca Kirby coordinated a session that focused on establishing MTSS for identifying historically underrepresented gifted children, specifically those who are culturally and / or linguistically diverse, economically disadvantaged, and twice exceptional. Prior to introducing the breakdown of the MTSS they have been implementing at their schools, these presenters led a meaningful discussion between session attendees on how these students continue to be underrepresented, what myths are associated with gifted students, and what school psychologists can do to be more cognizant of their own biases and assumptions of these underserved children and their families. Ms. Mitra-Itle, Dr. Dirsmith, and Dr. Kirby encouraged session attendees to be observant of the distribution of their student population to inform the screening and identification process, as well as the assessment tools they are using to determine what norms were used and if any questions are breeding stereotypes. When using MTSS to identify the underserved gifted population, the presenters stressed that all school employees and administrators need to be aware of how the identification process takes place,

in addition to how to best support each gifted student.

Disproportionality in Special Education

Paul Morgan, professor in the Department of Educational Policy Studies and Director of Center of Educational Disparities Research at Penn State University, discussed the odds ratio of minority students being overrepresented and underrepresented in special education programs. Dr. Morgan mentioned that the U.S. Department of Education is currently creating a definition of overrepresentation and determining better monitoring methods for minority students. This would cause states to use a standard methodology for comparing racial and ethnic groups and to use quota-like thresholds for the U.S. Department of Education to easily identify children overrepresented in special education. There has been much discussion about children being placed in special education due to the child's race or ethnicity.

Dr. Morgan explained how the analysis he is conducting provides for *ceteris paribus* or "among otherwise similar children" contrasts. His research controls for children's exposure to poverty, academic achievement, gender, history of low birth weight, and other potential confounds. This allows his team to establish an equal opportunity if all of these variables did not exist, presenting all children identical except in their race or ethnicity. Sometimes, minority children are overrepresented in special education before adjusting for confounds, but never after controlling for confounds.

Dr. Morgan provided suggestions on ways to improve the ability for minority children to be identified and access equivalent services through Individuals with Disabilities Education Act and the child's local education agency. Dr. Morgan proposed that schools implement a universal screening tool to identify students prior to elementary school. Another suggestion is to monitor differences among students by using data from the National Assessment of Educational Progress. This would provide a more detailed comparative description of academic success for all children and not just of those in their immediate community.

Advocacy

Experts Kelly Vaillancourt and Robert Rosenthal presented their workshop,

Advocacy Efforts in Pennsylvania, which focused on identifying opportunities for school psychologists to advocate for their important role and responsibilities in the ESSA. To do so means we need to look very closely at the range of mental and behavioral health services that school psychologists are qualified to provide as identified in the NASP Practice Model. How to communicate our message of multiple competency areas to key stakeholders was also discussed.

When looking at what advocacy entails, there are four approaches that have proven to be effective: (a) understanding the issues and the data supporting these issues; (b) understanding the process; (c) identifying and knowing your stakeholders; and (d) using patience and persistence. When looking at the opportunities for school psychologist to demonstrate their role in ESSA, it is important to know that federal funds can be used to support many of the functions we perform within the schools. These include the availability, delivery, and improvement of trauma informed practices, mental health first aid, and other similar trainings to improve the identification and early intervention for students at behavioral or mental health risk. This is pivotal because 20% of students are in need of support due to behavioral, social, or emotional difficulties. School psychologists also can continue to implement a variety of interventions that involve positive behavioral supports, social emotional learning, conflict resolution, effective problem solving and appropriate relationship building through an MTSS. Another opportunity to expand the school psychologist's role is to offer professional development and training for school staff and administration.

As members of the Association of School Psychologists of Pennsylvania (ASPP), it is critical to ensure legislators know the complex role of school psychologists since they are the most highly-trained experts on school mental and behavioral health. The recent revision and Pennsylvania Department of Education adoption of the Certification and Staffing Policy Guidelines (CSPG) for school psychologists provides guidance and clarification about our scope of practice. Since ASPP was actively involved in the

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ASPP 2016 CONFERENCE

CONFERENCE REVIEW from page 8

revisions of the CSPG, an effort was made to adopt major components of the NASP Practice Model in order to ensure a broadened role and function of school psychologists. Drs. Vaillancourt and Rosenthal recommended that school psychologists review the NASP self-assessment tool to become more familiar with and advocate for a more expansive role within the school. Broadening the role of school psychologists helps to better match our training with our function in schools.

The presenters also discussed key relationships to build when advocating for our positions. These relationships include your local school board members and along with your state senators and representatives. Developing advocacy relationships with other professionals in related fields, such as school nurses, principals and school counselors are also important in the development of active coalition groups. When attempting to gain support from these stakeholders, we must ensure that our proposals are highly researched, evidenced-based, and promote the learning and success of our students. Emphasis also was placed on forming and nurturing relationships with allies, exploring your strengths as a team, and appointing key members to serve as your

advocacy representative. Lastly, a key to successful advocacy is to know how to describe your position or proposal to others and to emphasize its tremendous value to students and their families.

Conclusion

The 2016 ASPP / PSU Fall Conference was another huge success! ASPP wants to thank those who helped plan and coordinate this year's conference, especially Dave Lillenstein, Jim Glynn, and Shirley Woika. We look forward to seeing you all October 25-26, 2017 for another great fall conference! ■

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Chelshea Thompson, MEd, is a second-year graduate student in the School Psychology Post Master's Certification program at Indiana University of Pennsylvania.

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Adrienne Bardo, BS, is a first-year graduate student in the Master of Education in Educational Psychology program at Indiana University of Pennsylvania.

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Dana Elmquist, M.Ed., is a graduate student of the Educational and School Psychology Department at Indiana University of Pennsylvania. Her research interests include social media, mental health, and school-wide positive behavioral interventions and supports.

Courtney L. McLaughlin, PhD, NCSP, is an Associate Professor in the Department of Educational and School Psychology and directs the School Psychology PhD. Program. Dr. McLaughlin has published and presented a variety of topics related to school-based mental health including: school-based mental health systems, social media and mental health, geography and mental health, cognitive-behavioral therapy, children and adolescents at-risk, and training future school psychologists. She has served as a Senior Associate Editor for School Psychology International.

Calendar of Key Events

- February 21-24, 2017: NASP Annual Convention, San Antonio, TX
- March 10 2017: Temple University Conference, Philadelphia, PA
- March 24, 2017: Duquesne University Spring Workshop, Pittsburgh, PA
- May 4-5, 2017: Autism Diagnostic Observation Schedule, Second Edition Training, Pittsburgh, PA
- October 25-26, 2017: ASPP / PSU Fall Conference, State College, PA

If you would like for your Key Event to be considered for future issues of *InSight*, please send information to trunge@iup.edu. ■

Scenes from the 2016 ASPP/PSU Fall Conference



ASPP 2016 CONFERENCE



Special appreciation is extended to Julia Szarko for submitting these photos.

NASP Delegate Message



– Jason A. Pedersen

National Association of School Psychologists' "Small Steps Change Lives"

This year's National Association of School Psychologists (NASP) theme, "Small Steps Change Lives" highlights how taking small steps can build greater successes and develops the academic and social-emotional skills students need to promote personal achievement, growth, and resilience, as well as a sense of belonging and wellbeing.

NASP President Melissa Reeves explains how this year's theme is meant to highlight the importance of even the small actions that students and adults take that contribute to school and life success. She notes, "Progress is usually the result of hard work, deliberate practice, persistence, and trial-and-error learning, over an extended period of time, with many small steps along a positive trajectory. School psychologists help children recognize, take, and celebrate their small steps towards achieving positive outcomes every day."

This year, school psychologists will be working with teachers and other school staff to help students understand how wellness, resilience, communication, and social skills can help them meet personal goals, overcome challenges, build positive relationships within the school community, and improve their academic achievement.

"Children learn and grow as they take on and overcome new challenges. With the right supports, they can see how every obstacle or frustration can become a chance to develop their skills," says Reeves. "The learning environment is the ideal setting to help students make the connection between every positive step in their lives and the strength that grows from these steps." Moreover, cumulatively these

small steps can make a big impact on the school culture and environment, as students become engaged contributing members of the school community.

Additionally, school psychologists will be collaborating with school staff to reinforce the connections that help schools become thriving communities. "Many of the School Psychology Awareness Week resources and activities can be applied to whole-school initiatives," notes Reeves. "This includes strengthening positive relationships between adults and students, improving behavior, establishing welcoming school environments, reinforcing a sense of mutual respect, and contributing to the good of the whole group."

Several NASP programs are in place to reinforce aspects of the theme. School staff can use the Student POWER Award to recognize those students who work to make a difference through hard work, personal optimism, and dedication to others. The Possibilities in Action Partnership Award recognizes the contributions of teachers, administrators, other staff, and parents make to support the needs of the whole child. The Gratitude Works Program is designed to help students focus on positive relationships, mature socially, and grow an understanding of the world by fostering gratitude through a variety of activities.

Every Student Succeeds Act Overview for School Psychologists

The Every Student Succeeds Act (ESSA) presents significant opportunity to increase access to comprehensive school psychological services and to advance the role of school psychologists to help improve student and school outcomes. The new federal law, which takes effect at the beginning of the 2017–2018 school year, includes a number of important structural changes, the most significant of which returns to states and local jurisdictions substantial control for designing program and accountability systems and determining use of funds. The voice and leadership of school psychologists will be critical

to ensuring that states' ESSA implementation efforts reflect best practice and equal opportunity for all students.

In Pennsylvania, I had the opportunity to attend a roll out of the Pennsylvania Department of Education's initial steps in regards to implementation of ESSA. As a result of attending that session, a workgroup was formed by the Association of School Psychologists of Pennsylvania to explore how to enhance (and protect) school psychological service provision in Pennsylvania as the direction for the regulations and implementation of ESSA are formed. As we move through this process, please watch for updates from me as well as from the Association of School Psychologists of Pennsylvania. ■

Jason A. Pedersen, PhD, NCSP, is the Pennsylvania Delegate to NASP. He is a certified school psychologist with the Derry Township School District and is an expert on implementation of multi-tiered systems of support.

ADOS-2 Training Opportunity!

Do you need more training to assess and diagnose Autism? Based on member feedback, the Association of School Psychologists of Pennsylvania has assisted Western Psychological Services (WPS) in bringing the Autism Diagnostic Observation Schedule – Second Edition (ADOS-2) Clinical Training to Pennsylvania. The ADOS-2 Clinical Training will be held on May 4 and 5, 2017 in Pittsburgh. Please see the flyer on pages 16 & 17. More details regarding the location and workshop times will be posted on our website, as well as on the WPS website (<http://www.wpspublish.com/store/c/343>). Please visit the WPS website to register. ■

Interview with *InSight's* Newest Associate Editor: Tonya Ross



– Haylee Peace

The Association of School Psychologists of Pennsylvania (ASPP) welcomes its newest volunteer to the editorial board of *InSight*: Tonya

Ross. The following is a transcription of an interview with ASPP Associate Editor, Haylee Peace.

Tell me a little bit about yourself.

My name is Tonya Eason Ross. I am the youngest of three daughters, and I was born and raised in Queens, NY. I am a proud wife and mother of a 15-year old daughter, which I would consider my greatest accomplishments. I have been a “problem solver” for as long as I can remember, and believe that I did not really choose my career path as much as my career path chose me.

What do you enjoy doing in your spare time?

Spare time - what’s that? Outside of

work, I enjoy spending time with my family, working with youth at my church, taking in a movie, or getting together with friends.

Where did you obtain your degree(s)?

I received my Bachelors degree in Psychology and African American Studies from Temple University (Philadelphia, PA) and my Master’s degree in School Psychology from Florida A & M University (Tallahassee, FL).

What are your professional interests?

Professionally, my interests have mainly focused on increasing social skills among adolescent girls as well as grief with children. In the past I facilitated a social skills group at the middle school I serviced and assisted with the facilitation of a grief group at the elementary school I serviced.

How long have you been in the field?

This year makes 20 years I have been in the field advocating for children and families.

Where have you previously been/ currently employed?

I am currently employed as a Certified School Psychologist with the Philadelphia School District. Prior to coming to the Philadelphia School District, I was employed with Delaware County Intermediate Unit for two years, and before that I worked in New Orleans Public Schools (New Orleans, LA) for seven years.

What are your goals with your new role as the Associate Editor?

As an Associate Editor, I’m hoping to help make the newsletter’s appearance more reader friendly as well as encourage more submissions from the membership. I would also like to see coverage of activities (professional and social) throughout Pennsylvania.

The ASPP Membership is incredibly grateful for Tonya’s willingness to volunteer her time and talents. Welcome Tonya, and thank you! ■

Haylee Peace, MEd, is a second-year student in the School Psychology Certification program at Indiana University of Pennsylvania.

Interview with ASPP’s New Diversity Committee Co-Chair: Dwight Hood



– Kyra Hulsebos

The Association of School Psychologists of Pennsylvania (ASPP) welcomes its newest volunteer to the executive board: Dwight Hood. Dr. Hood will serve as co-chair of

the Diversity Committee. The following is a transcription of an interview with ASPP Associate Editor, Kyra Hulsebos.

Tell me a little bit about yourself.

I am a Pennsylvania, New Jersey, and Nationally Certified School Psychologist. I am a married father of two boys ages, 14 and 12.

What do you enjoy doing in your spare time? I enjoy reading, watching my favorite New York sports teams, and attempting to stay fit.

Where did you obtain your degree(s)?

Bachelors of Science in Psychology from Syracuse University in 1991; Masters of Science in Counseling / School Psychology, State University of New York at Oswego in 1995; and a PhD in School Psychology from Temple University in 2006.

What are your professional interests?

Team based-approaches to coordinated service delivery; school-wide interventions; assessment practices geared toward the needs of culturally and linguistically diverse learners.

How long have you been in the field? 21 years.

Where have you previously been/ currently employed? School District of Philadelphia and Chester-Upland School District.

What are your goals with your new role as the Co-Chair of ASPP Diversity Committee? My main goal is to hopefully recruit students and professionals of color into the field of school psychology.

Welcome Dwight! We appreciate his willingness to volunteer his time and talents toward ASPP’s mission and its members. Thank you! ■

Kyra Hulsebos, BA, is an Associate Editor of InSight and a first-year graduate student in the Master of Education in Educational Psychology program at Indiana University of Pennsylvania.

A Reminder from this Election



– Timothy J. Runge

The recent Presidential race and post-election news cycle cast a shadow on a number of issues causing concern by Americans of all political shapes and stripes. One of these, however, I believe directly relates to school psychology: the rise and influence of fake news websites. Just as Facebook and other popular social and print media were criticized for allowing the promotion of fake news and conspiracy theories rather than facts, we too, as school psychologists, must ensure that our audiences hear only objective, factual information that promotes the development of all learners. Let me explain the link.

In the run-up to the election and the haze that remained after the most divisive campaign in recent memory, many media outlets fell prey to sharing fake news about both candidates and their policies. Facebook was one of the most notable targets of these claims. Other media purposefully circulated misleading or potentially unreliable information and created “clickbait-y” headlines to attract an audience (e.g., Breitbart; Occupy Democrats). Still other media blatantly fabricated news to generate profits or incite animosity toward anyone with an opposing view (e.g., NationalReport.net; DrudgeReport.com.co). While the extent to which these fake news websites influenced voters and the Presidential outcome is debatable, it is clear that Americans are interested in fake news. Moreover, some architects of fake or misleading news may be handsomely rewarded for peddling untruths. Case in point: Steve Bannon, executive chair of Breitbart News, was selected by President Donald Trump to be his chief strategist.

So how does fake news relate to one of our roles as school psychologists? Simply put, we must be advocates for evidence-based educational practices and speak out, loudly if necessary, to the countless evidence-challenged educational practices that simply do not work. Unlike Facebook and many other media outlets during the

Presidential campaign, we must critically evaluate what information is provided to others in our consultative role. Specifically, we must advocate for evidence-based practices that teachers, administrators, and support staff, including school psychologists, use to teach and help kids. We cannot be peddlers of the untruths that prevent learners from achieving in the classroom. To that end, we must be skilled consumers of science, objective in our decision-making, and resolute in our determination to promote empirically-validated practices.

A number of educational practices from my own tenure as a practicing school psychologist come to mind as examples of educators peddling in untruths. I recall one Child Study Team meeting where two teachers were endorsing the use of yellow-colored overlays as a method to improve a second grader’s reading skills. I sat in bewilderment as the team directed the interventionist to have the child read through a yellow cellophane window cut out of a piece of tagboard. I had never heard of this intervention until later, after the meeting, I researched the topic and located a few studies that found such practices had, at best, negligible effects. Another time, a local optometrist had convinced a parent that visual tracking therapy would fix her son’s reading difficulties. Yes, the optometrist recommended that the young boy eye track a bean spinning around on a turntable as a method to improve his reading decoding skills. I found scientific evidence, including a joint statement by the American Academy of Ophthalmology among other reputable organizations, refuting claims that eye tracking is an effective intervention for language-based reading disorders such as dyslexia. Still other myths that we all have likely heard include two root causes of kids’ misbehavior: too much sugar (no evidence) and full moons (not unless you are a werewolf).

There are many myths and untruths being told and used in school systems today. Thankfully, schools are increasingly turning to empirical evidence to inform daily practice. As school psychologists with training in the critical analysis of research, we must be objective consumers of that science and advocate for installation of evidence-based practices in schools. Failure to do this is no different than peddling snake oil and

promoting wizardry. As underscored in the Research and Program Evaluation domain of the National Association of School Psychologists’ (NASP; 2010) Practice Model, we have “knowledge of research design, statistics, measurement....sufficient for understanding research” (p. 8). Further, we use “research findings as the foundation for effective service delivery” (p. 8). Therefore, be an advocate for the installation of practices and policies that have withstood the critical analysis of research. Additionally, be a wise consumer of science – believe only what the evidence supports.

To that end, we all should be consumers of objective, peer-reviewed literature, including NASP’s *Communiqué* and *School Psychology Review* publications. Both are free to NASP members and ought to be regular reads for us all. Access to other refereed literature is often available via NASP’s website or in academic libraries. When it comes to popular media’s portrayal of scientific studies, be somewhat skeptical as the watered-down version for everyday Americans can be somewhat misleading, incomplete, or flat out wrong. (See a hilarious review of this by John Oliver at <https://www.youtube.com/watch?v=0Rnq1NpHdmw>. Some language and topics may not be appropriate for particular audiences.)

As ethically-practicing school psychologists, it is imperative that we evaluate the science behind educational practices, install only that which has been empirically tested, and speak up loudly when untruths are implemented. To do otherwise is to perpetuate educational myths and untruths that do little to improve outcomes for learners. ■

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Timothy J. Runge, PhD, NCSP is Editor of InSight and Associate Professor and Chair of the Educational and School Psychology Department at Indiana University of Pennsylvania.

School Psychologists' Accolades

The Association of School Psychologists of Pennsylvania (ASPP) is looking to hear from you, practitioners in the field, about wonderful colleagues doing excellent work in schools. Our hope is to highlight a school psychologist each month and post his or her story on our website and other social media outlets.

But we need your help! Please consider telling us about a colleague or your own accomplishments in advocating for student success. It could be anything: mentoring students, serving as an advisor or coach to an extracurricular group, serving on a parent advisory committee, facilitating a workshop for teachers, or acting as a liaison to community agencies.

If you have a story to share, please send the name, contact information, and employer information for the colleague (or yourself). Give us a brief summary of the service that is deserving of an accolade. This summary need not be lengthy – even a few sentences would be appreciated.

Additionally, school psychologists who receive an ASPP Accolade from September to May of an academic year will be considered for the ASPP School Psychologist of the Year award announced in the subsequent Fall.

Please send this information to either your regional delegate (see listing later in this issue), Caitlin Bennyhoff (Caitlin.bennyhoff@elanco.org), or Nikole Hollins (nhollins@pattan.net). Come on, ASPP Members! We challenge you to share with us the wonderful stories of school psychologists doing great things in Pennsylvania! ■

Save the Date for Temple University's Conference!

Please save the date for Temple University's 36th Annual School Psychology Conference! The conference will be held on Friday, March 10, 2017 on Temple's main campus. This year's theme is "Helping all Students Succeed." Our keynote speaker will be longtime Child Advocate and Deputy Director and Chief Counsel of the Juvenile Law Center (<http://www.jlc.org/about-us/who-we-are/staff/marsha-levick>), Marsha Levick, Esquire. We will also have workshops on gifted education, the BRAINsteps program, legal ethical issues, and more!

Members of the Association of School Psychologists of Pennsylvania and employees of the School District of Philadelphia attend at a discounted rate, and discounts are available for groups of five or more. Act 48 credits and Continuing Education for Psychologists are available. Students can volunteer and attend for free!

Temple University Department of Psychological Studies in Education (PSE) is approved by the American Psychological Association to sponsor continuing education for psychologists. PSE maintains responsibility for this program and its content. ACT 48 credits will be available for all sessions.

Check the website for updates: <http://education.temple.edu/schoolpsychology/conference>. ■



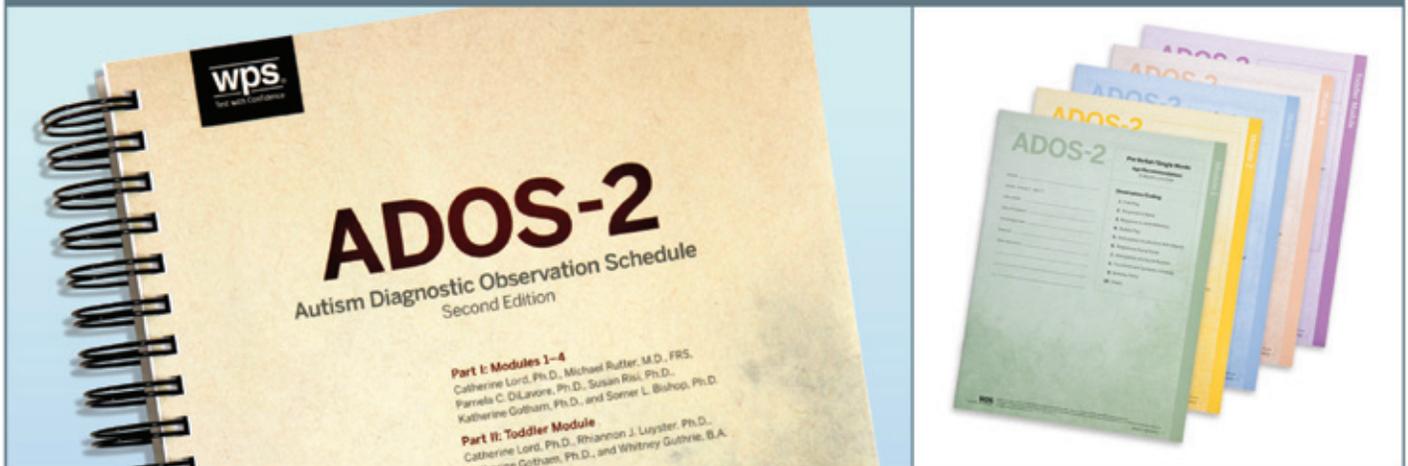
WE WANT YOU!
To Nominate a Colleague for the School Psychologist of the Year!

Duquesne University Association of School Psychologists of Pennsylvania Spring Workshop

SAVE THE DATE! Duquesne University is once again proud to partner with the Association of School Psychologists of Pennsylvania (ASPP) to provide the 2017 Duquesne University-ASPP School Psychology Workshop on Friday, March 24, 2017. This year's full-day workshop will feature PREPaRE Workshop 1 – Crisis Prevention and Preparedness: Comprehensive School Safety Planning training. All with school psychology interests are invited to attend, but space is limited! Please email Ms. Audrey Czwalga at czwalгаа@duq.edu to reserve your seat! ■

ADOS-2 Clinical Workshop

In just 2 days learn how to use the ADOS-2 to assess and diagnose autism.



Purpose

ADOS-2 administration and coding are highly standardized. Therefore, valid assessment requires a trained and clinically experienced examiner.

Course Description

Each 2-day workshop covers use of the ADOS-2, how to administer and score it, and general diagnostic issues. Experienced workshop leaders describe the ADOS-2 and demonstrate administration and scoring, operationalizing diagnostic criteria for ASD. You'll have the opportunity to practice scoring while observing the instructor administer the ADOS-2 to a child with ASD. The workshop focuses primarily on Modules 1 through 4, and attendees are given materials to study later in order to complete training in the Toddler Module.

Learning Objectives

Following the course, participants will be able to:

- Demonstrate a basic understanding of how to administer and score the ADOS-2
- Explain issues in the clinical application of ADOS-2 results
- Describe use of the ADOS-2 for operationalizing diagnostic criteria for autism spectrum disorders

Who Should Attend

The ADOS-2 workshop is designed for both clinicians and researchers.

- **Clinicians:** For those with a prior background in autism and formal testing, this workshop is sufficient to support use of the ADOS-2 to inform the diagnosis of ASD. Physicians, psychologists, occupational therapists, and speech-language pathologists will be better prepared to make educational placement decisions and evaluate programs after completing the workshop. Individuals with less background in testing but who provide services for individuals and families affected by autism may take the workshop for informational purposes.
- **Researchers:** This workshop is prerequisite to more thorough training offered by the ADOS-2 authors and designed to achieve the high cross-site interrater reliability required in published research.

This workshop is designed for clinicians and researchers who are unfamiliar with the ADOS. Those already trained in administering the ADOS can update their skills by reviewing the ADOS-2 Manual and completing the ADOS-2 DVD Training Upgrade Package (WPS Product No. W-606DVD).

Unlocking Potential for 68 Years



Earn 12 CE Credits

The ADOS-2 workshop represents 12 contact hours of professional continuing education. Attendees may receive an additional 12 CE credits for mastering the Toddler DVD/Guidebook and purchasing and completing the associated CE Questionnaire and Evaluation Form (WPS Product No. W-606CE). Visit www.wpspublish.com for a list of organizations that have approved WPS as a continuing education provider.

Cost

\$495 for the 2-day course, including two DVDs about Modules 1 through 4 and one DVD/Guidebook providing training on the Toddler Module. Please note that workshop attendees must have access to an ADOS-2 Manual (WPS Product No. W-605M), which must be purchased separately.

Dates, Locations, and Registration

Visit www.wpspublish.com/ADOS-2workshop for a list of dates and locations, and to register. If you have any questions or need assistance, please call WPS at 800-648-8857.

Sign Up for E-mail Updates

Visit www.wpspublish.com/ADOS-2workshop to sign up for e-mail updates, including when a new workshop has been added to the schedule.

On-Site Training for Groups

We can bring the ADOS-2 workshop to you. If your organization or school district has 15 or more people who need ADOS-2 training, e-mail courses@wpspublish.com or call 800-648-8857 for more information and pricing.

“As the support team for the ASD Nest Program in the NYC public schools, we have found the ADOS workshop to be excellent training for personnel needing to understand how to differentiate children with ASD from children with other disorders. By helping NYC’s evaluators develop deep insight into the characteristics of children with autism, the ADOS and ADOS-2 workshops have contributed tremendously to the success of the NYC ASD Nest Program.”

Dorothy Siegel
Project Director, ASD Nest Support Project, NYU Steinhardt



About the Instructors

Each WPS ADOS-2 Clinical Workshop is taught by ADOS-2 Independent Trainers. These trainers have completed the initial clinical and research trainings, established reliability on the instrument, and completed additional training through the Center for Autism and the Developing Brain or another approved group. Course evaluations by workshop participants routinely indicate that WPS ADOS-2 instructors receive high praise for their content knowledge and presentation skills.

courses@wpspublish.com 800.648.8857 www.wpspublish.com



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

2017 ASPP/PSU Annual Fall Conference LETTER OF INVITATION / CALL FOR PROPOSALS

Dear Colleague:

You are invited to participate in the Association of School Psychologists of Pennsylvania/Penn State University Fall Conference, to be held October 25th and 26th 2017 at the Ramada Inn Conference Center in State College.

All poster sessions will be presented during the Always FREE and Always FUN Dick Hall Honorary Beef N Brew on Wednesday, October 25th, 2017. All workshops and paper presentations will be 3 hours in length and will occur on Wednesday, October 25th, 2017.

We encourage you to submit a proposal to share your knowledge, expertise, and experience. As the need for psychological services in our schools continues to grow, our own requirements for professional development and support increase. Assist your colleagues. Take time to improve your skills and those of your colleagues by presenting.

We are also offering school districts and doctoral level graduate programs the opportunity to provide information to school psychology students attending the conference. This program has been a huge success in the past and it is anticipated that participation will be even greater this year.

We look forward to receiving your proposal for a presentation, postmarked by **June 1, 2017**. Mark your calendar for what promises to be an excellent learning experience and an opportunity for Pennsylvania school psychologists to learn from and support one another.

Sincerely,

David Lillenstein, Ed.D., NCSP
ASPP President & ASPP/PPA Liaison and 2017 Conference Chair

Jim Glynn, NCSP
ASPP Treasurer and 2017 Conference Co-Chair

2017 ASPP/PSU Fall Conference Guidelines

PLEASE READ ALL INFORMATION CAREFULLY

1. All information should be typed in 10 or 12 pitch Arial typeface and double-spaced and send in a **Microsoft Word Document or PDF** by email to dlillenstein@hershey.k12.pa.us
2. All documents must be marked clearly and in bold letters (SUMMARY, ABSTRACT). The proposal must contain:
 - Completed **CALL FOR PRESENTATIONS PROPOSAL COVER SHEET** (may be downloaded from aspponline.org and e-mailed or completed and mailed to the address below).
 - Three pages or less **SUMMARY OF PRESENTATION** information identifying specific skills to be taught and expected learning outcomes
 - **ABSTRACT** of 200 words or less stating objectives of the presentation
 - FIRST: state the purpose of the presentation
 - SECOND: state what will be presented
 - THIRD: indicate how the session will benefit participants
 - **BIOGRAPHICAL INFORMATION** of 50 words or less for each presenter

NOTE: For poster presentations, only the cover sheet and abstract must be submitted.

3. All proposals must indicate the number of minutes, if any, which will be devoted to ethical issues. **(This is not necessary for poster presentations.)**
4. The summary and abstract will be used to determine acceptance for the Conference program.
5. Abstracts will assist Conference participants in their selection of sessions to attend.
6. ALL presenters must pre-register for the conference. The ASPP Conference registration fee is waived for the **PRIMARY PRESENTER ONLY**. Registration for participation in the FULL-DAY WORKSHOPS requires an additional fee for everyone.
7. Primary presenters will be notified by August 1, 2017, if not earlier, and will be responsible for notifying their co-presenters.
8. Presenters are encouraged to bring sufficient handouts for participants. ASPP is unable to assume the responsibility or cost of photocopying.
9. ASPP will attempt to put all of handouts on the ASPP website, therefore, the primary presenter must bring a copy of their handout on in a flash drive for collection prior the start of the presentation.
10. Audio-visual requirements should be indicated in the appropriate place on the COVER SHEET.
11. Special seating arrangements must be requested at least two weeks prior to the Conference. Otherwise, all rooms will be arranged in classroom style seating.

Documents that do not meet the submission requirements, are not complete, and/or are postmarked after June 1, 2017, will not be considered.

All summaries of presentations, abstracts, and biographical information should be emailed in a Microsoft Word Document or PDF to dlillenstein@hershey.k12.pa.us

It is preferred that the Call for Presentations Proposal Cover Sheet be downloaded from www.aspponline.org and e-mailed with the other documents but it may also be mailed as a hardcopy.

All appropriate documents and questions should be directed to:

David Lillenstein, Ed.D., NCSP • Derry Township School District • District Office – 30 E. Granada Ave.
PO Box 898 • Hershey, PA 17033 • 717-534-2501 x5436

SUMMARY OF 2017 ASPP/PSU FALL CONFERENCE - CALL FOR PRESENTATIONS PROPOSAL FORMATS

Wednesday, October 25, 2017 – During the Always FREE and Always FUN Dick Hall Honorary Beef N Brew

- **POSTER SESSION:** PRESENTATION TIME: 2.0 hour display time

The use of posters provides an informal and interactive opportunity to share research, data and innovative practice. The visual display requires 3' x 5' poster board size specifications.

Wednesday, October 25, 2017

- **MINI-SKILL WORKSHOP:** PRESENTATION TIME: 3.0 hours

This format is provided for the development of specific skills. The presenter must identify the specific skills to be taught and delineate the expected learning outcomes.

- **PAPER PRESENTATION:** PRESENTATION TIME: 3.0 hours

Paper presentations may cover a wide range of topics related to the profession of school psychology.

SUBMISSION REQUIREMENT CHECKLIST

Have you included **FOUR ITEMS** in the **ORDER LISTED**?

- Completed **CALL FOR PRESENTATIONS PROPOSAL COVER SHEET**.
- SUMMARY OF PRESENTATION** (three pages or less) identifying objectives, specific skills to be taught, and expected learning outcomes. **NOTE: This is not necessary for poster presentations.**
- ABSTRACT** containing 200 words or less stating the objectives of the presentation. **(This will be included in the Conference Brochure)**
 - FIRST:** state the purpose of the presentation
 - SECOND:** state what will be presented
 - THIRD:** indicate how the session will benefit participants
- BIOGRAPHICAL INFORMATION** of 50 words or less for each presenter (ASPP reserves the right to take editorial liberties). **(This will be included in the Conference Brochure)**

The title, presenter name(s) and employers must appear at the beginning. All authors should be listed with the primary author first.

**NO CHANGES OR SUBSTITUTIONS MAY BE MADE TO THIS
INFORMATION AFTER PROPOSAL SUBMISSION.**

PROPOSAL COVER SHEET

Please TYPE and check ALL information. No changes can be made after submission.

Primary Presenter and Degree: _____

Home Address: _____

Home Phone Number: _____

Email: _____

Employer And Title: _____

Work Address: _____

Work Phone Number: _____

ASPP Member: TITLE OF PROPOSAL/PRESENTATION: _____

Yes No

FORMAT: (CHECK BOX) Workshop (3hrs) Paper (3 hrs) Poster

AUDIO-VISUAL REQUIREMENTS: (CHECK BOX) Screen Overhead TV/VCR/DVD
(Sorry, LCD PowerPoint projectors cannot be provided.)

NUMBER OF MINUTES OF WORKSHOP/PAPER DEVOTED TO ETHICAL ISSUES _____

ADDITIONAL PRESENTERS (submit third and fourth additional presenter's names on separate page):

Name and Degree: _____

Employer/University: _____

Address: _____

Phone Number: _____

Email: _____

Name and Degree: _____

Employer/University: _____

Address: _____

Phone Number: _____

Email: _____

POSTMARK DEADLINE IS JUNE 1, 2017

David Lillenstein, Ed.D., NCSP • Derry Township School District • District Office – 30 E. Granada Ave.
PO Box 898 • Hershey, PA 17033 • 717-534-2501 x5436



2016-2017 Membership Application

Yes, I want to join the Association of School Psychologists of Pennsylvania or renew my membership. Please complete the form below or, to speed your membership, visit www.aspponline.org

First Name: _____ Last Name: _____ Degree: _____

Home Address: _____

City: _____ State: _____ Zip: _____ County: _____

Home Phone: _____ Work Phone: _____

School District/ Employer: _____

Employer Address: _____

City: _____ State: _____ Zip: _____ County: _____

Email Address _____ Position: _____

Region of School District 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

Select Your Membership Term

ASPP's membership year runs from July 1-June 30. Select your expiration date depending on the time of year you are submitting your dues.

- Join or renew – Current or New Member**
Pay the indicated dues rate, and your membership is valid through June 30, 2017
- Join after January 1, 2017 – New Members Only**
Pay the indicated dues rate, and your membership will continue through June 30, 2018

Select Your Membership Category

- | | Membership through
June 30, 2017 | New Membership
through June 30, 2018
<i>Joining after January 1, 2017</i> |
|--------------------------------|-------------------------------------|---|
| Regular | <input type="checkbox"/> \$75 | <input type="checkbox"/> \$125 |
| Student | <input type="checkbox"/> \$25 | <input type="checkbox"/> \$45 |
| Early Career – 1st Year | <input type="checkbox"/> \$50 | <input type="checkbox"/> \$75 |
| Early Career – 2nd Year | <input type="checkbox"/> \$50 | <input type="checkbox"/> \$75 |
| Retired | <input type="checkbox"/> \$25 | |

Student Members

Name of University: _____

Expected Graduation Year: _____ Degree: _____

Current Memberships: APA NASP PPA PSEA Other _____

Volunteer Interests

What areas would you be willing to volunteer for?

Conference Legislation Membership

Newsletter Public Relations Regional Representative

Ways to Join or Renew:

Online: www.aspponline.org • **Mail:** Check payable to **ASPP:** James Glynn, Treasurer, ASPP
425 Deerfield Drive, Cranberry Twp., PA 16066-4023

ASPP EXECUTIVE BOARD

2016-2017 EXECUTIVE BOARD

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

National Association of School Psychologists 2017 Annual Convention

Stretch Your Professional Muscles in San Antonio

Have you registered for the NASP 2017 Annual Convention, February 21–24, 2017 in San Antonio, TX? Don't miss this chance to engage with thousands of school psychology professionals from across the country. From now until January 25, save \$30 with the preregistration rate.

This convention is your chance to:

- Look at challenges with a fresh perspective and bring home recommendations from other practitioners,
- Earn continuing professional development (CPD) credit for your national certification or state licensure,
- Enhance your crisis prevention and response capacity with the PREPaRE curriculum,
- Learn about the latest research in the profession,
- Connect with colleagues about future career opportunities, and
- Shape the future of the profession by mentoring graduate students and early career professionals.

Topics will include multitiered service delivery, evidence-based interventions, family-school collaboration, support for diverse populations, and more.

Locate materials to convince your supervisor to approve your attendance, get registration and hotel details, and more at www.nasponline.org/NASP2017.

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.

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FUTURE DEADLINES:

April 15, 2017 Spring 2017 issue

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