

SDASP Update

South Dakota Association of
School Psychologists

July 2011



Summer Edition

Mark Your Calendar!

SDASP Conference

September 22-23

Northern State

Aberdeen

Inside this
issue:

Children's Day at the Capitol 2

Autism Topics 3

Rising Retention Rates Influenced by NCLB 4

SDASP President Presents at Conference 5

From the Editor Student News 6

Sneak Peak: SDASP Conference 7

NASP Resources 8

Catch a Glimpse of Your Board 9

Conference Registration Form 10

SDASP Membership Form 11

Executive Board 12

SDASP SPONSORSHIP FOR CHILDREN'S DAY AT THE CAPITOL



SDASP Central Representative, Margaret Pier, was one of the few that made it to the Children's Day at the Capitol on February 1st. The weather was not new to South Dakotans but created unsafe driving conditions, which unfortunately impacted the attendance at this South Dakota Voices for Children event. The annual event offers opportunities to learn about legislative issues that affect the well-being of children and to visit with policymakers.

As they have for the past few years, the SDASP Board approved a sponsorship for Children's Day at the \$250 level. President Roxana Uttermark felt that this is an excellent opportunity for SDASP to show support for children at the state level.

Dr. Greg Boris, South Dakota Voices for Children's senior policy and program specialist and lobbyist, explained a site that has been launched by Voices for Children in partnership with the Children's Defense Fund of Minnesota. The site, South Dakota Bridge to Benefits, was designed to improve the well-being of families and individuals by linking them to tax credits and benefit programs. Go to: sdbridgetobenefits.org

Among the speakers were Senator Tom Dempster and Representative Bernie Hunhoff, who both spoke about the value of providing pre-kindergarten programs to children from low-income families.

See page 2 for a detailed report of important information that Margaret Pier gleaned from her day at the Capitol.





CHILDREN'S DAY AT THE CAPITOL

By Margaret Pier, Central Representative

Following are highlights of the day:

Dr. Susan Randall presented an overview of priority legislation identified by **Voices for Children**.

The following legislative priorities are noted which were **supported** by Voices:

- Dental hygienists providing preventive and therapeutic services
- School districts employing certified school counselors
- Lowering state sales and use tax on certain food items; increasing rate of taxation for sales and use tax on certain goods and services
- School districts required to adopt a policy to prohibit bullying that meets certain requirements
- Prohibit electronic messaging while driving
- Expand Medicaid eligibility for pregnant women and provide appropriation
- Establish policies for youth athletes with concussions resulting from participating in youth activities

Voices for Children **opposed**:

- Requiring persons applying for or receiving aid or assistance from the state to submit to drug and substance testing
- Provide for drug testing of certain TANF recipients

Key message: opposed budget cuts that harm children, document harm, and encouraged implementing a balanced approach to the budget crisis: budget reserves, new revenue to include a temporary sales tax while removing the state sales tax on food, and assessing efficiencies possible within state government services.



Because of circumstances, investment in understanding local, state, national and international political, economic and social issues will become increasingly important in the interplay among all. Educated participation is increasingly critical in making one's voice heard, individually and collectively.

Special Presentations:

Teen Deaths from Motor Vehicle Crashes – Distribution of data: 2007 SD – 83 per 100,000; USA – 62. Motor vehicle crashes continue to be the leading cause of fatalities among SD teens. More can be learned about the context of traffic accidents with potential for improved prevention.

Medicaid Costs –

Formula: # of people enrolled x utilization of services x reimbursement for providers x state's percentage = state share of costs

- Poverty has increased
 - 14.2% in SD are poor; 18.2% children are poor (9/2010)
 - FY10, 13.66% eligible for Medicaid or CHIP (increase from 4-yr ave of 12.9)
 - 80% new enrollees past 2 yrs = uninsured children from families with income less than 200% of Federal poverty level (\$40,000/yr for family of 4)
- (Continued on page 7)

SDASP Update July 2011 Summer Edition

ADOS Training in Spearfish

Dr. Keyra Comer, Special Education Director of Spearfish School District, organized an ADOS (Autism Diagnostic Observation Schedule) training in partnership with the South Dakota State Special Education Department. The training was held June 2nd and 3rd at the Spearfish School District Business Office and was well attended by a range of professionals including school psychologists, speech therapists, occupational therapists, and behavior strategists.

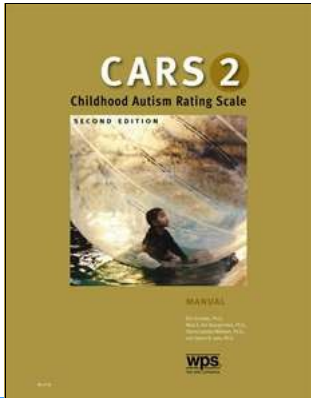
The presenter, Dr. Susan Risi, Ph.D., is a clinical and school psychologist on the staff at the University of Michigan Autism and Communication Disorders Center and is one of the authors of the ADOS manual. She discussed the theoretical underpinnings related to Autism Spectrum Disorders (ASD), demonstrated the ADOS, and introduced coding conventions. She stressed that the ADOS is not comprehensive by itself in diagnosing autism and the results need to be considered together with other evaluation tools. In particular, peer relationships are not assessed using the ADOS and need to be assessed by the team using other methods. Dr. Risi also made the point that a child's symptoms will change with age and development. The scoring procedures are complex and must be studied carefully before use. Attendees were reminded that coding should apply only to what is observed during the administration of the ADOS. When in doubt about a score on a particular item, the rule is to always score down to the less severe rating. New algorithms have been developed to improve both the sensitivity and specificity of classification for the first three modules and will be available soon.



Dr. Susan Risi, University of Michigan Autism and Communication Disorders Center

Dr. Risi stressed that the result of the ADOS is a classification, not a diagnosis, and that it is not designed to make distinctions between Atypical Autism, PDD-NOS, and Asperger Syndrome. The ADOS will help determine whether a child is on the spectrum and whether the child shows symptoms typical of other children with autism. For more information, contact the University of Michigan Autism and Communication Disorders Center (UMACC) at: <http://www.umaccweb.com> or Western Psychological Services (WPS) www.wpspublish.com.

Childhood Autism Rating Scale, 2nd Edition



The second edition of the Childhood Autism Rating Scale (CARS-2) has been developed to be more responsive to individuals on the “high-functioning” end of the autism spectrum. This new edition includes three forms:

1. Standard Version Rating Booklet: This form is equivalent to the original CARS and can be used with individuals younger than 6 years of age and those with communication difficulties or below-average estimated IQ scores.
2. High-Functioning Version Rating Booklet: An alternative for assessing verbally fluent individuals, 6 years of age or older, with IQ scores above 80.
3. Questionnaire for Parents or Caregivers: An unscored scale that gathers information for use in filling out the rating booklets.

Making the World a Better Place.....

Rapid City Area Schools psychologist, Curtis Middleton, is involved in providing six weeks of water exploration group sessions as part of a sports program that allows opportunities for some summer fun for children with autism. The program is the brainchild of Dennis Hanken, previously a school psychologist with Rapid City Area Schools and currently a private contractor. Curtis stated in an email, “The kids are really enjoying their time in the water and they are getting more comfortable each day. Dennis Hanken and I took the kids bowling last week and they are playing softball today. Lots of fun!”



Curtis Middleton,
West Representative

Rising Retention Rates Heavily Influenced by NCLB



NASP Position Statement: Grade Retention and Promotion

by Shane R. Jimerson, PhD, NCSP, Sarah M. Woehr, & Amber M. Kaufman, MA
University of California, Santa Barbara

Grade retention, also known as nonpromotion, flunking, failing, being held back, or the gift of time, refers to a child repeating his or her current grade level again the following year. Whether used to address low performance and/or behavior problems, research generally has not found favorable achievement or adjustment outcomes for students who are retained.

Nevertheless, retention rates have been rising. This trend appears to be heavily influenced by the recent “reform” movement emphasizing national or statewide educational grade-level standards and accountability (the No Child Left Behind Act of 2001) and the accompanying gradelevel tests to determine which students are promoted to the next grade.

Sometimes children are recommended for retention when their academic performance is low or if they fail to meet grade-level performance standards established by the district or state. Some children may be recommended for retention if they seem socially immature, display behavior problems, or are just beginning to learn English. Occasionally, students who have missed many school days because they were ill or because of frequent moves are recommended for retention.

Too often, anecdotal evidence, clinical experience, and folklore overshadow the results of empirical research. But what does research show? Is retention effective? The following information, taken from research during the last 100 years, can help parents better understand the possible effects of retention on their child and advocate for effective intervention strategies.

Effects of grade retention. The body of research on retention indicates that:

Initial academic improvements may occur during the year the student is retained. However, many research studies show that *achievement gains decline* within 2–3 years of retention. This means that over time, children who were retained either do not show higher achievement, or sometimes show lower achievement than similar groups of children who were not retained. Without specific interventions, most retained students do not catch up.

In adolescence, retained students are *more likely to experience problems* such as poor interactions with peers, disliking school, behavior problems, and lower self-esteem.

Students who were retained are *5–11 times more likely to drop out of school*. The probability is even higher for students who are retained more than once. Actually, grade retention is one of the most powerful predictors of high school drop out.

For most students, grade retention had a negative impact on all areas of achievement (e.g., reading, math, and oral and written language) and social and emotional adjustment (e.g., peer relationships, self-esteem, problem behaviors, and attendance).

A study of sixth graders’ perceptions indicated that they consider retention as one of the *most stressful* life events.

Actually, grade retention is one of the most powerful predictors of high school drop out.

(Continued on Page 5)

New President of SDASP Presents at SD Counseling Conference



Kristi Kafka, incoming president for SDASP, was invited to present in Sioux Falls at the South Dakota Counseling Association's annual conference on April 29th. The South Dakota Learning Disabilities Association sponsored her presentation titled, "What to Do When Students Struggle but do not Qualify for Special Education." The room was nearly filled to capacity with school and agency counselors and much discussion took place. South Dakota counselors stated they often work with students who struggle and many reported being 504 Coordinators. Kristi Kafka encourages other school psychologists to accept invitations to present at state and local events as they are opportunities to promote our knowledge base and develop stronger partnerships with fellow change agents. Kristi is a nationally certified school psychologist and a licensed professional counselor. She currently works as a school psychologist in the South Central Cooperative.

**RENEW YOUR
MEMBERSHIP
NOW!**

**Your 2010-2011
membership will
expire on September
30th. A 2011-
2012 membership
form can be found
in this newsletter.**

**(Membership form
on page 12)**

Rising Retention Rates

(continued from page 4)

Retention *may help* students who have missed many days of school, but only if their attendance improves and if the child will not be moving again.

Given the evidence indicating that grade retention, when compared with social promotion of similar children, is an *ineffective and possibly harmful intervention*, "promotion plus" (i.e., combining grade promotion and effective, evidence-based interventions) is most likely to benefit children with low achievement or behavior problems.

Editor's note:

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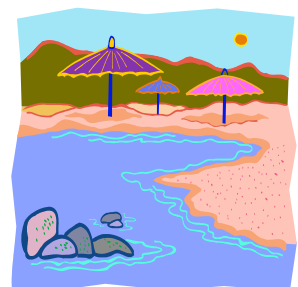
The complete article with references can be found at:

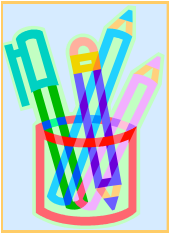
www.nasponline.org/about_nasp/position_paper.aspx

**"Anyone can
hold the helm
when the sea is
calm."**

~Publilius Syrus

(1st century b.c.), Latin writer
contemporary with Cicero





From the Editor:

Summer is here. I get almost panicky when I think of all the great things I want to accomplish....this newsletter, for one. As I write today, I'm holding on to the last couple of days of June.

This past year was one of the busiest in my history in the field of education. The amount of documentation required gets overwhelming at times and sometimes seems just plain 'dicolus, in the words of a preschooler when I presented him with a block design that he thought looked a little tricky. Technology has added a whole new dimension to jobs in education. Information tracking has gone far beyond the triplicate forms we used to fill out by hand back when I first started as a special education teacher writing IEPs. Once you were done, you were done, and information stayed pretty tightly in the folder or in a parent's file. New technology now makes information instantly trackable, accessible, printable, transferable, sortable, and downloadable. Just because we can, we have created vast and complicated programs for tracking anything and everything. The more we track, the more we think of to track....makes a person just a bit weary. Simplicity is not a word that comes to mind at this time.

Summer is a time for considering new ideas, reviewing research literature, and....oh, yes.....doing some things that aren't related to my job such as spending time with family, playing with grandkids, taking a road trip, reading something for fun, and gardening. Those things sound like retirement-readiness skills, don't they? Even cleaning house and doing laundry by the light of day seem like a treat in the summer.

Don't forget to check out SDASP's new website: <http://www.sdasp.k12.sd.us>

Student News

Jill Hibbard is currently working on her Education Specialist degree in school psychology through Capella University. She is in her fourth year of course work having completed a master's degree in school psychology first. Throughout the process, she has taught full time as a special educator in a self-contained classroom. She will be interning for the Rapid City Area Schools for the 2011-2012 school year.



“When I started thinking about getting my master's degree, I had been a teacher for 5 years. I felt like I needed something more, but wasn't sure what that would be. I love being around children and wanted to know more about how my students think. Because my dad is a school psychologist and I have worked as a special education teacher, I saw the positive aspect of selecting this degree for my future.

Completing my degree in school psychology has helped me improve my skills as a teacher and has given me a greater understanding of disorders and disabilities. As a school psychologist, I will be able to pull from my teaching experiences and recommend the kind of support students need and desire.

I will be starting my internship in Rapid City in the fall and look forward to putting some of my knowledge to the test. As a teacher I discovered that what I learned in college was great, but through classroom teaching experiences, I learned so much more. I think the same will be true for me as I work in the field of school psychology. There is no way to tell how the roles and functions will transpire until I am in the position. I look forward to becoming a school psychologist in the Black Hills area and hope to continue working with children for the rest of my career.”

Sneak Peak: SDASP Conference at Northern State University

CONFERENCE HIGHLIGHTS

Keynote Address: Jim Wright –Founder of Intervention Central

RTI: Academic Interventions for Difficult-to-Teach Students

RTI & Student Conduct: Managing Challenging Behaviors in the Classroom

Professional Ethics and Law

Ann Larson, SD Special Education Director: Special Education Regulations

[For more details and a Registration Form see page 10 of this newsletter.](#)

Children's Day at the Capitol

(Continued from page 2)

- 1 in 3 SD children insured by CHIP/Medicaid
DSS projects increased hospital inpatient and physician service utilization; decreased outpatient hospital services and flat drug utilization
- Federal share projected to be 59% by first quarter FY12; first quarter FY 11 71%
- Reduced state revenues/stimulus dollars: \$105 million extra FMAP (Federal Medical Assistance Percentage) FY09 and FY10
10,000 providers – '03-'09 Medicaid reimbursement went up 18%; private ins. Premiums 36%: implications: cost shifting, refusing to serve or limiting number of Medicaid patients accepted, discontinuing programs or services primarily consumed by Medicaid patients, internal expense reduction

SD Budget Primer – Joy Smolnisk, SD Budget and Policy Project – This is a useful tool for understanding the budgetary process and policy impacts. It is well worth the time to go to sdvoicesforchildren.org to review this document.

South Dakota AFTERSCHOOL Partnership – www.sdafterschool.org: research and resources cited – '09 37% K-12 children take care of themselves after school; 32% likely to participate in an after-school program if

available.

Advocacy – <http://legis.state.sd.us/> In order to follow bills use the left side of the menu bar; 4th item down; 4 digit = House; 3 digit = Senate; if one doesn't know a bill #, use a text search. For quick find, enter bill #. Click on Members and enter #. When contacting legislators, include personal name, address and phone number.

Avoid sending blanket emails. Contact local legislators regarding bills and indicate whether the bill reflects one's personal values. Learn the real impact of a specific bill and speak to that impact. Recognize that lobbying is a form of educating; know facts and pair with values

Fiscal issues will continue to be key. Child poverty rates are higher in SD than in all neighboring states. South Dakotans pay about 1/3 less than the national average in taxes. Consider requesting a tax expenditure report.

Meeting with the Governor – Governor Dugaard met with us for an hour. He addressed his commitment to bringing budget expenditures in line with revenues. He rejected increasing taxes and spoke to the need to manage cuts in ways that diminished impact on providers who are least able to manage reductions. (Legislators and lobbyists who met with us indicated legislative support for Governor Dugaard's positions.)

*“Energy and
persistence
conquer all things.”*

~Benjamin Franklin

This spot could be yours
in the next SDASP Update!

No contribution is too small. Send photos of school psychologists or school psychology students in action. Write a quick blurb about something innovative you are doing or something you have studied or reviewed.

SDASP needs you.

Email contributions to coralee@rap.midco.net.



NASP 2012 Annual Convention

Save the dates, February 21-24,
for the NASP 2012 Annual Convention in Philadelphia, PA.

NASP RESOURCES ONLINE



The Spring 2011 issue of *School Psychology Forum* included the following audio dialogue with Dr. Hulac and Dr. Benson from the University of South Dakota. Also available for review is the related research study.

Go to <http://www.nasponline.org/publications/spf/spfissues.aspx> to listen.

NASP Dialogues: Getting Students to Work Smarter and Harder: Decreasing Off-Task Behavior Through Interspersal Techniques

Participant(s): David M. Hulac, Nicholas Benson

MP3 (approximately 10 minutes)

Additional Resources

School Psychology Forum: Getting Students to Work Smarter and Harder: Decreasing Off-Task Behavior Through Interspersal Techniques

Your SDASP Board

SDASP has the challenge of being creative when it comes to planning opportunities for board meetings. Meetings are accomplished either through the DDN or face to face in a central location, usually Chamberlain. Each fall a meeting is held the night before the first day of the conference.

Here you will find photos of some of our current board members. As you can see, they are a happy bunch of people. You might want to consider how you can become a future board member.



West Representative, Curtis Middleton; Secretary, Stephanie Nesselhuf



Roxana Uttermark, President, and Anita Winter, NASP Delegate, trying to think of some good future board candidates



Alyssa Larson,
Northeast Representative



Kristi Kafka, President-Elect



Stephanie Nesselhuf, Secretary, and Jennifer Burkett, Webmaster, focusing on conference planning



Sonja Shannon, former president and NASP delegate, shows off a gift at her retirement party.

Thanks for all of your work to make SDASP a better organization, Sonja!

Enjoy your retirement.



Cora Lee Alley,
Editor



Kari Oyen, Treasurer



Jolene Keckler,
Southeast Representative



Nicholas Benson,
USD Liaison



Margaret Pier,
Central Representative



CONFERENCE SCHEDULE

SDASP Fall 2011 Conference Registration

Wednesday, September 21

6:00pm SDASP Board Meeting

Thursday, September 22

8:00-8:30 Continental Breakfast/ Registration
 8:30-12:00 Jim Wright—Academic Interventions
 12:00-1:30 SDASP Luncheon and Awards
 1:30-4:30 Jim Wright—RTI and student conduct
 4:30-5:00 Poster Presentations
 7:00-8:00 SDASP Get-together

Friday, September 23

7:30-8:00 Continental Breakfast
 8:00-11:00 Professional Ethics and Law—
 School Law Attorney Rodney Freeman
 11:00-12:00 Ann Larson—Special Education in
 South Dakota

Registration includes continental breakfast and afternoon snacks for all registrants, as well as SDASP luncheon on Thursday and boxed lunch on Friday.

Questions? Please contact Roxana Uttermark
 at 605.626.3359

Email: roxana.uttermark@northern.edu

**Northern State University
 Aberdeen, SD
 September 22 and 23, 2011**

RTI, Academic Interventions and Behavior Conference

September 22 & 23, 2011

Please complete a separate registration form for each person attending

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE: _____

E-MAIL: _____

EDUCATION FIELD: _____

	Both Days	Thursday	Friday
SDASP Member	150	110	50
Nonmember	165	120	60
Student	60	35	25

I am interested in DOE Renewal Credit
 I am interested in college credit

**Send Registration and Payment to:
 Kari Oyen
 Lennox School District Box 38
 Lennox, SD 57039**

*Make all checks payable to SDASP
 We are unable to accept PO or credit cards at this time*

Sponsored by

South Dakota Association of School Psychologists and Northern State University

SOUTH DAKOTA ASSOCIATION OF SCHOOL PSYCHOLOGISTS

SDASP MEMBERSHIP APPLICATION

(Membership Year October 1—September 30)

NAME:	JOB TITLE:
ADDRESS: (Zip)	EMPLOYER: ADDRESS: (Zip)
PHONE:	PHONE:
E-MAIL (will automatically receive SDASP & NASP announcements/news):	FAX:
NCSP CERTIFIED: Yes No	NASP MEMBER: Yes No
HIGHEST DEGREE:	TRAINING INSTITUTION:
MAJOR FIELD OF STUDY:	MEMBERSHIP DUES: () \$35 for Regular & Associate () \$10 for Student & Retired
MEMBERSHIP CATEGORY: () Regular (must hold valid SD School Psychologist Endorsement) () Associate (allied fields)	() Retired () Student – To be eligible, your advisor must complete the following.
I am interested in participating in the following SDASP activities: () Leadership Position () State Newsletter/Web Contributor () Membership Committee () PR Committee () Convention/Workshop Planning () Government & Professional Relations Committee () Other	I certify that the above named student is enrolled in a college or university program & is not engaged in full-time employment. ADVISOR'S SIGNATURE: NAME OF SCHOOL:
Send check or money order payable to SDASP to:	Kari Oyen Lennox School District Box 38 Lennox, SD 57039

**South Dakota Association of
School Psychologists**

Editor.....
Cora Lee Alley
Rapid City Area Schools

Email: coralee@k12.sd.us



SDASP Update is published by the South Dakota Association of School Psychologists for its members. Views expressed in *SDASP Update* do not necessarily reflect the position of the SDASP Executive Board or its members. Test, book, or product reviews and announcements do not imply endorsement by SDASP.

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The SDASP Update invites articles, letters, and other items of interest.

We need submissions from our readership.

Please consider this opportunity.
The editor reserves the right to edit articles.

The SDASP Update is emailed to members. Archives can be found on the SDASP Website at:

<http://www.sdasp.k12.sd.us/>

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