



## SDASP UPDATE

Fall Conference Edition



### Jim Wright: Founder of Intervention Central

On September 22, 2011, Jim Wright presented on the topics *RTI: Academic Interventions for Difficult-to-Teach Students* and *Research-Based Interventions to Manage Challenging Classroom Behaviors* at the South Dakota Association of School Psychologists conference in Aberdeen, South Dakota. Attempting to summarize



in this newsletter the wealth of information shared during the day would be like trying to summarize the history of the world in a paragraph. Instead, a valuable toolbox for those in attendance and anyone reading this newsletter (continued on page 2)

*“The quality of a school as a learning community can be measured by how effectively it addresses the needs of its struggling students.” (Wright, 2005)*

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#### Special points of interest

- The key role of the classroom teacher as interventionist on page 2.
- Conference shots on page 5.

#### Dates to Remember:

- FEBRUARY 7 - CHILDREN’S DAY AT THE CAPITOL
- FEBRUARY 21-24 - NASP CONVENTION
- SEPTEMBER 20-21 - SDASP CONFERENCE 2012



*Roxana Uttermark  
presents a gift to  
Jim Wright.*

### The Key Role of Classroom Teachers as 'Interventionists' in RTI: 6 Steps

1. The teacher defines the student academic or behavioral problem clearly.
2. The teacher decides on the best explanation for why the problem is occurring.
3. The teacher selects 'evidence-based' interventions.
4. The teacher documents the student's Tier 1 intervention plan.
5. The teacher monitors the student's response (progress) to the intervention plan.
6. The teacher knows what the next steps are when a student fails to make adequate progress with Tier 1 interventions alone.

[www.interventioncentral.org](http://www.interventioncentral.org)

## Jim Wright: Founder of Intervention Central

(continued from page 1)

can be found at the following internet site:

<http://www.interventioncentral.org/sdasp> At this site one will find an extensive collection of tools for use in providing interventions for both academic and behavioral needs. The two related articles on this page were taken from the Intervention Central website.

## Intervention & Related RTI Terms: Definitions

(from 'How RTI Works' Series © 2011 Jim Wright)

Educators who serve as interventionists should be able to define and distinguish between the terms *accommodation*, and *modification*. (In particular, interventionists should avoid using modifications as part of an RTI plan for a general education student, as they can be predicted to undermine the student's academic performance.) Here are definitions for these key terms.

□ **Accommodation.** An accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers. An accommodation for students who are slow readers, for example, may include having them supplement their silent reading of a novel by listening to the book on tape. (Skinner, Pappas & Davis, 2005).

□ **Modification.** A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated. Examples of modifications are giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class or letting the student consult course notes during a test when peers are not permitted to do so. Instructional modifications are essential elements on the Individualized Education Plans (IEPs) or Section 504 Plans of many students with special needs. Modifications are generally not included on a general education student's RTI intervention plan, however, because the assumption is that the student can be successful in the curriculum with appropriate interventions and accommodations alone. In fact, modifying the work of struggling general education students is likely to have a negative effect that works *against* the goals of RTI. Reducing academic expectations will result in these students falling further behind rather than closing the performance gap with peers

## President's Page



*Kristi Kafka, SDASP President*

### **Leadership Recruitment:**

Keep an eye out for budding leaders and encourage them to consider a SDASP Executive Board position. There are four Area Representatives which are two-year positions with set rotations so two veteran representatives are always on the board. Secretary and Treasurer positions also become available. As President-Elect you attend board meetings and provide assistance as needed. As President, you plan the Annual Fall Conference and facilitate board meetings. For more information about Executive Board roles, see the Constitution and bylaws on the SDASP website. Please encourage your peer leaders!

*New Year Greetings SDASP members and friends!* As always, fall hustled into winter and break is upon us once again. I like this time of year and try to use it to reflect back and plan ahead. *Regarding reflecting back*, Stephanie Nesselhuf (SDASP President-Elect), Anita Winter (NASP Delegate) and I attended the Central Region Leadership meeting in Minneapolis November 11-13. The primary focus was the NASP Practice Model and how states are using or promoting it. If you are not familiar with the 10 Domains of the NASP Practice Model please check it out on NASPs website. If you are, I don't know about you, but at first (and second) glance, I found it an intimidating list to live up to. However, I can thank Dan Hyson, Minnesota's School Psychology President, for some peace of mind. He said we do not necessarily need to be practice experts, but we should be process experts and able to guide districts on all areas listed in the Practice Model. *Regarding planning ahead*, another topic was how to remain relevant, viable, and prove our services matter. Like every other discipline, we need to collect data and do something with it since data without action is generally not effective. Some school psychologists collect and report data for the following services: consultation and collaboration, counseling (pre/post service data), student assistance team meetings and student outcomes, in addition to evaluation numbers. Most of us agreed administrators, legislators, and other decision makers probably will not ask for our data, so we need to ask for an opportunity to share it. Happy reflecting and planning!

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*According to NASP, the new school psychologist to student ratio is 500-700 students per school psychologist.*

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### **Membership Information:**

While at the NASP Central Region Leadership meeting, we learned the number of NASP members from South Dakota far exceeds our SDASP membership numbers. We also learned our membership fees were the lowest in the region at \$35. Other states ranged from \$60-120. If you can encourage a colleague or friend to join SDASP, please do. Your membership fees support the Annual Fall Conference and are used to send Executive Board members to essential trainings and meetings. We also use SDASP funds to sponsor events like Children's Day at the Capitol, NASP's Children's Auction Fund, and the Bruce Rens Scholarship. If you have suggestions for ways to increase membership please contact your Area Representative or another Executive Board member. We would love to hear from you!

### **Spring Behavior Workshop:**

A SDASP Spring Behavior Workshop is being planned. Projected presenters are Joyce Anderson, Alyssa Larson, and Kari Oyen. They will present on the Watertown School District's behavior program and positive behavior intervention strategies (PBIS). Date and location to be determined so stay tuned!



*During the fall conference in Aberdeen, Kristi Kafka presented the Bruce Rens Scholarship to Whitney Meyer, a student at the University of South Dakota, .*

## STUDENT NEWS

### Bruce Rens Scholarship Winner

Congratulations to Whitney Meyer, a School Psychology student at the University of South Dakota. She was the winner of the Bruce Rens Scholarship this year.

“As part of our practicum class, we were assigned to do a behavior intervention with a student at our practicum site. Although the student I chose to work with displayed a number of high-incidence and off-task behaviors, his blurting was the most distracting to other students. Through collaboration with his teacher and by conducting a functional behavior assessment, it was decided that self-monitoring would be the best intervention for his behavior. The student had been blurting at an average of 10 blurts per 40 minute class period, and after implementing self-monitoring, his blurts decreased to 1 or 2 blurts per 40 minute time period. It was very interesting to see how a behavior could decrease so quickly as the behavior decreased directly upon the implementation of this intervention. Overall, this case was a great learning experience. I would like to thank SDASP for the opportunity to present this case study and for the Rens Scholarship. I am excited to attend the NASP conference in February and continue to expand my education!”



*Left: A conference attendee looks over Whitney’s poster presentation on self-monitoring .*

### School Psychology Degree Programs at USD

Whitney Meyer, pictured at left, attends the University of South Dakota (USD), the only university in South Dakota to provide degree programs for school psychology. **Students are encouraged to submit poster projects for the upcoming conference September 20-21, 2012.**

USD’s website states, “Our Nationally Accredited School Psychology program provides individualized, hands-on training for students who are committed to providing a full range of psychological services for children of all ages. Our small class sizes allow students to develop one-on-one relationships with the program faculty as they learn how to prevent or evaluate learning, emotional, and behavioral problems, design and implement academic and behavioral interventions, and collaborate with teachers, parents, and other professionals.” Programs for both Specialist and Doctoral programs are offered.

Go to <http://www.usd.edu/education/counseling-and-psychology-in-education/school-psychology-degree-program.cfm> for more information.

Dr. Nicholas Benson is the current USD liaison for SDASP.

[nicholas.benson@usd.edu](mailto:nicholas.benson@usd.edu)

## Dr. Joyce Anderson, SDASP School Psychologist of the Year

Congratulations to Dr. Joyce Anderson for being named the 2011 School Psychologist of the Year by the South Dakota Association of School Psychologists. She was presented with a plaque at the fall SDASP conference. Dr. Anderson did her undergraduate work in elementary education at Northern State University and also earned a master's degree in special education there. She went on to earn an education specialist degree in school psychology at Moorhead State University and then completed her doctorate at the University of South Dakota. She is currently gracing the Watertown School District with her services as a school psychologist for the betterment of children.



*Above: Jolene Keckler presents Dr. Joyce Anderson with her School Psychologist of the Year award.*



***Many thanks to Northern State University in Aberdeen, SD for providing a top notch setting for the fall conference.***

## Conference Shots



*Above: Stephanie Nesselhuff, preparing baskets of goodies for the speakers*

*Below: Alyssa Larson and Kari Oyen busy with registrations*



*Right: Penny McCormick-Gilles and Steve Gilles, taking some good notes*



*Above: Enjoying a few moments after a delicious lunch. Left to right: Ericka Kotab, Renee Arnio, Anita Winter, Ruth Fodness*



*Above: Michael Mettler, from Eureka, SD, helped with registration. He showed up early and worked with a smile. Both good school psychologist qualities. Michael is a first year graduate student at USD.*

## Conference Highlights:

### Special Education Updates: Focusing on Outcomes



Conference attendees were fortunate to have Ann Larson, the state director of special education, make time in her busy schedule to give an update on laws and compliance issues. In a short amount of time, she shared a wealth of information based on what her department learned through their recent federal review. One of the big ideas she touched on was OSEP's new focus on student outcomes

in special education, rather than primarily compliance issues. Another key topic that Ann discussed was the need for an emphasis on ensuring that special education processes are parent friendly. Ann would like to keep open communication with SDASP. She recommended that SDASP members participate in work groups at the state level when possible. Ann is interested in any ideas our group may have for state trainings and would also be interested in possible opportunities for joint trainings.

### Professional Ethics and Law

Have you reviewed your Code of Ethics lately? Rodney Freeman, a school law attorney from Huron suggested that most people don't review their code of ethics until a complaint has been made. He advised that ethics codes are written so broadly that someone can identify a breach of ethics if they are looking for one. If a complaint is filed, most ethics committees will find a breach, even something quite minor, and then implement at least a reprimand. Mr. Freeman reviewed some important defini-



tions related to school law, such as confidentiality, child abuse, bullying, search and seizure, and problems related to use of technology. His discussion presented some calls to action for the protection of both children and employees. For starters, you might want to pull out those codes and become familiar with the language.

*The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) was signed into law by President George W. Bush on December 3, 2004. As the nation's special education law, IDEA serves approximately 6.8 million children and youth with disabilities.*

*More information is available at:  
<http://www2.ed.gov/about/offices/list/osers/osep/index.html>*

A special thanks to Roxana Uttermark for her energetic and committed work in planning and organizing the fall conference, and to her family for sharing her during those days when she was making phone calls, hauling materials, and taking care of the endless details involved in conference planning.



*Roxana Uttermark,  
Immediate Past-President*



*During the fall conference, Anita Winter, NASP representative for SDASP, submits a letter to legislatures in support of child-friendly bills..*

## NASP Conference

Plan to attend the NASP Conference

February 21-24, 2012

Philadelphia, PA

The focus of this year's conference is on research related to improving the emotional well-being of children.

For more information, go to:

<http://www.nasponline.org/>



# Model for Comprehensive and Integrated School Psychological Services

By Anita Winter, NASP Representative

The Model for Comprehensive and Integrated School Psychological Services is also known as the NASP Practice Model. It is a framework for promoting and implementing a school psychologist's role. In our jobs and daily activities we cover a lot of ground. The Practice Model is a concrete tool to help us advocate for our roles within our schools. More specifically the NASP Practice Model:

- Communicates skills and services available from school psychologists across 10 domains of practice
- Describes the general framework within which services should be provided
- Promotes the connection between school psychologists' training, standards and actual practice
- Recommends a ratio for schools implementing this comprehensive model of one school psychologist to 500-700 student (1:500-700) depending on level of need within the student population
- Creates a capacity to make the best, most cost effective use of school psychologists' skills and expertise, which are an existing but sometimes underutilized resource in schools
- Allows flexibility for agencies and professionals to develop policies and procedures that meet local needs, while also providing sufficient specificity to ensure appropriate, comprehensive service provision
- Provides a reference for assessing continuing professional development needs
- Provides an organized and coherent framework to advocate for and communicate about school psychological services.

At the recent SDASP meeting, board members were given a copy of the NASP Practice Model to take back to their districts. Ann Larson was given a copy following her Federal Update presentation. Ericka Kotab SPAN/GPR will give copies to our SD state legislatures. This is a tremendous tool for making the case for the value of our profession.

The entire Practice Model is located at

[www.nasponline.org/practicemodel](http://www.nasponline.org/practicemodel)

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*“The Practice Model is a concrete tool to help us advocate for our roles within our schools.”*

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*SDASP Executive Board met the night before the start of the fall conference. Pictured in the back from left to right: Anita Winter, Kristi Kafka, Kari Oyen, Ericka Kotab, Jolene Keckler, Alyssa Larson, Margaret Pier; front row, Jennifer Burkett, Cora Lee Alley, Stephanie Nesselhuff, and Roxanna Uttermark.*

## SDASP Board Members Meet

The SDASP executive board met the evening of September 21st before the fall conference followed by a general membership meeting with more than 30 members the following day. A few of the topics discussed included the purchase of a poster board for conference displays, a last minute review of conference details, the GPR Conference in Washington, D.C., Children's Day at the Capitol coming up in February, a review of the NASP practice model, and approval of compensation for attendees at the NASP Regional meeting. Anyone interested can find meeting minutes posted on SDASP's website: <http://www.sdasp.k12.sd.us/>

Thank you to board members who served last year and are no longer on the board, including John Ratzloff as Past-President, Margaret Pier as Central Representative, and Kayla Kolander as Student Representative. SDASP is a better organization for your involvement.

Welcome to new faces to the board. Amanda Wilson will be serving as Central Representative; Maria Meyer will be the new Northeast Representative; and Amanda Barton is our new Student Representative. Thank you for volunteering your services to help SDASP in its mission to support learning for all children.

Other board members have been serving and were generous in accepting new positions. Alyssa Larson, who has been serving as the Northeast Representative, has accepted the position as Secretary. Stephanie Nesselhuff was previously our Secretary and is now serving as President-Elect. Kristi Kafka, who was President-Elect, is now our President. Roxana Uttermark, who was our President for the past year and organized the great conference at Aberdeen, is now serving as Past-President.

The next board meetings will be: Friday, March 30, 2012 @ 11:00 Wagner – via DDN-CST  
Thursday, May 24, 2012 @ 11:30 Chamberlain-CST

**If you are interested in becoming involved or know someone who might be a good candidate for board membership, contact President Kristi Kafka or your area representative (see sidebar).**

### SDASP Executive Board Members

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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.

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The *SDASP Update* is emailed to members. Archives can be found on the website at: <http://www.sdasp.k12.sd.us/>

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## SDASP

**An organization that believes that  
all children can learn!**



For a Membership Application visit the  
SDASP Website:

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