

# SDASP Update



**South Dakota Association of  
School Psychologists**

**September 2010**

**Register Now for the 2010 SDASP Conference**

## **SDASP Fall Conference**

**September 23 & 24, 2010**

Washington Pavilion of Arts and Sciences  
301 South Main Avenue  
Sioux Falls, South Dakota

### **SPEAKERS:**

**James Hudziak, MD**

“Genetic and Environmental Influences on Child Psychopathology and Wellness”

\*\*\*

**Wallace Jackmon, PhD**

“Conduct Disorders in Children and Adolescents”

\*\*\*

**Dr. Larry Brendtro**

“Deep Brain Learning: Pathways to Potential with Challenging Youth.”

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Also at the Conference. . .

\*Tour Avera Institute for Human Behavioral Genetics\*

\*SDASP Social\*

\*General Membership Meeting\*





## From the Editor:

Thanks to those of you that submitted articles for this edition of the SDASP Update. I was grateful for a three day weekend so that I could get the newsletter put together. I hope that many of you are able to attend the upcoming conference in Sioux Falls. Our president John Ratzloff has put in many hours getting the conference organized. Be sure to let others know of this opportunity for learning. The physical size of our state causes many of our members to feel somewhat isolated and SDASP provides a means for creating some opportunities for networking.

I am beginning my sixth year as a school psychologist. Previously I spent a year in an internship, another year as a behavior strategist, and before that, I was a teacher for nineteen years in a variety of roles including sixth grade language arts, music, Chapter reading, gifted education, and special education. I also served as a special education director for a few years in Bison. I can honestly say I've never been bored with my work. School psychology is a great profession and I encourage those in School Psychology training programs to work towards making it even better. The job of a school psychologist is packed with a wide range of roles and responsibilities and it seems that many of those responsibilities are in a constant state of shifting and changing as regulations change.

I am currently working as a school psychologist for a middle school and all of the early intervention settings in the Rapid City Area Schools. We have seven public integrated preschool classrooms, two of which focus on communication skills. We also serve special education needs for three Headstarts. In addition, we follow up on all referrals from Part C, from the medical field, from parents, and from private preschools.

We in Rapid City welcome Elizabeth Deserly as an intern with our psychology department and look forward to a great year of learning and striving towards helping children and families access the best educational opportunities we have to offer.

## Book Review: The Social Skills Picture Book

By Sabrina Saccoccio

(Reprinted from *The Connecticut School Psychologist*, March 2010)

**T**he Social Skills Picture Book by Dr. Jed Baker

(2001) is the quintessential tool for school psychologists teaching play, emotion and communication to children with autism. Children with autism require the explicit instruction of social skills presented through concrete and specific modalities. Many children with autism lack age-appropriate language and attention skills, so presenting information visually can often facilitate a deeper level of understanding.

Baker's book is full of photographs of real children in classroom settings demonstrating various skills ranging from how to interrupt to how to join others in play. The photographs are set up similarly to Carol Gray's comic strip social stories where there is a sequential format depicting each skill. The language within the comic strips is simple and concrete. Baker also depicts a "right way" and a "wrong way" to perform the skills with accompanying photographs. (Continued on page 3)



**Book Review, Continued from Page 2**

Baker recommends a four-stage process when using this book to teach social skills. First, the initial instruction stage involves the instructor reviewing the skills with the child by reading through the comic strip sequentially and describing what the children in the photographs are doing, thinking, and feeling. I like to ask my students questions about the facial expressions and body positioning of the children in the photographs when probing for understanding. Next, the role-play stage encourages the child and the instructor to act out the social skills using simple language. The role-play can then be reviewed with corrective feedback where the instructor can provide additional support to the child in order to perform the skill successfully. The last stage in this process involves teaching the generalization of skills. Because the content of this book is concrete and specific, it is important to teach children how to generalize their skills to other similar social situations. The goal is for the child to demonstrate social skills across contexts, and not just during role-play activities.

This book is most appropriate for young children as they appear to be elementary school-aged in the photographs, although the author recommends that it can be used up to early adolescence. I have had great success using this book with my students in third and fourth grade who struggle to demonstrate age-appropriate social interaction skills. Students who have learned the scripts included in this book for conversation, play, and emotion management skills are doing a great job of demonstrating these skills across contexts. They love the pictures of the real children and especially enjoy engaging in role-plays. This book has taught me how to create my own social stories which are relevant to the students with whom I work – and the students get a real kick out of seeing their own faces in the photographs. I would recommend this book to anyone looking for a dynamic instructional tool that is appropriate not only for children with autism, but for children with auditory/language processing difficulties, attention difficulties, or children with cognitive disabilities.



## This and That

At the board meeting on August 18th, Steve Gilles reported progress on the development of a SDASP website. The decision was made to go through the state since the service is free. The board has an open position for webmaster. Stay tuned for further information.

John Ratzloff reported that Sioux Falls has a new technical high school. He also noted that Sioux Falls has added two new psychologists to their department bringing the total to seven. As of the board meeting on August 18, Sioux Falls still had a psych-examiner position open.

Margaret Pier, our central representative, reported that a work group has been established to work on a standards based IEP.

The board will be meeting September 22 at 6 p.m. in Sioux Falls before the beginning of the fall conference on the 23rd.



## **NASP Public Policy Institute 2010**

by Roxana Uttermark

What I did on my summer vacation....

Attending this year's Public Policy Institute (PPI) in Washington, DC, was both grueling and inspirational. Although the weather was hot and humid, the scenery was out of the history books. The institute consisted of two days of wonderful speakers and the third day, a Capitol Hill experience.

### Day One:

Historical perspectives of the federal role in education

“What do we spend on children?” an overview of the Children's budget 2009: an analysis of expenditures on children.

Our piece of the pie is small.

Turnaround schools in America; polices to address America's drop out factories

Yes, South Dakota, we do have some.

Kids Count: The status of America's children

Ken Jennings, Assistant Deputy Secretary of Education, Safe and Drug free Schools gave an excellent, inspirational presentation on education and his work with Safe and Drug Free Schools

### Day Two:

Presentations from Stacy Skalski, NASP Director of Public Policy, Kathy Cowan, NASP Director of Communication, Sally Bass and John Kelly, GRP Committee Co-Chairs

Effective Policies and practices to prevent youth violence

Programs that have developed out of the tragic school shootings

Educating the “whole” child

Regional networking meeting with our representative Sally Bass

### Day Three:

Visited with representatives from Senators Thune and Johnson's offices, and Representative Herseth-Sandlin.

Discussed the importance of school psychologists and our role in the public school system

Presented the NASP “Ready to Learn, Empowered to Teach” article

Talked about the importance of a positive school climate, and its effect on the wellbeing of both students and staff

Discussed the upcoming reauthorization of NCLB, and NASP recommendations for policy

The institute was a big learning experience and hopefully a step in the right direction to let our elected officials know about the importance of funding education and the important role school psychologists have in the education system. As the saying goes “all politics is local;” we need to continue this effort in our local communities and school boards. Thank you for the opportunity to attend!

MY GRANDFATHER  
ONCE TOLD ME THAT  
THERE ARE TWO  
KINDS OF PEOPLE:

THOSE WHO WORK  
AND THOSE WHO  
TAKE THE CREDIT.

HE TOLD ME TO TRY  
TO BE IN THE FIRST  
GROUP; THERE WAS  
LESS COMPETITION  
THERE.

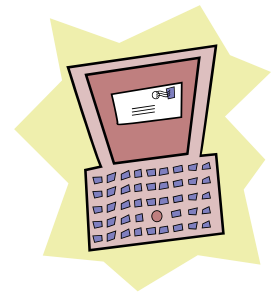
~INDIRA GANDHI

This spot could be yours  
in the next SDASP Update!

Please submit:

- thoughts from the executive board,
  - area representative news,
  - conference/training reviews,
- input from graduate students (who are you, what led you to this field, ups and downs, pictures: no contribution is too small),
  - legislative updates,
  - website news,
- SDASP Meeting minutes,
- reports from NASP delegates,
- in-the-field topics, tips, and tricks,
- pictures of psychologists in action

Email contributions to [coralee@rap.midco.net](mailto:coralee@rap.midco.net).



**RETHINKING BEHAVIOR**

By Cora Lee Alley

(This article originally appeared in the March edition of *The Psych Perspective*, a publication of the Rapid City Area Schools psychology department.)

The majority of students in our schools are willing to behave and abide by the rules because they have learned that by doing so they can stay out of trouble, please other people, and/or begin to build their “resume” for future gain. On the other hand, students who habitually exhibit undesirable or harmful behaviors often feel their situations are hopeless because they have either never been able to stay out of trouble, people are generally always unhappy with them, and/or they come from environments where life is hard and the future seems out of their control. They feel their efforts will never pay off. Consequently, they view as irrelevant that which figures in authority do to them in the way of punishment. A school’s discipline matrix, while an effective deterrent for the largest percentage of students, is often insufficient to change the learned and habitual inappropriate behaviors of a few. A behavior that is habitual has typically created a brain pathway that stays fixed even after an environment is changed or even when the behavior results in repeated punishment.

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So what do we do about those students who are always in trouble? Comparing such a problem to something already known is one approach towards finding solutions. Since the desired result, i.e. appropriate school behavior, involves a set of complex skills, we could compare it to another construct that involves a complex set of skills, such as reading. If children are poor readers, we teach them essential reading skills through all sorts of methods, such as guided reading, direct instruction, modeling, or repeated drill and practice. We know that our poorest readers will need daily, guided practice with immediate feedback. We also know that improving reading performance will require consistent effort by more than one person or a

(continued on page 7)

## Delegate News



### Parting Words from Sonja Shannon

*(The following is an article written by Sonja Shannon, whose service as South Dakota's NASP delegate ended in July.)*

I am sure that many of you have already heard the good news about the defeat of the new provisions in the APA Model Licensure Act (MLA). The results of this act could have restricted the ability to use the term psychologist to only doctoral level psychologists. Though the current danger appears past, it was brought to the attention of the delegate assembly that there are currently two states that do restrict our titles. It will continue to be important for us as an organization be active in preserving our title in the state of SD. SDASP members have already been building bridges with others in the state and we can all help in building relationships with other psychologists.

As you may be aware, the financial down turn had an impact on NASP's investments and then on NASP's financial health. There was good news this year as NASP had more income than projected and we were able to include some activities that were cut last year. We are hoping to have a face to face regional meeting this fall and it is an opportunity for you to become a leader in SDASP and NASP.

South Dakota is working on becoming a NASP approved provider which means that our convention programs contain the necessary standards for NCAP renewal. ErickKotab (and others) has been working on this document and we hope to have approval soon.

I have finished with my two allotted terms as a NASP delegate. It has been extremely rewarding and I have more and more respect for NASP as an organization. Our membership continues to grow (even in SD) and we have 26,000 members this year. A large number of these members are student members and if you attend a NASP convention, you will certainly see that impact.

I hope that you will all have an opportunity to attend a NASP convention. Consider the summer conventions which are usually smaller and have limited topics. It may make a great vacation for your family.

On July 1<sup>st</sup>, our new delegate, Anita Winter, began her service as NASP delegate for South Dakota. Thank you for allowing me to be your delegate. It has been an honor.



### Our National Association Works Hard All Year Long

By Anita Winter, NASP Delegate

Welcome back to a new school year. This summer I attended the NASP Delegate Assembly (DA) in Bethesda, Maryland. This is a twice a year meeting where all the state delegates, NASP executive board, work group chairs and other leaders get together to discuss the work of the association, approve the budget for the year and share ideas among states.

Kathy Minke, our new NASP president spoke of efforts to revise, clarify and improve the position statements of NASP. We had the first reading of a revised position state on retention. NASP is also working towards a revised statement on learning disabilities. These will be important documents for practitioners and should provide us with strong tools in advocating with school staff and families.

NASP has created a Model for Comprehensive and Integrated School Psychological services. A powerful document, the model seeks to describe the breadth and depth of school psychology. It describes the good work you already do and promotes expanding or redefining your role. You can download the model at: [www.nasponline.org/standards/2010standards/2\\_PracticeModel.pdf](http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf)

On the legislative side, NASP continues to advocate in Washington, D.C. for school psychology. NASP continues to work on student loan forgiveness, mental health in the school, bullying, non-discrimination and academic growth. Most of the current efforts focus on the reauthorization of the Elementary and Secondary Schools Education Act (ESEA). NASP has submitted a document, Ready to Learn, Empowered to Teach, that outlines recommended educational priorities. You can find this at [http://www.ngasponline.org/advocacy/readyto\\_learn.aspz](http://www.ngasponline.org/advocacy/readyto_learn.aspz)

(Continued on Page 7)

## Delegate News



(Continued from Page 6)

Financially, NASP continued to be a fiscally strong organization. With 26,000 members it is working hard to stay lean and active and to respond to today's economy and maintain important member services. Aggressive and proactive steps taken throughout the last year to manage costs were successful. Those steps, along with strong membership numbers and conference attendance led to a budget surplus for the year. The NASP office staff, executive board and Delegate Assembly will monitor the financial health of NASP throughout the year and adjustments will be made if needed.

The NASP conference will be in the beautiful city of San Francisco, February 22-25, 2011. With an emphasis on positive psychology, the conference committee hopes to continue the great energy for school psychology. A new option is a special rate for school principals of only \$100. This is a great opportunity to advocate for school psychology with your principal and expose them to a huge amount of high quality professional development. The conference will be worth the trip, I hope to see everyone there.

## NASP 2011 Annual Convention

February 22–25, 2011

Hilton San Francisco Union Square

San Francisco



## RETHINKING BEHAVIOR (continued from page 5)

team of people including the classroom teacher, the literacy staff, instructional assistants, and parents.

Now, shift your thinking to a student whose problem is behavioral in nature, such as repeatedly interrupting class. Children who interrupt or disrupt class may have a discussion with the teacher or a person of authority. They may also be removed to a time away area such as a detention room. Unfortunately, time away often provides minimal intervention planning for teaching replacement behaviors. What if poor readers were lectured about their poor reading skills and then sent to sit in a quiet, isolated place, or maybe just sent home, until they can get it right?

Many of us have a tendency to think that children should have learned appropriate behaviors at home and that teachers don't have time to deal with students who misbehave. We just aren't as well equipped to analyze behavior strengths and weaknesses as we are to analyze a skill such as reading. The good news is that we aren't entirely without effective tools. A functional behavior assessment is an under used diagnostic and planning tool for assisting educators in determining the function of troublesome behaviors for a student and then teaching replacement behaviors or applications of appropriate behav-

What if poor readers were lectured about their poor reading skills and then sent to sit in a quiet, isolated place, or maybe just sent home, until they can get it right?

iors. Furthermore, some researchers recommend early prevention by using universal screenings of behavior in kindergarten much as we screen basic reading and math skills, followed

by implementation of strategies and measurement of progress.

As in the teaching of any skill—reading, writing, math, or behavior—for students with significant needs, the first round of interventions may not produce results. With persistence, however, progress is made. Learning occurs. Brain pathways are shifted. Behavior changes, sometimes ever so slowly. A child's manipulation becomes cooperation. Teasing transforms to words of empathy. Aggression is replaced by altruism. . . . Seeming like too big of a project? Find one student who isn't worth it. . . . Better yet, find one student who is and try it.

Inspired by *DISCIPLINE AND BEHAVIOR: Balancing Procedural Expectations with Positive Educational Practice*. Presented by Dr. Eric P Hartwig, 10/2/2009, at the School Psychologists' Association of South Dakota Conference, Mitchell, SD.



I never had a policy;  
I have just tried to do my  
very best each  
and every day.  
~Abraham Lincoln

## TEACCH: Implementing Classroom Strategies for Students with Autism

By Alyssa Larson, SDASP Northeast Representative

Recently, Joyce Anderson and Alyssa Larson, school psychologists from the Watertown School District, had the opportunity to attend a one-week TEACCH training in Chapel Hill, North Carolina. The focus of the training was implementing classroom strategies for students with autism. The TEACCH program emphasizes assessment (informal and formal), developing individualized goals to support all aspects of life, implementing various teaching strategies (PECS, social skill groups, video monitoring, pivotal response, and work systems to name a few), and teaching skills to an individual so that he/she can be independent in the activity. Teaching the students to use visual strategies independently and antecedent work are key components to the TEACCH training.

The best part of the training was working directly with students with autism under the guidance of TEACCH trainers.

Each day of the training allowed the participants to observe teaching and independent work sessions that TEACCH trainers implemented with students with autism. Participants also had the opportunity to plan and implement assessments, develop teaching objectives and activities, and restructure these teaching activities. Different areas were focused on each day including academics, communication, domestic/vocational, and leisure/social.

The best part of the training was working directly with students with autism under the guidance of TEACCH trainers. Working with a variety of students with varying abilities at different age levels allowed the training to become very practical and meaningful. After all, the students are the best teachers!

Of course, it is very difficult to summarize an entire week of training in one article, so please contact Joyce Anderson [joyce.anderson@k12.sd.us](mailto:joyce.anderson@k12.sd.us) or Alyssa Larson [alyssa.larson@k12.sd.us](mailto:alyssa.larson@k12.sd.us) in the Watertown School District for more information!

A little about TEACCH:

What is TEACCH? (taken directly from their website [www.teacch.com](http://www.teacch.com))

TEACCH (Treatment and Education of Autistic and Communication related handicapped CHildren) is an evidence-based service, training, and research program for individuals of all ages and skill levels with autism spectrum disorders. Established in the early 1970s by Eric Schopler and colleagues, the TEACCH program has worked with thousands of individuals with autism spectrum disorders and their families. TEACCH provides clinical services such as diagnostic evaluations, parent training and parent support groups, social play and recreation groups, individual counseling for higher-functioning clients, and supported employment. In addition, TEACCH conducts training nationally and internationally and provides consultation for teachers, residential care providers, and other professionals from a variety of disciplines. Research activities include psychological, educational, and biomedical studies.

The administrative headquarters of the TEACCH program are in Chapel Hill, North Carolina, and there are nine regional TEACCH Centers around the state of North Carolina. Most clinical services from the TEACCH centers are free to citizens of North Carolina.

**Let me know if you have any questions:)**

**Alyssa Larson, Ed.S., NCSP  
School Psychologist  
Watertown School District 14-4**



# Board Meeting at Chamberlain



**Cedar Shores**



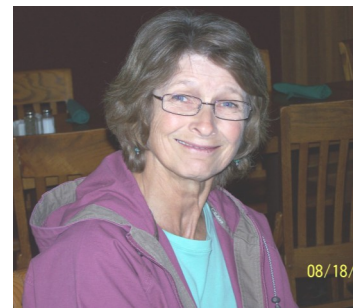
**John Ratzloff,  
President**



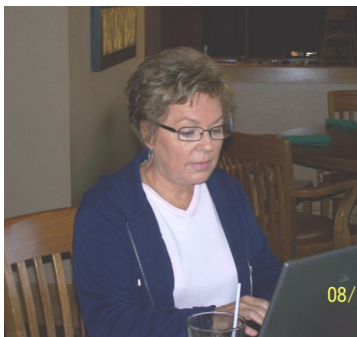
**Board members met on August 18th at Cedar Shores in Chamberlain to work out details for the upcoming conference**



**Steve Gilles, Past President**



**Margaret Pier,  
Central Representative**



**Jayne Rubendall, Secretary**




**Anita Winter, NASP Delegate**



**Alyssa Larson, Northeast Representative, and Kari Oyen, Treasurer**



**Roxana Uttermark,  
President Elect**



**RENEW YOUR MEMBERSHIP NOW!**  
Your 2009-2010 membership will expire on September 30th. A 2010-2011 membership form can be found in this newsletter.

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 <b>SDASP</b> to:	Kari Oyen Lennox School District Box 38 Lennox, SD 57039

**SDASP Conference Registration Form**  
**September 23 & 24, 2010**  
**Washington Pavilion of Arts and Sciences**  
**Sioux Falls, SD**

Please complete a separate registration form for each person attending

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

PHONE (Home): \_\_\_\_\_ (Work): \_\_\_\_\_

E-MAIL: \_\_\_\_\_

EDUCATION FIELD: \_\_\_\_\_

<b>Conference Fees**</b>	<b>Both Days</b>	<b>Thursday</b>	<b>Friday</b>
SDASP Member	\$140	\$80	\$70
Nonmember	\$160	\$90	\$80
Student	\$60	\$35	\$35

\*\*Please circle those that apply

\_\_\_\_\_ I am interested in obtaining Department of Education Renewal Credit

\_\_\_\_\_ I am interested in college credit.

Registration includes Continental Breakfast and afternoon snack for all registrants, as well as the SDASP luncheon on Thursday. Please make checks payable to **South Dakota Association of School Psychologists (SDASP)**. We are unable to accept purchase orders or credit cards at this time.

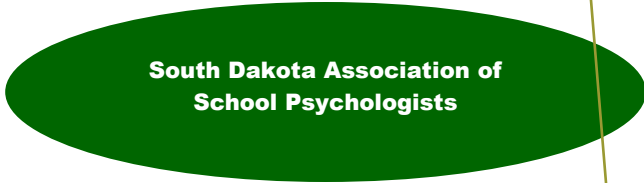
Send registration and payment to:

**Kari Oyen**  
**Lennox School District**  
**Box 38**  
**Lennox, SD 57039**

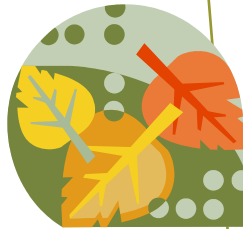
Questions?

*Please contact John Ratzloff at 605.330.9920 (home) or 605.367.7924 (work).*

*Email: John.Ratzloff@k12.sd.us*



Editor.....  
Cora Lee Alley  
Rapid City Area Schools  
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*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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**SDASP Website  
coming soon!**

- 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.

## SDASP Executive Board Members

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(john.ratzloff@k12.sd.us)

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(roxana.uttermark@northern.edu)

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Webmaster - Open

Newsletter - Cora Lee Alley  
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(anita.winter@k12.sd.us)

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Ericka Kotab (SPAN Contact)  
(ericka.kotab@k12.sd.us)