

# SDASP Update



## South Dakota Association of School Psychologists

January 2010

### 2009 SDASP Conference: Making Yourself Indispensable

With humor and drama, Dr. Eric Hartwig presented “**Just-In-Time**” **Behavioral Project (JITB)** at the fall conference in Mitchell, SD. He distributed a guidebook to conference attendees entitled *Discipline and Behavior: Balancing Procedural Expectations with Positive Educational Practice*, which included models for direct application in school settings. According to Dr. Hartwig, the core values of an effective behavior initiative are as follows:

- Prevention is a first response to challenging behavior and crisis issues.
- Discipline is an opportunity to help students learn new skills and replacement behaviors.
- Encouraging a sense of community responsibility and problem solving is more important than compliance and obedience.
- Strategies and behavior intervention plans do not fulfill basic human needs; only relationships do.
- There are no easy answers or quick fixes; individual and organizational change takes time, commitment and introspection.
- Positive educational practices require that measurement is used; not feelings.



Eric P. Hartwig, Ph.D.  
from Wasau, Wisconsin  
2009 Fall Conference

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### Another Conference Feature. . .

Sally Baas, Ed. S. from the College of Education at Concordia University-St. Paul presented “**School-based Mental Health: Recognizing Early Warning Signs, Responding to Cultural Influences, and Helping Teachers Meet the Needs of Students.**”

Sally focused on the identification of behaviors that may signal early onset of mental illness,

identifying cultural influences, and integrating mental health/social emotional learning supports into education program planning. A case study was presented with a hands-on problem solving opportunity for conference participants. *Intervention Tip Sheets* were provided for

quick reference when dealing with disruptive behavior disorders, ADHD, anxiety, bipolar disorder, and depression.

See page 5 for more conference highlights.

## Summer Cohort for School Psychology Doctorate

By Roxana Uttermark

Interest is building in the possibility of the University of South Dakota offering a Summer Cohort program for those interested in pursuing their Doctorate degree in School Psychology. At the recent SDASP Fall Conference a group of 10-15 interested participants met with faculty members from the university to discuss the possibility of this option, starting this coming summer. The program would be the first of its kind in South Dakota and would be a new approach to provide this degree option. The university faculty expressed optimism and would like to gather more information in order to proceed with this program. A minimum of 7 doctoral students would be needed to offer the classes during the summer term. This option is for those school psychologists that already have a Specialist degree. Interested Doctoral students are asked to send a transcript, current GRE scores, a letter of interest, and an application to Dr. Benson the School Psychology program Director at USD. Once the applications of the students are compiled the decision from the university will be forthcoming.

In light of the recent APA decisions and possible changes in the future of the profession of School Psychology, this opportunity is well timed. If there are any questions regarding the information that needs to be sent to Dr. Benson, please feel free to contact me at 626-3359 or by e-mail

[Roxana.uttermark@northern.edu](mailto:Roxana.uttermark@northern.edu).

Contact information for Dr. Benson:

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**"In light of the recent  
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The application does not need an application fee as the program is not yet developed. Dr. Benson stated he just needs the preliminary information to start the process.



**Future  
SDASP Member**  
Congratulations to  
Ericka Kotab  
proud mother.

## Thoughts on Dyslexia Evaluations

by Margaret Pier, Central Representative

Pierre School District

I have not contributed to the Newsletter in the past; as a regional representative I am committed to do so and am writing briefly about an issue which arises periodically - evaluations for dyslexia. While I was unable to attend the presentation in Sioux Falls this past year, I very much appreciated the presentation in conjunction with the Convention and have made reference to content in meetings.

While seeking to support and appreciate the concerns and input of parents and others, from my perspective it is helpful for evaluation teams to also frame the language in the context of special educational eligibility and observable behavior. Recognizing the limitations of instruments like the Dyslexia Screening Test and the Dyslexia Screening Instrument, I continue to use

"Recognizing the limitations of instruments like the Dyslexia Screening Test and the Dyslexia Screening Instrument, I continue to use these instruments for clinical input while talking about their limitations and bringing the conversation back to measures of specific learning disabilities."

these instruments for clinical input while talking about their limitations and bringing the conversation back to measures of specific learning disabilities. Recently in response to a request to evaluate for dysgraphia, I considered the work of Margaret J. Kay, Ed.D, posted on the web. I found that her site, and others, offered useful suggestions, and procedures recommended were implemented. In this particular instance, evaluation procedures supported eligibility in the area of written expression primarily due to significant weaknesses in mechanics. In addition, sufficient evidence supported further evaluation for ADHD. It is recognized that indicators may be the result of avoidance and escape from classroom activities; however, limited attention, disorganization, and difficulty sustaining attention and effort to low interest tasks may also be exacerbating writing difficulties. In an effort to better distinguish factors at play, the Test of Variables of Attention will be administered in addition to observations, interview content and survey results.

I have no doubt that this is an area of expanding interest and controversy. I am hopeful that information and insights will be shared. I hope to learn from all of you.

## Seasonal Affective Disorder

by Bev McLeod, School Psychologist  
Rapid City Area Schools



*(An edited version of this article was originally published in the November 2009 issue of the Psych Perspective, a publication of the Rapid City Area Schools Psychology Department.)*

Did you turn your clock back to accommodate the daylight saving time change? It is curious to know what difference it makes if one goes to work in the dark or comes home in the dark. Perhaps the work day should simply be shortened. LOL.

Darkness or lack of sunlight adversely affects 2-6% of the children between ages 9-19. Although there is no specific identified cause of Seasonal Affective Disorder (SAD), it appears to be more common among both children and adults who live far north or south of the equator. Females are more frequently diagnosed; however males demonstrate more severe symptoms.

It is believed the reduced sunlight in the fall and winter may disrupt the body's internal clock which lets one know when to sleep or awaken. This disruption may cause feelings of sadness or depression. The change of the seasons can disrupt the balance of the hormone Melatonin, which plays a role in sleep patterns and mood. The decreased sunlight can also reduce the amount of Serotonin, a neurotransmitter, which also affects mood.

Almost all children diagnosed with SAD, suffer sadness, anxiety, and irritability during the autumn and/or winter months. Some show symptoms of fatigue, sleep problems, headaches and increased appetite especially for

(continued on page 4, see Seasonal Affective Disorder)

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sunlight  
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## Delegate News

**The NASP ballot is set for January and will open at 8:00 AM on Jan. 5<sup>th</sup> 2010 and close on February 1<sup>st</sup>.** SD has the opportunity to elect a new delegate as well as NASP officer. Information is on the NASP website and gives you an opportunity to learn about each candidate.

I hope that many of you will be able to attend the NASP convention in Chicago March 2-6<sup>th</sup>. Many of us have tried to have a SD night at convention where we meet and eat together. Let me know if you are attending and are interested.

Summer conferences will be in Denver July 12-14<sup>th</sup> and Nashville, TN, July 24<sup>th</sup> -28, 2010. Please check the NASP website for information as it becomes available.

Check out the NASP communities and choose those that you would like to join. They give you opportunities to ask questions or provide answers to others' questions. The communities are only successful if members are involved.

Thank you to Steve for the great SDASP convention.

-Sonja Shannon, NASP Delegate



*Sonja Shannon, our current NASP delegate, and Penny McCormick-Gilles have a discussion at the board meeting in October.*

## Seasonal Affective Disorder (continued from page 3)

carbs or junk food. In the classroom, teachers may see a decline in academic achievements, a loss of desire to take part in activities, especially sports, memory impairment, poor organizational skills and difficulty with hand writing. Behavioral difficulties experienced by children suffering from SAD often include withdrawal from family and friends, crying spells, temper tantrums, and/ or a tendency to watch a lot of television without even retaining what is seen.

Medications and light therapies are often remedies used to balance the disruptions of hormones and neurotransmitters caused by the lack of sunshine, thus minimizing the SAD symptoms. Neither of these remedies, however, are typically made available by the classroom teacher.

Researchers at the University of Manchester discovered the sacculus, which is connected to the part of the brain responsible for registering pleasure. It responds within a few seconds to hearing high intensity and low frequency sounds. Consequently, one gets immediate pleasure when he/she sings, regardless of what it sounds like to anyone else. So.....♪ let the sun shine, let the sun shine in ♪

Endorphins are hormones that are naturally released by the body to help

elevate a person's pain threshold and provide a calming effect. Laughter is said to help. If it is done in huge amounts it releases hormones that counteract SAD.

Consequently,  
one gets  
immediate  
pleasure when  
he/she sings,  
regardless of  
what it sounds  
like to anyone  
else.



Dancing releases endorphins, so it also functions as a mood enhancer



"You put your right foot in; you put your right foot out, do the hokey-poky and turn yourself about".



Endorphins are not exclusively tied to laughter and exercise. Everything from viewing beautiful art to thinking positive thoughts can help one naturally and effectively stay in an upbeat, positive frame of mind.

Once it is springtime again, the children having SAD may then become hypomanic with feelings of elation, talkativeness, sleepless nights and hyperactivity.

[This spot could be yours in the next newsletter!](#)

Submit material by  
February 1, 2010.  
Publication March 2010

Please submit:

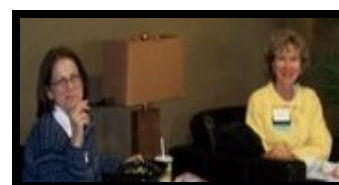
- thoughts from the executive board,
- area representative news,
- conference/training reviews,
- input from graduate students (who are you, what led you to this field, ups and downs, pictures: no contribution is too small),
- the current SDASP Strategic Plan,
- legislative updates,
- website news,
-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



## More Conference Highlights (continued from page 1)

### “Intervening with Dyslexia: How to do it right and make sure it’s working”

Dr. David Hulac, Ph.D., from the University of South Dakota, presented a special evening session for parents and interested others. He described a variety of interventions that can be used to intervene with students who have dyslexia, as well as progress monitoring techniques. The bottom line is that students with reading deficits need explicit instruction to become proficient.



### Conference Shots

#### Expanding/Redefining Your Role as a School Psychologist

Wisdom for school psychologists can be found in abundance right here in South Dakota. Presentations at the fall conference included:

*Finding the Niche* by **Krista Kafka**,  
*ESY on Steroids* by **Joyce Anderson**,  
*Teaching Teachers: the other side of RTI* by **Roxana Uttermark**, and  
*Tales from the Dark Side* by **Penny McCormick-Gilles**.

#### Also of interest. . .

a talk by **Sandy Stukel**, a graduation coach who shared the need to see students as being “at promise” instead of “at risk.” Graduation coaches can locate and develop relationships with at promise students to increase graduation rates.

Compliments to the staff at the  
Highland Conference Center  
and the  
Mitchell Chamber of Commerce  
for the terrific service  
and facilities.

**Thanks to the hard work by many SDASP members  
who made the fall conference possible.**

## SDASP Student Involvement

### Bruce Rens Scholarship Winner

Catherine Browning completed a case study on the work she did with a child who was diagnosed with an autism spectrum disorder.

*From Left: Roxana Uttermark, Jill Lear, and Catherine Browning*



And the lucky winner is. . .

*Kayla Kolander and Alisha Willey had the fun job of giving out door prizes.*



## 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:
<b>E-MAIL</b> (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 (October 1—September 30): ( ) \$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 30396 – 466 <sup>th</sup> Ave Beresford, SD 57004

## South Dakota Association of School Psychologists

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**SDASP Website  
coming soon!**

*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.

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