



Ni Hao!

School Psychology Halfway Around the World

by Brooke Quinn

It's not everyday you open your mail and are offered the chance of a lifetime. This past fall I was pleasantly surprised to be invited to travel to China for two weeks in December 2007. Not only was I fortunate enough to travel halfway around the Earth to the largest country in the world, but I was invited by the People-to-People Citizen Ambassador Program. This program was created by President Dwight D. Eisenhower with the goal that ordinary citizens of different nations, if able to communicate directly, would solve their differences and find a way to live in peace. Eisenhower believed that people could make the difference where government could not.

Dr. Barbara Mowder, Professor at Pace University in New York City, distributed invitations to school psychologists who were also NASP members. A total of 12 school



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psychologists, along with 3 guests (one of them was my younger brother) signed up for the journey.

The 15-1/2 hour plane ride, departing from Los Angeles International Airport, crossing the Pacific Ocean and the International Date Line, was well worth the jet lag and swollen ankles. The first city we explored was Beijing, the capital, home to 12 million people. It is the second largest and fastest growing municipality in modern China. We visited The Summer Palace, the largest and best-preserved royal garden in China. We walked through some of the elaborate 9,999 rooms of the Forbidden City (built in 1420) where 24 emperors lived over 500 years. Among the other cultural highlights we visited were the Temple of Heaven, Tian'anmen Square,

and the Presidential Palace. We also toured a mental hospital within the university. Our group was fortunate enough to have translators and we were able to talk with doctors about their philosophies and practices. The delegation also traveled to Nanjing and Shanghai with stops at the Confucius Temple, Buddha Temple, Ming Tomb, and many beautiful gardens.

The highlight of the entire trip was climbing the Great Wall, Badaling. I know it sounds like a cliché, but it was honestly a life-changing experience. The wall and its picturesque backdrops were indescribable and beyond breathtaking. It was difficult to comprehend the back-breaking hours that went into building the fascinating 3,000-mile architectural wonder. The massive structure weaved in and out of endless mountains as far as the eye could see. The individual

bricks were uneven and at many points along the steep slope my heart rate shot up. Ten thousand tourists visit the Great Wall daily and on this particular crisp December afternoon, I was lucky enough to be one of them.

Some interesting observations about China:

Culture & Mental Health

- Chinese etiquette includes a focus on humility, on "face" and ritual organization. Humility means that Chinese people often "beat around the bush." They may apologize for not preparing well when they really have. Their concept of "face" means that they must attend to respecting others; avoid insulting others or being overly direct.

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This aspect of the culture makes many people deny their problems. They don't think they need treatment and are unwilling to talk to anyone about their problems for fear of losing face.

- Mental health services have been thought to be socially stigmatizing and initially did not get many patients because people were ashamed of consulting with a psychologist.
- Two types of organizations train children with disabilities: state-owned (in-patient) and privately -owned (out-patient).
- When a child is in a state-owned in-patient hospital, the child has a caregiver who is trained by nurses and is paid by the child's family.
- There are not enough training centers so children have to wait 2-3 years to get into programs which are very expensive.
- Patients have to come to the hospital to be diagnosed.
- The Chinese see ADHD as a neurological disorder and it is very difficult for parents to cope with. Most parents prefer a non-medication approach.
- They do use the DSM-IV diagnostic criteria.
- Major concerns for Chinese families are

(continued on page 8)

Many hands...

by Fredye Sherr, NHASP President

My maternal grandmother, affectionately known as 'Meema,' always could get my brother and me to do almost any job, even work together, by saying, "Many hands make light work." Even today my own young grandchildren will swing into action when I start to sing the 'clean up' song, in which everyone has a job to do. Miraculously the most chaotic of playrooms will be put right in short order. *Many hands make light work.*

I was reminded of this as I look back on my year as NHASP President, which is rapidly drawing to a close. It's been a successful year, hallmarked by RTI. The RTI Task Force completed the Guidelines for Identifying Students with Specific Learning Disabilities using an RTI framework. During the two day Fall Conference with its focus on mental health issues, we acquired pragmatic strategies from Jim Larson and Aureen Wagner for working with children with acting out behaviors, mood disorders, anxiety, and Obsessive Compulsive Disorder. For those members who were able to attend the Winter Meeting, Howard Muscott spoke of strategies for linking school-based mental health with community based services, and Ginny Harvey got us thinking about ethical issues and how a seemingly good idea on the surface may be fraught with unanticipated consequences. Not only was it thought provoking, but also Ginny's presentation provided the ethical/professional development CPDs which will be required for those of us looking to renew our NCSP certification after December 2008. And we can't forget the Spring Conference with over three hundred registrants and Sharon Vaughn's practical look at reading interventions using a RTI model. All of this would not have been possible without the dedication of NHASP members who actively go the extra mile to ensure that our members not only have opportunities to hone their skills, but that we have a positive impact on the education of all children. My heartfelt thanks go out to all of you who have volunteered both your time and your expertise to make NHASP the vibrant organization that it is.

Yet, as I look around at the *many hands that have made light work* during this past year, I realize that these are the same hands that have been doing the work for the past decade and more. These are the very same professionals who gone beyond the expectations of their daily lives and work and truly supported the education of all children. They are not the

ones who say, "I'm too tired...too busy...too overwhelmed." Rather they say, "This needs to be done. How do we do it?" They are the many hands that make light work and they have, indeed, made a difference. Witness the way in which a small group of members brought forth to the Executive Board the idea that the way in which reading was being taught in New Hampshire was not as effective as it might be. Brainstorming led to the first Spring Reading Conference, which over the past several years has brought to New Hampshire a range of experts in evidence-based reading instruction. And slowly we have seen changes in the way that reading is taught throughout the state. Through the auspices of NHASP this relatively small group of school psychologists was able to make a difference.

It is now time for more hands to be added to the circle, for new ideas to come forth to keep NHASP a vital, influential force in the educational landscape of New Hampshire. Our professional organization must position itself so that we can be a support to teachers, schools, and school districts in implementing the intricacies of RTI. There are potential challenges to the practice of school psychology as we know it, should APA's Model Licensure Act become a legislative issue in our state. In this age of technology we must also keep a careful eye on the nature of information that is gathered on our students and how it is kept and used. And yes, we must continue to make certain that we provide relevant opportunities for school psychologists to grow and keep abreast of developments in the field. *Many hands make light work.*

During the course of the next few weeks I will be attempting to call each and every one of you in our NHASP membership to ask you to find a place where you can lend a hand. Yes, I know it's a busy time of year and you don't have a minute to spare right now. What I will be asking you to do is to think about what time or talent could you give for the 2008-2009 school year. Where do you fit in? How could you have a positive influence? Please remember that there are no burdens 'cause *many hands make light work.*

Best wishes to each and every one of you for a successful wrap-up of the school year. It's a busy time, I know, but remember to take a moment to close your eyes, take a deep breath, and BREATHE! *

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Editor's Voice

The Prom

by Betty Lenehan

We took a road trip last week to our old stomping grounds, Washington, DC, the Eastern Shore of Maryland, and the mountains of Virginia. We needed an early dose of spring and, after many New Hampshire springs, that area in April seems like spring on steroids. Just what the doctor ordered! Our last stop was a visit with my dear college friend, Alice, and her daughter, Caroline, who live in the Shenandoah Valley of Virginia. Caroline is 21 and soon to graduate from high school. She has autism.

I share with you this story about Caroline and Alice as a brief glimpse into the personal side of life for a family of a child with a significant disability—a view we seldom see in our work in schools. It is a rare treat to be met upon arrival by someone so glad to see you that she can't even look at you, someone who is virtually 'beside herself' with excitement. But that's how Caroline greeted us and it felt great. Entering Caroline's world is really fun. She loves music. She dances along with Brittany Spears and sings (in her unique way) along with Norah Jones. She loves looking through magazines, like *Us Weekly* and *Star*, that feature pictures of young beautiful stars, who I've never heard of but Caroline recognizes like old friends. One of her very favorite photos (which her mother had laminated to preserve it) is a full-page spread of a very wizened Keith Richards and his whole family—including beautiful daughters, glamorous wife, and even his mother, Doris! Caroline relishes studying it and very methodically identifying all of them by name. She also loves watching certain movies, over and over of course, which star young beautiful girls. On her A-list are films like *Legally Blonde* (which she refers to simply as "Leegly") and *Romy and Michelle's High School Reunion*—both of which are really fun movies if you haven't seen them—though you might prefer watching them just once.

While we were there, Caroline was getting set for her Senior Prom, which was happening right after we left. Alice enlisted the help of Caroline's college-aged nieces and nephew and planned a

wonderful evening. The girls helped with the dress shopping and took charge of doing the hair and makeup. And Will, the only boy, served as Caroline's handsome escort. Alice's friend, Sid, ('the friend with the Lexus') was their chauffeur. Caroline's paraprofessional at school offered to chaperone at the dance in order to help Caroline in the bathroom etc. Alice even dyed a white apron to match Caroline's dress color in order to inconspicuously catch any spills that occurred when they all went out to a pre-prom Italian dinner.

Now I doubt if Caroline quite knew what a 'prom' was and I'm not sure how long she and Will stayed, but I'm sure she adored wearing the 'princess dress' and being fussed over by 'the girls.' For a girl who treasures routine and loves sameness, this was an extraordinary night when she felt really *special*—in a very good way! The fact that Alice's careful planning took into account her unique likes and dislikes and the fact that she was among all the people who love her, made it a resounding success. For her mom, it marked a milestone in her daughter's life, a life that is strikingly short on milestones. And everyone shared the moment and celebrated together. I know Caroline will take great pleasure for years to come in pouring over (and over) all the pictures from the prom and the night she was a princess. She might even like it more than being there!



SAVE THE DATE!

New One-Day Format

Friday, October 24, 2008

NHASP's Annual Fall Conference

The Frank Jones Center
Portsmouth, NH

Increasing the Use of Student Self-Monitoring Strategies:

Moving Toward Educational Self-Determination

by Carl L. Ferguson, Jr., Ph.D., Charleston (SC) County School District

Reprinted with permission from South Carolina's *School Psychology Scene*, Feb. 2006 issue

here is a growing body of research indicating when students with disabilities actively participate in their education both academically and behaviorally, especially when they are taught to self-monitor their performance, there is often a dramatic positive outcome for both students and teachers. Students learn to recognize more intimately how their behavior is affecting their performance in all areas of instruction and often become more intrinsically motivated to change the behaviors which have impeded their performance in the past. This change in behavior, if reinforced consistently, will become much more habitual due to the student's understanding of what behaviors are needed to make achievement gains thus eventually lessening teachers' instructional burdens. Additionally, with more and more students with disabilities educated in the general education classrooms and fewer personnel available to meet the needs of all students, it would appear imperative that more relegation of student performance monitoring be placed in the hands of the students themselves. So if the rewards are eventually great for teachers and the fiscal/personnel realities of classrooms demand change, why don't more teachers incorporate student self-monitoring strategies into their instruction?

The answers are often complex depending on the school system and the teacher, but there are a few basic beliefs that appear in the literature and conventional wisdom that merit discussion. Teachers often believe that students are unable to participate in their own instruction, due to lack of maturity or skills, which often has a duplicative affect of creating culture of learned helplessness. Teachers also lack the planning time necessary to invest in the up-front time required to (1) decide which students need self-monitoring strategies, (2) develop the instruction of the strategies, (3) monitor the implementation

of the strategies, and (4) provide corrective feedback to students on their use of the strategies. Finally, teachers are often not taught how to create, implement, and use self-monitoring strategies to further their own instructional goals. Consequently, to improve teachers' use of student self-monitoring strategies, there are several steps identified which can improve the use of strategy instruction in classrooms:

1. Teachers must be able to operationally define the behavior they want the student to monitor. If a teacher is unable to describe the behavior, then developing a monitoring strategy and teaching that strategy to the student will be extremely difficult.
2. The teacher must explain the purpose of the self-monitoring strategy to the student and obtain student 'buy-in' for using the strategy consistently.
3. Teachers must facilitate students' understanding of how to use the strategy and why they need to use the strategy.
4. Teachers must provide consistent feedback to students on their use of the strategy, and, within this feedback, recognize the positive changes in behavior related to the use of the strategy, and provide corrective feedback on areas where the data collection is not consistent or correct.
5. Teachers should incorporate a visual way (e.g. graphs) to look at the data collected so it not only motivates the student, but also provides an easy way to visualize improvement or lack thereof.
6. As teachers begin to implement self-monitoring strategies with students, starting with simple easy to use strategies that require less up front development time will encourage more consistent use of them in the future.
7. Teachers need to change the culture of their classroom so that self-monitoring is valued for all students to increase the use by individual students. When all

students in a class are self-monitoring and individuals are not singled out to self-monitor, then students will be less likely to resist the self-monitoring activities.

8. Teachers should take into account a student's developmental age and skills set before developing and teaching a self-monitoring strategy. For example, for younger children it may be unreasonable to expect success with multi-step strategies.
9. Teachers must monitor the implementation of the strategies daily until the students are consistently using the strategies correctly. Then teachers should do spot checks on implementation to insure the students have not drifted from the original procedures.
10. Teachers should arrange time throughout the instructional week to conference individually with students on the data collected and how the data describes the student's behavior and its impact on performance. This conversation goes beyond corrective feedback to a level where both teacher and student analyze the information and discuss its impact on future behavior. Ultimately, teachers will want to teach students to analyze their own data.

Individuals, such as school psychologists who assist teachers on a regular basis, can use these steps to help increase teachers' use of student self-monitoring strategies. In fact, the steps listed can be used as both a plan for instructing teachers and a way to monitor how teachers are implementing self-monitoring strategies in the classroom.

Student self-monitoring is not a utopian practice but may be viewed as an essential component in all teachers' instructional repertoires. Establishing student self-monitoring as a regular practice in classrooms is certainly one area of needed educational reform. *

Too Much Information

by Lowell Harp

Reprinted with permission from *School Psychology in Illinois*, Winter 2008

Too much information is not a good thing. Likewise, too much assessment is something that we should avoid. But we school psychologists believe in assessment; hence, our history of reliance on batteries of formal tests and sophisticated statistical procedures. The tools and analytical methods are changing in the age of RTI, but the belief survives.

Much of the information that we gather is meaningful. But even meaningful information is useless if it's not employed by the people who provide instruction. In my experience., that's what tends to happen to in-depth assessment data that's gathered in isolation from day-to-day teaching. Some assessments are also useless simply because they are...well, useless. They don't provide information that contributes to effective instruction. In either case, the data gathered is superfluous—too much.

Too much information can be worse than useless. It can prevent us from acting decisively and vigorously. School staff can get bogged down, overwhelmed and paralyzed by an abundance of often conflicting data, when they could be providing instruction instead.

A child who reads poorly is in the midst of a crisis. The stakes are huge and time is our enemy. We need to be impatient. We need to reject assessments that unnecessarily delay interventions.

The simpler though cruder measure can be better than the more complex and elegant device. We can see an analogue in competing scientific theories. Phillip Ball, in the book *Critical Mass*, put it this way:

"Finding ways to simplify complex problems is the hallmark of good science. Often scientists make approximations that would seem absurd to outsiders, yet find that the resulting theories work surprisingly well. Einstein once said that scientific theories should be made as simple as possible, but not simpler." (p. 209)

I think we should apply a similar principle when choosing our assessment tools. We need to employ assessments that are as simple as possible, but not simpler, as fast as possible, but not faster.

Simplicity and brevity are defining characteristics of curriculum-based assessment. Some educators may be repulsed by CBM's apparent reduction of reading to a matter of oral speed and accuracy. But, like many simple scientific theories, it's been shown to be a powerful predictor.

Perhaps its greatest advantage is its capacity for repeated measures over time. That's because the most relevant and beneficial evaluations aren't the ones that occur during mass screenings or follow-up diagnostic sessions. Instead, they take place on a weekly, even a daily, basis. They're the formal and informal assessments that instructors use in the course of teaching and monitoring progress.

That's how we know what a student needs in the here and now. It's how we determine whether or not what we're doing is actually working. Evaluations in that context may include sharply focused diagnostic assessments, but they needn't be lengthy or complex. Simple measures, linked to thoughtful analysis, can enable us to learn enough, but not too much, about children and how to help them. *

The NHASP Scholarship Is Back!

by Fredye Sherr, President

After a hiatus of several years, the NHASP Scholarship Award is back! This scholarship is a \$1,000 award given directly to a graduate student in school psychology. It was established to encourage students who have demonstrated outstanding scholarship and leadership qualities to pursue a career in the field of school psychology. Applicants must be enrolled in a graduate program leading to a degree in school psychology or certification as a school psychologist. They must have a GPA of 3.0 or greater for their most recent year of college. Full details regarding the Scholarship Award and an application form can be found on the NHASP website (nhaspweb.org) Look for it under the Quick Links. The deadline for submitting applications for the 2008-2009 school year is June 15th, so, if you know of any brave souls who are preparing to go into school psychology, including any interns with whom you may have worked, encourage them to apply. They may thank you.

What is Good Teaching?

by Paula Sachs Wise, Ph.D.

Reprinted with permission from *School Psychology in Illinois*, Winter, 2008

Recently at a department meeting a new young colleague questioned why first and second year faculty members rarely are given superior ratings in the area of teaching. Since I am currently in my 62nd and final semester of teaching (give or take a couple of semesters off for sabbaticals) this caused me to ponder once again, as I've done many times, what constitutes superior or even good teaching.

During my first years of teaching I worked really hard at writing lectures for my classes. After all I had extremely limited teaching experience having spent the last couple of years finishing my dissertation and working as a school psychologist. For one year as a doctoral student I was a practicum supervisor for masters students. That was my experience teaching. The first year I was hired I taught two sections of a sophomore level child psychology class and supervised the first year practicum each quarter. My second year I added introduction to School Psychology and dropped a couple of child psychology sections. (My university) also switched from quarters to semesters in my second year. I came in at eight o'clock five days a week and worked until 4:30 writing lectures (and still often ran out of lecture material and had to let my classes go early.) I was an okay teacher then. It wasn't until I relaxed and added in observations and experiences that I feel as though I became a good teacher. That took awhile for me. I also tried to listen for ideas and advice from more experienced colleagues. They gave me practical ideas such as "When you hand back exams, go over the answers and then tell students if they have questions about particular items to come and see you during office hours. That way you won't have

to get into arguments in the classroom."

The best advice I have ever read about teaching is that some professors want to prove to the students that they (the professors) are brilliant while others want to bring out the brilliance in their students. I know both kinds and I always preferred the latter, so why wouldn't I want to be that kind? Plus, it's hard for those of us who aren't brilliant to keep up the façade of pretending to be so throughout the course of our classes.

The second best advice I have read about teaching is that years later when you encounter former students, they won't remember the facts and principles you have taught. Instead they will remember the personal anecdotes you have shared with them. No one has ever come up to me and said, "Those problem solving steps you taught for addressing ethical problems has been so useful in my practice." They have though come up and said that they still remember my stories about my son, my grade school friend with school phobia, the boy in my kindergarten class who cried everyday, and the fact that I seem to know someone with every disorder we discussed. A colleague said that when she sees former students, they ask if she still has a fear of driving in the snow—that's what they remember from her classes.

I believe that most professors, most school psychologists, and probably most people in every profession get better at what they do with age and experience. We become more human. We worry less about what other people think of us, and more about what we can contribute to help

others. If we are lucky, what we lose in declining memories we gain in the ability to laugh at ourselves and to see humor in various situations. We are able to put things that happen into perspective and not to view every little problem as a crisis. This is a roundabout answer to my new colleague's question regarding being a superior teacher early on. She shouldn't worry—she'll get better.

Paula Sachs Wise, Ph.D., is retiring from Western Illinois University, where she has taught for 31 years, and where she coordinates of the School Psychology Program. *

Family-School Partnership Offer

The Task Force on Family-School Partnerships, under

the direction of Susan Sheridan and the Nebraska Center for Research on Children, Youth, Families and Schools, is making available six modules on evidence-based family-school partnership programs. These modules, including slide presentations, activities, handouts, DVD videos, and other materials are available

free of charge at

<http://fsp.unl.edu>.

RTI: Tiers without Tears in Concord

Spring Reading Conference a Resounding Success

by Raina Chick

On April 9, 2008, NHASP proudly hosted a full-day conference at the Grappone Center in Concord with Sharon Vaughn., Ph.D., of the University of Texas, as the speaker. Dr. Vaughn distilled down the complex topic of Response to Intervention (RTI) to the catchy title Tiers Without Tears.

In doing so, she spoke comprehensively about effective tiered reading interventions in an RTI model with not only knowledge and expertise, but also wisdom and humor. Dr. Vaughn covered a lot of material, but she frequently departed from her prepared material to address the questions and concerns raised by the more than 300 teachers, administrators, specialists, and school psychologists in attendance. For those of you who were unable to attend, Dr. Vaughn has agreed to have her powerpoint slides posted on our website: www.nhaspweb.org

It was a long day for everyone, although a very profitable one. Many attendees noted that the 8 a.m. to 4 p.m. day was a bit too long, especially given the format of the presentation. This feedback provided NHASP conference planners with valuable direction for scheduling future events. The response on the whole, however, was overwhelmingly positive. For

those in the throws of RTI implementation in their districts, there was acknowledgement that they have been doing many things well. Many people indicated that they acquired a broader and deeper grasp of RTI. Still others appreciated the speaker's good perspective and common sense about the topic.

Dr. Vaughn has been one of the leading researchers in the fields of special education, learning disabilities, and reading, and her work has been key to the development of the RTI model. NHASP's sponsorship of this conference was a continuation of the 'reading series' initiated by Barbara Cascadden when she served as NHASP President (2003-2004). Last year the conference showcased the Reading First initiative in New Hampshire, and previous events have featured Joseph Torgesen of the Florida Center for Reading Research, Reading Consultant Carol Tolman, who spoke on the topic of adolescent literacy, and others. Barbara again was a big help in bringing this year's conference together, as was Nan Clough, Raina Chick, and Fredye Sherr. Thanks to all. We look forward to continuing the one-day spring conference highlighting learning issues. We welcome your comments and ideas for future conferences and speakers.*

YOU KNOW YOU ARE LIVING IN 2008 WHEN...

1. You accidentally enter your PIN number on the microwave.
2. You haven't played solitaire with real cards in years.
3. You have a list of 15 phone numbers to reach your family of three.
4. You e-mail the person who works at the desk next to you.
5. Your reason for not staying in touch with friends and family is that you don't have their e-mail addresses.
6. You pull up in your own driveway and use your cell phone to see if anyone is home to help you carry in the groceries.
7. Every commercial on television has a website at the bottom of the screen.
8. Leaving the house without your cell phone, which you didn't even have the first 20 or 30 (or 60) years of your life, is now a cause for panic and you turn around to go and get it.
10. You get up in the morning and go on-line before getting your coffee.
11. You start tilting your head sideways to smile. :)
12. You're reading this and nodding and laughing.
13. You are too busy to notice there was no #9 on this list.
14. You actually scrolled back up to check that there wasn't a #9 on this list.

AND FINALLY

Now U R laughing at yourself.

Don't forget to check out
our updated website...

www.nhaspweb.org

It's loaded with useful
information and links.

Ni Hao!

(continued from page 1)

- a) impact of the one child policy, b) stress related to competitive requirements of getting into college, and c) generation gap due to modernization of culture.
- Over 10% of the population is over 60 years of age.
- The generation gap is widening and there are conflicts between generations.

Government & Laws

- The one-child policy was established in 1979 to limit population growth. It limits couples to one child through the 2010 planning period. Fines, pressures to abort a pregnancy, and even forced sterilization accompany second pregnancies.
- As a result of the one child policy, there are more males than females.
- Some only children are treated like little Emperors/ Empresses by their parents.
- Government schools provide 9 years of compulsory education, which includes primary and middle school.
- There are no laws in China which guarantee education for handicapped children.
- In 1999 the Ministry of Education came out with a policy asking all schools to employ at least 1 school psychologist within 5 years.

Parental Views

- Parents heavily burden their child with expectations, sometimes higher than children can achieve.
- Parents place a lot of stress on their child to succeed in education and obtain a profitable career.
- If a child has a learning problem, the teacher will tell the parent to take the child for testing. However most parents do not follow through. They think their child will be labeled with a specific disability or disorder and are reluctant to bring the child to a mental health center or hospital for an evaluation because the label will go on his/her record for life.
- In remote areas, students have fewer opportunities for public school education than in the cities.

Travel Tips

- Chinese-style toilets are a hole in the ground. Western-style toilets are a luxury.
- Street signs written in Chinese characters are difficult to decode!
- KFC's and McDonalds can be easily found in the major cities.
- An hour-long massage costs 60 RMB (Yuan) which is equal to about \$8.00 USD!
- Scorpions are crunchy and the Chinese clubs play American pop!
- Ni Hao = hello!

Overall I had an incredible time traveling half way around the world with my brother, meeting colleagues, seeing one of the Seven Wonders of the World, and learning about school psychology in China. It was an experience I would never take for granted! I hope I have been able to give you a glimpse of Chinese culture as well as my amazing adventure. *

For those of you who like to plan ahead...

NASP Convention
February 24 - 28, 2009
Boston,
Massachusetts

ISPA Colloquium
July 7 - 11, 2009
Republic of Malta



Alt IV: Revisited

by Betty Lenehan

About a year ago (Winter, 2007) Jane Plamondon wrote a front page article for the *Protocol* about the very limited Alt IV requirements which the NH Department Of Education had developed in order to issue a Statement of Eligibility for the Position of School Psychologist. This was prompted by what was deemed a 'critical shortage' of certified school psychologists, and loosening the requirements was meant to open the doors for more job applicants. NHASP has been concerned that superintendents could hire individuals with very limited training and experience as provisional school psychologists. Further concern was raised when some superintendents were also expecting their credentialed school psychologists to supervise and train these candidates "creating a nightmare of a job as well as an ethical dilemma for us." (Plamondon) When NHASP made our concerns known to the DOE, a meeting between several school psychologists and Marianne Groerer and Judy Fillion of the DOE was held and the requirements were revised up to a point. The current DOE requirements for Alt IV eligibility are:

SCHOOL PSYCHOLOGIST:

- Documentation of a Master degree in a closely related field such as clinical psychology, counseling psychology, or school counseling;
- Documentation of passing graduate level college coursework in two of the following four areas: psychoeducational assessment, mental health; prevention & assessment, program development & consultation; or educational & psychoeducational curriculum;
- Alternative IV candidates in School Psychology must enroll in an approved collegiate program leading to certification in School Psychology.

The DOE also asked NHASP to develop a guideline document to advise superintendents about the Mentor/ Supervisor relationship. A task force of

(continued on page 9)

Alt IV: Revisited

(continued from page 8)

NHASP members was formed to develop the guidelines. The document they produced was approved by the NHASP Executive Board (February, 2007) and sent on to DOE to be distributed to superintendents. You will find this document reprinted below.

All of us should review these guidelines in order to ensure that we are following best practices. The guidelines also are relevant with regard to limiting the liability for school psychologists (and school districts) for the errors of an under-performing intern/Alt IV candidate. Currently, individual school psychologists and districts can be at risk for intern errors. Furthermore, ill-trained Alt IV candidates with minimal professional background/skills, inevitably require inordinate amounts of **teaching**, beyond supervision and mentoring. Working as a Mentor/Supervisor can place a marked strain on the time and burdens of the supervising school psychologist. In addition, signing off on the work of an under-qualified intern/Alt IV candidate can put both the supervising school psychologist and the school district at high risk for legal action.

Guidelines for Hiring and Supervising School Psychology Candidates Under Alternative IV

- ◆ In hiring an Alt IV candidate to fill a school psychology position, superintendents are advised that candidates without graduate level training and background in psychoeducational assessment and social emotional assessment, will not be prepared to immediately address these needs within the district.
- ◆ Training in assessment and interpretation of individually administered, standardized and non-standardized, tests of cognitive ability and academic skills, and of social, emotional and behavioral functioning, would typically take place within the context of a graduate program in school psychology. This training would meet the SPED law requirements necessary for being a qualified examiner. In addition,

training should include linking cognitive, academic, and social-emotional assessment to intervention, and monitoring the effectiveness of said interventions.

- ◆ Training in the context of the job is incompatible with professional ethics. Professional ethical standards in school psychology state that individuals should not practice in areas for which they have not been trained, and that school psychologists should not be providing supervision to individuals who have not been appropriately trained.
- ◆ If a primary or immediate need for school psychological services in your district is for psychoeducational and social-emotional assessment, superintendents are strongly encouraged to seek out an Alt IV candidate whose background includes formal training in this area.
- ◆ A supervising school psychologist is the Mentor for a candidate seeking certification under DOE Alternative IV in school psychology. The mentoring relationship is a professional supervisory relationship, and not a substitute for direct intensive training.
- ◆ Alt IV School Psychology candidates require supervision by a NH certified or licensed School Psychologist. It is recommended that the Mentor have a minimum of 3 years of experience as a practicing school psychologist. It is further recommended that the certified school psychologist providing the supervision be a district employee, or another experienced school psychologist familiar with district programs and policies. "Because proximity and knowledge of school district personnel and policies are substantial advantages in providing supervision, it is most desirable for a supervisor to be an employee of the same school district as a supervisee." (*National Association of School Psychologists, 2004*)
- ◆ Supervision for a minimum of 2 hours per week is recommended, consistent with professional practice standards. Face-to-face contact is a high priority for

effective supervision.

- ◆ The professional supervisory role needs to be separate from the administrative supervisory role. Administrator evaluates for employment issues. Supervising school psychologist may provide input to the administrator, but does not evaluate the Alt IV candidate as a district employee.

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For further information, contact the NHASP President through their website at: www.nhaspweb.org *

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Join the World of School Psychology in Utrecht, The Netherlands ISPA: July 8-13, 2008

by Bob Clark

Reprinted with permission from *School Psychology in Illinois, Fall 2007*

What city was the first capitol of The Netherlands? Why, Utrecht, of course. Do you know where the tallest structure in The Netherlands resides? Again it's in Utrecht. Speaking of tallest, did you know that the Dutch are reported to be the tallest people in the world (on average)? Finally, which two American Presidents spent significant amounts of time in the university town of Utrecht? You'll have to read a bit further to find the answer to that one.

I am writing to announce the 30th International School Psychology Association Conference to be hosted in the city of Utrecht, The Netherlands. The Conference is co-hosted by the Dutch Association of Psychologists (NIP), in particular the Division of Youth and the Section of School Psychologists. In The Netherlands, school psychology is a well-established profession. Nevertheless, there is no specific training program for school psychologists in the country. The local organizing committee hopes that this Conference will contribute to the significance of our profession in a demanding and changing society.

The following excerpts were taken from the ISPA website: ispaweb.org. There you can find information about the association and the call for participants. The theme of the conference, or as we in ISPA call the annual convention, The Colloquium, is: **School Psychology in a Changing Society**. The first flyer for the conference explains:

- Many societies are becoming culturally diverse with schools seeking new ways to create challenging and safe environments for children from different backgrounds. Recently, research on

the impact of mental health and the wellbeing of children has become a central issue in politics in the international arena. In many countries the focus on inclusion in the context of special education is also a rapidly changing challenge for schools. At the same time, in many countries accountability is becoming a key word, requiring schools to justify their policy and learning activities.

- Society is becoming more complex and more individualistic. As a result, violence and terrorism are no longer viewed as isolated incidents but rather, facts of life. Schools have to find answers, not only to the learning needs of children, but also to their pedagogical and psychological needs. At the same time, the field of educational psychology provides a greater understanding of the processes in cognitive and social development of children in the schools.
- School psychologists can and do play an important role in helping schools deal with all these changes by applying new knowledge in establishing procedures for prevention, early identification and intervention of problem behaviour, as well as providing support in crisis situations. The current changes in both society and science call for a more central role of the school psychologist, and that role is to support school staff, parents, the community, and children in coping with the impact of various changes in today's society.

Go to the ISPA website for details about speakers, workshops, social events, and pre- and post-Conference tours. Because of its central location, the City of Utrecht is well-connected to the rest of The Netherlands, and has

a direct service to Amsterdam's Schiphol airport-railway station.

While Utrecht is not considered one of the world's largest cities, it is certainly one of the most noteworthy. Not only is it home to the country's highest tower, the 112-meter high Domtoren (Cathedral Tower), but it is also a superb conference location. The treasure trove of this illustrious city is the Museum Quarter. After a day at the conference, take a walk through narrow alleyways and past hidden courtyards. Take a boat excursion through the nostalgic canals and ancient wharf cellars, which now house friendly outdoor cafes and restaurants. Don't forget to take a tour of the historic churches and many museums in this surprising city, from changing exhibitions of old music boxes to Aboriginal Art. Utrecht is bursting with creativity. You'll find inspiration in the numerous events, festivals, restaurants, and pubs as well as in the city's natural green areas. No fear of boredom in this versatile and multifaceted city! And how about those two American Presidents? Well, during the darkest days of the American Revolution, while Dr. Franklin was charming the French into supporting the Revolutionary war effort, John Adams (our second president) and his secretary and teenage son, John Quincy Adams (the sixth president) were lobbying the merchants of Utrecht to fund the war effort. If you look hard enough, you'll find the plaque on the building in the university quarter where Adams and his son spent their successful lobbying time.

Hope to see you in Utrecht in July!!

Bob Clark is the Executive Secretary of the International School Psychology Association. He can be reached by email at: bclark@nl.edu *

Audrey's View

Lunch in the Fishbowl

by Audrey Myerson O'Neill

"Your schedule is pretty full right now..." (When isn't it full?) "...Would you have lunch with Lisa on your day here? She could use some of your attention." And, "We think a good use of your time, to serve the whole school population, would be a group of noncoded kids. You could do it at lunchtime."

The contents of one's brown bag can become very public.

For some years I have been on a fish diet, the creation of a San Francisco Chinese-American doctor who treated arthritis with diet. The medical establishment says his diet is useless, but it helped me so much that I have stayed with it.

Lisa gazed admiringly at the tuna salad sandwich on Syrian bread. "That kinda bread don't have as many calories as the other kind." Flunking everything, but she knew her calories.

The verdict of the girls in the high school group about sardines and crackers was less favorable. "Oh, Mrs. O'Neill, you're not going to eat *all those!*" (Nod.) "*Oh, gross, Mrs. O'Neill!*"

You cannot dispose of a can from fish in an office wastebasket. It would announce its presence before the end of the day. So I took them to the lunchroom where the trash would soon be emptied and they would not be noticed. Or so I thought.

One fall afternoon a Lunchroom Lady appeared in the doorway of the Elm Street School testing cubby. Was I the one who brought sardines for lunch?

What now? Was the Elm Street School lunchroom going to reject my sardine cans as too odoriferous for their trash?

But no. She was making for her gift crafts that year a Christmas Mouse. The tiny stuffed toy mouse was snuggled under a 3-inch square red-and-green quilt into a bed made of—a sardine can. Would I save my sardine cans for her?

So every day I put the can back into the plastic bag that had held the crackers, hopefully fastened a twistie seal tightly around it, put it at the very bottom of the test bag, and took it home and washed it. The next Tuesday I would bring a

plastic bag with the week's collection to the Elm Street School and leave it on the lunchroom counter.

After some weeks the Lunchroom Lady appeared in the doorway again to say that now she had enough.

After vacation there turned up in my mail box a handwritten recipe for the popular Elm Street School salad marinade, no doubt a state secret, cut down to noninstitutional size. My reward for those sardine cans.

Audrey O'Neill is a school psychologist and a frequent contributor to the Protocol. She lives in Plymouth, NH



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Deadlines for Submission

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<u>Deadline</u>	<u>Issue</u>
July 15	Summer
October 15	Fall
January 15	Winter