

The Ohio School Psychologist



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Putting Pieces Together for Ohio Students

Differentiated Reading Instruction:

Using the Multiple Intelligences and The MIDAS to Enhance Comprehension, Enthusiasm and Strategic Reading Approaches

C. Branton Shearer, Ph.D.

President
M.I. Research and Consulting, Inc.
sbranton@kent.edu

Sara Reith, Ed.S., NCSP

School Psychologist
Wooster City Schools
wstr_sreith@woostercityschools.org

Given the present educational lexicon of buzzwords like “differentiation,” and “response to intervention,” many Ohio school districts are bringing aboard new processes to identify, diagnose, and monitor student progress. As such, the shift towards encompassing the needs of all learners can sometimes be overwhelming to teachers, administrators, and psychologists.

In an effort to maximize effectiveness and make the RTI process more palatable, Parkview Elementary of Wooster City Schools adopted a strength-based approach to differentiation. In the winter of 2010 fifth grade teachers Kimberly Summers and Patrick Lindeman piloted a project to align student strengths with reading intervention strategies. Rather than merely identifying student deficits to drive instruction, each student was administered a MIDAS multiple intelligences inventory to

gauge areas of relative strength that would be mobilized to increase reading skill.

The groups of participating students were enrolled in typical fifth grade classrooms comprised of 19 girls and 18 boys. Thirty seven of the original 40 students completed all parts of the pilot project.. The average age of students was 12 years old. Parkview is located in a working class neighborhood and 42% of the group qualified for free or reduced lunches.

Kimberly and Patrick were chosen to participate in this study because of their enthusiasm for trying something different to enhance their students’ success. They both brought to the project a moderate degree of familiarity with multiple intelligences. Kimberly is a veteran teacher and Patrick has been teaching for 4 years. This

Continued on page 4

In this issue...

Presidential Message	3	OSPA Salutes Claire Kunesch	22
Creating and Sustaining RTI	10	Strategies for Student Success	24
Positive Behavior Intervention Supports at Roswell Kent Middle School	14	FYI About the IUC	36
OSPA Salutes Ann Brennan.....	17	The Legislative Lowdown	38
		Committee Reports.....	63



Robert J. Kubick, Jr., Ph.D., NCSP
TOSP Editor

tosp@ospaonline.org

Greetings, TOSP reader,

What a great spring conference! High caliber presenters, a wealth of shared knowledge and networking, and an exceptional new venue all combined to produce a wonderful professional development experience. Among the many activities that I enjoyed was the poster presentations that have become an annual fixture at the spring conference. It was my pleasure to meet Dr. Branton Shearer and Ms. Sara Reith at this gathering – many months ago they submitted for review the compelling study that graces this issue's cover. Thanks for your contribution, Branton and Sara! Also in this issue are great columns from Dr. Kathy McNamara and Dr. Amity Noltemeyer. My day is always brighter when I receive an email with an attached article from either of them. Contributions from our stellar faculty and statewide leaders help all of us transition from research to practice. Thank you both!

Every issue of *The Ohio School Psychologist* has something special about it that makes it meaningful to our publication staff, editors, and contributors. We're

likely (and quite fondly) to remember this issue as "The Ann Brennan Issue." Ann has been advocating for, and educating about, our profession since a majority of current OSPA members began practicing. Years ago, I was sitting with a contingent of Ohio practitioners at the annual NASP convention in Washington, DC. The site of our meeting was the NASP awards reception. This particular reception was the first time that many of us had heard of NASP's Outstanding Advocate Award. Almost immediately, our thoughts turned to our Ann. Then as now, it was hard to think of anyone whose advocacy had more tangibly supported the school psychology profession, as well as the students and families served by school psychologist practitioners. Ann is the straw that stirs the drink. Years later, Ann is receiving this well deserved recognition and we are happy to highlight her moment in the sun. Congratulations to you, Ann – we are so grateful for your service!

The NASP Awards ceremony not only highlighted the many years of devoted service from Ann, but also recognized the early scholastic achievement and professional accomplishments to one of ours who is just beginning her career. I am speaking of Claire Kunesh, a graduate student in the Miami University program who was recognized with the Wayne Gossett Memorial Minority Scholarship from NASP. Claire joins Tamara Woods as the second Ohio student to receive a Minority Scholarship Award from NASP. As it happens, both recipients were from Miami University—quite a distinction for that fine training program!

Finally, I need to acknowledge and apologize for the tardiness of your receiving this issue. My spring was consumed by some unfortunate family matters that required my attention out of state. Our summer issue should closely follow this one. Thanks for your patience.

Rob

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Editor – Robert J. Kubick, Jr.

Layout Editor – Dan Willis
Features Editor – Shannon Goss
Copy Editor – Krista Foley
Printing – The Printed Image

Contributors:

Ryan Allen
Kate Bobak
Rasheed Bonner
Ann Brennan
Michelle Hathorn
Krista Hickman
Aimee Kirsch
Kathy McNamara
Amity Noltemeyer
Don Saracusa
Jeff York

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Presidential Message



Elaine Semper, M.A.Ed., M.Ed., NCSP
Outgoing OSPA President

School Psychologist
Buckeye Local Schools
Elaine@OSPAonline.org

As I reflect back on my year as President of OSPA, I think of the things that I have experienced and learned. I would like to share with you some of those thoughts. You have an organization of which you should be proud. In talking with leadership from other state school psychology organizations while attending NASP functions/meetings, I was reminded what a great organization we have here in Ohio in OSPA.

Many states struggle to have state conferences once a year, let alone have great attendance at two conferences. Some states have online conferences because they do not get the number of registrations needed to support bringing a national speaker into the state and paying for the conference location. In the last several years, we in Ohio have had to close registration at conference, or arrange viewing outside of the planned main conference room. We continue to have well-received national presenters. Our conference evaluations have been excellent.

Many state school psychologists organizations have no or very limited paid staff. This, of course, is very common in smaller states like North Dakota. Wisconsin only recently created a new part-time association manager position, their only paid position. Illinois has hired an accounting firm to manage their books. In Ohio, we have been fortunate to have had Lynn Brumfield as a long time treasurer, and now a member of the Fiscal Advisory Committee. Lynn knows more about accounting rules and laws for nonprofit organizations than anyone I have ever met (and Michelle

Hathorn also has done a great job as treasurer for us the last several years). Cheryl VanDenBerge not only manages our office, does much of the leg work and most of the paper work for our conferences and Executive Board meetings, but much, much more behind the scenes. Cheryl is our expert in dealing with the conference sites, hotel personnel, and contract details—not an easy job. We in Ohio have known for some time that Ann Brennan, our Director of Legislative Services and Professional Relations, is the best at what she does. Now all of NASP knows it!

We have for a number of years been concerned about the law in Ohio which stipulates one school psychologist to every twenty five hundred students. There is at least one state that does not have any rules or laws mandating school districts hire any school psychologist. The school psychology university training programs in Ohio have provided us with school psychologists well versed in research-based interventions and well trained in knowledge of what works and practical skills for implementing it all. There are some states that have no in-state school psychologist university training programs. In the NASP Central Region, the states of Iowa, Minnesota, Indiana, and Oklahoma are some of the states that have only two or three university training programs. (Thanks, IUC!)

Although we would like to get all Ohio school psychologists to join OSPA, we have a very strong and active membership compared to many other states. As of the end of January this year, we had a total of

Continued on page 4

President,

continued from page 3

880 members. That number included 562 full members, 46 first full year post interns, 81 interns and 93 students. (Welcome, students and interns!) Some state school psychologist organization member numbers from the NASP central region as of November, 2010, were Indiana, 265; Minnesota, 130; Michigan, 420; Iowa, 80; and North Dakota, 20 (but they had 60 NASP members).

We have one of the best, if not the best school psychology publications in the country. Rob and his team were invited to present to NASP on how to revive and compile an excellent newsletter/journal. Congratulations to Rob, and thank you to all of you who contribute to *The Ohio School Psychologist*.

At the Assistance to States meeting at NASP in San Francisco this February, the topic of states' websites was discussed. Under the topic of "Good Ideas in Practice," Ohio's OSPA website was used as an example of a good website. One of the ideas the NASP personnel reviewing the states' websites complimented OSPA on was our website introducing state leaders and how to get in touch with them. NASP called it "Putting a face on your people." (Yea, Jeff!)

Another topic covered at the NASP Assistance to States meeting was collaborating with others in state organizations to foster the practice of school psychology and to communicate to others what we can do for them. Inviting other professionals to our conferences at a discount was an idea discussed. OSPA has been doing this for a number of our conferences, such as when we have given discounts for school teams and administrators. This is another way our conference committees and chairpersons have helped spread the

word on what school psychologists can do. Our experienced conference co-chairs are doing a great job! Some states change conference co-chairs every year. In many states, conferences are set up by the president or president elect for that year. Having been a conference co-chair, I personally know how important it is to have experience when negotiating with hotels and reviewing contracts. (Thanks Jay, Sue, Sal, and Cheryl!)

This year I have been awed by the amount of ideas generated and work done by our OSPA committees and the committee chairs. Two examples are the OSPA Scholarships and the Public Relations committee food drive. I could go on and on here about what individual committees have done for OSPA. I can just ask that you look for committee reports in other areas of the TOSP. Look at the committee lists at the back of the TOSP and consider joining an OSPA committee, if you haven't already done so!

One more thing that I ask all of you to do is to review the NASP Model of Comprehensive and Integrated School Psychological Services: the NASP Practice Model, 2010. Like us, many states have a wide range of school psychological practices, and are continually attempting to defined the role and function of school psychologists, as well as communicate our skills to others. NASP has designed and presented this model to "Provide a unified set of national principles that guide graduate education, credentialing, professional practice and services, and ethical behavior of effective school psychologists." It is intended to define contemporary school psychology, promote school psychological services for families and schools, and to provide a foundation for the future of school psychology.

Thanks for a great year!

Elaine

Differentiated Reading Levels,

continued from Cover



C. Branton Shearer, Ph.D.

President
M.I. Research and Consulting, Inc.
sbranton@kent.edu



Sara Reith, Ed.S., NCSP

School Psychologist
Wooster City Schools
wstr_sreith@woostercityschools.org

was their first year co-teaching together.

The MIDAS inventory is a multiple intelligences assessment given either orally or self-completed where the student (or a parent) rates the student's abilities in the cognitive areas of: logical-mathematical, linguistic, spatial, musical, bodily-kinesthetic, intrapersonal, and interpersonal. The MIDAS has been described by Dr. Howard Gardner as representing "the first effort to measure the Multiple Intelligences, which have been developed according to standard psychometric procedures." Dr. Branton Shearer, author of the MIDAS assessment provided consultation regarding administration, data management, and design of the above study.

The intent of the project was to personalize the process of Response to Intervention, by identifying student strengths and matching those strengths with research based interventions for tiered, small group instruction. Like many, Kim and Patrick felt that whole classroom differentiation seemed daunting and was too much work to systematically personalize instruction for an entire classroom. The MIDAS inventory proved to be a measure by which to group students as well as a menu by which to motivate them.

In preparation for the study a selection of research-based Reading Enhancement activities were gathered and categorized according the dominant intelligences activated. For this study, small group reading interventions were chosen in only four intelligences for two reasons. First, these four intelligences are most directly related to reading skill, and second, simplification of management was necessary due to the novelty of the study. As teachers are learning new instructional strategies it is important to focus on a limited number of variables to maximize success.

During the process of completing the surveys, Patrick and Kim found that their

students were very interested in knowing the outcome of their Multiple Intelligences Profile. The culture of the entire class shifted towards a positive focus on strategy use. Both teachers found themselves developing many of their lessons around a "King Midas" theme, enthusing students with a challenge to independently modify instruction to utilize their "golden touch" or highest of their multiple intelligences.

Additionally, Patrick and Kim reported their instructional styles changed on the basis of their new understanding of each individual students' needs and strengths. *"Previously, I was teaching students with my learning style," said Kim. "I looked at strategies in areas that were not aligned with my personal Multiple Intelligences and thought, that won't work..... But, when I attempted the interventions personalized for each student, it worked in a way I never expected."*

The MIDAS intervention project followed a four-step process. First, MIDAS "All About Me" surveys were completed by each student and their responses were entered into the online MIDAS system. Individual MIDAS Profiles were generated and printed for each student participant. Second, the teachers organized students into the following subgroups on the basis of their highest self-rated multiple intelligence: Interpersonal, Intrapersonal, Linguistic, and Logical-Mathematical.

Next, using the above four multiple intelligence categories, research-based reading comprehension interventions were selected from the menu for implementation with the student participants. Each intervention was chosen to complement strengths specific to each of the above MI categories. Interventions included: Intrapersonal: Prior Knowledge Strategy, Linguistic: Key Words Strategy, Interpersonal: Reciprocal Teaching Strategy, and Logical-Mathematical: Question Generation Strategy.

Continued on page 6

Differentiated Reading Levels,

continued from page 5

Third, MIDAS results were distributed to student participants. The students were then told to group themselves according to their highest MI strength among the four (Interpersonal, Intrapersonal, Linguistic, Logical-Mathematical). Once in their subgroups, students were given a reading passage followed by a worksheet scaffolding them through the intervention correlated with their strength. Teachers and aides modeled and then supervised the implementation of the research based reading interventions for each group. Following the ten to fifteen minute intervention procedure, students completed reading comprehension questions related to the text. Additionally, exit slips were completed by student participants rating their opinion on: 1) instruction prior to the MIDAS intervention, 2) the MIDAS intervention, and 3) their opinion of the usefulness of the intervention to their reading improvement. Teachers also completed exit surveys regarding their opinion of the level to which each group could negotiate the interventions independently.

Student MI subgroups met to repeat the above intervention procedure with different grade-level readings one to two times daily for four weeks. Finally, at the conclusion of four weeks, the comprehension question and exit slip results were entered into an Excel system for analysis.

At the end of the four week research period, students were administered the Ohio Achievement Assessment in reading. This score was compared with pretest performance given at the beginning of the year prior to the MIDAS project.

Results

All Students: N= 37

Pre and Post Reading Comprehension Mean Test Scores

	Mean	Std. Deviation	Level
Pre-test	29.50	9.0	Proficient
Post-test	409.16	24.36	Proficient

Pre and Post Reading Comprehension Levels

Level	Pre-test n	Post-test n
Limited	7	3
Basic	3	9
Proficient	20	10
Accelerated	5	10
Advanced	2	5

Regular Students: n= 24

Pre and Post Reading Comprehension Tests

	Mean	Std. Deviation	Level
Pre-test	32.3	7.65	Proficient
Post-test	416.29	19.48	Accelerated

Pre and Post Reading Comprehension Levels

Level	Pre-test n	Post-test n
Limited	1	1
Basic	2	3
Proficient	16	7
Accelerated	3	10
Advanced	2	3

'At risk' Students: n= 6

Pre and Post Reading Comprehension Test Mean Scores

	Mean	Std. Deviation	Level
Pre-test	22.50	5.89	Basic
Post-test	382.17	11.58	Basic

Pre and Post Reading Comprehension Levels

Level	Pre-test n	Post-test n
Limited	2	2
Basic	1	3
Proficient	3	1

At Risk Students Test Scores and MIDAS Scale Scores(1)

#	sex	lvl		scr		MIDAS Scale Scores							
		pre	post	pre	post	MUS	KIN	LOGIC	SPAT	LING	INTER	INTRA	NAT
1	F	3	1	27	373	42	14	4	39	29	38	13	32
2	F	3	2	26	383	41	38	55	68	65	64	30	54
3	F	2	3	19	402	68	57	63	43	53	18	32	79
4	F	3	1	30	369	64	55	45	48	30	32	25	60
5	F	1	2	17	386	64	68	33	53	50	25	28	83
6	F	1	2	16	380	70	68	55	84	83	80	80	77

SPED Students, n= 5

Pre and Post Reading Comprehension Test
Mean Scores

	Mean	Std. Deviation	Level
Pre-test	20.20	8.22	Basic
Post-test	391.00	16.52	Basic

Pre and Post Reading Comprehension Levels

Level	Pre-test n	Post-test n
Limited	3	0
Basic	1	3
Proficient	1	2

SPED Students Test Scores and MIDAS Scale Scores*

#	sex	lvl		scr		MIDAS Scale Scores							
		pre	post	pre	post	MUS	KIN	LOGIC	SPAT	LING	INTER	INTRA	NAT
1	F	1	2	11	386	77	66	39	57	73	57	39	66
2	M	2	3	19	407	48	45	56	48	70	55	27	71
3	F	1	2	16	376	31	45	17	28	25	10	10	30
4	M	3	3	33	410	53	59	65	75	56	43	34	52
5	M	2	2	22	376	43	55	53	39	53	40	38	38

Gifted Students: n= 2

Pre and Post Reading Comprehension Test
Mean Scores

	Mean	Std. Deviation	Level
Pre-test	40.0	.00	Accelerated
Post-test	450.00	16.97	Advanced

Pre and Post Reading Comprehension Levels

Level	Pre-test n	Post-test n
Accelerated	2	0
Advanced	0	2

Discussion

Reading Skill:

The class overall (n= 37) maintained its Proficient level of reading skill according to the mean test results. However, 18 students progressed by at least one reading level, 13 students remained the same and six students regressed. Also, noticeable differences are observed when subgroups are examined.

The greatest amount of change was for the Regular (n=24) and Gifted (n=2) readers. Both of the Gifted readers improved by one level from Accelerated to Advanced. The Regular readers overall improved from Proficient to Advanced.

The most notable result is that of the 16 Proficient readers where seven improved to Accelerated, one improved two levels to Advanced and one regressed to Basic. Seven remained the same.

The At Risk reading group (n= 6) as a whole remained in the Basic reading level. However, there are mixed results requiring further investigation:

- 3 students improved 1 level
- 1 student regressed 1 level
- 2 students regressed 2 levels.

The exact reasons for the regression of these few students are unclear, however, there are three possibilities for consideration:

- 1) The reading post-test was of a greater difficulty level than the

practice pre-test.

- 2) Small group reading activities did not make full use of the students' particular MI strengths. This is evident for two of the three regressed readers who have strengths in the Musical, Spatial and Naturalist intelligences, which were not activated during this pilot study.
- 3) There were time-on-task and attentional problems that interfered with the students' involvement with the group activities. Two of the three regressed readers have very low Linguistic scores on the MIDAS and thus any reading activity may be inherently unpleasant and result in 'avoidance behaviors' by the student.
- 4) Due to the above problems these regressed students may benefit from IEPs that explicitly make use of the students' unique MI strengths to manage attention and improve reading skill.

Three of the five SPED students improved their reading comprehension by one level while the other two students remained at the same level. These two students have moderate scores on their MIDAS Linguistic scale. Two of the students who improved have high Linguistic scale scores while the third student who improved has a low Linguistic score.

The Gifted readers made a dramatic improvement from the Accelerated to Advanced level. This may have occurred because the MI-inspired strategies magnified the students' already strong "meta-cognitive" approaches to reading that maximize their comprehension of a text. An alternative explanation is that these readers who are naturally gifted linguistically maximized their involvement and enthusiasm with the small group activities through the use of a preferred cognitive strength.

Continued on page 8

Differentiated Reading Levels,

continued from page 7

Summary

We learned from this study that many students benefit from participation in strength-based reading activities. They also benefit from teachers who recognize their strengths and are able to categorize reading intervention on the basis of these individual aptitudes. Resulting from this focus, students not only display greater reading skill but also greater enthusiasm for reading and enhanced motivation.

We were pleased to see that many regular and all of the gifted readers made significant progress but are perplexed why the 'at risk' group displayed such mixed results. This group of students was of particular concern to the researchers at the onset of the project. The progress of a majority of the SPED students' reading skill was gratifying but left room for improvement as two students failed to reach the next level.

We were also pleased that teachers responded very positively to the MI-inspired reading activities. This suggests that the "activity menu" holds great promise as a research-based catalog that can be easily adopted by other teachers. It is a limitation of any new type of approach if there exists a requirement to invent instructional activities independently. If MI is to be a viable form of classroom reading instruction then high quality, systematically employed materials need to be made available.

We were also happy that the small group instruction format could be successfully employed in a busy classroom setting. Perhaps with additional experience with these types of activities more students will benefit to a greater degree. We also need to learn what is the ideal length of time for this type of instruction to occur. Is a four-week trial period too short, or too long?

Lastly, how can we maximize the impact of this program so that students will develop greater 'metacognitive' strategic reading skills so that they may become the ideal of the "lifelong learner" and reader? Can these skills be transferred to enhance learning in other subject areas and thus improve academic achievement overall?

Conclusions

Beyond measured reading comprehension improvement for many of the students, the following benefits were also found to stem from the above project:

1. Reading improvement was measured for students in each educational population (gifted, regular education, at-risk, and special education) See details below.
2. Student motivation towards independent strategy use was rated to improve
3. Parent perception regarding RTI and individualized curriculum was observed to be more positive overall
4. Student knowledge about individual multiple intelligences strengths was rated to improve confidence in reading
5. Multiple intelligences-based instruction was rated to improve teacher confidence with whole group differentiation

Limitations and Recommendations

Of course, this was a small pilot study so it is difficult to judge its effectiveness conclusively when the subgroups included so few students. There are a number of recommendations for improving this work in future efforts:

- 1- Provide teachers with additional training and time to practice implementing the MI small group reading activities.
- 2- Provide students (especially those with low Linguistic scores) with personalized Reading Instruction Home Plans that accentuate their unique MI strengths, e.g., using Music, Visual-spatial and Naturalist activities.
- 3- Differentiate reading content to encompass high interest topics related to MI strengths

*Note.

MIDAS scales range from 0% to 100%. The following categorical labels are used to facilitate interpretation.

> 100	- 80 = Very High
> 79	- 60 = High
> 59	- 40 = Moderate
> 39	- 20 = Low
> 19	- 0 = Very Low

(a Zero can indicate missing information due to an incomplete answer sheet)

MIDAS Research Based Interventions Linked with MI Intelligences

Intelligence	Tier II Intervention	Link
Linguistic	Keywords Strategy	http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/keywords.php
Interpersonal	Reciprocal Teaching Strategy	http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/reciptchnng.php
Math	Question Generation Strategy	http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/qgen.php
Intrapersonal	Prior Knowledge Strategy	http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/priorknow.php

C. Branton Shearer, Ph.D., is a neuropsychologist who has taught about the creative and practical applications of multiple intelligences since 1990 at Kent State University. He is the creator of the Multiple Intelligences Developmental Scales (MIDAS™ www.MIResearch.org) that have been translated into 12 languages. He works with educators and counselors around the world as partners in their efforts to improve students' academic achievement, career development and quality of life by recognizing their MI strengths. He is the author of numerous books and most recently edited a collection of critical essays by notable educators and theorists, *Multiple Intelligences At 25: Assessing its Impact, Status and Future* with a conclusion by Howard Gardner, published by Teachers College Press, Columbia University.

Sara Reith, Ed.S., NCSP, is a school psychologist in practice at Wooster City Schools where she lives with her husband and new baby. In the past few years, she has served as the keynote speaker regarding the Response to Intervention process at school districts such as Northwestern Local and Madison City. Sara teaches Educational Developmental Psychology at Ashland University. She resides in Wooster with her husband and new baby.



We are going to include "Transitions" in future TOSP issues. If you or someone you know have made a significant transition (e.g., promotion, job change, retirement, degree completion, professional achievement), please let us know at tosp@ospaonline.org so that we can share your good news with our readers!

Do you have an upcoming event happening in your regional OSPA affiliate? Please let us know at tosp@ospaonline.org so that we can help publicize it in the TOSP for our readers!

The OSPA Executive Board has recently approved the storage of all Association archival materials at the Archives of the History of American Psychology. If you (or someone you know) has items (e.g., "founding" documents, photographs, memorabilia, etc.) that might be appropriate for OSPA archives, please contact our OSPA Historian, Kate Bobak, at kbobak@kent.edu

The OSPA Multicultural/Diversity Committee is compiling an Ohio Directory of Bilingual School Psychologists. If you would like to be included in this directory, please email Committee Co-Chair Meghan Shelby at Meghan.shelby@esc-cc.org

Creating and Sustaining RTI: A Best Practice Viewpoint



Kathy McNamara, Ph.D., NCSP
Cleveland State University

Psychologist
Professor and Director
School Psychology Program
Cleveland State University
k.mcnamara@csuohio.edu

In December, 2010, I participated in a national meeting, “Monitoring the Progress of the Response to Intervention Movement: A Leadership Forum,” which featured expert panels discussing trends in RTI implementation. Presenters included Don Deshler (University of Kansas), Judy Elliott (Los Angeles Unified School District), George Sugai (University of Connecticut), Charles Greenwood (University of Kansas), Amanda VanDerHeyden (Alabama), John Carruth (Vail AZ Schools), Daryl Mellard (National RTI Center), Jack Fletcher (University of Houston), Doug Fuchs (Vanderbilt University), Dave Tilly (Heartland AEA, Iowa), Ed Shapiro (Lehigh University), David Prasse (Loyola University), Markay Winston (Cincinnati Public Schools), and several parents. A closing keynote address featured Alexa Posny (Assistant Secretary for Special Education and Rehabilitative Services, U.S. Department of Education). Readers familiar with the RTI literature will recognize many of these presenters as pioneers and experts in RTI.

The consensus opinion at the Washington, D.C. meeting seemed to be that we know what works, but this knowledge is not necessarily reflected in practice. Experts commented on the extensive variety of implementation models, and the inadequacy of many of them. As is often the case in educational innovation (and long-standing educational practices), RTI efforts are characterized by the notion that “more is better” – more testing and more intervention; and that “anything is better than nothing,” such that impatience to adopt an RTI approach eclipses thoughtful

and systematic planning and implementation. In a district I visited recently, for example, teachers are given a thick binder of “intervention ideas” to use for Tier 2 intervention, and a chalkboard listing of routine “screening” and “diagnostic” tests was halted when the number of measures administered yearly exceeded fifteen. Moreover, in many districts, the use of RTI to determine special education eligibility has progressed without the establishment of the multi-tiered system of intervention needed to validate such decisions. In these districts, the failure of the model is virtually guaranteed so that, as observed by Don Deshler, it will be relegated to the growing collection of failed educational initiatives. Equally discouraging is the fact that, despite the undisputed conclusion that the IQ-achievement discrepancy model is not only invalid, but also contributes to inappropriate special education placements, neglect of children who truly need services, and disproportional representation of various cultural groups, school psychologists and other educators cling to the IQ score as an arbiter of disability and need for services.

An over-arching theme of the Leadership Forum was the need for system-level thinking about RTI, which was described as a framework within which appropriate educational experiences and performance monitoring occur, rather than as an add-on or stand-alone initiative in schools. In this spirit – and following a recent discussion thread on the OSPA Listserv expressing concerns about the manner in which the Response-to-Intervention model is being enacted in school districts – I’ve recog-

nized several misconceptions of RTI that I've encountered, and thought it might be helpful to share my thoughts about these misperceptions with TOSP readers.

Misperception #1: RTI = Re-Purposed IAT.

First implemented in the 1990s in Ohio, the Intervention-Based Assessment (IBA) initiative – Ohio's version of a "pre-referral intervention" model – was institutionalized as an Intervention Assistance Team (IAT) model, and then transformed into today's RTI model. While IBA/IAT represented a clear forerunner of and foundation for RTI (Fuchs, Mock, Morgan, & Young, 2003), it differed in several important respects from the model now being implemented with success in states such as Kansas and Pennsylvania. The IAT model comprises a version of what we now define as "Tier 3" – a process in which struggling students referred by classroom teachers were discussed in terms of their educational needs, and "problem-solving" teams devised intervention plans delivered by classroom teachers.

A number of issues plagued the IAT process, beginning with reliance on teacher referral, a mechanism subject to bias, and ending with the impracticality of teachers being left largely alone to decipher and apply intervention procedures that were poorly monitored and evaluated, if at all. Not surprisingly, the ubiquity of this process earned a vote of "no confidence" in RTI among classroom teachers (and many parents), who viewed it as an obstacle in the search for meaningful help for struggling learners.

As a member of the statewide team evaluating multi-year implementation in Ohio's schools, I was frustrated at the mounting evidence that the IBA/IAT model was not sustainable, despite the determination and commitment of hundreds of proponents. Why? With time, I became convinced that, while teachers are good at identifying students experiencing problems in learn-

ing, they aren't able to predict which of them have (high incidence) disabilities, nor are they able to discern which students will respond to specific types or intensity of intervention. Our research (Telzrow, McNamara, & Hollinger, 2000) also revealed that few teams understood or were able to apply the systematic problem-solving process required; recommended interventions were typically of poor quality and fidelity; and almost no one knew what kind of data to collect to support the intervention process. Unfortunately, these problems continue into the present, and are further exacerbated by the expectation that teams can manage the increasing number of students referred to them for school-related problems.

In schools that have "re-purposed" the IAT model into RTI, without first building a foundation of high-quality instruction (Tier 1) and lower-intensity intervention (Tier 2), as well as routine assessment of student performance using appropriate measures, many teachers have simply given up on the possibility that meaningful intervention is possible, and resigned themselves to the "more-hoops-to-jump-through" reality of what passes for RTI in their buildings. A best practice orientation focuses first on the foundation provided by Tier 1 (and, to a lesser extent, Tier 2), and equips teachers to use screening data to evaluate and improve instruction. "Referral" is accomplished not through an individual teacher's willingness to complete forms and advocate for team consideration (and eventual testing) of a specific student, but through analysis of a central data source that is a reliable and valid indicator of progress toward long-term instructional goals.

Misperception #2: Intervention is a DIY Proposition.

One of the questions asked in the pre-admissions interview for our School Psychology graduate program has to do with a recommended response to teachers who are not implementing an interven-

tion plan. I've imagined that, someday, an experienced teacher wishing to become a school psychologist will give an answer that includes the following: "It is totally unrealistic to expect a teacher with a class of 25 students to deliver several versions of the curriculum within that class, based on an incomplete and uninformed notion of what interventions are appropriate or feasible." While differentiated instruction is indeed possible, what is *unlikely* is that teachers possess the knowledge, skills, and resources to select from an array of intervention options presented to them (often, in the aforementioned "thick binder"), or even to translate a sketchy proposal offered by a team into a specific procedure and to then deliver it on an accurate and consistent basis. In too many schools, there is no infrastructure (i.e., scheduled time, scripted evidence-based procedure, assigned personnel trained in the procedure) to support the delivery of interventions; instead, there is an expectation that teachers should be able to figure out and manage the process largely on their own. In addition, when there is no gating procedure to identify which students require interventions of specified intensity, every student is treated as if she or he needs an individually-designed intervention. If this were a health-care model, then every patient complaint would be discussed by a surgical team, with treatment options and decisions (ranging from aspirin to open heart surgery) left in the hands of an overburdened nursing staff.

In a "best practice" RTI model, a system is created in which teachers know and understand how to apply the methods of differentiated instruction (Tier 1); data are collected to determine whether or not instruction is working, to improve instruction, and to identify students for whom it is not working (universal screening or benchmark testing, with teacher data and planning teams); a pre-planned sequence of lower-intensity intervention is provided to

Continued on page 12

Creating and Sustaining RTI,

continued from page 11

such students, preferably using a standard protocol approach (Tier 2); data are collected to monitor students' progress; and an expert team is convened to conduct an assessment of the factors contributing to the inadequate response of students to instruction and intervention, and to design an intervention plan addressing those factors (Tier 3).

Misperception #3: Green, Yellow, and Red as Student Classification.

One of the landmark features of the RTI model is its reliance on "formative assessment," a process in which measures of performance are administered throughout the process of instruction as a corrective device. Curriculum-based measurement (CBM) is the most commonly-employed (and recommended) technique used for formative assessment in an RTI model.

However, while CBM has been embraced in many schools, the rush to make educational diagnoses (SLD?) has in some cases found something of a substitute in the color-coded reports provided by commercial services such as AIMSweb (Pearson). While color-coding (red = high risk; yellow = some risk; green = no risk) can provide information about the proportion of students benefiting from current instruction, the proportion on which planning for intervention services can be based, and as an aid in identifying students for whom a higher intensity of instruction/intervention may be needed, some caution is warranted regarding its use as a system to label students, based on their performance at one point in time.

The three (green, yellow, and red) regions of the ubiquitous RTI "pyramid" originated in a public health model whose purpose was to convey the theoretical proportion of the population for whom various levels

of care should be sufficient. According to this model, if primary prevention efforts are of satisfactory quality, then such efforts should be adequate to meet the needs of approximately 80% of the population. (Similarly, in schools, if universal instruction is adequate, then 80% of learners receiving such instruction should meet performance standards.) The admonition to "grow the green" (i.e., raise the proportion of students for whom universal instruction – as provided in our school – is sufficient) derives from this view of the RTI pyramid, which can be conceived as a goal for instructional reform.

A related concern is the failure to understand that, once a student has entered a higher (more intensive) tier of the intervention system (e.g., Tier 2), the student's rate of progress (slope of the trend line in CBM scores) is as important as the status or level of the CBM scores themselves. Few students will move from "yellow" to "green" after an 8-week Tier 2 intervention, but more will show a rate of progress that will eventually "get them to the green." In other words, once a student's performance level has been classified as at-risk, attention should be paid to the student's rate of growth. In RTI-speak, the "dual discrepancy" evidenced in an inadequate level or status of scores, coupled with an inadequate rate of growth, is considered evidence of inadequate response to the current intensity of instruction or intervention, and a signal that a change in instruction/intervention is needed.

Misperception #4: RTI = Resistance to Intervention.

Just what does the "R" in RTI mean? In practice, for many, the "R" refers to "resistance," rather than "responsiveness." According to this view, the marker of a specific learning disability is the student's failure to respond adequately, and so interventions are delivered in an increasingly more intensive sequence until it is proven that the student's needs cannot be ade-

quately met without special education and related services. This process represents a "rule-out" procedure in which instructional inadequacy is ruled out as an explanation of a failure to perform at expected levels. While federal law always has required evaluators to rule out inadequate instruction as a cause of student failure, a well-designed RTI process offers more than this alternative to the IQ-achievement discrepancy definition of SLD. If the "R" in RTI is understood to refer to "responsiveness," then the charge to educators is transformed into one in which the process doesn't end until an appropriate (effective or promising) intervention is identified and delivered.

In my early years of practice as a school psychologist, I, like many others in my schools, believed that special educators, unlike general educators, possessed a bag of tricks from which they could produce the right intervention for the students placed under their tutelage. This belief enabled me to sign forms with confidence that I was doing the right thing for the students I evaluated.

It wasn't until the advent of No Child Left Behind and its pesky insistence on Adequate Yearly Progress (even for subgroups, including students with disabilities) that we were forced to realize that responsibility for finding an effective intervention didn't end with a signature on an IEP. I've spoken about special education placement as the brass ring, and, unfortunately, this notion of eligibility as a goal has persisted, despite evidence that, in itself, special education is neither an intervention nor a cure for children's learning problems (Kavale & Forness, 1999).

In our recent publication, Sawyer Hunley and I (2009) argue that the search for an appropriate intervention shouldn't end with a student's placement in special education, and that progression to Tier 3 shouldn't equate with such placement. Instead, we argue that efforts to find an

effective intervention should continue, and that when an effective (or promising) intervention has become so intensive as to approximate “specially designed instruction,” the question of special education eligibility should be considered. In other words, a disability is suspected at the point in the intervention-delivery-and-monitoring process at which the resources for an *identified* intervention exceed that which can be provided through general education alone. We focus on the characteristics of the intervention as reason to suspect a disability, and regard this as preferable to the abandonment of the intervention quest in favor of the administration of tests that (we believe) are of as-yet inadequate validity to determine the presence of a disability and the nature of appropriate interventions ... but that’s grist for a future mill.

School psychologists who worry about our professional future in a landscape dominated by RTI should be persuaded of our viability in an educational framework that requires the kind of expertise that we offer. Few educators possess our fund of knowledge about assessment methods, data interpretation and analysis, and evidence-based intervention practices for academic and behavior problems. Fewer still grasp the importance of system-level implementation – including its pitfalls – or techniques of influence and collaboration. Don Deshler’s invitation to consider the future of RTI can inspire us to begin or continue to act as leaders and facilitators of best practice in this revolutionary venture.

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Kathy McNamara, Ph.D., NCSP, is Professor and Director of the school psychology program at Cleveland State University. Dr. McNamara chairs the Ethics and Professional Practices Committee of the National Association of School Psychologists (NASP), as well as serving as the Ohio Delegate to NASP. Her research interests include ethics and professional practice issues in school psychology, as well as response-to-intervention models and their implementation in schools.

Continued on page 14

Positive Behavior Intervention Supports at Roswell Kent Middle School



Vinny Diorio, M.S.Ed.

External Positive Behavior Coach
Akron Public Schools
vdiorio@akron.k12.oh.us

Positive Behavior Intervention Supports is a process that strives to understand an individual's inappropriate behavior. In school settings, students' inappropriate behaviors are difficult to change because they serve a purpose for the child and are usually supported by reinforcement in their environment. Functional assessment works toward clearly describing a behavior; identifying when behavior will and will not occur, and identifying consequences that maintain and/or extinguish the behavior. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Positive behavior support is successful in the school setting because it is primarily a teaching method.

The use of Positive Behavior Intervention Supports (PBIS) in schools is becoming more widespread as school systems become aware of its effectiveness. The program offers primary, secondary, and tertiary levels of intervention. A PBIS approach includes identifying students in one of three categories based on behavior problems identified and/or observed. Once identified, students receive services in one of three levels. Interventions are specifically developed for each of these levels with the goal of reducing the risk for academic and/or social failure.

Primary (or Universal) prevention strategies focus on interventions used on a school-wide basis for all students. This level of prevention is considered "primary" because all students are exposed in the same way, and at the same level, to the

intervention. The primary prevention level is the largest by number of students positively affected. Approximately 80% to 85% of students respond in a positive manner to this prevention level. Primary prevention strategies include, but are not limited to, using effective teaching practices and curricula, explicitly teaching behavior that is acceptable within the school environment, focusing on ecological arrangement and systems within the school, consistent use of pre-correction procedures, using active supervision of common areas, and creating reinforcement systems that are used on a school-wide basis (Lewis, Sugai, & Colvin, 1998; Martella & Nelson, 2003; Nelson, Crabtree, Marchand-Martella, & Martella, 1998; Nelson, Martella, & Marchand-Martella, 2002).

Secondary prevention strategies involve students (i.e., 10% to 15% of the school population) who do not respond to the primary prevention strategies but are not in need of individual supports. Interventions at the secondary level often are delivered in small groups to maximize time and effort and should be developed with the unique needs of the students within the group.

Tertiary prevention programs focus on students who display persistent patterns of disciplinary problems and who do not respond favorably to either primary or secondary level programs. Tertiary-level programs are also called intensive or individualized interventions.

To successfully design and implement an effective PBIS program for a school, there must first be an acknowledgement by the

staff of a need for such a program. Needs assessment checklists or the like can be used for this. Once the need is agreed to exist, the staff is polled for what behaviors they expect their students to exhibit in different areas of the school. "Hot-Spot" maps are used whereby the staff is polled to determine areas of the building which they feel are problem areas, and furthermore to determine which exact times of the day they are found to be so.

As it has been said that "Most things imposed are opposed," it is extremely important to have the staff be an integral part in the design, implementation and critiquing of a school-wide PBIS program. The program must be shown to be effective by the use of data analysis, easy to use and continue, and palatable (if not enjoyable) to all concerned.

To that latter end, Roswell Kent Middle School in Akron, Ohio has initiated a Universal Tier PBIS program. Several questions that seem to also be "universal" needed to be addressed. These questions (and our suggested answers) are:

Question #1: Shouldn't children this age already know what is expected of them and how to behave?

Answers:

- In some cases, students do NOT know what behaviors are expected or appropriate.
- Behavior that is acknowledged is more likely to occur again.
- Behavior that is ignored is less likely to be repeated.
- No good behavior should be taken for granted, or it may decline.

Question #2: Praising feels unnatural. Won't kids think it sounds phony?

Answers:

- The more you praise, the more natural it will feel.
- If you praise appropriate behaviors that truly happened, there is nothing phony about it.
- Kids who get praise will tend to praise others.

Question #3: Isn't praise manipulative and coercive?

Answers:

- The purpose of praise is to reinforce and increase positive behavior with the student's knowledge.
- Praise, to be used effectively, helps clearly describe expectations so that students can successfully meet them.

Question #4: Isn't giving a reward like bribing students to do what you want them to do?

Answers:

- A bribe attempts to influence or persuade someone to produce a desired behavior that hasn't yet happened.
- A reward reinforces a desired behavior that has already happened.

Question #5: Won't students come to depend on tangible rewards? Don't extrinsic rewards decrease intrinsic motivation?

Answers:

- Tangible rewards should be accompanied with social rewards.
- When a message that recognizes a student's efforts as being responsible for success is given with a reward, internal motivation will actually be strengthened.

Question #6: Shouldn't rewards be saved for special achievements?

Answers:

- Appropriate behaviors should be seen as "special."
- By acknowledging only the "big" behaviors, adults send the message that everyday behaviors of courtesy, responsibility, and respect are not important.
- Small steps on the way to achievement need to be recognized

Question #7: Do students in middle and high school still need acknowledgement?

Answers:

- People of all ages, including adults, need to be recognized and acknowledged for their efforts.
- Students of all ages need recognition, praise, and rewards particularly during the difficult transition of adolescence.

In our school, we designed "Gotchas" that would be distributed by staff for three defined behaviors in all areas of the school:

1. Respect of Others,
2. Respect of Self, and
3. Respect of Surroundings.

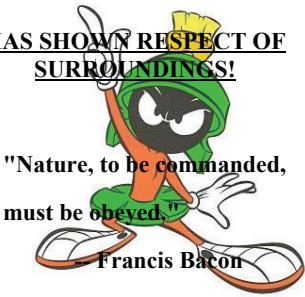
The "Gotchas" were designed with our school mascot, "Marvin" prominently on each one. "Marvin" made an appearance to present the program to the students at a school-wide assembly and to the staff at a staff meeting.

Students can choose to put their "Gotchas" in a bin in the school cafeteria during their lunch periods with hopes of being chosen for "behavior acknowledgements." They may also save them for redemption for acknowledgements such as "office helper," "go to the front of the

Continued on page 16

Positive Behavior,
continued from page 15

lunch-line," "take two friends to a catered lunch," and the like.

Student Name: _____ Homeroom: _____ Grade: _____ <u>HAS SHOWN RESPECT OF SURROUNDINGS!</u>  "Nature, to be commanded, must be obeyed." Francis Bacon Teacher: _____ <small>(Write name and homeroom above then place in appropriate jar in main office.) NOTE: Illegible acknowledgements will be discarded. PRINT NEATLY!</small>
--

"Gotcha" Example

Teachers giving "Gotchas" for expected observed behaviors must write their names on each one, and when a gotcha is chosen, the teacher whose name is listed also is acknowledged with the ability to choose something from a list of offerings that range from classroom supplies to restaurant coupons.

Responses from the staff and student body alike have been very favorable. Initial suggestions were taken into account by the internal PBIS Team before "Gotcha" implementation. Students and staff were polled before "acknowledgements" were purchased, and we are fine-tuning the entire process. At the mid-year mark, we will again poll the staff and student body to determine what is working, what is not working, and what should be added and/or changed to our program.

A PSI Minigrant helped pay for the initial incentives given for randomly chosen "gotchas," for 2 sets of Corn toss games, and for upgrading two school comput-

ers to allow them to be used in a "Lunch Bunch" program.

As PBS strives to foster expected, positive behaviors, the "Lunch Bunch" program is an integral part of the acknowledgement component. Usually, boredom can lead to negative behaviors. During their lunch periods, students have half the time to eat and then spend the rest of the period in the gymnasium. This frees up the cafeteria for the other students that were in the gymnasium. It is during these "free-times" that misbehaviors occur. In order to lessen the frequency and total number of these misbehaviors, our school has started a "Lunch Bunch" program, based on the established "Lunch Bunch" program that is successfully being used in North Royalton High School, in North Royalton, Ohio. The premise is to afford the student a place and opportunity to be in charge of his own behavior. Driving simulators, guitars, Wii systems, and board games are at the disposal and control of the students. Being in charge and responsible for the program allows the students to prove, to themselves and others, that sometimes behaving correctly can be its own reward.

The PSI Minigrant helped to purchase the incentives that acknowledge the expected, positive behaviors, and so far data shows about a 20% decline in the number of total referrals written for the first marking period of this year, compared to the first marking period of last year, before the implementation of the incentive program.

Vinny Diorio, M.S.Ed., has taught in the Akron Public Schools for 31 years. He began teaching students with specific learning disabilities and, after 25 years, began teaching social studies classes in a general education setting. He has been the External Positive Behavior Coach for the Akron Public Schools for the past two years.

OSPA Salutes Ann Brennan

Director of Legislative Services and Professional Relations Receives Outstanding Advocate Award from NASP



Ann Brennan, A.B.
OSPA Director of Legislative Affairs and
Professional Relations

Remarks from Dr. Alex Thomas, Master of Ceremonies for the NASP Awards Ceremony and Reception

The "Outstanding Advocate" Award recognizes individuals or groups who demonstrate effective advocacy efforts at the state or local levels to improve education and mental health services for children, youth, and their families.

Ann Brennan has served as the Director of Legislative Services and Professional Relations for the Ohio School Psychologists Association (OSPA) for more than 20 years. She is well known for the collaborative relationships she has built, which have helped advance school psychological services and supports for children and families. She has worked closely with leaders in the state legislature and Ohio Department of Education to ensure that the broad role of school psychologist is promoted in rule and law, including helping to establish the adoption of uniform training standards, preserve stipends for school psychology internships, and promote the use of intervention-based assessment models that paved the way for the adoption of response-to-intervention models.

Ann communicates regularly with OSPA leaders and members. She is instrumental through her "calls to action" in triggering effective grassroots advocacy by school psychologists. If every state in this nation had an Ann Brennan, there would be no problems anywhere. We applaud Ann and her significant contributions to advocating for children, youth, and their families.

Remarks from Ann Brennan

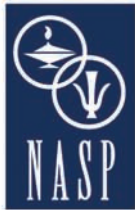
I am honored to have been the recipient of this NASP award, and I thank the NASP committee. Ohio's school psychologists are simply the best professionals to work with and I enjoy my job as much today as when I began working for OSPA almost 18 years ago. OSPA's mission: "to serve the citizens of Ohio by working collaboratively with all learners, families, educators, and others to address the learning and mental health needs of children and youth," allows me to passionately advocate on behalf of school psychologists and the important students they serve.

Thank you to all the OSPA members, especially to those of you who have served as Officers on the Executive Board and/or on the valuable OSPA committees. Your commitment to OSPA enables our Association to thrive and support the profession of school psychology!

Special thanks go to the following members who sponsored my nomination, wrote letters of recommendation, and/or provided support throughout the nomination process: Alex Thomas, Mike Forcade, Kathy McNamara, Elaine Semper, Linda Neiheiser, Aimee Kirsch, Chuck Archer, Jeff York, and Rob Kubick.

I look forward to serving OSPA in the years ahead. It seems that there are always challenges in good and bad economic times. I am continually impressed by the intelligence, resilience and dedication school psychologists bring to work every day.

Continued on page 18



NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
4340 East West Highway, Suite 402
Bethesda, MD 20814

Phone: 301-657-0270
Fax: 301-657-0275 • TTY: 301-657-4155
Web: www.nasponline.org

*Enhancing the mental health and
educational competence of all children.*

January 31, 2011

Ms. Ann Brennan
170 South Stanwood Rd.
Columbus, OH 43209

Dear Ms. Brennan,

Congratulations! The National Association of School Psychologists has selected you as a recipient of the 2010-11 Government and Professional Relations Outstanding Advocate Award. This award is given to an individual or group outside of the profession that supports political action and advocacy on behalf of children in order to improve education and mental health services for children, youth, and their families. You were nominated for this award by the Ohio School Psychologists Association.

Specifically, the selection committee was impressed with the overall leadership and advocacy you have shown on behalf of Ohio School Psychologists over the last 20 years. Your dedication and determination have led to the promotion of best practices, the adoption of national standards for credentialing, and the preservation of budgets and policies that support children's education and mental health. I think that Dr. McNamara's letter summed up your contributions best when she said, "I can simply not imagine that there is a person in Ohio who has contributed more consistently to the attainment of important objectives promoting the welfare of children, families, schools and our profession." It is because of your impressive contributions to school psychologists, students, and their families that we are selecting you as the recipient of the 2011 Outstanding Advocate award.

We invite you to attend the annual convention of the 2011 National Association of School Psychologists in San Francisco, CA to receive this award. The NASP Awards Ceremony and Reception will be held Wednesday, February 23rd from 6-8:30pm in the Hilton San Francisco Union Square, Ballroom level, Tower 1, Imperial A, 330 O'Farrell Street, San Francisco, CA. If you plan to attend this awards ceremony and reception in person, please contact Stacy Skalski at 301-657-0270 or sskalski@naspweb.org by February 11, 2010. If you are not able to attend this reception, your award will be presented to you at a later date by representatives of the Ohio School Psychologists Association.

Thank you for your advocacy efforts supporting children and their families.

Sincerely,

Stacy K. Skalski, Ph.D.
Director of Public Policy
sskalski@naspweb.org

Brent Duncan, Ph.D.
Chair, GPR Committee
Brent.Duncan@humboldt.edu

John Kelly, Ph.D.
Co-Chair, GPR Committee
jkellypsyc@aol.com

cc: Alex Thomas and Elaine Semper

Nomination Letter to the Governmental and Professional Relations Committee of the National Association of School Psychologists (NASP) from Dr. Kathy McNamara, Ohio Delegate to NASP

To Whom It May Concern:

I'm writing in support of the nomination of Ann Brennan as a "Special Friend of Children" and "Outstanding Advocate" for her advocacy and efforts on behalf of systemic change in policies improving services to children. Ann has served as the Director of Legislative Services and Professional Relations for the Ohio School Psychologists Association (OSPA) for more than 20 years, and, as I so eloquently described her in recent correspondence to a colleague, she is "amazing."

I have worked closely with Ann in a number of my own roles, including Chairperson of the OSPA Professional Ethics and Standards Committee, President of the Inter-University Council for Ohio School Psychology, Editor of the OSPA quarterly, and, for the past year, as Ohio's Delegate to NASP. However, it is in my "untitled" roles that I have come to know Ann best. She and I frequently confer on matters involving the Ohio State Board of Psychology (SBP); in the past year alone, we have addressed SBP proposals to redefine the scope of School Psychology practice; to revise the list of services and qualifications of providers eligible for Medicaid reimbursement; and to establish appropriate parameters for supervision of School Psychology interns

In addition, Ann and I have worked together to craft proposals and language for Administrative Rules changes (Ohio Department of Education) to ensure that a Response-to-Intervention model is the basis for providing needed services to schoolchildren. Every member of the faculties of Ohio's nine School Psychology programs will concur in my opinion that

Ann's efforts are singularly responsible for the fact that – even in these difficult budgetary times – Ohio's children and families still benefit from the "best practice" orientation of our intern training, made possible by state funding for the intern program. Each time this program has been targeted by the budget-cutting axe, Ann has gone into action, mobilizing a statewide network of supporters that she has cultivated so skillfully over the years, rescuing the program from extinction. Her legislative alerts are immediately recognized as important calls to action on legislation affecting children, including a recently-enacted law on school nutrition and proposals related to educational and mental health services. Ann's "network" is comprised of a variety of supporters, including legislators of both political parties, officers and representatives of the School Boards and Administrators statewide organizations, as well as advocacy groups for children with disabilities, members of state regulatory boards, and key officials in the Ohio Department of Education.

Ann has an encyclopedic knowledge of the Ohio legislative and regulatory landscape, and commits enormous energy (using many hours of her personal time) to accomplishing our goals. She also works closely with me on NASP priorities, most recently in connection with the APA Model Licensure Act. Ann serves on a number of statewide task forces, based on the reputation she has earned as a dedicated and tireless contributor to important educational and mental health initiatives. Although she is not a school psychologist, Ann has a keen understanding of our practice and an appreciation of the unique role we play in schools as mental health providers, instructional consultants, student advocates, and administrative problem-solvers.

I am especially enthusiastic about this nomination because Ann would never seek it on her own, nor would it occur to her that she should receive such an award.

I believe that one of the reasons she has been so successful is because she never seeks out the spotlight, ensuring instead that it shines brightly on policymakers and implementers. She never claims credit for the celebrated outcomes of her advocacy efforts, and seldom, if ever, even mentions (much less complains about) the demands on her time or the obstacles she encounters. In all of our years of work together, I have never seen her become irritated or impatient with others, despite ample justification for these reactions. She has an extraordinary ability to understand issues in the greater context, and to view them from the perspective of key stakeholders. In my opinion, this enables her to make thoughtful, strategically sound recommendations that – in my experience – are almost always successful.

I urge the GPR Committee to select Ann Brennan as a "Special Friend of Children," and to recognize her as the "Outstanding Advocate." I simply cannot imagine that there is a person in Ohio who has contributed more consistently and successfully to the attainment of important objectives promoting the welfare of children, families, schools, and our profession.

Sincerely,

Kathy McNamara, Ph.D., NCSP
Professor and Chair
Department of Psychology
Ohio Delegate to NASP



David L. Distel, Superintendent
 Donald F. Rabe, Treasurer
 William K. Bogdan, Assistant Superintendent

November 9, 2010

National Association of School Psychologists
 GPR Committee
 4340 East West Highway, Suite 402
 Bethesda, MD 20814

To Whom It May Concern:

I am proud to be able to submit a letter of recommendation in support of the nomination of Ann Brennan for the NASP Special Friend of Children Award. I have known Ann for her entire career as the Director of Legislative Affairs and Professional Relations for the Ohio School Psychologists Association (OSPA). Ann started with OSPA when I was a member of the Executive Board. Subsequently, I worked closely with her while President of the state association, and then for six years as the NASP delegate.

From the earliest stages of her OSPA career, Ann established herself as a strong advocate for children through the work of school psychologists. Quite simply, Ann established connections within the Ohio Department of Education that led to school psychologists being at the table during the formulation of policies and practices affecting children. She also forged strong connections with other groups seeking to strengthen the school psychology profession and improve services to students with disabilities.

Without the efforts of Ann Brennan, Ohio would not have a uniform set of School Psychology training standards that are among the best in the nation. Ann worked with the Inter-university Council of School Psychology Training programs, the Ohio Supervisors of School Psychologists, and state department personnel to institutionalize the standards and define procedures as the basis for certification in Ohio. She organized factions from different interest groups to successfully gain support for continuation of the state stipends to support intern training when elimination looked to be almost certain.

Because of Ann, OSPA played a major role in the design and implementation of an RFP for an Intervention Based Multi-factored Evaluation process. Over the years, OSPA lobbied for refinement of the model and for development of new special education standards that would require intervention prior to referral for assessment (Intervention Based Assessment). As a result, Ohio was on the path to the Response to Intervention Model in the mid-1990 s.

Today, Ann continues to be a highly visible, well connected factor on the Ohio legislative scene. She constantly monitors legislation to determine where OSPA input can inform decision making in the interest of children. She collaborates with the leadership of the Ohio Coalition for the Education of Children with Disabilities regarding how the two associations can work together for children. She coordinates letter writing campaigns, provides testimony to legislators, and works with individual legislators to develop legislation.

Ohio is very fortunate to have had Ann on duty on behalf of children and school psychologists for the past seventeen years. I hope the GPR committee will look favorably on her contributions and honor her with this award.

Sincerely,

Michael C. Forcade, Ed.D.
 Director
 Center for Intervention and Support Services
 Past President, Ohio School Psychologists Association
 11083 Hamilton Avenue Cincinnati, Ohio 45231-1499
 Phone 513.674.4200 Fax 513.742.8339



Office of Psychological Services
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09 November 2010

National Association of School Psychologists
 Bethesda, MD

Re: NASP GPR Special Friend of Children Award

Please accept this letter as an endorsement of **Ann Brennan**, current Director of Legislative Services & Professional Relations, for the Ohio School Psychologists Association (OSPA), as a most worthy recipient of NASP's Special Friend of Children Award.

As Immediate Past-President of OSPA, I can testify to Ann's dedication and strong commitment to creating a culture of respect and support for school psychologists in our state, with the ultimate outcome of providing premier service delivery to Ohio's students.

Ann has been an exceptionally notable advocate for OSPA since her involvement in our organization several years ago. She is diligent in searching for the most recent research, methods, and resources for our membership; she lobbies on our behalf as well as on behalf of Ohio's children at the state governmental level regularly; and she maintains ongoing information sharing through our statewide listserv, providing school psychologists with current legislative issues, resolutions, and implications.

Ann contributes to OSPA in multiple other ways as well. She is instrumental in our bi-annual statewide conferences which draw more than several hundred school psychologists together for professional development and enhancement of skill sets to service students. Her state updates keep the membership informed of such initiatives as the No Spanking Law, which was supported by our membership. She routinely searches for the latest legislative issues both nationally and statewide, to offer our members current information at our state conferences, and she delivers top governmental speakers to our events as well.

Ann is passionate about children, and her concerted, tireless efforts on behalf of Ohio's youngest citizenry attest to this. It is with great respect for Ann that I highly recommend her for NASP's Special Friend of Children Award.

Sincerely,

Linda

Linda M. Neiheiser, Ph.D., NCSP

The primary goal of the Cleveland Metropolitan School District is to become
 a premier school district in the United States of America.

OSPA Salutes Claire Kunesh

Miami University Student Receives NASP Scholarship



Claire Kunesh, B.A.

Graduate Student
Miami University
School Psychology Program
kuneshce@muohio.edu

February 23, 2011

**Annual NASP Convention
San Francisco, California**

**Remarks from Dr. Alex Thomas, Master
of Ceremonies for the NASP Awards
Ceremony and Reception**

Our student awardees are at the beginning of a career-long journey. They demonstrate the commitment and capacity to transform very real challenges into good outcomes for children, families, and schools.

Now I would like to ask Deborah Crockett to come up to present the 2011 Minority Scholarship Awards. Deborah is Chair of the Minority Scholarship Awards Committee. The fact that we have grown from one award to four is due in great measure to her dedication and hard work. Deborah...

February 23, 2011

**Remarks from Dr. Deborah Crockett,
Chair of NASP's Minority Scholarship
Awards Committee**

Thank you, Alex. I am happy to be here. For those of you who might not be familiar with the scholarship, I will give you a brief overview.

The NASP-ERT Minority Scholarship Program supports the graduate training of minority students pursuing careers in school psychology. The program ad-

vances NASP's commitment to diversity in the field of school psychology as critical to our country's increasingly diverse student populations. The scholarships lower financial barriers to training and highlight the accomplishments of promising future professionals.

Our first recipient, Claire Kunesh, is receiving the Wayne Gossett Memorial Minority Scholarship Award.

Claire is pursuing a Master's and Educational Specialist degree in school psychology at Miami University. Claire earned her Bachelor's degree from the American University of Paris, where she double-majored in psychology and economics. Her interests include improving the academic and social outcomes of students who are ethnic, linguistic, and/or socioeconomic minorities. She is also interested in the role of sports in enhancing the well-being of young girls. After graduating from Miami, she hopes to work with a multilingual community and eventually pursue doctoral studies.

Congratulations, Claire!

**Nomination Letter from Dr. Amity
Noltemeyer, Assistant Professor at
Miami University**

October 5, 2010

To whom it may concern:

It is with great pleasure that I write this letter to recommend Claire Kunesh for the NASP-ERT Minority Scholarship Program.

I have known Claire since August 2010, when she began as a first year student in the school psychology program at Miami University. Claire works as my Graduate Assistant 20 hours per week, assisting with research and teaching. Claire is extremely responsible, dependable, and

conscientious. She also shows strong initiative and independence. When given tasks, she needs very little direction and produces a high-quality product that is thorough and accurate. I have also found that Claire has excellent critical thinking skills and is a valuable asset to the research process. As we work together developing and conducting studies, she is able to analyze the strengths/limitations of different research approaches and contribute to idea development in meaningful ways. By the end of her first year of graduate school, I anticipate that Claire will be a co-author on at least three manuscripts we submit for publication.

Claire is enthusiastic about her decision to pursue the field of school psychology. She also seems truly dedicated to making a difference in the lives of children. Claire demonstrates excitement for a variety of topics in the field. However, she is perhaps most passionate about issues surrounding linguistic, cultural, and/or ethnic minorities. Interpersonally, I find Claire to be delightful and appropriate at all times. In addition, she appears to have a genuine sense of care and concern for others. Given her nice personality, Claire has had no difficulty establishing positive relationships with other students and faculty.

Claire has several experiences and skills that are assets. For example, Claire lived overseas for five years. She has developed an appreciation for different cultural contexts and an interest in the cultural experiences and backgrounds of others. Claire also enjoys studying foreign languages. In addition to speaking French fluently, she can speak Italian on a conversational level. Claire also studied Spanish for four years in high school and hopes to achieve fluency in the future. These skills will help her to communicate with diverse children and families.

Overall, I have no hesitation recommending Claire for this scholarship. If the past month is any indication of her future per-



Claire Kunesh Receives the Wayne Gressett Memorial Scholarship from the National Association of School Psychologists in San Francisco, California.

Pictured from L to R are: Dr. Alex Thomas (Master of Ceremonies for NASP's Awards Reception), Elaine Semper (Outgoing OSPA President), Dr. Deborah Crockett (Chair of NASP's Minority Scholarship Awards Committee), Recipient Claire Kunesh, and Aimee Kirsch (Incoming OSPA President).

formance, I am confident that Claire will make valuable contributions to the field of school psychology and the lives of students.

Sincerely,

Amity Noltemeyer, PhD, NCSP

Assistant Professor in School Psychology
Department of Educational Psychology
Miami University
Oxford, OH 45056
anoltemeyer@muohio.edu
513-529-6632

Remarks from Honoree Claire Kunesh

I am so honored to have been awarded one of the 2011 NASP-ERT minority scholarships! I would like to thank the National Association of School Psychologists, especially Dr. Deborah Crockett and the oth-

er individuals associated with the creation and continual backing of the scholarship. Thank you to Dr. Amity Noltemeyer and Dr. Doris Bergen for writing recommendation letters for me, in addition to being wonderful professors and providing me with opportunities to participate in research. I am also grateful for the support I have received from other faculty members and my cohort at Miami University. I am happy to be part of such an excellent institution.

Strategies for Student Success: Alphabetic Principle



Amity Noltemeyer, Ph.D., NCSP

Assistant Professor in School Psychology
Department of Educational Psychology
Miami University
anoltemeyer@muohio.edu



Cody Hostutler, B. A.
Graduate Student

Miami University
School Psychology Program
Hostutca@muohio.edu

Description of Skill

Phonics – also referred to as alphabetic principle – is the process of learning that spoken sounds correspond to letters in our alphabetic system. Phonics is different from phonemic awareness, which is focused on the manipulation of sounds within *spoken* syllables and words. Perhaps the most basic example of phonics is a child learning that the letter B makes a /b/ sound. More elaborately than these single letter-sound relationships, children also learn to identify the correspondences between spoken sounds and written letter combinations including consonant blends (e.g., /bl/ /st/ /cr/), consonant digraphs (e.g., /ch/ /ph/ /th/), vowel digraphs (e.g., /oa/ /ai/ /oo/), and vowel diphthongs (e.g., /ew/ /au/ /oy/). Written language is like a code and phonics serves as a decoder allowing a reader to translate written words into speech (reading) and break down spoken words into letters (spelling). An understanding of phonics also affords a reader skills to break down unfamiliar words in text by “sounding them out.” Phonics is a foundational building block to reading that is designed for beginning or struggling readers.

Research

Research on phonics instruction has primarily focused around two approaches. Systematic phonics instruction begins with teaching predefined sets of letter-sound relationships followed by an opportunity to practice those sound relationships by reading text that requires the student to decode words using the previously taught relationships (Harris & Hodges, 1995). In contrast, incidental or non-systematic

phonics instruction is a less planned approach that teaches phonics as words appear in texts rather than in a particular order. Systematic phonics instruction has been shown to be more effective than non-systematic phonics instruction in developing phonemic awareness, spelling and reading skills (De Graaff, Bosman, Hasselman, & Verhoeven, 2009). In addition, systematic phonics instruction has been shown to increase comprehension in beginning readers compared to a non-phonics approach (Connelly, Johnston, & Thompson, 2001). According to the National Reading Panel's report (NICHD, 2000), phonics instruction is beneficial for normally achieving children, at risk children, low achieving children, and children with reading disabilities, regardless of their socioeconomic status. It also has been shown to be an effective strategy for teaching English Language Learners (August & Shanahan, 2006) and may reduce the achievement gap between minority and White students (Jeynes, 2008). Despite these benefits, it is important to note that instruction in the alphabetic principle is less effective for students in upper grades when compared to younger students (NICHD). In addition, the impact of systematic phonics instruction on reading comprehension is not as strong as it is on word reading (NICHD). However, this is not surprising due to the inherent focus on word reading during phonics instruction that only indirectly facilitates the comprehension of text.

Strategies for Home and School

- At school, phonics instruction should be one important component of a

balanced literacy curriculum in the early grades. Each school and classroom should carefully evaluate its core literacy curriculum to ensure adequate coverage of these skills and research support for the effectiveness of the curriculum. Resources to consult regarding research-based core curricula include the What Works Clearinghouse and the Florida Center for Reading Research. With a high quality core curriculum in place, it is anticipated that at least 80% of students will meet grade-level expectations for alphabetic principle.

- It is important for schools to monitor students' alphabetic principle skills in order to inform instruction and intervention. The DIBELS® Nonsense Word Fluency assessment and the AIMSWeb® Test of Early Literacy are two examples of tools that can be used for this purpose. These assessments can be used to screen all children 3–4 times per year to determine who might be at-risk. In addition, they can be given monthly or weekly to at-risk students to monitor their response to intervention.
- There are many interactive online games and resources for children to practice and receive feedback on

emerging alphabetic principle skills. One of many useful website is www.starfall.com. Starfall is a free website that offers phonics instruction. The website explicitly teaches sound-letter correspondences and provides opportunities to practice those relationships in text through entertaining games. Headsprout.com is another online program that teaches and reinforces phonics skills; however, there is a cost associated with the program after a free trial period.

- A variety of classroom games also can be used to build and reinforce phonics skills. For example, BINGO requires students to take the auditory presentation of a word and match it with the written word on their BINGO card demonstrating mastery of the sound-letter relationships. Another idea to consider is encouraging children to find and cut out objects from magazines that match particular written sounds. Teachers can also create cards with letters or blends on them and have students divide into teams and try to create as many words as they can starting or ending with the letter/sound on the card.

- In addition to these games and ideas, parents can also practice phonics instruction informally in the home and community environments. For example, at home parents can use magnetic letters to practice sounds, create words, and substitute letters to create new words. Parents can also use road and store signs to see if their child can spot letters that make familiar sounds. Finally, when reading with their children, parents are encouraged to have their child sound out words. If the child is struggling to sound it out, the parent can model any unknown sounds and then have them child practice them in the context of different words.

Online Resources for More Information

http://reading.uoregon.edu/big_ideas/au/index.php- Website on alphabetic principle created by the University of Oregon Center on Teaching and Learning. Includes research, instructional strategies, and recommendations for assessment.

http://www.k8accesscenter.org/training_resources/alphabetic_principle_module.asp- Link to a 2.5–3 hour module designed to provide teachers with knowledge and tools to enhance the alphabetic principle skills of their students.

<http://www.nichd.nih.gov/publications/pubs/PRF-teachers-k-3-phonics.cfm>- National Institute of Health website that provides general information on phonics approaches, guidelines, research, and questions.

(<http://www.fcrr.org/>)- The Florida Center for Reading Research website contains research-based instructional materials, systematic reviews of research-based curricula, activity ideas for parents to use (by grade-level), and other reading resources.

Amity Noltemeyer, Ph.D., NCSP,

earned her Ed.S. in school psychology from Miami University and her Ph.D. in school psychology from Kent State University. She also has acquired experience working as a school psychologist and consultant. Amity is currently an Assistant Professor in School Psychology at Miami University. In addition to the Blueprint III, Amity's interests include Response to Intervention, systems change, academic engagement, and disproportionality.

Cody Hostutler, B.A., is a second year graduate student in the school psychology program at Miami University. He graduated from Miami University with a degree in Psychology and a minor in special education. His interests are behavioral and mental health intervention and prevention, disproportionality, and resiliency in at-risk children.

Continued on page 26

Strategies for Success,*continued from page 25***References**

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A Peek into Our Past

A Hidden Gem in Akron: Freud's Home Movie



Kate Bobak, M.Ed.
OSPA Historian

Doctoral Student
Kent State University
kbobak@kent.edu

One of the highlights of the archives within the Center for the History of Psychology (CHP) is a film reel containing home-made video of Sigmund Freud. The CHP did not always know that it contained this intimate peek into Freud's life, however, and the reason for this is best understood within the context of the CHP's own history. So, come with me on a brief journey through the past of a place dedicated to preserving psychology's past.

In 1961, Dr. John A. Popplestone and Dr. Marion White McPherson became faculty members of the Department of Psychology at the University of Akron (Center for the History of Psychology [CHP], 2010). Though he had little background in the subject, Dr. Popplestone began teaching a course on the history of psychology. As a result of his limited prior knowledge, he started to research but found that no one had ever started to collect the primary source documents related to the history of psychology. Soon, he and McPherson began contacting prominent psychologists, who supported the idea to create an archive. With the approval of the University of Akron, the Archives of the History of American Psychology was born. As the archives grew, they moved from a small room in Bierce Library to rooms and the basement in Simmons Hall to the Polsky Building. Because the materials were being packed up and moved quite often, it might be easy for something like Freud's home movie and other hidden treasures to go unnoticed.

A few years after the move to the Polsky Building, Dr. Popplestone retired and

Dr. David Baker became the director of the Archives. While working late in the Archives one evening, Dr. Baker walked through the aisles containing the Media Collection (Ideastream, 2011). One film caught Dr. Baker's eye. It was titled, "Freud Home Movie." Dr. Baker thought that, surely, this movie must not be a home movie of Freud. But as he sat, alone in the Archives, and watched the images of the film being projected onto a blank wall, Dr. Baker saw Freud walking around outside with his children. Not many films exist of Freud living his home life, and here was one of them. It had been tucked away on a shelf in the basement of a building on the campus of The University of Akron. Who knows how long the Archives had possessed this hidden gem? Who knows what other treasures lay hidden in the boxes or on the shelves in the Archives?

If you would like to explore the Archives' vast collections in search of other gems, you can make an appointment with the CHP to engage in research. If you are simply interested in browsing the selected brass and glass instruments and test kits that have been put on display, you can stop by the CHP during its business hours (10 a.m. to 4 p.m. weekdays, 12 p.m. to 4 p.m. Saturdays, closed Sundays; free admission). You can also take a virtual tour through their Flickr gallery, where some pieces of their collection has been photographed and put online (<http://www.flickr.com/photos/ahap65/>).

In the past decade, the Archives have become an affiliate of the Smithsonian

Continued on page 28

A Peek into Our Past, *continued from page 27*

Institution, gained support from the American Psychological Association and the Margaret Clark Morgan Foundation, and moved to a recently renovated building as part of the new CHP. The Archives house more than 7,000 reels of film (other than Freud's home movies), thousands of still images and audiotapes, personal manuscripts of more than 740 psychologists, records from psychological organizations (including OSPA), thousands of test kits, and thousands of publications (CHP, 2010). Now in its 46th year, the Archives have become the largest depository in the world for items related to the history of psychology. Please take advantage of this Ohio resource and visit their website (<http://www.uakron.edu/chp/>) or call 330-972-7285 for more information.

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Kate Bobak, M.Ed., is a third-year school psychology doctoral student at Kent State University and is also the Historian for OSPA. Her research and professional interests include writing assessment and intervention, neuropsychology, and working with English language learners.

Assessment With Aimee

Emotional Disturbance Decision Tree-Parent Form (EDDT-PF)



Aimee A. Kirsch, M.Ed., NCSP, SP539, ABSNP
Incoming OSPA President

School Psychologist
Akron Public Schools
akirsch@akron.k12.oh.us

OSPA, as well as school districts across the State of Ohio, are very lucky to work with some very talented and dedicated assessment consultants. One such person I am grateful to have as an assessment consultant is Darla DeCarlo. Darla is a Clinical Assessment Consultant for Psychological Assessment Resources, Inc. (PAR). Darla, who is a certified school psychologist in the state of Florida as well as a NASP member, has provided services for over 23 years in a variety of settings such as county mental health facilities, hospitals, and public & private schools. She has been responsible for providing school psychological services to preschool through high school-aged students and their families. In addition to being a school psychologist, she is a licensed mental health counselor and holds a professional teaching certificate. Darla has made it a point to make available for review many of the new and innovative assessment instruments published by PAR, Inc. The latest instrument suggested by Darla is the new Emotional Disturbance Decision Tree-Parent Form (EDDT-PF) by Bryan L. Euler, Ph.D. PAR was nice enough to offer a complimentary copy of the EDDT-PF so it could be reviewed for the TOSP. Thank you, Darla and PAR!

In our field of school psychology, school psychologists often encounter individuals with emotional and behavioral difficulties. We work with these individuals and their families to establish intervention programs and accommodation plans, establish therapeutic relationships, and facilitate the determination of special education eligibility and services.

Identifying a student as a student with an emotional disturbance can be a difficult and demanding task. There are five characteristics that must be considered when determining eligibility under IDEA for emotional disturbances: 1) An inability to learn that cannot be explained by intellectual, sensory, or health factors; 2) An inability to build or maintain satisfactory relationships with peers and teachers; 3) Inappropriate types of behavior or feeling under normal circumstances; 4) A general pervasive mood of unhappiness or depression; and 5) A tendency to develop physical symptoms or fears associated with personal or school problems. Additionally, four qualifying features also have to be examined: 1) The presence of one or more characteristics, 2) occurring over a long period of time, 3) to a marked degree, and 4) that adversely affects a child's educational performance. Several rating scales are made available to assist in the examination of these properties; however, one is designed to map directly onto the federal definition of emotional disturbance.

Some of our readers may be familiar with the Emotional Disturbance Decision Tree (EDDT) published in 2007. The EDDT is a standardized, norm-referenced rating scale designed to be completed by teachers or other personnel such as school psychologists, counselors, social workers who have substantial contact with the student. It is designed to offer school and clinical professionals a standardized approach to the assessment of emotional disturbance that encompasses the federal guideline and addresses the broad emotional and

Continued on page 30

Assessment

continued from page 29

behavioral components of this population.

New to the EDDT family is the Emotional Disturbance Decision Tree-Parent Form (EDDT-PF). The EDDT-PF is a standardized, norm-referenced scale designed to assist in the identification of children who may qualify for the special education category of emotional disturbance (ED) based on established federal criteria. Completion of the EDDT-PF by multiple parents or guardians, in conjunction with the completion of the EDDT by the child's teacher, is desirable because information from multiple sources can provide more information about the child's behavior. The publisher's website notes that when the EDDT-PF is used in conjunction with the original EDDT, it can help create a more complete picture of a child or adolescent's behavior both at home and at school.

The EDDT-PF is completed by child's parent or primary caregiver for children who are 5 to 18 years old. The parent or primary caregiver selected to complete the rating scale should be an individual who knows the child best and has had the most recent and most frequent contact with him or her over the previous 6 months. The manual indicates that the EDDT-PF was normed, standardized and validated or used with parents or guardians of children and adolescents from a wide range of racial and ethnic backgrounds, and geographic regions of the U.S., and residential communities.

The EDDT-PF material consists of the Professional Manual and 3 booklets: an Item Booklet, a Response Booklet, and a Score Summary Booklet. Respondents are asked to record item responses directly onto the Answer Sheet in the carbonless Response Booklet. The manual suggests it takes approximately 15-20 minutes to complete the

Figure 1

Disturbance Decision Tree (EDDT_PF)

The EDDT-PF is comprised of item responses that address four of the major ED characteristics specified in the federal criteria. The EDDT does ask questions regarding each of the 5 criteria. Additionally, a Resilience Scale addresses the student's resilience. The EDDT-PF also consists of clusters addressing the possible presence of ADHD, psychosis/schizophrenia, and social maladjustment. Additionally, clusters that assess the level of severity and student motivation are included.

An inability to build or maintain satisfactory relationships with peer and teachers (REL scale).

Obviously a parent's perspective on his or her own child's ability to build and maintain relationships is extremely important when conducting a psychological assessment. The EDDT-PF provides us the opportunity to gain information on the student's relationships through the eyes of the parent which can sometimes be different from the school point of view. This scale is composed of 20 items that address a wide variety of relationship issues. Some examples that are examined by this scale include: adult and peer relationships, age appropriateness of relationships, hostility in interaction, stability of relationships, the appropriateness of interactions, aggression, tendency to be rejected, problem-solving in relationships, empathy and respect, ability to make friends and social conversation skills.

Inappropriate types of behavior or feeling under normal circumstances (IBF Scale).

The EDDT-PF manual suggests the EDDT-PF is one of the very few psychological tests that attempt to measure this construct of emotional disturbances. This scale includes 25 items that cover a wide variety of behavioral issues. The manual states that the issues generally exclude behaviors of social maladjustment or psychosis/schizophrenia because these areas are addressed by other clusters. Some examples of the behavioral problems covered by this scale of the EDDT-PF are age inappropriate behavior, attention seeking behavior, tantrums and shutting down, inappropriate touch, failure to regulate behavior, lack of coping skills, teasing, defiance, risk taking behavior, defensiveness, and strange behavior.

Pervasive mood of unhappiness or depression (PM/DEP Scale).

This scale incorporates 25 items that address a wide variety of mood and depression issues. Examples include suicidal thoughts, irritability, anger, depression, lack of interest and pleasure in life, lack of animation, crying for no reason, low self-esteem, physiological signs that include lethargy or motor slowness, feelings of rejection, self mutilation, and several more.

Tendency to develop physical symptoms or fears associated with personal or school problems (FEARS Scale).

Many of the anxiety based behaviors that are associated with this construct are manifested in the home in the process of a child leaving home to go to schools. This is why it is so critical to have the parent's perspective. Thankfully, the EDDT-PF provides this opportunity. The FEARS Scale incorporates 22 items that address a wide variety of anxiety and somatic symptoms. Nervousness, obsessive thoughts, fearfulness or suspicion, worry and self-isolation, and physical complaints are all measured by this scale.

rating scale. The bottom of the Response Booklet doubles as the scoring sheet that is used by the examiner to obtain and calculate raw scores. One criticism of the EDDT-PF materials is that the Item Booklet and Response Booklet are separate booklets. It appears that they could easily be integrated into one booklet. ¿Habla usted español? Muy bueno. The EDDT-PF is also available for parents and guardians whose primary language is Spanish.

The Score Summary Booklet provides a handy guide to the interpretation of the responses. The front of the booklet has devoted space for the examiner to record responses and inconsistency items along with instructions for calculating the inconsistency score. Opening the booklet reveals charts and spaces to record raw scores and calculate T-scores, percentiles, and qualitative labels. The inside of the booklet also provides a tables for all of the cluster scores, including raw score ranges, percentiles, and qualitative labels. A Profile for plotting each of the EDDT-PF T-scores is available for the visual examiner. Finally, the back of the booklet provides an optional section to assist with the interpretation of EDDT-PF data within the context of the federal ED criteria. This Criteria table integrates the responses provided by the teacher on the EDDT and by the parent on the EDDT-PFC.

The Professional Manual begins the explanation of scoring the EDDT-PF in the following manner: "Tear off the perforated strips along the right side of the completed Response Booklet and peel away the top sheet to reveal the Scoring Sheet be-

neath." I don't know about you, but this seems a bit "old school." I wonder if any consideration has been given to provide access to the item responses via an on-line system. If not the ability to complete the EDDT-PF through a web based approach, maybe the ability to complete the Score Summary Booklet with interpretation could be offered on-line. Perhaps one day there will be an EDDT-PF App for the Smartphone.

(See Figure 1, previous page)

As school psychologists we understand the importance of data collection from multiple sources when conducting a psychological assessment. The EDDT offered us one option to gather information regarding key features of emotional disturbances from the school perspective. With the addition of a parent component to the EDDT, school psychologists can now gather information from parents to help in the diagnosis and eligibility for students with emotional disturbances. The EDDT and EDDT-PF appear to be one of a kind assessments! I am pleased school psychologists have the ability to access too that directly explore and answer questions posed by the federal guidelines in the identification and eligibility determination of emotional disturbance.

A huge thank you again goes to Psychological Assessment Resources, Inc. and Darla DeCarlo for allowing me to review the Emotional Disturbance Decision Tree-Parent Form. For more information on this or other products by PAR please visit their website at www.parinc.com

PAR, founded in 1978 by R. Bob Smith III, PhD and his wife, is a leading publisher of psychological assessment instruments, software, books, and other related resources specifically developed to meet the needs of professionals in psychology, personality/counseling, neuropsychology, education, business and industry, forensics, human resources, and career counseling. Over the years, the company has earned a reputation for providing Customers with superior quality assessment instruments and unrivaled Customer Service.

Aimee A. Kirsch, M.Ed., NCSP, SP539, ABSNP, is a school psychologist who currently leads the Response to Intervention initiative in the Akron Public Schools. She holds private licensure through the Ohio Board of Psychology, is a Nationally Certified School Psychologist, and recently earned her diplomate in School Neuropsychology from the American Board of School Neuropsychology. Aimee has been recognized twice with OSPA's *F. Peter Gross Best Practices Award*.

If you have any assessment instruments/techniques that you would like to be the subject of a review by Mrs. Kirsch, please email us with your request at tosp@ospaonline.org.

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Technology Tools

Tips for Managing Email



Jeff York, M.A., NCSP, SP531
OSPA Technology Committee Chair

School Psychologist
Akron Public Schools
Jeff@ospaonline.org

Email has become a very helpful tool for school psychologists and can be used for the purposes of information distribution, scheduling and documentation. At the same time, if left unmanaged, email can take on a life of its own and overwhelm the user. The purpose of the present article is to help school psychologists effectively manage email through strategies relating to the processing, organizing, effective writing and general reduction of email.

The first strategy in managing email is to schedule a regular time to work with it. Many of us may try to squeeze it into our schedules whenever we can, such as during meetings, at home, or even behind the wheel. This can be problematic for several reasons. First, when multitasking, one's attention is not fully on either task, possibly resulting in reduced overall productivity. Responding to email during meetings (such as on a mobile device) can also result in attentional lapses during critical discussions and may be seen as impolite or insensitive. Finally, regularly responding to work emails during non-work time can begin the slide to an imbalance between home and work. The following guidelines should reduce the time one needs to complete email so multitasking or "homework" may not be necessary.

One of the most important recommendations is to schedule time during every workday to process work-related email. The time of day depends on several factors. First, email time should occur in a quiet, reduced-distraction environment; the more attention that can be focused on this task, the more efficient one will

be. Another factor to take into accounts is when one is mentally "fresh" as effective email processing involves decisiveness. Once these factors are taken into account, you should schedule a recurring time on your calendar for each work day. Make sure to stick to this schedule as much as possible. Sometimes, other meetings interfere with scheduled email processing. In this case, processing should be scheduled to another time that day.

Once the time of day is chosen, the next factor to determine is how much time is needed for the "email appointment." This will vary from person to person and assignment to assignment, but an informal poll of colleagues indicates many of them spend 20-45 minutes per day managing email. Based on this, a good starting point may be recurring appointments of 30 minutes per business day. Being the well-trained school psychologists we are, we know the importance of gathering baseline data. To apply this concept simply use a stopwatch to measure the duration of processing time and jot the time down...a pattern will likely emerge quickly. Now, if you have to unbury yourself from several hundred or several thousand emails, fluency would be a better measure - ECPPM (emails correctly processed per minute) and applied to the total number of messages for an estimate of total time necessary.

Once this scheduled routine is in place, you should not need to "graze" email throughout the day. Resist the urge to click in and out of emails throughout the day as this tends to results in reduced efficiency in dealing with email and also with

other tasks at hand. Another recommendation is to turn off all visual and auditory inbox indicators, especially “The Ding.” Upon receiving my first email account, I spent much time trying to figure out how to turn “The Ding” on. Looking back, I was a prime example of the power of classical conditioning. Upon hearing “The Ding,” I would shift my attention from whatever I was doing to see what gem had appeared in my inbox. Sometimes I found my attention shifted to whatever excitement the message contained, forgetting to return to the initial task. With this in mind, it might be prudent to scan the subject lines occasionally during the day in case any true crises have arisen, being cognizant to not slip back into the habit of grazing.

Now that email time has been properly scheduled, it is time to move on to actually processing email. This term is preferred to “reading” email as the goal is to address each and every message so our inbox is empty, or nearly empty, when you finish. The first step in this process is to quickly scan through the new messages and delete those that are obviously junk; it is amazing how just this one strategy can make the remaining messages less daunting. Now that the junk is gone, open up the first message and make a decision what you will do with it: delete it, do it, schedule it, or forward it.

If the message does not relate to any of your activities, contains info that can be found elsewhere, and is not required info to keep, the message likely can hit the digital trash can. Next, determine if the message contains something you must act upon. If so, and you believe you can complete it in around two minutes or less, complete the request right then and there. If the message contains a task you must complete but will take more time, it should be deferred. Now, by deferring, we are not going to just jump to the next message but are going to schedule the task in question in our To Do list and/or calendar. The mes-

sage may then be moved to another folder (such as a To Do) folder for safe storage. Finally, some of the messages may contain tasks or information meant for another person and can be forward along.

The next part of the process involves setting up an email filing system; this is based around the tenet that the Inbox is not a filing cabinet but is like an actual inbox you would find on the corner of corner of an office desk. Like any organizational system, how it is organized should be based upon the needs and preferences of the user. A school psychologist’s email filing system may have folders for specific schools/sites in his or her schedule, folders for specific roles (such as IAT), projects or events (OSPA conferences) and also folders for employer-related documentation. The purpose of these folders is to make emails easier to find so be thoughtful when creating them. Before filing emails, you should decide if you really need the message. Determine if the information is available somewhere else, such as on a website. Also, if you are solely saving the message for an attachment it contains, consider saving the attachment separately and deleting the message to save on server space if you have a space quota.

The final approach involves active methods to reduce the overall amount of email you receive. The first strategy involves writing clear messages. Whether drafting an initial message or responding to one which was sent to you, make sure that your message contains all of the information and attachments the reader requested or requires to take action. This may include dates, times, attachments, weblinks, or references to other materials. Being cognizant of this will minimize the number of messages which go back and forth.

The second strategy to reduce email is to unsubscribe to unnecessary email lists. Most bulk emails do have the option to unsubscribe while others may be stopped

by searching the sending website for information regarding how to opt-out. For those subscribing to professional email lists (such as the OSPA listserv), options maybe available to receive a consolidation of the emails in one message called a digest (watch for messages on the OSPA listserv regarding the activation of this function). The third strategy is to include a meaningful subject line which may include modifying the subject of an email you are responding to or forwarding. This will alert the reader to the content and purpose of the message. Finally, you can reduce the amount of email you receive by reducing the amount you send, especially when using the CC line. It is helpful to include others in the distribution of information, but overuse of the CC line increases the overall amount of emails sent/received on an exponential scale. Make sure your CC recipients really need to be in “the loop” before including them.

With the strategies above, school psychologists should be able to spend less “screen time” and more “face time”, helping children and their families. Until next time, happy computing!

Jeff York, M.A., NCSP, SP531, works as a full-time school psychologist with the Akron Public Schools. He is a graduate of the Cleveland State University school psychology program. His areas of interest include early childhood and utilizing technology to improve service delivery. Jeff is a previous recipient of OSPA’s *F. Peter Gross Best Practices Award*.

If you have any technological applications/questions that you would like to be covered by Mr. York, please email us with your request at tosp@ospaonline.org.



Kent Akron Association of School Psychologists

The Kent Akron Association of School Psychologists (KAASP) is one of the regional affiliates of the Ohio School Psychologists Association. KAASP is committed to promoting the professional growth of school psychologists by sharing ideas, methods, and current research and practices in the area of school psychology and other related fields.

TOPIC: Meeting the Emotional and Intellectual Needs of Gifted Students in a School Setting

Gifted children possess unique intellectual and emotional needs that must be understood and appreciated before they can be addressed in a classroom setting. In this session, Dr. Delisle will review these needs, including understanding the intensities that accompany giftedness, accepting personal imperfections, finding and keeping true friends, and enjoying one's abilities in the context of the wider world. Following this introduction, Dr. Delisle will highlight more than 20 classroom-tested lessons that educators can use to instill compassion, self-awareness and leadership among gifted children.

*****Please feel free to invite colleagues from your district such as gifted coordinators, gifted teachers, and counselors!*****

WHO: Jim Delisle, Ph.D., Creative Learning Consultants Inc.

Dr. Delisle has been a teacher of gifted children and those who work on their behalf for more than 30 years. A former classroom teacher, teacher of gifted children, and counselor of gifted adolescents, Jim recently retired from Kent State University, where he served as Director of undergraduate and graduate programs in gifted education for 25 years. The author of more than 250 articles and 15 books, Jim's work has been published in multiple languages, and his work has been highlighted in such popular media as The New York Times, Washington Post, People Magazine and on Oprah!. His book, The Gifted Kids' Survival Guide: A Teen Handbook (with co-author Judy Galbraith) is among the most popular books ever published in the field of gifted child education, with more than 200,000 copies in print. The third edition of this book will be published in 2011.

WHEN: FRIDAY, SEPTEMBER 16, 2011

Presentation from 8:00 am to 3:30 pm

Registration begins at 7:30 am

COST: \$50 for 2011-2012 KAASP Full/Associate Members

\$25 for 2011-2012 KAASP Student Members

\$75 for Guests/Non-members

*Cost includes presentation fee, materials/handouts, light breakfast, lunch, beverages, and afternoon snack.

WHERE: Chenoweth Golf Course and Banquet Hall 3087 Chenoweth Rd., Akron, OH 44312

For directions: www.chenowethgolf.com or call 330.644.0058

Please send your check, payable to KAASP, along with your reservation to KAASP Secretary, Heather Doyle. Deadline for the reservation is **September 9, 2011**. If you discover that you are able to attend, but don't have time to mail your reservation, EMAIL Heather at hdoyle@kent.edu by **September 9, 2011**.

IMPORTANT NOTE: NO REFUNDS AFTER SEPTEMBER 9th. WALK-INS WILL NOT BE ACCOMMODATED.

SEPTEMBER 2011 MEETING REGISTRATION MEETING NEEDS OF GIFTED STUDENTS

Registrant: _____

School District: _____

Contact Email: _____

Contact Phone: _____

_____ Full/associate member at \$50 _____ Student member at \$25 _____ Non-member/Guest at \$75

_____ Check to request a vegetarian lunch option

Membership Information (please check one):

_____ I am enclosing my KAASP membership dues for the 2011-2012 school year.

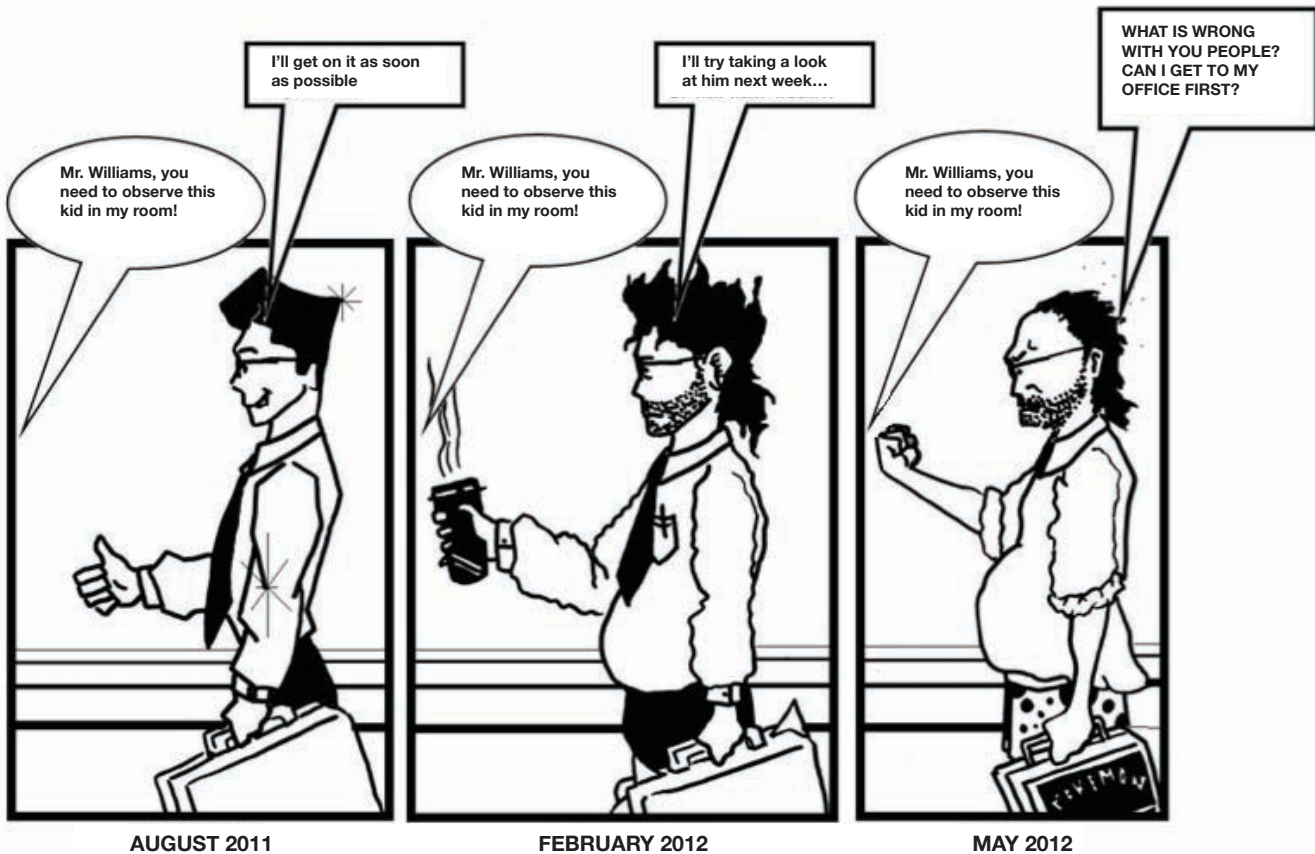
_____ Full \$20.00 (School Psychologists) _____ Associate \$10.00 (Related Fields) _____ Student/Intern \$5.00

_____ I am attending as a guest.

Return Registration Forms and Payments to:

Heather Doyle, KAASP Secretary (check payable to KAASP)
3399 E Normandy Park Dr. Apt. M5 Medina, OH. 44256
Email: hdoyle@kent.edu

Quarterly Projective



AUGUST 2011

FEBRUARY 2012

MAY 2012

"Mr. Williams' Internship Year"

R. Bonner

FYI About the IUC

The Ohio Internship Program



Ryan A. Allen, Ph.D.
Outgoing Chair-Inter-University Council

Assistant Professor
Department of Education and Allied Studies
John Carroll University
rallen@mirapoint.jcu.edu

Since 1960, the Ohio Internship Program has provided a structured training experience for students enrolled in our university training programs. Long before the National Association of School Psychologists first published guidelines for training (NASP, 1972), the state of Ohio adopted its own standards and began the formal operation of a statewide internship program. These standards were operationalized through the publication of *The Internship Program in School Psychology: A Manual for University Trainers and Field Supervisors* (ODE, 1962). This detailed manual, which has been revised several times in subsequent years, outlines the site approval process, training expectations, intern evaluation procedures, and collection of accountability data. Perhaps the greatest strength of the internship program has been its ability to adapt to changes in the field and remain innovative some 50 years after its inception. These characteristics are evident in the most recent revisions to the manual (ODE, 2006).

For OSPA members interested in the internship program, particularly those with questions regarding site approval and hosting an intern, a brief overview of the program and the most recent training standards will be provided here.

The Inter-University Council (IUC) for School Psychology is charged by ODE with reviewing all potential internship sites to ensure the high quality and comprehensive training of the state's school psychology interns. In addition to adherence to NASP standards, all internship sites must follow Ohio-specific guidelines

published in the internship manual (ODE, 2006). In many cases, the Ohio standards exceed those proposed by NASP. Through the years, these guidelines have been reviewed and revised through a collaborative effort on the part of ODE officials, university trainers, and field-based supervisors. The thoughtful approach taken to developing the guidelines and the implementation of the site approval process reflects a collective effort to protect the integrity of the internship experience for the students, training programs, and the school districts they serve.

As outlined in the internship guidelines (ODE, 2006), prospective internship sites must be able to provide evidence of the following:

- A comprehensive program of school psychological services which can provide an appropriate variety of experiences for the intern across age ranges, student need areas, psychological services and service delivery models.
- A comprehensive special education program and system of pupil personnel services so as to insure that the intern will be knowledgeable about the full range of available services.
- An agreement to provide the intern and field facilitator released time to attend conferences associated with the internship as well as those necessary to promote continuous professional development.
- A good working relationship with representative community agencies so that the intern will acquire an

understanding of and skills in school-community collaboration.

- Employment of at least one more full-time school psychologist than the number of interns assigned to the district so as to insure the intern's exposure to diverse professional styles and individual strengths in service delivery; and
- The supervising school psychologist agrees to serve as a field facilitator and has at least two years of successful full-time experience as a school psychologist, one of which must be as an employee in the present school system.

In addition to the above standards, all Ohio internship sites must demonstrate a commitment to an intervention-based service delivery model. Each site must offer a comprehensive range of intervention services to both students with identifiable disabilities and those at-risk for developing significant academic and/or behavioral problems. The intern's role in the school district's intervention planning and implementation components must be both substantial and ongoing. In many cases, the interns are able to provide sites with updated procedures for data collection and intervention monitoring. Through these efforts to incorporate intervention services directly within the internship experience, the Ohio Internship Program has been able to provide accountability data supporting its positive impact on student outcomes (Morrison, Graden, & Barnett, 2009). As such, it provides a model

for other states seeking to demonstrate compliance with recent legislative initiatives (e.g., No Child Left Behind, IDEA revisions).

The strength of the internship program lies in the high quality of the school districts and the individual field-based supervisors. The continued success of the program is the direct result of an ongoing relationship between the IUC, ODE, OSPA, and the many outstanding school psychologists who provide supervision for our students. Moving forward, the care and thoughtful approach we all take to the training of future school psychologists will keep Ohio at the forefront of the field.

*The overview provided in this column only addresses a few of the guidelines that regulate the internship program. Please contact a local university representative or IUC member for additional information.

Ryan A. Allen, Ph.D., NCSP, is an Assistant Professor at John Carroll University and President of Ohio's Inter-University Council (IUC) of School Psychology. Prior to becoming a trainer in Ohio, he was a faculty member at the Citadel in Charleston, South Carolina. Ryan's research interests include neuropsychology, psychometrics, and child psychopathology. He welcomes your questions related to IUC activities.

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The Legislative Lowdown

[This article provides nearly all of Ann's Legislative Update. For a complete overview, please see the OSPA website - Ed.]



Ann Brennan, A.B.
OSPA Director of Legislative Affairs and
Professional Relations

ospa1997@aol.com

OSPA... Working for You!

As this report is written in early June, several substantive education related measures are under consideration, a few have passed and been signed into law, and the budget will soon be considered in a House/Senate Conference Committee. Check the OSPA website and the listserv for a full report on the final budget which must be adopted by June 30. The Senate leadership announced that the retirement system reform bills will not be further considered until they can be reviewed by an independent entity and an actuarial analysis can be completed. This update will highlight SB 5, the collective bargaining bill and the education part of the state budget.

Bills That Have Been Enacted

SB 5 (Jones) Collective Bargaining.

Governor Kasich signed SB 5 into law on March 31, 2011. The Ohio House added several amendments, and the Senate concurred by a 17-16 vote, allowing the bill to move quickly to the Governor for signature. Several groups that oppose SB 5 are expected to launch a repeal by referendum campaign. In order to place this on the November 8, 2011 ballot. 231,147 signatures must be collected and filed by June 30, 2011.

Included in the final version are the following provisions, excerpted from the LSC analysis:

Strikes

- Prohibits "public employees" from striking.

- Requires the public employer to deduct from the compensation of a striking employee an amount equal to twice the employee's daily rate of pay for each day or part thereof that the employee engaged in a strike.

Ability to bargain

- Expands the definition of "supervisor" with respect to members of a fire or police department.
- Expands the definition of "supervisor" and "management level employee" with respect to faculty of a state institution of higher education to include those involved in certain decisions.
- Prohibits employees of community schools from collectively bargaining, except for conversion community schools.
- Allows the governing authority of a conversion community school to opt out of collectively bargaining with the community school's employees.
- Limits the ability of other employees to collectively bargain with their public employers, including regional council of government employees and certain members of the unclassified civil service, to allow the employees to bargain only if the public employer elects to do so.

Right to bargain

- Removes continuation, modification, or deletion of an existing collective bargaining agreement from the subject of collective bargaining.

Bargaining units and exclusive representatives

- Changes the time limitations within

which the State Employment Relations Board must act upon a request for recognition.

- Allows the Board to determine appropriate units, remove classifications from a bargaining unit, or hold an election regardless of an agreement or a memorandum of understanding granting nonexclusive or deemed certified recognition.
- Prohibits an appropriate unit of firefighters from including rank and file members with members who are of the rank lieutenant and above.
- Permits certain groups to file a decertification petition demonstrating that 30% of the employees in the described bargaining unit support the petition.

Subjects of collective bargaining

- Expands the list of subjects that are inappropriate for collective bargaining.
- Permits public employers to not bargain on any subject reserved to the management and direction of the governmental unit, even if the subject affects wages, hours, and terms and conditions of employment.
- Prohibits an existing provision of a collective bargaining agreement that was modified, renewed, or extended that does not concern wages, hours, and terms and conditions from being a mandatory subject of collective bargaining.
- Allows a public employer to engage in specified employment related actions at the employer's discretion unless the public employer specifically agrees otherwise in an express written provision of a collective bargaining agreement, with certain exceptions concerning equipment.

Provisions of a collective bargaining agreement

- Prohibits a public employer that is a school district, educational service center, a conversion community school that collectively bargains, or STEM

school from entering into a collective bargaining agreement that does specified things, such as establishing a maximum number of students who may be assigned to a classroom or teacher.

- Requires collective bargaining agreements between such an education-related public employer and public employees to comply with all applicable state or local laws or ordinances regarding wages, hours, and terms and conditions of employment, unless the conflicting provision establishes benefits that are less than provided in the law or ordinance.
- Prohibits a collective bargaining agreement from prohibiting a public employer that is in a state of fiscal emergency from serving a written notice to terminate, modify, or negotiate the agreement.
- Prohibits a collective bargaining agreement from prohibiting a public employer that is in a state of fiscal watch from serving a written notice to modify a collective bargaining agreement so that salary or benefit increases, or both, are suspended.
- Prohibits an agreement from containing a provision that requires as a condition of employment that the nonmembers of the employee organization pay to the employee organization a fair share fee.
- Prohibits a collective bargaining agreement entered into or renewed on or after the bill's effective date from containing provisions limiting a public employer's ability to privatize operations.
- Prohibits a collective bargaining agreement entered into or renewed on or after the bill's effective date from containing provisions for certain types of leave to accrue above listed amounts or to pay out for sick leave at a rate higher than specified amounts.
- Prohibits a collective bargaining agreement entered into or renewed on or after the bill's effective date from containing certain provisions regarding

the deferred retirement option plan.

- Limits the currently required grievance procedure to unresolved grievances that are based on the disputed interpretations of the written provisions of the agreement. Dispute resolution
- Eliminates the ability of the parties to submit disputes to an agreed-upon dispute resolution procedure.
- Extends the timelines involved in the dispute resolution process.
- Expands the list of factors a fact-finder must consider in resolving disputes, and requires the fact-finder to consider as the primary factor the interests and welfare of the public and the ability of the public employer to finance and administer the issues proposed.
- Eliminates the final offer settlement procedure.
- Requires the legislative body of the public employer to be the final decision-maker with respect to any dispute that is unresolved during the fact-finding process, and prescribes procedures and requirements for the legislative body to make a determination.
- Requires any agreement determined by the legislative body to be in effect for three years.
- Requires, if the legislative body fails to select a last best offer, the public employer's last best offer to become the agreement between the parties.
- Allows, for certain public employers, if the legislative body selects the last best offer that costs more and the chief financial officer of the legislative body cannot or refuses to determine whether sufficient funds exist to cover the agreement, the last best offers to be submitted to the voters for selection.
- Prescribes procedures to place the last best offers on the ballot and for that election.

Unfair labor practices

- Expands the list of unfair labor

Continued on page 40

The Legislative Lowdown,

continued from page 39

practices that may be committed by an employee organization, its agents, or public employees and the remedies that may be applied for unfair labor practices committed by those entities.

- Revises the procedures regarding hearings on unfair labor practice charges.

Miscellaneous changes in the PECBL

- Requires a public employer to report certain information about compensation paid to public employees under a collective bargaining agreement.
- Repeals the provision requiring the Public Employee Collective Bargaining Law to be liberally construed.

Public employee pay

- Generally eliminates statutory salary schedules and steps.
- Requires performance-based pay for most public employees, including board and commission members, and makes other, related changes.
- Requires performance-based pay for teachers based, in part, on evaluations conducted under a policy that is based on a framework for teacher evaluations that has been recommended by the Superintendent of Public Instruction and adopted by the State Board of Education.

Public employee benefits

- Caps vacation leave for certain public employees at 7.7 hours per biweekly pay period and limits total accrual for those public employees currently accruing 9.2 hours per pay period.
- Reduces sick leave accrual for most public employees from 4.6 hours to 3.1 hours per biweekly pay period.
- Limits public employer contributions toward health care benefit costs to 85%.
- Requires health care benefits provided to management level employees to be the same as any health care benefits

provided to other employees of the same public employer.

- Requires boards of education to adopt policies to provide leave with pay for school employees and abolishes statutorily provided leave for those employees.
- Abolishes continuing contracts for teachers, except for those continuing contracts in existence prior to the effective date of the bill and revises the law relating to limited contracts.
- Prohibits a public employer from paying employee contributions to the five public employee retirement systems.
- Requires health care benefits provided through a jointly administered trust fund to be the same as the health care benefits provided to other public employees.
- Allows death benefits paid under the Police and Fire Pension Fund to be paid in accordance with existing salary schedules and increases in salaries.

Reduction in force

- Removes consideration of seniority and length of service, by itself, from decisions regarding a reduction in work force of certain public employees.

Ohio Commission for Excellence in Public Service

- Creates the Ohio Commission for Excellence in Public Service to establish and guide programs that foster best practices in public service workplaces.

HB 30 (Gardner) school funding.

Governor Kasich signed this bill on March 30, 2011. The bill provides for the following, pursuant to the LSC analysis:

- Eliminates the authority of the Superintendent of Public Instruction to adopt rules imposing spending and reporting requirements associated with the "Evidence-Based Model" (EBM) school funding system and eliminates the authority to impose graduated sanctions for noncompliance with those rules.

- Eliminates the requirements that school districts account separately for most components of the EBM and submit annual spending plans.
- Retains the requirement for spending rules governing state gifted education funding, but postpones the effective date for the rules from July 1, 2011, to July 1, 2013.
- Modifies school districts' "maintenance of effort" spending requirements for gifted education services, requires districts to account for their maintenance of effort spending to the Department of Education, and directs the Department to monitor and enforce districts' compliance with the maintenance of effort requirements.
- Eliminates the prohibition against payment of state unit funding for gifted education after fiscal year 2011.
- Eliminates the requirement that school districts offer all-day kindergarten and reinstates the permanent authority for most districts and community schools to charge tuition for all-day kindergarten.
- Eliminates the requirement that school districts establish family and civic engagement teams, except as required for the federal Race to the Top grant.
- Eliminates the requirement that school districts annually set aside an amount per pupil into a textbook and instructional materials fund.

HB 36 (Kozlowski) School Calamity Days.

This bill excuses up to five, instead of three, calamity days for the 2010-2011 school year and expands the schools' authority to make up calamity days by lengthening remaining days in the school year or allowing lessons to be completed via computers. Effective date: 4-13-11

BUDGET BILL- HB 153

The following are highlights of the as introduced version of HB153 (Amstutz), the proposed Biennial Budget for K-12 Education. For a more thorough analysis

check the OCECD website budget link (www.oecd.org).

Overview

(This information is found in the LSC Redbook for Education) There are 612 schools districts; 49 joint vocational school districts; 339 community schools; 58 educational service centers, other regional providers, and 757 state-chartered nonpublic schools. Enrollment in public schools is 1.8 million; enrollment in charter schools is over 99,000 students; enrollment in non-public schools is 182,968 students in 2011. Enrollment for both public schools and nonpublic schools has been declining since 2000, however, since 2000 the enrollment in nonpublic schools has declined by over 60,000 students from 242,989.

Financial Information

- * In FY08, Ohio's public school per pupil operating expenditures were \$10,173, \$86 (0.8 percent) below the national average of \$10,259.
- * During the ten-year period from FY99 to FY08, Ohio's per pupil operating expenditures increased by \$3,601 (54.8 percent). The national average increased by \$3,801 (58.9 percent).
- * In FY10, Ohio's average teacher salary of \$55,958 ranked 14th in the nation. The national average increased by 32.0 percent, from \$41,807 in FY00 to \$55,202 in FY10.
- * Salaries and fringe benefits account for approximately 77 percent of school district general fund budgets statewide in FY10. This percentage has decreased over the past five years from 80 percent in FY05.
- * The portion of school district budgets spent on fringe benefits has increased from 20 percent in FY05 to 21 percent in FY10, while the portion spent on salaries has decreased from 60 percent in FY05 to 56 percent in FY10.
- * Due to the rapid growth in health insurance premiums, the cost of fringe benefits has increased dramatically

from 34 percent of the cost of salaries in FY05 to 37 percent in FY10.

- * As the percentage of district budgets spent on salaries has declined, the percentage spent on purchased services, such as pupil transportation, utilities, maintenance and repairs, and other services not provided by district personnel, has increased, from 13 percent in FY05 to 16 percent in FY10.
- ISSUES OF EQUITY

Revenues

- * Local revenues comprised 45.7 percent of total school revenues in FY10. Locally voted property taxes comprised 96.2 percent and school district income taxes accounted 3.8 percent of local revenues.
- * State revenues comprised 44.0 percent of total school revenues in FY10. State funding comes mainly from the General Revenue Fund (GRF), which receives revenues primarily from the state income and sales taxes. Most state funds are distributed through the school funding formula, while some are distributed through competitive and noncompetitive grants.
- * Federal revenues comprised 10.2 percent of total school revenues in FY10. Federal revenues mainly target special education and disadvantaged students. The federal share of total school revenue has increased since the passage of the No Child Left Behind Act of 2001.

School District Valuation

The statewide average school district valuation in FY10 was \$145,200 per pupil. A 20-mill (2 percent) property tax levy generates \$1,680 per pupil for a district with a valuation per pupil of \$84,000 and \$4,840 per pupil for a district with a valuation per pupil of \$242,000. Overall valuation is decreasing because of the decline in the value of real property.

District Comparisons

(Please note: Similar information for community schools was not published in the LSC Redbook.)

- * In FY09, the average per pupil spending for different district comparison groups varied from a low of \$8,680 for small rural, low poverty districts to a high of \$13,116 for major urban, very high poverty districts. The state average was \$10,254.
- * Rural districts tend to have the lowest spending per pupil, averaging \$8,879 per pupil for the three rural comparison groups, which is 13.4 percent (\$1,375) below the state average. These districts include 29.2 percent of total state enrollment.
- * Very high poverty major urban districts and the highest income suburban districts had the highest spending per pupil among all district comparison groups in FY09, spending 27.9 percent (\$2,862) and 8.1 percent (\$831), respectively, above the state average.
- * On average, school districts spent 55.4 percent on instruction, 19.5 percent on building operations, 11.7 percent on administration, 10.2 percent on pupil support, and 3.2 percent on staff support.
- * This spending allocation varies only slightly across district comparison groups. Rural districts tend to spend a higher than average percentage on building operations, which includes pupil transportation; suburban districts tend to spend a higher than average percentage on instruction; and urban districts tend to spend a higher than average percentage on staff support.

PRELIMINARY ANALYSIS OF HB153 (Amstutz)

BIENNIAL BUDGET AS INTRODUCED

Proposed Funding Levels

- * Provides a total appropriation of \$11.29 billion in FY12 and \$10.80 billion in

Continued on page 42

The Legislative Lowdown,

continued from page 41

FY13 for K-12 education compared to FY11 estimates of \$12,580,628.897.

- * Appropriates through GRF Foundation Funding (200550) \$5.4 billion in FY12 and \$5.5 billion in FY13. Lottery Profit Funds (200612) is \$717 million in FY12 and \$680 million in FY13. These two funds provide the majority of funding for K-12 education, \$6.13 billion in FY12 and \$6.18 billion in FY13. According to LSC, total foundation funding for traditional school districts decreases by over \$330.0 million in FY12 compared to FY11, because of the loss of federal State Fiscal Stabilization Funds (SFSF).
- * Federal funds make up 19.6 percent of the total education budget; the Revenue Distribution Fund Group, which provides reimbursements to school districts and joint vocational school districts for property tax losses due to utility deregulation and the phase-out of the business tangible personal property tax (TPP), makes-up 5.7 percent.
- * Allocates 98 percent of funds to school districts, jt. vocational school districts, educational service centers, nonpublic schools; etc. The budget for the Ohio Department of Education (ODE) is approximately \$403.8 million (1.8 percent).

State Aid Formula

Temporary State Aid Formula: Repeals most sections of Ohio Revised Code 3306, which include the provisions outlining the components of the Evidence-Based Model enacted in HB1 - Sykes, the biennial budget for the 128th General Assembly.

Establishes a temporary formula (Section 267.30.50) for distributing state aid to schools in FY12 and FY13, entitled "FUNDING FOR CITY, EXEMPTED

VILLAGE, AND LOCAL SCHOOL DISTRICTS". The temporary formula adjusts FY11 state aid to school districts for ADM using the current October count in FY11; applies an index based on district property wealth; applies a statewide per pupil adjustment so that the total statewide aid does not exceed the total amount appropriated for three line items: transportation GRF200502, foundation funding GRF200550, and lottery profits GRF200612; multiplies the district's adjusted per pupil amount for each fiscal year by ADM. Repeals 51 sections of law.

Average Daily Membership (ADM):
Reverts back to using the October count in the current school year to determine average daily membership rather than using the ADM of the previous year's October count, with adjustments, to determine state aid. Counts kindergarten students as one regardless of whether or not the student is attending a full day of kindergarten instruction. This provision was enacted by the 128th General Assembly, and is retained.

Deductions from School District State Aid:
Sets the formula amount at \$5,653 for transfer payments for students attending community schools, STEM schools, other districts through open enrollment, and colleges and universities through the Post-Secondary Enrollment Options Program. Deducts from state aid to school districts funds for students who attend nonpublic schools through a scholarship program. Reduces the deduct for students participating in the EdChoice Scholarship from \$5200 to the actual cost of tuition for private schools or \$4,250 for students in grades kindergarten through eight and \$5000 for students in grades nine to twelve. (According to LSC, in current law \$5,200 per scholarship student is deducted from school district state aid no matter the cost of tuition. The excess is used to support the Cleveland Scholarship Program.)

Special Education and Related Funding Areas

Special Education Weighted Funding

Sub. H.B. 153 retains and codifies the special education funding weights and categories from the Evidence Based Model as outlined below:

Category 1:	0.2906
Category 2:	0.7374
Category 3:	1.7716
Category 4:	2.3643
Category 5:	3.2022
Category 6:	4.7205

Sub. H.B. 153 use a "temporary system" to fund school districts for FY 2012-13 and requires ODE to compute and pay each city, exempted village, and local school district an amount based on the district's per pupil funding paid for fiscal year 2011, adjusted by its share of a statewide per pupil amount, and indexed by the district's relative tax valuation per pupil. This same approach is used for special education funding. It is the intention of the Kasich administration to create a new school funding formula for FY 2013.

Overall, it appears that special education funding is flat funded in both years relative to FY 2011. This funding level is needed to allow the state to meet federal MOE requirements. (Note: Special education supplemental funding totaled over \$631 million in FY 2011. Special education's proportional share of foundation funding totaled approximately this same amount in FY 2011).

Catastrophic Cost Supplement

\$10 million per year is provided for catastrophic cost supplement funding. This funding is provided to schools to support exceptionally high costs associated with individual special education students. Subject to the amount of funding appropriated, the state reimburses a portion of the cost of providing services above \$27,375 for students in categories two through five

and above \$32,850 for students in category six. According to ODE, state funding for this supplement reimbursed approximately 17.0% of the total cost of these services in FY 2010. The executive budget proposes flat funding in FY 2012 and FY 2013 for this earmark.

Special Education Enhancements

The Special Education Enhancements line item 200-540 (and each corresponding earmark) is flat funded in each year of the biennium at \$135,820,668 per year and appears to meet the federal maintenance of effort (MOE) requirements. The funding breakdown for Special Education Enhancements is as follows:

Home Instruction:	\$ 2,206,875 per year
Institution/DD weights:	\$45,282,959 per year
Parent Mentors:	\$ 1,333,468 per year
Preschool Special Ed Units:	\$84,459,542 per year
School Psychologist	
Intern Services:	\$ 2,537,824 per year

School for the Blind

The Ohio School for the Blind is flat funded in each year of the biennium at \$8,727,657 per year. This is the same funding levels as FY 2011.

School for the Deaf

The Ohio School for the Deaf is flat funded in each year of the biennium at \$7,278,579 per year. This is the same funding levels as FY 2011.

Federal Funding

Individuals with Disabilities Education

Act (200-680, 200-699). The federal Individuals with Disabilities Education Act (IDEA) requires that school districts provide a free and appropriate education to all children with disabilities from the age of three to the age of 21. These federal funds are provided to school districts, county developmental disabilities boards, the Ohio State School for the Blind, the Ohio School for the Deaf, the Department of

Youth Services, community schools, and chartered nonpublic schools to assist in the provision of this mandated education.

The American Recovery and Reinvestment Act (ARRA) provided one-time supplemental IDEA funding for FY 2010 and FY 2011. Funds remaining from this supplement are appropriated in item 200-699. There is \$21,886,803 in FY 2012 (down from \$218,868,026 in FY 2011). Although the funding provided in 200-680 is expected to increase by \$8.5 million (2.0%) in FY 2012 and remain flat in FY 2013, with the inclusion of IDEA federal stimulus funds, total funding is expected to decrease by \$188.5 million (28.8%) in FY 2012 and \$21.9 million (4.7%) in FY 2013.

IDEA Preschool – Federal Stimulus (200-650)

\$670,000 in federal funds (FY 2012) is remaining from a federal ARRA grant for preschool special education. These remaining funds are expected to be disbursed in FY 2012.

Other Areas of Interest

Educational Service Centers

In FY 2011, the Educational Service Center (ESCs) per pupil subsidy in line item 200-550 is \$46,400,000. ESCs are funded at 90% of FY 2011 funding levels in FY 2012 (\$41,760,000), and 70% of FY 2012 funding levels in FY 2013 (\$29,323,000). This is a 43% reduction in FY 2013 over what ESCs received in state funding in FY 2011. This proposed funding reduction will likely lead to ESC consolidations and other system integration reforms as outlined below.

School Improvement

Line item 200-431 (School Improvement) is eliminated. Fifty-percent (50%) of the \$7,391,503 provided under this line item in FY 2011, or \$3,545,752, is redirected to the foundation line item (200-550) to edu-

cational service centers (ESCs).

Other Provisions that Affect K-12 Education

TPP Accelerated Phase-out

Phases-out Property Tax Reimbursements: Accelerates the phase-out of the tangible personal property tax and utility property tax reimbursements. School districts received reimbursements to compensate for the loss of revenue from these taxes when the property tax assessment rates were reduced for public utility property (\$198 million per year) and the tangible personal property tax (TPP) was phased-out between 2006-2011 (FY11 loss to school districts \$1.1 billion.) The TPP reimbursements were to begin their phase-out in 2014. The accelerated phase-out is adjusted based on district reliance on the reimbursements as a percentage of total state and operating revenue. The budget provides \$722 million in FY12 and \$475 million in FY13 for TPP reimbursements. FY11 reimbursements are estimated at \$1.04 billion. It also provides \$34.0 million in FY12 and \$30.0 million in FY13 for public utility tax reimbursements; FY11 reimbursements are estimated to be \$74.3 million.

Academic Content Standards

Academic Standards (GRF 200427): Decreases by \$0.9 million (16.7 percent) in FY12 to \$4.4 million and by \$0.7 million (15.0 percent) in FY13 to \$3.7 million funding that supports the development and dissemination of the state academic content standards and model curricula. Am. Sub. HB 1 of the 128th General Assembly required the ODE to develop new standards and model curricula. The State Board adopted the Common Core Standards for the subjects English/ language arts and mathematics and standards for science and social studies in 2010. The revised model curricula in these four core subjects were adopted

Continued on page 44

The Legislative Lowdown,

continued from page 43

by the State Board in March 2011. HB 1 also requires a provision that new standards and model curricula in computer literacy, fine arts, foreign languages, and financial literacy and entrepreneurship be developed, which is unchanged in HB153. Accountability-Expenditure Data Classroom Expenditure and Student Performance Data (Section 3302.20 ORC): Requires the ODE to develop, by January 1, 2012, standards for determining the amount of school district, community school, and STEM school annual operating expenditures for classroom instruction and the amount for non classroom purposes. The State Board is required to adopt these standards by July 1, 2012. Directs the ODE to use the expenditure standards and existing data to do the following:

- * Determine the percentage of each district's, community school's, jt. vocational school districts; or STEM school's total operating budget that is spent on classroom instruction for each fiscal year, beginning in FY08
- * Categorize districts and schools by ADM
- * Rank districts and schools within each category according to the percentage of expenditures used for classroom instruction
- * Report on ODE's web site and on district and school report cards, the percentages and ranking for each district or school, for each category, and for all districts and schools combined
- * Denote, within the classroom expenditure rankings, the districts and schools that are among the lowest 20 percent statewide in total operating expenditures per pupil or among the highest 20 percent statewide based on the performance index score.

Accountability-Local Report Cards

Accountability/Report Cards (GRF 200439): Decreases funding for accountability to \$3.7 million in both fiscal years to produce local report cards for 610 school districts and 4,000 public school buildings, including community schools. These report cards present data on school finances and the extent to which schools and school districts have met the state's performance indicators designations of "excellent with distinction," "excellent," "effective," "in need of continuous improvement," "in academic watch," or "in academic emergency." The funding can also be used to train teachers and other educators in the use of value-added data to improve classroom instruction and student achievement.

Accountability-Performance Ratings and Consequences

Currently Ohio's accountability system for school districts and schools is based on several components including the performance index score (PIS), which ranges from 0 to 120 and is a composite measure of achievement of all students on all achievement tests in grades 3-8 and on the Ohio Graduation Test in high school. The index for the state as a whole improved from 92.9 in FY06 to 93.3 in FY10.

Another component of the state's accountability system is the value-added measure, which tracks an individual student's test scores from one year to another. Districts are rated on how their students' academic growth, as measured by the achievement tests, compares to the expected growth standard set by the state. Because achievement tests are not taken by students in every subject and at every grade, value added data is available for only grades 4 to 8 in math and English language arts.

Performance and Expenditure Report (Section 3302.21 ORC): Requires ODE, annually, to rank order each school district and school, community school, and STEM school according to their performance index score (PIS), student performance growth (as measured by either the value-added progress dimension where available, or an indicator designated by the Superintendent), career-technical performance measures as required under federal law, current operating expenditures per pupil, and percentage of total current operating expenditures spent for classroom instruction.

Under the proposal, ODE is required to issue an annual report for each school district, community school, and STEM school indicating its ranking on each of those five measures. Since the performance index score applies to all school districts, but some individual schools do not have performance index scores, because the school does not offer any grades for which an achievement assessment is given, such as a K-2 school, the ODE is directed to develop another measure of student academic performance to enable those schools to be included in the school rankings.

Consequences for low-ranking district-operated schools: Specifies that if a school is ranked in the lowest 5 percent statewide for three consecutive years and is in academic watch or academic emergency, the district board of education must do one of the following:

- * close the school and reassign the students to other buildings
- * contract with a nonprofit, a school district, or for-profit entity with a demonstrated record of effectiveness to operate the school
- * replace the school's principal and teaching staff, exempt the school from board rules regarding curriculum and instruction upon request of the new principal, and provide funding for each student in the school at least equal to the per pupil amount of all district

revenues * reopen the school as a conversion community school.

Accountability-Parent Trigger

Parent Trigger (Section 3302.042 ORC):

Requires the ODE to rank all district-operated schools statewide in order according to their performance index scores. If a school is ranked in the lowest 5 percent for three or more consecutive years, the parents of 50 percent of the school's students may sign a petition requesting one of five restructuring reforms: reopen the failing school as a community school; replace at least 70 percent of the schools personnel who are related to the schools poor academic performance or retain no more than 30 percent of the staff members; contract with another school district or a nonprofit or for-profit entity with a record of effectiveness to operate the school; turn the operation of the school over to the ODE or any other major restructuring that makes fundamental reforms in the schools staffing or governance.

Conditions that Limit the Parent Trigger: Prohibits the school district from implementing the reform requested by the petitioners if: the board of education determines that the petitioners request is for reasons other than improving student achievement or safety; the Superintendent of Public Instruction determines that the reform would not comply with the ODE's Model of Differentiated Accountability, which establishes sanctions for chronically under performing districts and schools as required by the federal No Child Left Behind Act; the requested reform is to have the ODE take over the schools operation and the ODE has not agreed to do so; or the school board has held a public hearing on the matter and issued a statement explaining why it cannot implement the reform and agreeing to implement another of the reforms described above, and submitted evidence to the state showing how the alternative reform will improve the schools

performance, and had the alternative reform approved by the Superintendent of Public Instruction and the State Board of Education.

Student Assessment (FED 200690):

Provides \$11.8 in both fiscal years in federal support for assessments.

Changes in Operating Standards

School District Operating Standards:

Makes the State Board's adoption of certain additional operating standards for school districts, required by H.B. 1, permissive, rather than mandatory.

Authority to Revoke Charters: Eliminates the State Board's authority to revoke the charter of a school district that fails to comply with the standards.

Community Schools

Ohio school choice programs include community schools, the Cleveland Scholarship and Tutoring Program (CSTP), the Educational Choice Scholarship Program, and the Autism Scholarship Program. Spending on these programs has increased from \$19.7 million in FY99 to \$762.6 million in FY10. (Other choice options for parents include home-schools, STEM schools, jt. vocational schools, career-tech programs, open-enrollment where available, and Post Secondary Enrollment Options.)

Since the establishment of community schools in FY99, the amount of state education aid transfers has increased from \$11.0 million to \$680.4 million in FY10. Community school enrollment has increased from 2,245 to more than 99,000 students.

Funding for Community Schools/STEM Schools: Counts students who enroll in community schools and STEM schools in the ADM of their resident school districts, crediting those districts with state funds for those students. Deducts from the

state aid received by school districts an amount per pupil. Sets the per pupil deduct amount at \$5,653 in FY12 and FY13. Deduct payments for students with special needs and students in vocational education programs is set at \$5,732. Continues payments of parity aid and poverty-based assistance at FY09 levels.

Funding for Community School ODE Support: Increases funding through GRF 200455 by \$1.2 million (120.0 percent) in FY12 and provides flat funding in FY13 to support ODE oversight and evaluation of community schools and choice programs.

Public Charter Schools (FED 3T40 200613): Provides \$14.291 million in both fiscal years (flat-funded) in federal funds to finance grants that are awarded to community schools to assist them in the planning, development, and initial implementation of their programs. More than 200 community schools in Ohio have received this federal grant funding. Funding under the grants can reach up to \$450,000 per school disbursed in their first three years of operation. These funds also support evaluation of community schools' effects on students, staff, and parents.

Elimination of Moratorium (Section 3314 ORC): Repeals some sections of law and modifies the qualified moratorium on new start-up (brick and mortar) community schools. Eliminates the requirement that a new start-up brick and mortar community school contract with an operator that manages a high ranking schools.

E-Schools Moratorium (Section 3314.013(A)(6)): Repeals the moratorium on the establishment of new Internet- or computer-based community schools (e-schools). E-Schools Spending Requirements: Eliminates a requirement that e-schools spend at least \$2,931 per pupil on instruction.

Continued on page 46

The Legislative Lowdown,

continued from page 45

Limitations on New Community Schools

- * Specifies that if a community school is in academic watch or academic emergency on the immediate effective date of the bill, the school's sponsor may not sponsor any additional community schools and the school's operator, if it has one, may not operate any additional community schools.
- * Retains the provision that start-up community schools may open only in challenged school districts, which are: the Big Eight school districts (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown), school districts located in Lucas County, which is the former community school pilot project area, and districts designated as being in academic watch or academic emergency.
- * Retains the limit on the total number of schools that an entity may sponsor. This limit is based on the number of schools sponsored as of May 1, 2005. An entity that sponsored 50 or fewer schools on that date may not sponsor more than 50 schools. Other entities may sponsor up to 75 schools. But a sponsor's limit is automatically reduced by one for each community school it sponsors that permanently closes.

Community School laws repealed:

Repeals the following sections of law regarding community schools:

3314.013, Limits on start-up schools
 3314.014, Delayed start-up of community school permitted under contract
 3314.016, Operators of new start-up schools
 3314.017, Additional start-up school in district
 3314.085, Spending by computer-based community school reports

Repeals the requirement that Internet- or computer-based community schools (e-schools) spend a specified minimum

amount per pupil on instruction.

Lease of School District Property

Requires a school district board of education to offer a right of first refusal to community schools located within the district whenever the board decides to lease out real property suitable for classroom use or other educational purposes. Joint Educational Programs: Allows a community school to enter into a similar agreement with one or more school districts or other community schools. However, unlike school districts, which currently have that right, community schools are prohibited from charging tuition or fees for students participating in the program.

Early Childhood Education

Special Education Preschool Units: Provides \$84.4 million in FY12 and \$84.4 million in FY13 for special education preschool units. This will support 2,050 units in FY12 and FY13, the same as in FY11. Although actual funding depends on the funded teacher's level of education and experience, funding is about \$43,000 per unit on average. ODE also estimates that an additional 1,600 units are in operation, but not funded by the state. (This program has been under-funded for several years.)

Early Childhood Education: Provides state and federal funds that total \$38.9 million in FY12 and \$38.9 million in FY13 for early childhood education programs.

Early Childhood Education (GRF 200408) and Child Care Licensing: Provides \$24.145 million in GRF funds in both fiscal years to support early childhood education program in school districts, JVSs, and ESCs and funds to support child care licensing. This includes funding to support early childhood education programs that provide educational services for approximately 5,700 three and four-year-old children from families with incomes below 200

percent of the federal poverty level at an average cost of \$4,000 per child in FY12 and FY13, which is the same as in FY11. This number of children represents about 5.3 percent of the estimated number of eligible children in the state. A district may self-operate or may contract with a Head Start agency, a chartered nonpublic school, or a licensed child care provider to provide Early Childhood Education services. These programs must align their curricula to the early learning program guidelines developed by ODE, administer diagnostic assessments prescribed by ODE, require all teachers to attend at least 20 hours of professional development every two years, and report child progress in meeting the program guidelines.

Changes in Program

Modifies the standard schedule for the program from 2.5 hours per day to 12.5 hours per week. This change may give providers more flexibility in their schedules. Providers are permitted to request a waiver if they want to use an alternate schedule.

Early Childhood Education (200661)

Provides \$14.5 million in federal grants in both fiscal years to support special education and related services to children with disabilities between the ages of three and five. Districts are mandated under federal law to provide a free and appropriate public education to these children and are required to develop Individualized Education Plans (IEPs) for them. These federal grant funds are provided as supplemental funding in addition to the preschool special education unit funding provided by state funds. Funds are distributed based on 1997 service levels with adjustments for total population and poverty. Federal funding for this program is expected to remain flat in FY12 and FY13.

Head Start Collaboration Project (200605)

Provides \$225,000 in federal grants in

both fiscal years for the coordination of federal, state, and local policies to support a coordinated early childhood education and child care system. Funds are used to support federal Head Start and child care providers in increasing services to families. Activities funded include the dissemination of information, the support of partnerships between Head Start and child care providers, and leadership services.

Educator Compensation

Teacher Compensation

Repeals the minimum salary schedule based on training and years of service that applies to teachers employed by school districts, ESCs, and county developmental disabilities (DD) boards, and instead requires each of these entities to annually adopt a salary schedule that establishes a salary range for each of the four levels of teacher licensure: resident or alternative resident educator licenses and temporary, associate, or provisional licenses; professional educator license; senior professional educator licenses; and lead professional educator licenses.

Determine Salary Range

Requires that each district, ESC, and county DD board determine each teacher's salary within the appropriate range based on evaluations, and whether or not the teacher is "highly qualified" under federal law, and other relevant factors, such as whether or not the teacher teaches in a hard-to-staff school or subject area, teaches larger-than-average class sizes, or teaches at-risk students. No teacher whose salary is higher than the maximum salary for that teacher's license is permitted to receive an increase in salary.

Collective Bargaining

Specifies that the bills provisions regarding teacher salaries prevail over collective bargaining agreements entered into on or after the provisions effective date.

Educator Evaluation and Employment Evaluations of Teachers and Principals: Eliminates the requirement for the Educator Standards Board to develop the teacher/principal evaluation system, and directs the Superintendent of Public Instruction to do so.

Instead, requires the Superintendent of Public Instruction by December 31, 2011 to establish a model process to evaluate teachers and principals. School districts and educational service centers (ESCs) are required to adopt the model evaluation policy or one approved by the Superintendent by July 1, 2012. School districts or ESCs rated in the lowest five percent based on their performance index score for three consecutive years are required to adopt the evaluation model. Teachers must be evaluated annually and 50 percent of the evaluation must be based on measures of student academic growth. The evaluations are to be used to inform decisions about compensation, tenure, non-renewal, termination, reductions in force, and professional development. School districts and ESCs must annually publish aggregate results and ODE must issue an annual report on the results.

Criteria for Teacher Quality

Requires a teachers quality of performance to be measured by the type of educator license held by the teacher, whether or not the teacher is highly qualified under federal law, evaluations, and other criteria established by the employer, and permits consideration of seniority only after these other factors are considered.

Re-testing Teachers

Requires ODE to annually rank order all city, exempted village, and local school districts into percentiles according to their performance index score (PIS). Classroom teachers in a core subject in school districts in the lowest 10 percentiles are required to retake any written tests prescribed by the State Board for licensure in

the teacher's subject area and grade level. This requirement applies to all teachers of reading and English language arts, math, science, foreign language, government, economics, fine arts, history, or geography. If the teacher fails any test, the teacher may retake the test two more times.

Results of the Teacher Retest

Permits a board of education to use the results of the required re-testing to develop or revise teachers' professional development plans. When making a decision about continued employment, the results should not be considered as the sole factor, unless the teacher has failed the same exam three consecutive times.

Teacher and Administrator Termination

Eliminates the option for a teacher, administrator, treasurer, internal auditor, or superintendent employed by a school district or ESC to request that a hearing on the employee's termination be held before a referee, rather than the board of education or ESC governing board. Any employee appealing the board's termination decision may appeal to the common pleas court or invoke the grievance procedure outlined in the employee's collective bargaining agreement, but may not do both.

Teacher Layoffs

Requires school districts and ESCs to consider quality of performance as the principal factor in determining the order of teacher layoffs. A school district or ESC may consider seniority in determining the order of layoffs only after considering these five criteria.

Collective Bargaining

Specifies that the provisions regarding teacher layoffs prevail over collective bargaining agreements entered into on or after the provisions effective date.

Educator Incentive Payment Program (Section 3301.23 and 3302.24 ORC)

Continued on page 48

The Legislative Lowdown, *continued from page 47*

Teacher Incentive Payment Program

Establishes a new teacher incentive program and the Teacher Incentive Payment Program Fund in the state treasury. The program would pay certain teachers in school districts, community schools, and STEM schools \$50 stipends for every student who achieves more than a standard year of academic growth as measured by the value-added progress dimension in either math or English language arts classes, but not both. The program would apply to teachers who teach in subject areas and grade levels for which data under the value-added progress dimension is available (grades 4 to 8) for which there is a state assessment (math and English language arts). The first stipends will be based on the district and school report cards issued in August, 2012, for the 2011-2012 school year.

Educator Licensure

Out-of-State Teachers

Directs the State Board of Education, through a specific process, by July 1, 2013 to approve a list of states with licensure standards that are inadequate to ensure that certain persons are qualified for a professional educator license in Ohio. Until that list is approved, the State Board is required to issue a one-year provisional educator license to an applicant who has a bachelor's degree, has been licensed and employed as a teacher in another state for the last 5 years, was initially licensed as a teacher in that state in the last 15 years, and has never had a teacher's license suspended or revoked. Once the list is approved, the State Board is to automatically issue a professional educator license to an applicant who meets the four criteria listed above and who was most recently been licensed in a state that is not on the list.

Alternative Resident Educator License

Eliminates the requirement that applicants complete pedagogical training prior to the issuance of a license; prohibits the State Board from requiring applicants to have a college major in the teaching area; and allows license holders to satisfy continuing education requirements through a teacher preparation program that is operated by a nonprofit organization and approved by the Chancellor of the Ohio Board of Regents. The Chancellor is required to approve any program that requires participants to have a bachelor's degree, have a cumulative undergraduate grade point of 2.5 or higher, and complete a summer training institute. The organization Teach for America would qualify under these criteria.

Reciprocity

Prohibits the State Board or Department of Education from having a reciprocity agreement with a state on the list requiring the issuance of a professional educator license to a teacher based on licensure and teaching experience in that state.

Criteria for Educator Licensure

Requires that applicants for a professional, senior professional or lead professional license or for a principal license demonstrate that the applicant's students have achieved a standardized measure of value-added progress. The measure used is to be determined by the Superintendent in cases for which no value-added measure based on assessments or end-of-course exams currently exists. The proposal also requires that the Ohio Teacher Residency Program, a four year mentoring program established by HB 1 of the 128th General Assembly, use measures of student academic gain to evaluate the effectiveness of the Program's participants.

Governor's School Recognition Program (Section 3301.22 ORC)

Creates the Governor's Effective and Efficient Schools Recognition Program to

recognize 10 percent of all public schools and chartered nonpublic schools based on standards determined by ODE, including student achievement and fiscal performance measures.

Health Care Plans

Requires the Department of Administrative Services (DAS) to design health care plans for employees of public school districts. Once DAS has established the health care plans, all public school districts are required to retire existing health care plans and offer only the DAS plans to employees. Districts that offer an employee health care plan that covers 2,500 or more employees through a consortium with other districts or political subdivisions may request DAS's permission to continue offering the consortium plans after the DAS health care plans are established. The executive budget prohibits any public school district violating these provisions from receiving state aid.

Innovation School Zones

Allows school districts to designate a single school as an innovation school, or a group of schools as an innovation zone, for the purpose of implementing an innovation plan designed to improve student academic performance. Under the proposal, a majority of the teachers and a majority of the administrators in a participating school must consent to applying for the designation.

- * Requires districts to give preference to applications that propose innovations in specified areas.
- * Requires the State Board of Education to waive any law or administrative rule that prevents implementation of the plan except for certain laws and rules specified by the proposal. All innovation schools and innovation zones must have a performance review every three years.

- * Allows any provisions of a collective bargaining agreement to be waived to implement an innovation plan, if at least 60 percent of the members of the bargaining unit working in each participating school approve the waiver.
- * Allows the district to revoke the designation if the participating schools are not making satisfactory improvements in student achievement.
- * Directs the ODE to issue an annual report on school districts of innovation

Public Funding for Nonpublic schools

Auxiliary Services (GRF 200511)

Increases by \$1.6 million (1.4 percent) in FY12 to \$113.5 million and \$1.7 million (1.5 percent) in FY13 to \$115.2 million funding for nonpublic schools to provide secular services to students. In FY11, the average per pupil amount of these auxiliary funds was about \$660. Also provides \$1.7 million in each fiscal year to support the Post Secondary Enrollment Options Programs for students attending nonpublic schools. In FY10 1,260 nonpublic students participated.

Nonpublic Administrative Reimbursement (GRF 200532)

Provides \$51.5 million in FY12 and \$52.3 million in FY13 to reimburse nonpublic schools for clerical and administrative work mandated by the state. In FY11, the average per pupil amount of these reimbursements was about \$295.

The Cleveland Scholarship and Tutoring Program (CSTP)

Provides scholarships for students in the Cleveland Municipal School District to attend public schools outside Cleveland and private schools, giving priority to students from low-income families, at the same level as FY11 through a deduction from foundation funding calculated for the Cleveland Municipal School District (CMSD). The deduct is \$11.9 million in

FY12 and \$11.9 million in FY13. An additional \$7.522 million in FY12 and \$7.522 million in FY13 is also provided to support CSTP, but this amount is reduced by \$1.2 million from FY11 levels.

The scholarships are based on a school's tuition. The state contributes 90 to 75 percent of the tuition based on the recipient's income. The maximum award is \$3,450. Students are not counted in Cleveland's ADM like other scholarship programs. After its establishment in FY97, the number of CSTP scholarship students grew from 1,994 to a peak of 6,272 in FY08 and declined slightly to 5,418 in FY10. The average scholarship award is \$2,900. State expenditures for CSTP have increased from \$5.0 million in FY97 to \$16.0 million in FY10. 36 nonpublic schools participate in the program. In addition to scholarships, the program funds tutoring services for students who remain in CMSD.

Educational Choice Scholarship Program

Provides scholarships for students, entitled to attend a school that has been in academic emergency or academic watch for two of the three most recent years, to attend an eligible nonpublic school. Scholarships are financed by deductions from state aid to scholarship recipients' districts of residence. The students are counted in the resident district's ADM for the purpose of calculating the funding. The program started in 2007. From FY07 to FY10, the number of students receiving scholarships increased from 3,169 to 11,784; funding for the program increased from \$10.4 million to \$46.1 million.

Increases the number of scholarships available under the program from 14,000 to 30,000 for the 2011-2012 school year and to 60,000 beginning in the 2012-2013 school year, but reduces the amount deducted from a school district's state aid for each scholarship from \$5,200 to the actual amount of the scholarship or \$5,000 for grades 9-12 and \$4,250 for grades K-8.

Extends eligibility to students who are enrolled in or would otherwise be entitled to attend, a school building that, in at least two of the three most recent report card ratings, was in the lowest ten percent of school buildings according to the performance index score and was not rated excellent or effective in the most recent rating. Currently, eligibility is restricted to students who are enrolled in or would otherwise be assigned to a school building that was declared, in at least two of the three most recent report card ratings, to be in a state of academic emergency or academic watch and that was not rated excellent or effective in the most recent rating. However, the students who are eligible under this condition have a lower priority to receive the scholarship.

The Autism Scholarship Program

Provides scholarships to qualified autistic children. Since its inception in FY04 funding for the program has increased from \$3.3 million to \$20.1 million in FY10. Scholarships are financed by state aid deductions from scholarship recipients' districts of residence. Students are counted in their district's ADM for purposes of calculating the scholarship. The amount of the scholarship, the lesser of the total fees charged by the alternative provider or \$20,000, is then deducted from the resident district's state aid and paid to the alternative provider. In FY10, 205 providers were registered to participate in the program. ODE projects approximately 2,200 student participants in FY12 and 2,500 in FY13.

Specifies that the services provided under the scholarship program must include an educational component.

School District Solvency Assistance

The program first appropriated \$30.0 million in FY98 by Am. Sub. HB650 of the 122nd General Assembly. It is now funded

Continued on page 50

The Legislative Lowdown,

continued from page 49

through repayments of advances from the shared resource account.

School District Solvency Assistance (200687): Increases this account by \$7.0 million to \$25.0 million in each fiscal year and specifies that \$20.0 million is for the shared resources account and \$5.0 million for the catastrophic expenditures account.

House-Passed Education Changes to Introduced Budget

Appropriations

- * Increases the Total General Revenue Fund (GRF) budget to \$26.9 billion in FY12 (\$55.7 million increase) and to \$28.6 billion in FY13 (\$13 million increase.) The total General Revenue Fund budget for the biennium would be \$55.5 billion. The total All Funds budget would be \$55.8 billion in FY12 and \$56.38 billion in FY13.
- * The total General Revenue Fund budget for the Department of Education increases to \$7.46 billion (\$51.5 million increase) in FY12 and \$7.56 billion (\$57.4 million increase) in FY13. This amount is still a decrease in funding compared to the estimated General Revenue Budget for the Department of Education in FY11 -- \$7.77 billion.

General Changes

- * Removes language regarding collective bargaining (SB5), criminal sentencing, the two percent increase in employee pension payments, and health care pooling.
- * Repeals the estate tax effective January 1, 2013. The loss to local entities is estimated to be \$286 million.
- * Creates a program to encourage local governments to share services, and provides \$50 million a year (funded by

revenue from the commercial activity tax), for grants to support this program. The program will be overseen by the Public Works Commission.

- * Authorizes the establishment of college-preparatory boarding schools, which are classified as public schools, operated by an approved private nonprofit corporation, and open to certain qualifying students.

Funding for Schools

- * Increases state funding for school districts through Foundation Funding (200550) by \$50 million in FY12 and \$56 million in FY13.
- * Provides supplemental funding in FY12 to guarantee that no district's funding decreases more than 20 percent from the portion of its FY11 funding that was supported through state funds (versus with federal stimulus funds). Provides supplemental funding in FY13 to guarantee that none of the districts that received supplemental funding in FY12 receive less than their FY12 funding including the supplement.
- * Limits to two years the phase-out of reimbursements to local entities for lost tangible personal property taxes and kilowatt-hour taxes.

Primary and Secondary Education

- * Makes changes to provisions regarding the development of an evaluation process for teachers.
- * Provides two new options for schools to make up missed calamity days: e-days and blizzard bags.
- * Makes a number of changes in statewide academic standards and assessments, such as removing the senior project from the high school graduation requirements as a component of the college and work-ready assessments.

Charter Schools

Makes many changes that provide more flexibility for charter schools to open and

operate in new ways, and eliminates the accountability provisions that the Kasich administration had included in HB153 as introduced regarding the eligibility of sponsors and operators to open new charter schools. The new provisions in Sub. HB153 also expand the rights of operators of community schools, and to some extent, address issues raised by several community school governing boards in a lawsuit filed last year against White Hat Management as an operator of community schools. For example, one of the issues now before the courts is who owns equipment, books, furniture in a community school: the governing board or the operator? The proposed changes in Sub. HB153 specify that funds paid to the operator of the school are not public funds, and no public entity has an interest in the assets or property purchased with the funds.

- * Reinstates the moratorium on e-schools until July 1, 2013, and requires the Superintendent of Public Instruction, the Chancellor of the Ohio Board of Regents, and the Director of the Governor's Office of 21st Century Education to develop standards for the operation of e-schools and to submit them, by July 1, 2013, to the Speaker of the House and President of the Senate for consideration by the General Assembly.
- * Sets the cap on the total number of community schools a sponsor can operate to 100.
- * Restricts sponsors that are ranked in the lowest 10 percent of sponsors, based on their composite performance index scores, from sponsoring new schools, but exempts grand-fathered sponsors that were at one time are not subject to ODE approval.
- * Prohibits community school employees from collectively bargaining except for those transitioning from traditional schools.
- * Lowers the number of members on governing boards from 5 to 3 and

changes the replacement process.

- * Allows the State Board of Education to sponsor a community school and grant a direct charter to the school.
 - * Authorizes “entities” and “groups of individuals” to form community schools, and authorizes a community school to be established as a for-profit corporation or LLC.
 - * Allows more than one charter school to operate in the same building.
 - * Increases the voucher amount for the Cleveland Voucher Program to the same level as the EdChoice Scholarship Program and increases foundation funding appropriation by \$5 million to cover the increase.
 - * Clarifies that a community school building is a public school building for the purposes of taxation.
 - * Establishes a new type of school called hybrid community schools that provide both remote, technology-based, and classroom based instruction.
 - * Prohibits an entity that is authorized to sponsor community schools from refusing to sponsor a community school based solely on the type of school that is proposed to be established, the composition of the members of the public benefit corporation that will comprise the school, or the involvement of any for-profit entity in the public benefit corporation.
- *Added gifted education spending requirements to:
- * Specify that the amount of state funding allocated in each fiscal year for services to gifted students for each district be equal to the amounts allocated for gifted units and gifted identification in FY09.
 - * Require ODE to indicate each district’s allocation for special education and related services, gifted education, and career-technical education on the form used to calculate each district’s total funding allocation.

- * Require each district to spend its allocation for career technical education on career-technical education and gifted education on gifted education, and require ODE to monitor this spending.
- * Specify that gifted funding (up to \$8.1 million each year) be distributed to ESCs through the unit-based methodology in place in FY09, and require any remaining funds be distributed to school districts for the identification of gifted students. (This provision was included in the substitute bill.)

Senate Education-Related Changes to House-Passed Budget

The Senate Finance Committee, chaired by Senator Widener, accepted a substitute budget bill (HB153-Amstutz) that makes many changes in the budget approved by the House a few weeks ago. The Senate Finance Committee retained a provision in HB153 that eliminated the estate tax starting in 2013, but did not include two other contentious provisions: sentencing reform and a proposed increase in the contribution of public employees to the public pension system.

Monetary changes added by the Senate raise the budget total to \$55.7 billion for the biennium, and include an additional \$115 million for K-12 education; an additional \$100 million for local governments; \$15 million more for the PASSPORT program; and up to \$250,000 in each fiscal year to fund a shared services pilot project involving at least two Educational Service Centers.

School districts will receive \$115 million more than allocated in the House version of the budget through two new provisions. One provision guarantees that each school district will receive the amount of state funds that they received in FY11 (minus federal stimulus funds). The other

new provision awards an additional \$17 per student to school districts rated “excellent” or “excellent with distinction” according to the local report card, affecting approximately 150 school districts.

According to the Legislative Service Commission analysis, the Senate Finance Committee proposed budget bill appropriates approximately \$6.27 billion in FY12 and \$6.31 billion in FY13 for state aid to schools. This amount is about \$246.4 million (approximately \$142 per pupil) lower in FY12 and \$199.4 million (approximately \$115 per pupil) lower in FY13 than estimated funding in FY11. Application of the charge-off valuation index results in higher wealth districts receiving larger per pupil reductions compared to FY11 than lower wealth districts.

The bill includes monetary changes in the following general revenue line items:

- * 20051 Auxiliary Services: Increases this line item by \$6.6 in FY12 and by \$6.9 million in FY13 (This line item funds services provided to private schools.)
- * 200532 Nonpublic Administrative Cost Reimbursement: Increases this line item by \$3.6 million in FY12 and \$3.6 million in FY13.
- * 200550 Foundation Funding: Increases this line item by \$65.5 million in FY12 and \$49.6 million in FY13. Total for Foundation Funding would be \$5.536 billion in FY12 and \$5.610 billion in FY13.

The Senate Finance Committee removed several provisions in HB153 included in the Executive and the House versions of the budget bill regarding gifted education, community schools, teacher evaluation, compensation, and incentive programs, and Educational Service Centers. The following is a summary of some of the provisions removed from the Senate Finance Committee version of the budget bill:

Continued on page 52

The Legislative Lowdown,

continued from page 51

Gifted Education R.C. 3314.08

Removes a provision that would allow a school principal or any other employee assigned to a school also to serve as a school district's gifted education coordinator if qualified to do so.

Community Schools Removes...

- * Payments for students with disabilities after the federal reporting deadline.
- * Several provisions regarding the right of community schools to have access to school district real property.
- * Provisions regarding for-profit corporations operating community schools.
- * Provisions regarding the role and responsibilities of community school sponsors.
- * A new definition for a community school operator, the authority of an operator, the roles and responsibilities of an operator, the rights of an operator concerning the renewal of contracts.
- * The limits set for persons serving on a community school governing authority; the changes proposed for the compensation of those serving on a community school board; changes regarding who can replace members of a governing authority.
- * Provisions regarding the establishment of community schools without sponsors and the requirement that community schools file with the Superintendent of Public Instruction a surety bond of \$1 million. (R.C. 3314.029).
- * The new authority of the State Board of Education to be a sponsor of community schools.
- * Operator approval of a community school contract with a sponsor.
- * Exemption of E-school students from immunization requirements.
- * Exemption of community schools from

state laws. (R.C. 3314.04 and 3314.03).

- * Provisions regarding collective bargaining and reductions in force in a community school.
- * Employment of community school personnel by an operator.
- * Opening day deadlines for community schools.
- * Provisions allowing a person age 22 to 29, who does not have a diploma, to enroll in a dropout prevention and recovery community school.
- * Provisions to transfer \$1 million each year to fund a dropout program for students 22-29.

Teacher/Principal Evaluation, Compensation, Employment, Incentive Program Removes...

- * Provisions regarding exempting excellent and effective school districts from requirements regarding teacher employment contracts, evaluations, compensation, and reduction in force.
- * The teacher incentive program and fund.
- * Teacher performance-based evaluations and compensation.
- * Awarding tenure to a teacher and provisions regarding a teacher's contract.
- * Requiring that the Superintendent develop a framework for the evaluation of teachers.
- * Requiring school districts, community schools, STEM schools, and ESCs to adopt a teacher evaluation policy based on the framework recommended by the Superintendent of Public Instruction, and that the evaluation be based at least 50 percent on three years of student academic growth.
- * Requirements for principal's evaluations.
- * Requirements regarding termination of contract, layoffs, and definition of "good and just cause".

Educational Service Centers

Removes provisions regarding the termination of ESC contracts and the election of new board members.

Fiscal Emergency School Districts

Removes provisions lengthening the amount of time that a district can reimburse the School District Solvency Assistance Fund.

GED

Removes provisions regarding the General Education Development program.

The Senate Finance Committee added several of its own provisions in the following areas:

- * Specifies that FED Fund 3140 appropriation item 370601, Federal Support, be used by the Council for subsidies only, and not for its administrative costs, unless the Council is required to use funds for administrative costs under conditions of the federal grant. (Section 219.10)
- * Restores current law that requires all students enrolled in an e-school to receive a computer.
- * Requires the ODE to pay an additional subsidy of \$17 per student to school districts rated excellent with distinction or excellent on the FY10 Local Report Card. This provision will affect 150 school districts.
- * Repeals the moratorium on new internet- or computer-based community schools.
- * Privatizes the Ohio Lottery.
- * Creates hybrid schools that provide both remote and technology-based and classroom instruction.
- * Prohibits sponsors from selling goods or services to a school that its sponsors.
- * Clarifies qualifications for sponsors to sponsor more community schools.
- * Permits an educational service center to sponsor a start-up community school in any challenged school district

(rather than only in a challenged school district located in a county within the ESCs territory or in a contiguous county).

- * Redefines a challenged school district as one in which the lowest five percent of districts are ranked according to the performance index score.
- * Permits the establishment of a start-up community school in a school district that is not a challenged school district under certain conditions.
- * Permits an organization composed of community school sponsors, to sponsor community schools.
- * Repeals current law requiring that a sponsor have a representative within 50 miles of each school it sponsors. Requires the community school sponsor to meet monthly with the governing authority or treasurer of the school, and the SBE to define financial records.
- * Clarifies provisions regarding the termination/renewal of contracts and appeal hearings before the State Board of Education.
- * Grants civil immunity to sponsors for any action authorized by Community School Law.
- * Exempts from taxation real property used by a school district, STEM school, community school, ESC, or nonpublic school, unless the property is leased or otherwise used with a view to profit.
- * Changes the qualifications for obtaining and holding an alternative resident educator license.
- * Requires the Chancellor of the Board of Regents to annually report aggregate academic growth data for students assigned to graduates of teacher preparation programs teaching English language arts or mathematics in any grade four through eight in a public school.
- * Adds, as a new eligibility category for Ed Choice Scholarships, students who attend a district-operated school that, for at least two of the three preceding

years, ranked in the lowest 10 percent of all school buildings by performance index score.

- * Creates a new Special Education Scholarship program for students in grades K-12.
- * Specifies that achievement assessments administered in grades three through eight are not public records.
- * Makes changes to the new high school graduation exams and end of course exams.
- * Eliminates certain requirements in law regarding the organization of the Ohio Department of Education.
- * Makes changes to the Governor's Effective and Efficient School program.
- * Makes changes regarding how an ESC governing board is elected.
- * Makes changes in the eligibility requirements for students to participate in interscholastic sports.
- * Exempts chartered nonpublic schools from credit flexibility.
- * Permits local and exempted village school districts to contract with an independent agent for transportation, after meeting certain criteria.
- * Makes several changes in how payments will be made to the new College-Preparatory Boarding School program.
- * Adds ESCs as educational support organizations to be integrated into the regional shared service center system.
- * Eliminates the School Employees Health Care Board.
- * Makes changes in the calculations of the School Facilities Commission's alternative equity list.
- * Authorizes a single ballot question that combines a property tax for a fixed amount and an income tax.

Additional substantive changes added in a final Senate omnibus amendment are:

- * Names the special needs scholarship (voucher) the : Jon Peterson Needs Scholarship."

- * Requires the State Board of Education to adopt rules establishing operating standards for e-schools.
- * Grants existing e-schools three years after adoption of the standards to comply.
- * Prohibits a new e-school from opening unless, for the three prior years, it operated in another state and performed at a level higher than academic watch, as determined by ODE.
- * Permits schools to charge all students fees for tools, equipment, and materials that are necessary for work-force readiness training and that may be retained by the student after graduation.
- * Eliminates the current law requirement that, based on a student's family income, either 10% or 25% of a Cleveland Scholarship Program scholarship be paid for by a political subdivision, a private entity, or an individual.
- * Modifies the bill's provision on retesting teachers to specify that a teacher who provides proof of passing the exam to the teacher's employer is not required to retake the exam again for three years. Specifies the teacher is not responsible for the cost of the exam.
- * Clarifies the bill's earmark of gifted unit funding for ESCs for FY 2012 and 13 is not nullified by the bill's general prohibition against gifted units.
- * Expands authorization of new start-up community schools outside of challenged district to include community schools in which 75% of the enrollment will be students identified as gifted, and the school district in which the school will be located, or ODE, certifies there is a need in that region for a school serving gifted students.
- * Removes the bill's provision that allows schools to develop and use their own end-of-course exams for

Continued on page 54

The Legislative Lowdown,

continued from page 53

interdisciplinary courses.

- * Adds community schools to the bill's subsidy of \$17 per student for schools rated excellent or excellent with distinction.

The Senate approved the budget on June 8, and the bill now goes to a House/Senate conference committee to resolve the differences and report out a final bill. The state's budget needs to be signed into law by July 1, 2011.

Look for a report of the final education budget on the OSPA website and in the next TOSP.

Ann Brennan, A.B., has worked as a legislative/governmental services professional for 25 years, working for an Ohio Congressman, later for the Ohio School Boards Association, and for the past 14 years for OSPA. Ann graduated from Miami University with a degree in elementary education. After working in Washington, DC for two years, she pursued continuing to work in the legislative policy arena. Her OSPA duties include monitoring and communicating OSPA concerns related to all state legislative bills and agency rules that impact both on school psychologists and the students they serve.



We are going to include "Transitions" in future TOSP issues. If you or someone you know have made a significant transition (e.g., promotion, job change, retirement, degree completion, professional achievement), please let us know at tosp@ospaonline.org so that we can share your good news with our readers!

Do you have an upcoming event happening in your regional OSPA affiliate? Please let us know at tosp@ospaonline.org so that we can help publicize it in the TOSP for our readers!

The OSPA Executive Board has recently approved the storage of all Association archival materials at the Archives of the History of American Psychology. If you (or someone you know) has items (e.g., "founding" documents, photographs, memorabilia, etc.) that might be appropriate for OSPA archives, please contact our OSPA Historian, Kate Bobak, at kbobak@kent.edu

The OSPA Multicultural/Diversity Committee is compiling an Ohio Directory of Bilingual School Psychologists. If you would like to be included in this directory, please email Committee Co-Chair Meghan Shelby at Meghan.shelby@esc-cc.org

Minutes from the OSPA Executive Board Meeting



Krista Hickman, M.A., NCSP, SP408
Secretary

School Psychologist
Lima City Schools
khickman@limacityschools.org

OSPA Executive Board Meeting
February 4, 2011
Call to Order 10:12 am

Approval of Agenda

The agenda was approved as presented.

Motion: Sharon Rieke

Second: Jay Bahnsen

Motion Passed

Approval of Minutes

The minutes of the November 3, 2010 Executive Board meeting were approved as corrected.

Motion: Sal Karanouh-Schuler

Second: Susan Johnston

Motion Passed

President's Report

Elaine Semper

- NASP is attempting to solidify the practice of school psych across the states. NASP Professional Standards Training Manual is available on line
- Attended the NASP Central Region Meeting – Getting and retaining members in the state organizations is a big issue in our NASP region. The region wants to increase online communication and professional development (webinars) because some of the states are large and rural.
- Gina Worsdall – membership chair – is expecting twins this spring and is stepping down as membership co-chair.
- OSPA donated \$150 to NASP for the walk-run at the NASP conference to support Girls on the Run, which supports girls' self-esteem.

- The Ohio Coalition for the Education of Children with Disabilities is interested in co-sponsoring a conference with us to have Rick Lavoy speak. The coalition is interested in having him speak at one of our OSPA conferences and they are willing to pay over half his fee.

Treasurer's Report

Michelle Hathorn

We are still in great financial shape!

Discussion about the budget:

- The line in the budget that has \$1000 listed under scholarship - Have we been sending the \$500 each year to the NASP Minority Scholarship as we had agreed at the time we started our own scholarship? Michelle isn't sure if we have been; she will check.
- Expenditures for the intern conference - We haven't received the grant money for the intern conference yet. We will be getting \$7500. The grant has been reduced from \$9000 to \$7500. We don't know if there will be a grant next year.
- Why is IUC in our budget? - We keep their money in our budget. It is a pass through; doesn't cost us anything.

Motion to approve the first quarter treasurer's report

Motion: Debbie Liddy

Second: Denise Eslinger

Motion passed

Business Manager's Report

Cheryl VanDenBerge

No report.

Continued on page 66

Minutes,

continued from page 65

**Director of Legislative Services and
Professional Relations Report
Ann Brennan**

- **Gifted** – The state gifted council recommended specific spending rules for gifted. This is on hold until the budget process is completed.
- **Budget** – Ann has been working with the Ohio Coalition and sent us a document on special education funding principles, e.g. weighted pupil funding, etc. The document is final and has been sent to the legislature and governor. There is another document that they are working on, which will include specifics like the internship funding. Ann will continue to support internship funding.
- **The Retirement bill** has been introduced and had an introductory hearing. They took STRS's recommendations and put them directly into the reform bill. The bill will almost certainly pass in its current form, or very close. 2015 is the key date when retirement changes!
- **Senate Bill 60** was introduced late this week. It requires that all state boards have a cultural competency component within their continuing education requirements. The State board of Psychology is already considering adding this to their requirements anyway (see minutes of November 3, 2010 executive board meeting).

The definition of the practice of school psychology that we recommended is in the draft. The group has agreed to almost everything in the draft bill, except the subpoena power that the board is requesting. The bill will be drafted since it requires law changes, but the committee will continue to meet and will make a recommendation to the state board of psych, which will

OSPA Executive Board Members in attendance:

Chuck Archer.....	Legislative Committee Chair
Jay Bahnsen.....	Central Rep/Spring Conference Chair
Ann Brennan.....	Dir. of Leg. Services/Prof. Relations
Lynn Brumfield	Southwest Rep
Perry Clark.....	OSSP Liaison
Dana Doran-Myers	U of Dayton Student Rep
Heather Doyle.....	PR Committee Co-Chair
Marina Ergun	Multicultural/Diversity Co-chair
Denise Eslinger.....	Elyria/Lorain Rep
Beth Gaubatz	Maumee Valley Rep
Julie Griffith	Cleveland Rep KASSP
Michelle Hathorn	Treasurer
Krista Hickman	Secretary
Susan Johnston.....	Fall Conference Co-chair
Sal Karanouh-Schuler	Spring Conference Co-chair
Aimee Kirsch	President-elect
Kelly Kowalski	Kent/Akron Rep
Robert Kubick	TOSP Editor
Debra Liddy	North Central Rep
Reuben Mosidi	Nominations/Elections Chair
Linda Neiheiser.....	Past president
Kristin Prough.....	Awards Chair
Sharon Rieke	Southwest Rep
Kathryn Rodocker	Kent/Akron Rep
Linda Seekatz.....	East Central Rep
Elaine Semper	President
Mary Ann Teitelbaum.....	OPA Liaison
Valorie Wolcott Mendelson.....	Scholarship Fund Co-chair
Jeff York.....	Technology Chair, Proxy Deb Buck

Guests/Proxies:

Nicole Shannon	Intern (Akron Public Schools)
Esther	Intern (Gahanna City Schools)
Susan Johnston.....	Proxy for Lucy Secord
Sal Karanouh-Schuler	Proxy for Dan Dean
Valorie Wolcott Mendelson.....	Proxy for Gail Fadel

then pursue getting a bill introduced this spring, but realistically it will need to wait until after the budget bill is introduced.

There was discussion of the changes in the State Board of Psychology definition of School Psychologist services. They took out counseling and put in intervention. We understand that counseling is an intervention, but do others understand that counseling is included? The definition does talk about interventions for mental health issues later on in the definition. Will removal of the term "counseling" make it more difficult for psychologists in private practice to bill for these services?

Committee Reports

Legislative

Chuck Archer

The committee doesn't want to make waves until we see if intern funding is included in the budget. If not, this will be their first priority. After the budget comes out, maybe we can push gently for increased school psych ratios. There may be opportunities to push for more mental health services in the schools.

Nominations and Elections

Reuben Mosidi

The committee was asked for nominations to fill Becky Dingledine's vacancy on the Board of Psychology examination committee. They sent Linda Jordan's name (Trumble County) to the board, which meets next week.

OSPA Elections – we have a full slate of candidates:

President Elect: Shayla Brown and
Denise Eslinger
Secretary: Amity Notemeyer and
Krista Hickman
Treasurer: Terry Bendo
Regional
Representatives: Cleveland - Dan Dean
Central – Jay Bahnsen
KAASP – Eric Merkle

This is an additional representative for KAASP. Joint membership numbers are up, so they gained a rep.

Motion to accept the ballot

Motion: Jay Bahnsen

Second: Valorie Wolcott-Mendelson

Motion Passed

Membership

Elaine Semper

Wine and Cheese at fall conference seems to continue to be a good place to solicit OSPA members and committee members. OSPA had 880 members as of 2-3-2011.

Motion to approve 22 new members

Motion: Sal Karanouh-Schuler

Second: Julie Griffith

Motion Passed

Spring Conference

Sal Karanouh-Schuler

The brochure is ready to go. There will be a copy in the TOSP and brochures will also be sent out separately.

- Day one: Kimberly Vannest will speak about behavioral issues; how to move through the tiers; screening; how to address designing intervention for each category on the BASC.
- Second day: Kevin McGrew will speak about assessed strengths and weaknesses and how to use them to address reading weaknesses.
- Saturday – half a day: Lisa Langell will talk about AIMSWEB, both behavior and academic. She says she will be inclusive so that both veteran users and people new to AIMSWEB will benefit. Saturday's AIMSWEB will be a separate price and will cost OSPA members \$50. Normally, AIMSWEB charges \$100 to \$150! Good Deal!

Technology

Jeff York

A written report was provided. High Points:
Upgrading of the website: During fall

conference they met with a possible web designer. Some possible components include the ability to do financial transactions, webinars, on line voting in the future, mobile apps. They will be getting proposals from other designers. They implemented a procedure for the database to be backed up off site daily: to be sure all data is safe and secure before we add financial transactions.

2009-2010 EMIS data was cross-referenced with our OSPA database; the names and work addresses of 70 individuals not previously in our contact list were sent to the OSPA office for membership invitation. OSPA's contact list includes approximately 2659 individuals.

The listserv has about 410 subscribers. Jeff is defining and perfecting a protocol to share membership information between OSPA and the regionals.

Crisis/Intervention

Brian Hill

Written report in executive board packet
Another positive report for wine and cheese! This committee has been very active. We are pleased with what they do and the information sharing.

Private Practice

Kathryn Rodocker

The committee doubled in size, from 14 to 29 members, as a result of the wine and cheese! 12 of the 29 are actively looking for state Board of Psych licensure and are working together as a cohort. The committee sent out a newsletter on passing the PRAXIS II. It looks like only four or five school psychologist licenses have been issued in the past year or two by the State Board of Psychology.

Ron Ross, Executive Director of the State board of Psychology, would be willing to do a small presentation or table during one or both of our OSPA conferences. He

Continued on page 58

Minutes

continued from page 57

is lively, humorous, and dynamic! Kathryn spoke with him the other day about a question she had. He was very helpful.

Scholarship

Valorie Wolcott Mendelson

We have raised \$25,000 in the past four years for the scholarship. We have over \$30,000 in the scholarship account! Valorie went to a staff meeting in an ESC recently and met the first scholarship recipient there. She is doing fabulously and is very thankful for the recognition.

Discussion of ways to generate more applications for the OSPA Scholarship:

We never get more than four applications a year, no matter what information we send out. Valorie did not send out hard copy letters to this year's first year students because they have not generated any applications in the past. She did get e-mail addresses and she will publish the application on-line and in the TOSP. The applications and letters that the Columbus foundation sends out do not reach the students. Some students were given the applications in June, two days before the deadline! Some members have interns who were not made aware of our scholarship. Suggestions:

- Send the applications to the head of the student group at each university.
- Use the content management system that Jeff is working on. When people join and are flagged by student, interest, area of state, etc. it will automatically funnel the right stuff to the right people.
- Have OSPA members contact the university professors if they have personal connections with them.
- Use Facebook.

"I can't imagine choosing a better profession or group of human beings with whom

to associate. Words fall short of expressing my respect and gratitude, so I'll simply say thank you."

Valorie Walcott-Mendelson,
speaking of OSPA

Awards

Kris Prough

The committee is looking at doing a multimedia presentation during the next rounds of award presentations. The presentation can play on the screens at conferences and posted on line afterwards. Submitting video could be part of the nomination requirements, at least starting next year.

Kristy got a nomination for Thomas Fagan for the Lifetime Membership Award. He's been honored by several other states already, but not by his own state. (OOPS!)

Motion for Thomas Fagan to be the recipient of the 2011 Lifetime Membership Award

Motion: Linda Neiheiser

Second: Julie Griffith

Motion passed

Multicultural & Diversity

Marina Ergun

The committee met January 29 and discussed role of the committee as advocate for the needs of ELL students (English Language Learners). The first step would be sharing information and data to highlight the needs of ELL students. The recent issue of the NASP Communiqué has a lot of information. The committee is going to put together an FAQ document for school psychologists who are working with ELL students and families. The committee has been putting together a list of bilingual school psychologists. There was discussion of how bilingual evaluations are handled. Who pays the psychologist? Do districts exchange as a courtesy? Could materials be shared regionally? Will ODE do Whose IDEA in languages other than Spanish? The Spanish language forms were pulled from the website because

people using the forms were uncomfortable using it.

The scope of the committee is broader than ELL. That is just a current issue.

TOSP

Rob Kubick

- The current issue will be large – 76 pages: 3 research reports; a regular intervention column; 6 committee reports; 4 regional reports; lists of the donors from the fall conference. Nadine Block sent a piece on Janet Liston, who passed away. Rob spoke with IUC at fall conference, after which he got lots of unsolicited manuscripts!
- Rob is re-doing the publication schedule for the TOSP. He wants to send the issues out in advance of the season, like magazines.
- Four more TOSP articles have been accepted for the Communiqué Online for a total of 26! The next highest state is California with 4 articles. Some state journals are using articles from TOSP for over a third of their state journal!

University of Dayton student organization

Dana Doran-Myers

The group is delving into the international diversity realm. Students will be going to Buenos Aires, Argentina. They will be working in the schools, and taking on line courses as well.

Historian

Kate Bobak

Rob reports that Kate got dozens of dozens of names for the photos she had out at fall conferences. She will have them out at the spring conference as well. She is working with Jeff to have an excel data base on the OSPA website, so people will know what is in our archives. Kate put another batch of items in the archive recently.

Public Relations and Community

Service –Heather Doyle

The committee:

- Will continue with the Mid-Ohio Food Bank, doing a virtual on-line food drive. Every regional association would be a team, and the teams will be awarded points based on the donations per member (to weight the size of teams). The wining team will get an award at Spring Conference. Will work to put together a list of different events in every region of Ohio and getting regions to support charities in their areas.
- Sent out a press release to all the news organizations in Ohio for school psych week in November.
- Wants to get some literature and resources out to OSPA members to promote who school psychologists are and what we do.
- Would like to move toward more active charity actions. Another long term goal would be to get the regions to report their community services activities back to the committee and incorporate them into a yearly campaign.

Fall Conference

Sue Johnson

We will have Matthew Burns speaking on RTI tier interventions.

Liaison Reports

OPA Update

Mary Ann Teitelbaum

Public Psychologists are concerned about budget cuts at jails. Privatization of jails has been recommended by the governor and the public psychs are concerned.

Ohio Supervisors of School Psychologists

Perry Clark

Perry is the supervisor for Akron City and would like to point out the prevalence of Akron People on the OSPA board and the fantastic people he has working for him!

When the supervisors meet March 10, they will probably taking about staffing issues: how many to hire; how do you

divvy up the work load; how do you handle it when a psychologist goes on leave? He also expects them to talk about beefing up technology and streamlining record keeping.

Perry requests that all of us who have supervisors point them to the website and suggest they join the group. Membership is free. He invites anyone interested in delivery of school psych in Ohio and who supervises several psychs. They meet at OCCALI three times a year from 9:00 to noon.

Office for Exceptional Children

Ann Brennan for Barbara Murphy

Barb had a mandatory staff meeting. She sent Ann a memo on staff changes at ODE.

- Wendy Stoika is now assistant director for procedural safeguards – Ann Guinnan's old job.
- Ann Guinan is working on getting facilitated IEPs organized and going.
- Jamie Nash is the new assistant director of monitoring services and student supports.
- Christina Cline is a consultant in services and procedural safeguards. She's a good person to go to if we need to ask questions.
- Barry Mahanes- consultant for low incidence handicaps.
- Bernadette Laughlin – consultant for speech and language pathology & audiology.

Notes from the Regional Affiliates

- KAASP has another workshop coming up March 11. Karla Ann Holt will be presenting.
- ELASPA – Had a workshop with Betty Maxio – professional counselor out of Sandusky Schools -on girls and self-respect, bullying, and how to be a young lady. She focused on relationship bullying and on cultural differences things. She is African-American and has a lot of experience.
- SWOSPA – workshop on March 4 - interventions for behavior
- Cleveland –Doing a social for their

interns prior to NASP, so that they know each other and have a group of people they know when they go to present at NASP. Their spring meeting is on April first. They always have a spring banquet, which gets a huge turnout.

IUC

Rob Kubick

Unfinished Business

None

New Business

The February executive board meeting conflicts with Ohio Association of Pupil Service Administrators (OAPSA) meeting every year. Could we schedule for the second Friday in February next year?

Discussion of the push for shared service:

- There are bills that would require schools to go into cooperatives for certain services – like purchasing services – but there probably won't be bills to look at consolidating school districts. There have been rumors about related services being privatized, but Ann feels that the Ohio Coalition would strongly oppose. There is also some talk about shared personnel services, transportation, and janitorial services.
- Ann thinks that special education vouchers are also likely to come up again, with more of a possibility of passing than the last time.

Kristy's district is drafting a letter about the autism vouchers.

- They have bunches of kids coming back to the district who have made NO progress or have regressed while on home instruction or scholarship programs. Kids are coming back who now need communication devices and personal aides who never needed those things before!!! She invites anyone with

Continued on page 60

Minutes

continued from page 59

similar experiences to join their letter.

- From the ADAMH board in Columbus
- there is suspicion that many of these agencies are bilking the ADAMH board of millions of dollars for “case management” that is being billed simultaneous with education time and with no proof of services provided.
- Ann feels that the line between private education and traditional public education will continue to be blurred, which would be OK if the private schools and programs are held to the same accountability standards. In her experience that has not been the case, e.g. the autism scholarship. Everyone should have to be accountable.

Adjournment

Motion: Sal Karanouh-Schuler

Second: Susan Johnston

Motion Passed

Adjourned at 1:58 pm

Minutes from the Ohio Supervisors of School Psychologists (OSSP) Meeting

March 10, 2011



Perry J. Clark, Ph.D.
OSSP Chair

Coordinator - Special Education (Child Study)
Licensed Psychologist (#5675)
Akron Public Schools
pclark@akron.k12.oh.us

1. Dr. Perry Clark (OSSP Chair) welcomed the group. He delivered a special verbal commendation to Dr. Neiheiser for bringing Krispy Kreme doughnuts and suggested that participants bring refreshments/snacks for the group to future meetings. Especially Krispy Kremes.

2. In consultation with those members who were present, Dr. Clark set the schedule of meetings for next year on the following dates: September 27th, December 7th, and March 8th. All meetings will run from 9:30am-1:00pm, with some meetings running later as conditions warrant. Meetings will still be held at OCALI.

3. Barbara Murphy (Consultant with the Office of Exceptional Children of the Ohio Department of Education) gave a legislative update. We are now embedded in every strand of the Model Curriculum. The Law and Policy Committee of ODE is reexamining the entire issue of licenses and who is qualified to conduct evaluations. Included in this review is the entire issue of conducting reevaluations with existing data (e.g., consent, compiling information, etc.). For now, practitioners are still advised to obtain parental consent for all evaluations, whether they are initial evaluations or reevaluations that are based on exiting data. There are concerns about abuses of so-called "waiver reevaluations," where schools and parents are concluding reevaluations may not be necessary in some

circumstances. ODE will be examining best professional practices in this area so that the option is not being abused.

4. Ann Brennan (Director of Legislative Affairs and Professional Relations for the Ohio School Psychologists Association) gave a legislative update. The proposed budget for the State of Ohio is due sometime in the second full week of March. There is the probability of significant cuts—perhaps as much as 15-20% across many areas. Some federal programs and related funding streams (e.g., IDEIA) must be maintained, but many state-based funding streams are likely to be substantially impacted. The status of budget cuts and its potential impact on funding intern school psychologists was also discussed. Senate Bill 5 was discussed in great detail, with some explanation of recent amendments to the bill. Ann will be leading an effort from OSPA to address concerns that the group has with certain provisions in SB5.

Ann discussed a bill that would provide identification and intervention services in schools specifically for students with dyslexia. She informed the group that another bill to increase the number of calamity days from three back to five was likely to pass and be signed shortly by Governor Kasich. Ann reviewed House Bill 69, the Retirement Pension Reform Bill. Though there are hearings on this bill into April, many observers believe that this bill (fashioned on

Continued on page 62

Minutes

continued from page 61

recommendations from entities such as STRS) will largely remain the same as it is presently written. House Bill 30, which eliminates the mandate for school districts to provide free all-day kindergarten, was passed and it is also likely to be signed by the Governor soon. Finally, a bill is being crafted to provide scholarships (i.e., vouchers) on a limited basis to special education students in public school districts. Ann will have more information on this bill as details become available.

also proposed that a survey be sent to practicing school psychologists to gauge the time needed to perform a number of traditional services that school psychologists provide to the schools. Discussion ensued about various ways to distribute such a survey and the importance of obtaining the endorsement of OSPA for this project. Dr. Clark also led a discussion about Independent Educational Evaluations and potential conflicts of interest that may arise in securing these options for parents when the evaluators work for other educational service providers.

5. Theresa Nixon provided an overview of an accommodations manual that she and her colleagues are producing as part of an ODE task force. There is a similar manual that is published at the federal level. Theresa's group is using the federal document (and similar documents from other states) as a starting point for the project. Presently, the manual is slated to be approximately 70-74 pages, with about 40 pages being the text of the manual and the remaining pages being dedicated to worksheets and toolkits. This resource will be useful for IEPs and Section 504 plans, as well as assisting teachers accommodate students in the classroom and in testing situations. This manual is now available on the ODE website.
6. There was robust discussion as to staffing issues, including the distribution of results of a survey monkey commissioned by Dr. Clark to study staffing patterns for school psychological services across the state. Sample districts included Akron, Medina, Cleveland, and Springfield. Dr. Clark anticipates distributing the survey more widely and sharing those data at a later meeting. Dr. Clark

Committee Reports

Cleveland Association of School Psychologists (CASP) Regional Update



Dan Dean, M.Ed., SP426
Cleveland Regional Representative

School Psychologist
Parma City Schools
lsrrc@cox.net



Julie Griffith, Ed.S., NCSP
Cleveland Regional Representative

School Psychologist
Lorain County ESC
Griffith@esclc.org

The Cleveland Association of School Psychologists (CASP) is having yet another successful year! CASP continues to be in high gear, supporting a variety of opportunities for professional growth, service to others, and ongoing social outings for its members.

With focused leadership, President, Gina Wordsall continues to provide vision and inspiration to the group and even had time recently to give birth to twins: Gia and Parker! The rest of the Executive Board includes: Donna Valtman, Vice President, Abi Barden, Secretary, and Shayla Brown, Past President. Sherry Foulkes serves at the Representative At-Large. The Representatives include: Gail Fadel, Dan Dean, Julie Griffith, and Karin Tinnon. CASP continues to enjoy having more than 200 members at this time.

The Executive Board and the Membership co-chairs, Nic Maier and Kate McBride are proud to announce that CASP's membership numbers were maintained from last year to continue security of four regional representatives to OSPA. This year, CASP members have been busy with community service projects, social networking events, and informative general meetings.

General Meeting Update

CASP meets three times a year with a banquet in the spring for all members. Each general meeting takes place at the Hilton Garden Inn, off of Carnegie in downtown Cleveland. The first meeting of this year was on Friday September 17, 2010 and featured Dr. Nicholas Lofthouse of The Ohio State University. His presentation titled, "School Based Anxiety

Problems" was well received by the audience. Dr. Lofthouse provided information about assessment of anxiety problems in youth through a psychoeducational approach. His presentation also incorporated helpful handouts for practitioners to apply with students in their school settings.

CASP's winter meeting was on Friday December 10, 2010 featuring personnel from the National Alliance on Mental Illness (NAMI) titled, "Parents and Teachers as Allies: An In-Service Program for School Professionals." NAMI provided four panel speakers to cover the following areas: early warning signs of mental illness in children, family response to mental illness, and living with mental illness. The panel speakers spoke from the heart as some of them were either personally affected by mental illness or had a family member affected by mental illness. Overall, the presentation was able to provide the practitioner with a different perspective on how to approach working with students and families affected by mental illness.

CASP's spring meeting was Friday April 1, 2011 and the presenter was Associate Professor Dr. Frank Sansosti of Kent State University. Dr. Sansosti presented on school-based evaluation of Autism. Dr. Sansosti provided an overview of assessment practices in the educational evaluation of students with both low functioning and high functioning autism spectrum disorders, as well as effective behavioral and social interventions. The presentation was well received as he provided current research and suggested some practical

Continued on page 64

Committee Reports

continued from page 63

school-based strategies.

Community Service Update

CASP provides a number of opportunities throughout the year for members to participate in children's advocacy efforts and community service activities. In the fall, CASP was active with two different activities. On October 2, 2010, members of CASP were active in the National Alliance on Mental Illness (NAMI) Walk in downtown Cleveland. CASP members were able to meet their fundraising goal of \$1,000 donated to NAMI. On October 16, 2010, members of CASP traveled to Beech Brook, a facility that offers a full range of mental health programs, including residential treatment centers for the youth. CASP members participated in a Fall Festival with the residential students by making scarecrows, carving pumpkins, and made caramel apples. A rewarding experience for all!

During our winter meeting, CASP members worked together by either raising money or donating toys for Toys for Tots. Two marines attended the winter general meeting where the donations of toys along with monetary donations were collected. The marines left with their hands full, as CASP members demonstrated generosity toward this effort!

On March 12th, members of the Children's Advocacy Committee participated in an action-packed afternoon for residents at the Beechbrook Residential Treatment Center. In a carnival-type setting, children engaged in an array of games: frisbee target toss, bowling, basketball shoot, and corn hole. In addition, the children enjoyed face painting/tattoos along with popcorn for everyone. Future plans to continue this valuable service is in the making.

Social Networking Update

This year, CASP is trying something new; social networking that focuses on cur-

rent interns and students! On October 22, 2010, CASP hosted a social networking opportunity at Gillespie's Map Room in downtown Cleveland for current interns from Cleveland State University, Kent State University, and John Carroll. The event was well attended by 20 interns and seven executive board members. The interns reported positive feedback and felt connected with other students when attending the Intern Conference at Fall OSPA.

Because of the great feedback of the fall social networking event, CASP held another social networking event on Friday February 11, 2011 at the SouthSide in Tremont. The purpose was to gather all general CASP members to gather prior to the upcoming NASP Convention. This gathering was yet another success attended by board members, general members, and current interns.

To close out the school year, CASP held a tradition-rich spring banquet for all members on Friday June 3, 2011 at John Q's Steakhouse in downtown Cleveland.

Join CASP!

CASP would like to extend a genuine thank you to Dana Marolt, the CASpline editor who contributed more than five years of dedication to this fantastic publication. Her high level of professionalism enhanced the quality of this publication that is delivered on a quarterly basis to all CASP members. Tasneem Lokhandwala, will become the new CASpline editor with the start of the 2011-2012 school year. We welcome Tasneem to this position and look forward to working with her.

CASP is committed to providing professional/social activities that addresses the needs of the school psychologist at all levels. We enjoy having new members and look forward to serving all psychologists interested in a strong professional association. If you have any questions about

our group, you can contact any member of the CASP Executive Board. The email address is: casphio@gmail.com. CASP is a large group of dedicated school psychologists in the Cuyahoga, Lake, Geauga, Ashtabula, and Trumbull counties. Don't live or work in one of those counties? Not a problem! CASP membership is open to ANYONE interested in becoming a member. To join CASP, simply go to our regional web page: <http://www.ospaonline.org/membership/index.htm>. You can

download a membership application from the OSPA website: http://www.ospaonline.org/pdf/casp/CASP_Application_2010-11.pdf

CASP communicates with the membership via the quarterly publication of CASpline, Google Groups, and you can friend us on Facebook! Any questions regarding CASP membership, events, or activities, email us at CASPohio@gmail.com

OSPA Public Relations and Community Service Committee Update



Heather S. Doyle, Ph.D., NCSP
Public Relations and Community
Service Committee Co-Chair

School Psychologist
Medina City Schools
hdoyle@kent.edu

The OSPA Public Relations and Community Service Committee has many exciting activities underway and planned for the spring, summer, and upcoming school year. A virtual food drive benefiting the Mid-Ohio Foodbank was held in the run-up to this year's OSPA Spring Conference. Because it was a virtual food drive, donations were made electronically through the website. A goal of the committee was to encourage all OSPA members and regional associations to get involved in local philanthropic efforts that address the needs of family and children. In order to continue working toward this goal, the committee will be distributing information to members and regional associations regarding local philanthropies that are looking for volunteers or assistance and charitable events that are scheduled throughout the year. The committee is currently in the process of organizing a community service event for the 2011 Fall Conference.

available. We also intend to promote OSPA and our profession through our merchandise. A survey was distributed to members in February to gather data on preferences related to OSPA merchandise and materials. Information from this survey will be considered when we update OSPA merchandise.



Shayla Brown, M.A., Psy.S.
Public Relations and Community Services
Committee Co-Chair

School Psychologist
Maple Heights City Schools
shayla.brown@mapleschools.com

The committee intends on taking more of an active approach in helping OSPA members promote their profession by providing materials, literature, and handouts, in the form of kits that could be distributed at conferences or on the listserv. This effort will be initiated at the Fall Conference where PR packets for members will be

Nominations & Elections Committee Report



M. Reuben Mosidi, Ph.D.
Nominations & Elections Committee Co-Chair
rmosidi@hotmail.com



Ralph Pajka, Ed.S.
Nominations & Elections Committee Co-Chair
Ralph.Pajka@lakewood.k12.oh.us

During this year's spring elections, OSPA members were electing President-Elect, Treasurer-Elect, and Secretary, while members of three regions were also electing their regional representatives. Cleveland, Kent/Akron, and Central regions were each electing one Regional Representative. Following is the result of this year's election process:

President-Elect: Denise Eslinger
Treasurer-Elect: Terry Bendo
Secretary: Krista Hickman

Regional representatives

Central: Jay Bahnsen
Cleveland: Daniel Dean
Kent/Akron: Erich Merkle

As usual, the Secretary will serve a one-year term, and President-Elect also serves one year before assuming her presidency. Treasurer-Elect will serve one year be-

fore assuming his three-year term, and Regional Representatives will each serve a three-year term. We appreciate all the candidates who ran for office this year, and all OSPA members who participated in this important process. Congratulations to all the newly elected OSPA leaders, and best wishes to all other members of the Executive Board for a productive year.

Regional Affiliate Reports

School Psychologists of Central Ohio (SPCO) Regional Update



Luci Secord
Central Ohio Regional Representative

School Psychologist
Worthington City Schools
LSecord@worthington.k12.oh.us



www.oplates.com

The School Psychologists of Central Ohio awarded the *2010 SPCO Best Practices Award* to Mary Gierhart at the annual Awards Banquet on December 3. The purpose of the Best Practices Award is to recognize school psychologists and/or programs that demonstrate exemplary professional practice. Such practices could include technical skills, quality child studies, direct and indirect services to students, and personal effort. Mary exemplifies all of these qualities. She is a resident of Worthington and works as a school psychologist in Olentangy Local Schools. She has also served as SPCO President for several years. Congratulations, Mary, for all your hard work and dedication to school psychology, education, and the children you serve!

School Psychologists as CASA volunteers: A Perfect Match

In the fall of 2009, I was asked to be on the Board of Directors of Ohio CASA (Court Appointed Special Advocates)/Gal (guardian ad litem). Having no previous knowledge of this group, I had to do some research before I agreed. What I learned opened my eyes to a system of organizations that provides a vital range of services to the neediest children across our state who find themselves in the tangled web of our court system. I learned that Ohio CASA's primary mission is to support local CASA/GAL programs, of which there are 35 county programs across the state of Ohio. These local programs recruit, train and support Court Appointed Special Advocates who are trained community members appointed by the court,

pursuant to section 2151.281 of the Ohio Revised Code, to protect and represent the best interest of abused and neglected children in court proceedings.

Our changing economy has resulted in an increased number of abused and neglected children coming through our court system, both here in Ohio as well as nationwide, because often children become the innocent victims of their parents' overwhelming circumstances. Your local CASA programs need dedicated volunteers to help these children and I believe we, as school psychologists, are in a unique position to answer this call.

As you consider how you will spend you time in retirement or if you are not employed full time now, I urge you to consider this very worthwhile opportunity to continue advocating for children. After all, that's why you became a school psychologist in the first place and these children need your voice.

The CASA volunteer plays an important role in the life of a child who lives in foster care; they are the child's voice in court, an unbiased voice for the child's best interests. Volunteers take time to learn and understand what each child needs and the recommendations made by the volunteers are a critical part of the judge's decision-making process. Volunteers perform four primary functions:

INVESTIGATOR: The CASA volunteer thoroughly and conscientiously investigates all of the relevant facts in the situation by interviewing all concerned persons including

Continued on page 68

Regional Affiliate Reports

continued from page 67



Mary Gierhart of the Olentangy Local Schools district is awarded the 2010 School Psychologists of Central Ohio Best Practices Award.

the child, family members, social workers, teachers, foster families, counselors, etc. and considers available alternatives.

ADVOCATE: The volunteer ensures that all of the relevant facts of the situation are presented to the Court and recommends to the Court what appears to be in the child's best interest.

FACILITATOR: The volunteer expedites placement of the child in a safe permanent home on a timely basis.

MONITOR: The volunteer continues to report on the child's situation for the duration of the case, ensuring that court-ordered services are being provided. If you are presently employed full time, the time isn't right to become a CASA volunteer. But you can help in many ways.

- 1) You can raise the awareness your friends who are not currently employed. While CASA volunteers come from all walks of life, I believe educators are especially qualified to be volunteers.
- 2) You can make a difference by purchasing a license plate (see top of article). \$15 of your purchase directly benefits

the abused and neglected children in our court system. To order a new Celebrate Kids! License Plate go to www.oplates.com and click on the specialty plates link or call 888-PLATES3.

- 3) You can join the statewide network of CASA/GAL volunteers, staff and supporters. Membership to Ohio C ASA is just \$25 per year. Go to Ohiocasa.org to donate and to learn more about Ohio CASA as well as the local programs across our state and to get more information on many other ways you can make a difference!



Debra K. Buck, M.S.
Southeastern Ohio Regional Representative

School Psychologist
Lead Special Education Consultant
State Support Team - Region 16
91_dbuck@seovec.org

Members of the School Psychologists Association of Southeastern Ohio (SPASEO) met at the Ohio University Inn on April 7, 2011 in Athens, Ohio. The meeting began with a presentation from Kristen Butts from the Ohio Rehabilitation Services Commission (ORSC) speaking on secondary transition. She explained about changes taking place in her agency and what services her agency had to offer students 14 years old until graduation and after. Kristen also gave an explanation of what would be helpful for her agency from school psychologists and the ETR for students of high school age who are going on to college or needing assistance in other ways. SPASEO members had opportunities to ask questions and get a clearer understanding of how schools and the ORSC could work together to help students reach their postsecondary goals. Following Kristen was Bette Hackett, Transition Specialist from SST 16, who shared information about completing evaluations for students of postsecondary transition age and how to make the ETR useful for the IEP. Bette also reviewed the postsecondary sections of the IEP and demonstrated what should be put in those sections.

Next, the members were presented with a challenging case and given details of the evaluation by Debbi Buck, SPASEO member and SST 16 Special Education Consultant. Debbi presented a case on a student who had been found eligible for autism services in special education, and the parent had requested an independent educational evaluation. Following the details of the results, the members discussed the conclusion of the IEE.

Because many of the members of SPASEO work alone in their districts, a time was designated for members to discuss areas of concern. One such topic was the identification of students transitioning from preschool who had been found to have a developmental disability and teams who wanted to find them to have a learning disability upon entering kindergarten.

Elections were held before the afternoon speaker arrived. Carolee Richards is the new president, and Jason Haught was voted as president-elect. Ken Smith was voted as Treasurer. There was discussion about making the organization more active. There was also discussion about being more diligent regarding collecting dues and using the funds for the fall raffle at OSPA and for community service. Dues were raised from ten dollars to twenty dollars per member. It was determined that the president and president-elect would review the constitution and see what needed to be done to make sure the constitution was being followed. They will also make recommendations for any changes that might need to be made. Finally, Nina Andrews was nominated as a candidate for School Psychologist of the Year and she will be nominated later this year for the OSPA award.

Ann Guinan from the Office of Exceptional Children spoke in the afternoon. SPASEO was joined by the local district coordinators of special education from SST 16. Ann began by explaining about the changes that are taking place in her department. She also outlined some of the new employees and their duties. Ann gave details about what is expected in IEPs regarding students with behavior difficulties and that it is important to teach the students skills to behave as expected. Ann said that another hot topic right now is LRE. She explained that LRE is not putting all students in the regular education classrooms, but that it is a process to help students be successful. Therefore, supports must be put in place wherever the child is being served. Independent Educational Evaluations were also a topic of interest, as were bullying, ratios, and transportation. As always, it was a pleasure to have Ann speak at the meeting and much was learned from her talk.

Continued on page 70

Maumee Valley School Psychologist Association (MVSPA) Regional Update



Beth Gaubatz, Ed.S., NCSP
MVSPA Regional Representative

School Psychologist
Bowling Green City Schools
bgaubatz@bgcs.k12.oh.us

Hello from the Maumee Valley School Psychology Association (MVSPA)! Spring is always a busy time of year for school psychologists and the same rings true for MVSPA.

On April 17th, MVSPA promoted school psychology by volunteering at the Glass City Marathon in Toledo, Ohio. About 20 volunteers staffed a water station along the Marathon route. The Glass City Marathon's charities included The Great Lakes Collaborative for Autism (GLCA) and Kids Unlimited. The GLCA brought together local health care organizations, universities, community groups, and parents to improve access to services and provide care for individuals and families affected by autism. For more information on GLCA visit <http://www.greatlakesautism.org/>. Kids Unlimited is an after-school tutoring/mentoring program operating in five central city Toledo locations. It focuses on providing a holistic approach to educating and mentoring children in three critical areas: academic enrichment, character development, and self-discipline. Its curriculum is designed to provide remedial help in reading, math skills, and language arts and is customized to the individual child's needs. Kids Unlimited currently operates in five central city locations and serves about 250 students Monday through Friday of the school year, as well as offers a summer school program. Kids Unlimited is funded primarily through private contributions and conducted a fund raiser called "Running For Kids" during the period leading up to the Glass City Marathon. They actively recruited runners to participate in the marathon while concurrently raising money for a child within the program. For more information on Kids Unlimited visit <http://kidsunlimitedtoledo.org/>. MVSPA was excited to support the Glass City Marathon, GLCA, and Kids Unlimited!

On April 20th, Jim Wright, creator of InterventionCentral.Org, conducted a training

at the Northwest Ohio Educational Service Center. MVSPA helped to promote this event. The topic of the presentation was academic interventions for difficult to teach students. In the areas of reading, math and writing, participants learned about common stumbling blocks that can prevent students from achieving success. They reviewed a sampling of effective, classroom friendly research-based intervention scripts, and became familiar with a series of free internet resources available for intervention planning and assessment.

MVSPA will be seeking a new President Elect and Membership Chair for the upcoming year. Other officers have volunteered to serve a second term. If you or someone you know would be interested in working in this capacity please contact MVSPA President-Elect, Sara Jones at sara_jones@perrysburg-schools.net.

MVSPA recently published a spring newsletter (our Editor is Dr. Joel Sutton) that can be obtained by contacting membership chair Sara Stockwell at sarastockwell@gmail.com.

Articles include:

Evaluating a multi-component tier 1 intervention for math fact fluency for third graders – from The University of Toledo: Melissa Buckland, Dr. Wendy Cochrane, Erin Hull, Shari Meyers, Venessa Moya, Lacy Schwochow, and Laura Zylka.

Informing the transition process for college-bound students with disabilities: An innovative change project from Linsey Rader (BGSU Intern School Psychologist) and Christie Soltman (School Psychologist/Field Supervisor) from Perrysburg Exempted Village Schools.

Depression or Learning Disability? from Gayle Vonderembse, MVSPA President

Southwest Ohio School Psychologists Association

Regional Update

Courtney A. Schenck, M.S.
School Psychology Intern

West Carrollton City Schools
Eastern Kentucky University
courtney_schenck@mymail.eku.edu

The 2011 SWOSPA conference was a huge success! On March 4, 2011, Amy Harris, Ph.D., graced Cincinnati with her presence to provide more insight into positive behavior supports. Dr. Harris was a very knowledgeable and engaging presenter. The main focus of the presentation was how we as professionals in the school system can support students with tier 2 and tier 3 behavior interventions.

The presentation began with Dr. Harris addressing the different components of school-wide positive behavior supports:

1) Select and define expectations and routine, 2) Teach behavior and routines, 3) Actively monitor behavior, 4) Acknowledge appropriate behavior, 5) Review data to make decisions, and 8) Correct behavioral errors. Designing a school-wide system can help to increase student success.

In order to implement tier 2 and tier 3 interventions, decisions need to be made and understood as to how the students who need the interventions will be determined. Dr. Harris did a very good job with addressing appropriate and inappropriate behaviors that would help decide what students may be at the tier 2 and tier 3 levels. In addition, different behavior interventions were presented that involved teaching needed skills, increasing supervision, and increased feedback.

One of the interventions discussed that I, as an intern, really enjoyed was the Behavior Education Program (BEP). Four different versions of the BEP were presented and all four were focused around the same concept. "A common misperception is that certain strategies presented will "fix" the student and the classroom teacher does not need to be involved." Dr. Harris emphasized the importance of full staff involvement when implementing BEP.

During the second half of the presentation, Dr. Harris discussed tier 3 and how behavior assessment and planning is more intensive at this level. A functional behavior assessment (FBA) is a process in which one gathers information on why a problem is occurring and ultimately leads to a developed behavior intervention plan (BIP). Dr. Harris laid the framework out for those professionals that have already been involved in the FBA and BIP processes as well as for those who are not experienced with these two related entities.

Dr. Harris was truly a joy to hear speak. She addressed many key components of successfully implementing tier 2 and tier 3 behavioral interventions. In addition, attendees were given multiple informational handouts that they were able to take back and share with their colleagues. The content of the presentation was very helpful and I feel that everyone was able to walk away with many inspiring ideas for tackling behavior problems within their individual school districts.

Ohio School Psychologists Association

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Appointed Chairs, Liaison, and Student Representatives: One year terms

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Elaine Semper (2012)
360 Judita Drive
Brunswick, OH 44212
330.225.2468 h
330.722.8275 x 2110 w
epsych@msn.com

IMMEDIATE PAST PRESIDENT

Linda Neiher (2011)
920 West Hill Drive
Gates Mills, OH 44040
440.423.3220 h
216.523.8498 w
LMNei@aol.com

PRESIDENT-ELECT

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5232 Crown Pointe Drive
Medina, OH 44256
330.722.4543 h
330.761.7908 w

SECRETARY

Krista Hickman (2011)
1858 Brandigan Lane
Columbus, OH 43228
614.270.8910 h
419.996.3024 w
khickman@limacityschools.org

TREASURER

Michelle Hathorn (2012)
4279 Cobblestone Drive
Copley, OH 44321
330.668.1198 h
michelleC3@aol.com
(Also: See FISCAL ADVISORY)

TREASURER-ELECT

Terry J. Bendo (2012)
1372 Delia Ave.
Akron, OH 44320
330.865.0429 h
330.761.2828 w
tbendo@akron.k12.oh.us

REGIONAL REPRESENTATIVES (VOTING)

CLEVELAND (CASP)

Dan Dean (2011)
27030 Valeside Lane
Olmsted Township, OH 44138
440.235.5746 h
440.885.2448 w 440.235.7850 f
lsrrc@cox.net

Gail Fadel (2012)
2475 Wellington Road
Cleveland Heights, OH 44118
216.932.3881 h
216.298.7440 w
Gail.Fadel@WHCSD.org

Julie Griffith (2013)
559 Highbridge Road
Vermilion, OH 44089
440.324.3178 x 1142 w
440.376.6718 c
JULR16@sbcglobal.net

Karin Tinnon (2013)
19426 Scottsdale Boulevard
Shaker Heights, OH
216.283.6416 h
216.268.6687 w
bobbytinnon@sbcglobal.net

EAST CENTRAL (ECOSPA)

Linda Seekatz (2012)
3085 Lisa Lane
Zanesville, OH 43701
740.252.3038 h
740.588.5559 w
kessler@zanesville.k12.oh.us

ELYRIA-LORAIN (ELASPA)

Denise Eslinger (2013)
10312 Elliman Road
Mantua, OH 44255
330.562.7933 h
440.748.1233 w
hesling@bright.net

KENT/AKRON (KAASP)

Kathryn Rodocker (2013)
1835 Alabama Avenue NW
North Lawrence, OH 44666
330.761.7900 w
330.904.8423 h
kshem@akron.k12.oh.us

Kelly Kowalski (2012)
1230 Pine Spring Drive
Macedonia, OH 44056
330.352.3442
kkowalsk@akron.k12.oh.us

MAUMEE VALLEY (MVSPA)

Christopher Nelson (2010)
1001 Cherokee Drive
Wauseon, OH 43567
419.335.0315 h
cnelson@nwoesc.org

Beth Gaubatz (2013)
6743 Oak Crossing Lane
Whitehouse, OH 43571
330.465.5580 h
419.352.3576 w
bgaubatz@bgcs.k12.oh.us

NORTH CENTRAL (NCOSPA)

Debbie Liddy (2013)
642 Sweetwater Trail
Wadsworth, OH 44281
330.336.2913
DLLiddy@aol.com

NORTHWEST (NWOSPA)

David Lamb (2012)
11657 Feasley Wisener Road
Van Wert, OH 45891
419.622.4182 h
419.363.3045 x 742 w
dcmlamb@frontier.com

SP of CENTRAL OHIO (SPCO)

Luci Secord (2013)
4875 Widner Street
Columbus, OH 43220
614.507.2606 c
LSecord@worthington.k12.oh.us

Jay Bahnsen (2011)
415 Lake Street
Lancaster, OH 43130
740.654.8246 h
robinjay70@hotmail.com
(Also: See FALL CONFERENCE)

SP ASSOC. of SOUTHEASTERN OHIO (SPASEO)

Debra Buck (2013)
68555 State Route 124
Reedsville, OH 45772
740.378.6642 h
740.594.4235 w
91_dbuck@seovec.org

SOUTHWEST (SWOSPA)

Jacqueline "Lynn" Brumfield (2012)
5846 Pamona Place
Dayton, OH 45459
937.433.0404 h
937.859.5121 x 8826 w
lbrumfield@wcsd.k12.oh.us

Sharon Rieke (2012)
1269 Creek Cove
Maineville, OH 45039
513.677.9733 h
513.674.4234 w 513.742.8339 f
sharon.rieke@hccsc.org

COMMITTEE CHAIRS (NON-VOTING)**AWARDS**

Kristen Prough (Chair)
2341 Savoy Avenue
Akron, OH 44305
330.923.2307 h
330.636.3081 w 330.636.3107 f
proughk@mcsch.org

CRISIS & INTERVENTION

Brian Hill (Chair)
8581 Wyatt Road
Broadview Heights, OH 44147
440.546.1512 h
330.761.3136 w
bhill@akron.k12.oh.us

FALL CONFERENCE

Jay Bahnsen (Co-Chair)
(Also: See REGIONAL REPS: SPCO)

Susan Johnston (Co-Chair)
4365 Brauntun Road
Columbus, OH 43220
614.459.1433 h
614.478.5580 w 614.478.5560 f
johnstons@gjps.org

FISCAL ADVISORY

Michelle Hathorn (Chair)
(Also: See ELECTED OFFICERS: TREASURER)

LEGISLATIVE

Charles Archer (Co-Chair)
705 Orchard Hill Road
Zanesville, OH 43701
740.452.5986 h
740.454.9751 w 740.455.4325 f
archer@zanesville.k12.oh.us

MEMBERSHIP SERVICES

Jennifer Douglas (Co-Chair)
65 Steiner Ave.
Akron, OH 44301-1347
330.761.3065 w
jdouglas@akron.k12.oh.us

Krissy Ciero (Co-Chair)
1322 Finger Lakes
Washington Twp., OH 45458
937.510.1205 h
937.438.6030 x264 w
krissy.ciero@centerville.k12.oh.us

MULTICULTURAL AFFAIRS &**DIVERSITY ISSUES**

Marina Ergun, Co-Chair
30900 Fox Hollow Drive
Pepper Pike, OH 44124
330.908.6008
marina.ergun@nordoniaschools.org

Meghan Shelby, Co-Chair
5811 Canal Road
Valley View, OH 44125
216.446.3817
Meghan.shelby@esc-cc.org

NOMINATIONS & ELECTIONS

Reuben Mosidi (Co-Chair)
3018 Heatherdown Boulevard
Toledo, OH 43614
419.380.0815 h
419.671.8900 w 419.671.8895 f
rmosidi@hotmail.com

Ralph Pajka (Co-Chair)
6625 Bennington Avenue
Parma, OH 44130
440.888.2388 h
216.529.4132 w
ralph.pajka@lakewood.k12.oh.us

OSPA SCHOLARSHIP

Valorie Wolcott Mendelson (Chair)
9106 Prelog Lane
Kirtland, OH 44094
440.256.1748 h
valwm@roadrunner.com

PRIVATE PRACTICE

Kathryn Rodocker (Chair)
1835 Alabama Avenue
North Lawrence, OH 44666
330.904.8423 h
330.761.7900 w
kshem@akron.k12.oh.us

PUBLIC RELATIONS &**COMMUNITY SERVICE**

Heather Doyle (Co-Chair)
3399 E. Normandy Park Drive, Apt. M5
Medina, OH 44256
330.636.4220 w
330.475.4225 h
hdoyle@kent.edu

Shayla Brown (Co-Chair)
6805 Mayfield Road #1519
Mayfield Heights, OH 44124
440.799.2788 h
216.587.3200 x 1023 w
shayla.psych@gmail.com

SPRING CONFERENCE

Sal Karanouh-Schuler (Chair)
15 Adams Street
Berea, OH 44017
440.221.5496 c
salks@sbcglobal.net

TECHNOLOGY

Jeff York (Chair)
13540 Mogadore Avenue, NW
Uniontown, OH 44685
330.699.9583 h
330.873.3396 w 330.873.3392 f
jeff@ospaonline.org

TOSP EDITOR

Rob Kubick
4843 Shining Willow Boulevard
Stow, OH 44224
330.607.8936 c
330.761.2002 w 330.761.2611 f
rkubick@akron.k12.oh.us

HISTORIAN

Katherine Bobak
785 Bridgeport Avenue #207
Streetsboro, OH 44241
440.667.8534
kbobak@kent.edu

LIAISONS (NON-VOTING)**IUC LIAISON (Inter-University Council for School Psychology Trainers)**

Ryan Allen
Department of Education and Allied Studies
John Carroll University
University Heights, OH 44118
216.397.4601 p
216.397.3045 f
rallen@mirapoint.jcu.edu

OHIO DELEGATE TO NASP

Kathy McNamara
5769 Spring Grove
Solon, OH 44139
330.498.0441 h
216.687.2521 w 216.687.9294 f
k.mcnamara@csuohio.edu

OHIO SUPERVISORS OF SCHOOL**PSYCHOLOGISTS**

Perry Clark
65 Steiner Avenue
Akron, OH 44301
330.761.3151 w
pclark@akron.k12.oh.us

OFFICE FOR EXCEPTIONAL CHILDREN

Barbara Murphy
3099 Walden Ravine
Columbus, OH 43221
614.466.5677 c
614.752.1397 w
Barbara.Murphy@ode.state.oh.us

OPA LIAISON

Mary Ann Teitelbaum
1918 East 34th Street
Lorain, OH 44055
440.277.0245 h 216.233.1468 c
440.988.4406 w 440.277.4401 f
mat@centurytel.net

OSPA,*continued from page 73*

Michael Woodin
 Department of Educational Psychology
 McGuffey Hall - 201
 Miami University
 501 East High Street
 Oxford, OH 45056
 513.523.2653 (h)
 513.529.6635
 woodinmf@muohio.edu

**UNIVERSITY STUDENT REPRESENTATIVES
 (NON-VOTING)**

BOWLING GREEN STATE UNIVERSITY
 Amy Davis (2011)
 2055 Napoleon Rd. Unit 4B
 Bowling Green, OH 43402
 330.284.9257 c
 aldavis@bgsu.edu

Robyn Kuhlman (2011)
 215 Chippewa Drive
 Ottawa, OH 45875
 rkuhlman@nwoesc.org

CLEVELAND STATE UNIVERSITY
 Melissa Bestgen (2011)
 1900 East 30th Street, Apt. 211
 Cleveland, OH 44114
 440.227.2552
 melissabestgen@yahoo.com

JOHN CARROLL UNIVERSITY
 Emma Whitmore (2011)
 2734 Hampshire Road, Apt. 301
 Cleveland Heights, OH 44106
 216.288.7044
 ewhitmore11@jcu.edu

KENT STATE UNIVERSITY
 Annie Rogers (2011)
 aroger14@kent.edu

MIAMI UNIVERSITY
 Amanda Lotycz (2011)
 639 West Chestnut Street, Apt. 13
 Oxford, OH 45056
 614.670.6228
 lotyczal@muohio.edu

Amanda Lotycz (2011)
 639 West Chestnut Street, Apt. 13
 Oxford, OH 45056
 614.670.6228
 lotyczal@muohio.edu

OHIO STATE UNIVERSITY

UNIVERSITY OF CINCINNATI
 Jessica Dunwoodie (2011)
 3242 Berwyn Place, Apt. 2
 Cincinnati, Ohio 45209
 dunwooja@ucmail.uc.edu

UNIVERSITY OF DAYTON
 Dana Doran-Myers (2011)
 760 Wittelsbach Drive Apt. H
 Kettering, OH 45429
 ddoranmeyers1@notes.udayton.edu

UNIVERSITY OF TOLEDO
 Shari Meyers (2011)

CENTRAL OFFICE STAFF
OSPA BUSINESS MANAGER

Cheryl VanDenBerge
 3976 Weston Manor
 New Albany, OH 43054
 614.855.9787 h
 614.414.5980 w 614.414.5982 f
 ospa1997@aol.com

**DIRECTOR OF LEGISLATIVE SERVICES
 & PROFESSIONAL RELATIONS**

Ann Brennan
 170 South Stanwood
 Columbus, OH 43209
 614.231.5536 h
 614.414.5980 w 614.414.5982 f
 Ajbrenn10@aol.com

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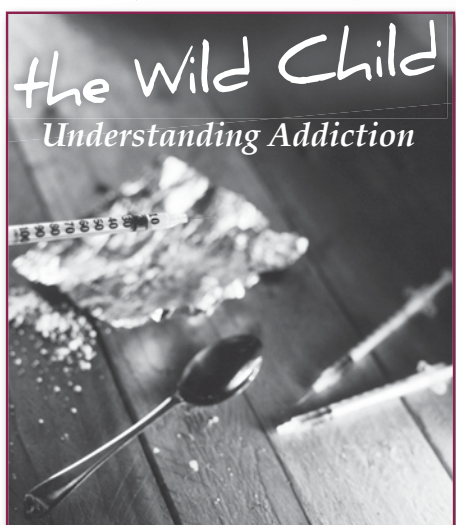
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SEX, DRUGS, &



- A regional conference for Social Workers, Counselors, Educators, Juvenile Justice and Health Care Professionals.



SAVE THIS DATE!

Tuesday, September 13, 2011

To be held at TRECA:

100 Executive Dr., Marion, OH 43302

- **Keynote Speaker: Annette Franks, M.Ed., LPC**
"Understanding Addiction and the Impact on Our Youth and Families Today"
 Ms. Franks will explore the brain disease of addiction and its impact on our country today. She will also address what can be done to help.
- **Breakout Session Speakers:**
Annette Franks, M.Ed., LPC
"A Closer Look at the Family Psychological Dynamics of Addiction"
Orman Hall, Director/Ohio Department of Alcohol & Drug Addiction Services
"Ohio Trends in Substance Abuse Among Teens"
Jeff Grant, MACC, M.Div., Central Ohio Sexual Addiction Recovery Center
"Sexual Addiction 101"
Jodi Galloway, LSW, OCPS-2, Director of Marion-Crawford Prevention Programs
"Teen Institute Panel Discussion"
Closing Session: "The 40 Developmental Assets & Preventative Strategies"

- Early registration for this one-day conference is \$65 and must be faxed, emailed, postmarked, or telephoned by August 19.
- Regular registration is \$75 after August 19 and by September 12 and same day registration is \$85.

- The fee includes a continental breakfast, snacks, and all conference materials, and continuing education units for social workers, counselors, educators, and nurses.
- For registration information, contact Kelly Garrett at 740/383-3108 or Kelly@unitedwaymarion.org or Angie Martin at 740/389-4798, ext. 257 or mrs_martin@tdalearn.org.

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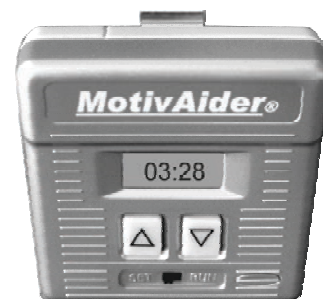
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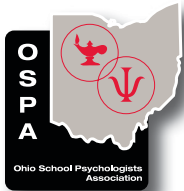
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Calendar

September

16	Meeting the Academic and Social/Emotional Needs of Gifted Students KAASP Presentation. Dr. Jim Delisle	Chenoweth Golf Course Akron, OH
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November

2-4	OSPA Fall Conference	Hilton Columbus/Polaris, OH
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February 2012

21-24	NASP 2012 Annual Conference and Convention	Marriott Philadelphia Downtown Philadelphia, PA
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April 2012

18-20	OSP Spring Conference	Hilton Columbus/Polaris, OH
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