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Presidential Report

As President of ASPA, I had the opportunity to represent our state at NASP's annual Public Policy Institute (PPI) in July. The purpose of PPI is to provide training to participants build skills to advocate for policy change at a state and national level. Each year PPI focuses on a specific issue and this year the issue was "Creating Trauma Sensitive Schools: Supportive Policies and Practices for Learning." While the training did provide information specific to this specific topic, PPI was primarily

focused on how to effect change through the political process. The training culminated in a day on Capitol Hill. I would like to quickly share some things I learned in this process so that you may also advocate for important issues.

The most surprising part of PPI was learning how easy it is to actually meet with our Senators and Representatives, or their staff, to discuss issues you feel need to be addressed. I was able to schedule a meeting with Steve Womack's legislative aide. During our meeting, I shared

Kyla Warnick

information about the role school psychology specialists play in our state. I was also asked questions about our role and how we are funded in the schools.

Other legislators were not available; however, I have been asked to meet with representatives in state when session was out. I was heartened by the ability to access and share information. I would encourage everyone to consider scheduling meetings and sharing information, especially about supporting students through school psychology services.

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Legislative News

An Interim Study Proposal has been filed with the Bureau of Legislative Research to study the benefits of each district directly employing School Psychology Specialists. After the current legislative session adjourns, interviews will be conducted with various districts across the state

as well as with ASPA leadership and university School Psychology programs. ASPA leadership is scheduled to testify before legislative committee in September of this year and the outcome of the interim study will be presented to legislators by July 2017.

Rita Phillips, Legislative Chair

This is a huge step toward having School Psychology Specialists mandated as school employees.

Special thanks to Representative James Sturch and Representative Charlene Fite for assisting us toward this goal.

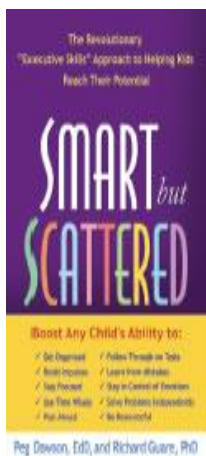
ASPA Fall Conference

Smart but Scattered: Executive Dysfunction at Home and at School

By Peg Dawson, Ed.D.

September 21-22, 2015

Embassy Suites Hotel, Little Rock



Session Description: Youngsters with poor executive skills are disorganized or forgetful, have trouble getting started on tasks, get distracted easily, lose papers or assignments, forget to bring home the materials to complete homework or forget to hand homework in. They may rush through work or dawdle, they make careless mistakes that they fail to catch. They don't know where to begin on long-term assignments, and they put the assignment off until the last minute, in part because they have trouble judging the magnitude of the task and how long it will take to complete it. Their workspaces are disorganized, and teachers may refer to their desks, backpacks, and notebooks as "black holes." Students with executive skill deficits present tremendous challenges to both parents and teachers who often find themselves frustrated by children whose problems in school seem to have little to do with how smart they are or how easily they learn.

Learning Objectives: As a result of this workshop, participants will:

1. Understand executive skills within the context of brain development.
2. Be able to identify how executive skills impact school performance and daily living.
3. Have access to a repertoire of strategies to improve executive skills in students. These will include strategies to modify the environment to reduce the impact of weak executive skills and procedures such as coaching that can be used to teach children how to improve specific executive skill deficits in the context of home or school performance expectations.

About the Speaker:

Peg Dawson, Ed.D., received her doctorate in school/child clinical psychology from the University of Virginia. She worked as a school psychologist for 16 years in Maine and New Hampshire, and, for the past 20 years has worked at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she specializes in the assessment of children and adults with learning and attention disorders. Along with her colleague, Dr. Richard Guare, she has authored several books, including a book for professionals, *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention* (recently revised) as well as a book for parents, *Smart but Scattered*. Their most recent books are *Coaching Students with Executive Skills Deficits* and *Smart but Scattered Teens*. Dr. Dawson is a past president of both the National Association of School Psychologists and the International School Psychology Association. She is also the 2006 recipient of NASP's Lifetime Achievement Award and a 2010 recipient of the International School Psychology Association Distinguished Services Award.

ASPA has gone social!

Find us on Facebook:

<https://m.facebook.com/profile.php?id=1503327889880673>

We are on Instagram:

<http://instagram.com/arschoolpsych>

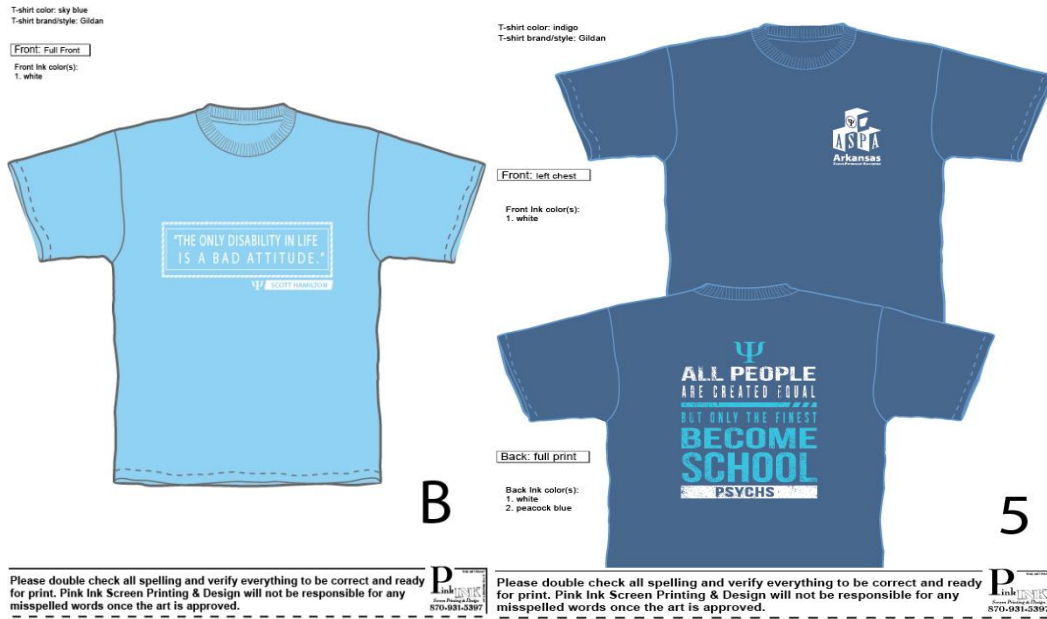
Twitter:

@ARschoolpsych

Pinterest:

search for ASPA under "Pinner's"

New ASPA T-Shirts Designs Available at the Fall 2105 Conference



2016 FALL CONFERENCE PREVIEW



The ASPA is sponsoring Dr. Jack Naglieri and Kathleen Kryza for the Fall Conference which will be held October 6-7, 2015 in Little Rock at the Holiday Inn Airport. Dr. Naglieri and Mrs. Kryza will be presenting their workshop titled, “Think Smart for School and Life”. In this session Jack, an educational researcher and school psychologist, and Kathleen, a master teacher, will merge brain science from the PASS theory of intelligence with practical instructional strategies and interventions that will help students think smarter in school and life. The PASS theory provides a framework for understanding learning and learning problems, assessment of these basic psychological processes, and how to match each student’s unique learning profile with corresponding instructional methods.

ASPA Summer 2016 Conference

June 2 & 3, 2016

Brewer Hegeman Conference Center

University of Central Arkansas

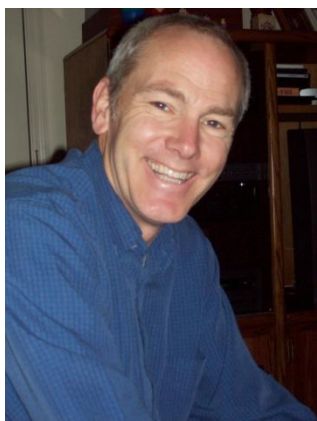
201 Donaghey Ave

Conway, Arkansas 72035

Day One

When Everything You've Tried Hasn't Worked: Creative Techniques for Resolving Persistent School Behavior Problems

John J. Murphy, Professor of Psychology and Counseling at the University of Central Arkansas, is a former finalist for NASP School Psychologist of the Year and an internationally recognized practitioner, author, and trainer of strengths-based approaches with young people, families, and school problems. His books have been translated into multiple languages, including the recently released third edition of the award-winning book, *Solution-Focused Counseling in Schools* (2015). Dr. Murphy's work is featured in the NY Times bestseller *Switch* and the videotape training series, *Child Therapy with the Experts*. He is a sought-after workshop presenter who has trained thousands of mental health professionals and teachers throughout the US, Europe, China, New Zealand, Canada, and elsewhere. During ASPA's summer conference in 2016, Dr. Murphy will be presenting on creative ways to resolve problematic behaviors. This workshop equips teachers, counselors, helping professionals, and parents with a range of uncommon techniques that are often useful in changing persistent child and adolescent behavior problems that are unresponsive to more conventional interventions. Based on systems theory, innovative brief therapy techniques, and research on "what works" in changing persistent problems, this workshop illustrates various ways to "try something different" in the face of chronic problems instead of repeating "more of the same" interventions.



Day Two

Motivational Interviewing

Dr. Gerald Strait is an assistant professor in Arkansas State University's School Psychology Program. He earned his Ph.D. from the School Psychology Program in the Department of Psychology at the University of South Carolina. He is an expert on School-based Motivational Interviewing (MI) and School-based Mentoring, which is evident from the number of published randomized trials he has conducted on these interventions. Dr. Strait completed an APA-approved pre-doctoral internship in Dallas Independent School District, where he provided cognitive-behavioral therapy to youth and their families and consulted with parents and teachers. Following internship, Dr. Strait completed a two-year post-doc in Saint Louis Special School District where he conducted psycho-educational assessments and provided consultation to schools implementing Response to Intervention. Recently, he co-developed Arkansas State's Rising Stars Program, which is a service-learning program that provides evidence-based and experimental academic and behavioral interventions to local schools. At ASPA's summer conference in 2016, Dr. Strait will provide an all-day training session on School-Based Motivational Interviewing. This training will include an overview of MI skills, principles, and processes. In addition, attendees will have the opportunity to practice these skills during group activities and role-plays.



Registration will be available in the spring of 2016 with a fee of \$150. For further information, please contact Krystal Lovell at krystal.lovell@fcmustangs.net or 870-504-3076.

NASP 2015 Orlando, Florida

Mary Bryant

The weather in late February was not very cooperative for several people from Arkansas trying to escape to Orlando for a little learning and networking with other professionals from across the nation. After several cancelled and rescheduled flights from Memphis due to freezing rain and sleet, we finally reached our destination after 2 days stranded in hotels at the airport. This year's convention was delightfully fulfilling in so many ways; the warm weather, evenings with Mickey and Harry Potter, and copious amounts of sessions on ADHD, learning disabilities, resilience, executive functioning, and learning about new test instruments from the greats such as Dawn Flanagan, Jack Naglieri, and Sam Ortiz to name a few. For those unable to attend the annual NASP Convention in Orlando, FL this year you can access a plethora of handouts from a range of mini-skills presentations, poster sessions, and symposiums simply by logging in to your NASP membership account. Hundreds of sessions were uploaded shortly after the convention concluded.

<http://www.nasponline.org/conventions/2015/program/session-handouts.aspx>

Additionally, you can access top convention content and NASP- and APA- approved CPD's right from your desk with session recording packages. You can gain 10+ CPD's including 3 hours of Ethics by purchasing a recording package. You can also view the Keynote Address by Mr. Patrick J. Kennedy and the opening remarks of NASP President Stephen Brock, Ph.D., NCSP, LEP. <http://www.nasponline.org/conventions/2015/post.aspx> My personal favorite was the Keynote by Patrick Kennedy, I had no idea what a warrior he has been for mental health parity and mental health in the schools. It is a must see. Very inspiring. Pictured below Mary Bryant and Patrick Kennedy.



Mark your calendar for the NASP 2016 Annual Convention in New Orleans, LA at the New Orleans Marriott and Sheraton New Orleans, February 10-13, 2016.

Some extreme networking was going on in the picture below with state and national leaders from Virginia, Texas, Alabama, and Arkansas. Additionally, we had some one-on-one time with Ms. Cara Nissman, freelance journalist, reporter and editor for the ongoing column "Today's School Psychologist" with LRP. She develops, reports, and writes multiple articles a week on school psychology and other education issues. She writes on topics such as autism, anxiety, and other issues in schools and edits columns by renowned psychologists and editors. She had lots of questions for us on various topics and we were happy to oblige.

Pictured top row: Jennifer Schroeder (TX President), Laurie Klose (TX Delegate), Terri Sisson (VA Delegate), Janet Gottemoeller (AL President), Clare Ward (AL State Department) and Melinda Adkins (AL Delegate)
Pictured bottom row: Cara Nissman (LRP), Mary Bryant (AR Past President), Wendy Stovall (AR Delegate), and Kyla Warnick (AR President Elect)



Presidential Report, Continued

Hopefully you will decide to advocate for issues you feel passionate about. As you do, here are some other tips that were shared. First, have a clear, concise message to share. Be sure to bring written material to support your point. If you speak with a legislative aide for your legislator know that the information you share is processed and may be used at a future time. The more you contact your legislator, the more you may be seen as a resource. Bring your business card and follow up with an email after your meeting. Remember the 'Rule of Six'. Once a legislator is contacted six times about an issue, they begin to take more notice of the issue.

My main take away from my experience is that while you may just be one person, your voice can be heard. I did feel that I had to step outside my comfort zone to schedule meetings, prepare talking points, and answer a variety of questions, but ultimately I was very encouraged that I could share information so easily. We can all take these steps and advocate for best practices to serve the students of our state. I encourage everyone to consider what actions you can take to let your voice be heard. You can make a call, send an email, or schedule an appointment. Here is a link to find your senator or representative as well as their contact information. Your voice matters!

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Pages/LegislatorSearchResults.aspx?member=&committee=All&chamber=>

P R E P a R E

School Crisis Prevention and Intervention Training Curriculum



PREPaRE School Crisis Prevention and Intervention Training Curriculum

On January 15 and 16 School Psychology Specialists from the northeast Arkansas area attended the first ever PREPaRE training given in the state of Arkansas. Ms. Linda Graham, NCSP, School Psychology Specialist for the Nettleton School District, who recently became a Trainer-of-Trainers for the PREPaRE program, facilitated Workshop 2 of the PREPaRE program. Workshop 2 focuses on Crisis Intervention and Recovery: The Roles of School Based Mental Health Professionals. This 2-day workshop provided school-based mental health professionals and other school crisis intervention team members with the knowledge necessary to meet the mental health needs of students and staff following a school-associated crisis event. With updated research and crisis intervention strategies, this workshop taught participants how to prevent and prepare for psychological trauma, helps to reaffirm both the physical health of members of the school community and students' perception that they are safe and secure, to evaluate the degree of psychological trauma, respond to the psychological needs of members of the school community, and examine the effectiveness of school crisis intervention and recovery efforts. This workshop is an excellent course for all mental health professionals in your district who provide mental health crisis intervention services.

Key Messages for School Psychologists

- Crisis prevention and response is a growing role for school psychologists.
- Participating on school crisis teams is an effective way to enhance your role/visibility and your mental health service skills.
- Training specific to crisis prevention, the impact of crisis on children and youth, and facilitating recovery within the school context is essential, even for seasoned school psychologists.
- PREPaRE is research-based training developed by NASP that builds on school psychologists' expertise and meets the unique needs of school safety and crisis teams.
- PREPaRE training will better equip you to help reduce negative trauma reactions, build students' resiliency and coping capacity, and strengthen your school community.
- Help bring PREPaRE to your district – visit the NASP webpage for more information on the PREPaRE program, information for key stakeholders, and for broadening your skills as a school psychology specialist.



Arkansas State University School Psychology Program Report

This year our nationally approved School Psychology program will have the largest first year class and the total enrollment in its history. Our graduates had maintained a 100% pass rate on the Praxis II School Psychology licensing exam and a 100% employment rate with most employed in the Arkansas public schools and educational cooperatives. Many of our recent graduates have also obtained national certification as school psychologists. This fall we will submit a rejoinder to obtain re-approval by the National Association of School Psychologist, and will be collaborating with a number of organizations to develop legislation to mandate a minimum school psychologist to student ratio in Arkansas. We thank those of you who have been helping with these efforts.



University of Central Arkansas School Psychology Program Report

For Fall 2015, the School Psychology Program at UCA has approximately 30 students in the program all together (both MS and Ph.D.). We have achieved national accreditation at both the Specialist and Ph.D.- levels. We have NASP accreditation through 2017, and APA accreditation through 2020. Over the past several years, our graduates have a 100% pass rate on the Praxis exam and 100% have obtained employment. To date, we have had 20 graduates from our Ph.D. program and all of them have obtained employment. Sixty percent of the Ph.D. students have become Licensed Psychologists and work in a variety of educational and mental health settings. Most of our graduates become practitioners, but we have had a few who have taken university teaching positions. One of our recent interns in Dallas, TX Public Schools received the Superintendent's service award for his work during the Ebola scare in Dallas. Finally, our students have been competitive for APA-accredited internships and, as examples, have interned in Phoenix, Arizona; Dallas, Texas; New Orleans, Louisiana; and the Illinois School Psychology Internship Consortium.



ASPA Defined

The Arkansas School Psychology Association is an affiliate of the National Association of School Psychologists. The Association:

- Supports members in delivery of educational and mental health services to children and their families
- Advances professional standards of school psychology
- Provides opportunities for professional growth
- Informs the public about the services and practice of school psychology

In addition to the Fall and Summer conferences offered through ASPA, there are regional meetings occurring across the state.

If you would like to become more involved in ASPA, please contact any of the board members listed below.

Position	Name	E-Mail
President	Kyla Warnick	Kyla_e@hotmail.com
Immediate Past President	Carol Brown	Carol.brown@valleyviewschools.net
President-Elect	Charity Burdess	cburdess@rps.k12.ar.us
Secretary	Lacey Monroe	Lacey.monroe@gmail.com
Treasurer	Sue Featherston	sfeatherston@almasd.net
NASP Delegate	Wendy Stovall	wstovall@crmail.k12.ar.us
Student Representative (ASU)	Kory O'Brien	Kory.obrien@smail.astate.edu
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North West Region	Jennifer Jackson	Jennifer.jackson@fayar.net
South East Region	Mickey Shell	mkshell@earthlink.net
South West Region	Position Available	