



Fall 2016

# ASPA Voice

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## Presidential Report

## Charity Means-Burdess

Hello ASPA Members and Supporters!

I hope that all of you had a restful summer and are ready for the excitement of the 2016-17 school year!

According to US News & World Report, School Psychology is the #2 Best Social Service Profession. Although we manage copious amounts of paperwork, we work in a profession with a high amount of flexibility, good work/life balance and low unemployment. I am proud of my chosen profession and hope that ASPA is a resource for all of us to improve our professional skills, learn from colleagues and support each other. ASPA is continuing to serve our members by advocating for our profession on a local, state and national level, providing quality professional development and communicating news and information from NASP.

I am looking forward to seeing many of you at our upcoming fall conference. We hope that you use this opportunity to increase your professional knowledge, network with other School Psychology Specialists from around the state and (hopefully) win some excellent door prizes!

Please contact me or any of the ASPA leaders (names and emails are listed at the end of the newsletter) if you have ideas for future professional development, are interested in becoming more involved in your state organization or are in need of information about School Psychology in Arkansas.

## ASPA Fall 2016 Conference

**Fall Conference registration is now open!** The conference will be held on October 6-7 at the Holiday Inn Airport in Little Rock. A **FREE** pre-conference will also be held on October 5 for paid registrants. Additional details are provided in the section below.

This year we are proud to welcome Dr. Jack Naglieri and his wife, Kathleen Kryza. Dr. Naglieri is a leader in the field of school psychology, and he has authored over 300 scholarly papers, book chapters, books, and tests. Mrs. Kryza is a teacher, coach, and consultant with a Master's Degree in Special Education and a Bachelor's Degree in Elementary Education.

Their workshop titled, "Think Smart for School and Life" 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.

They will also emphasize how PASS can be used by teachers to identify effective instruction and school psychologists for making eligibility determination for specific learning disabilities and ADHD. We will also show how measuring PASS by the Cognitive Assessment System – Second Edition (CAS-2) can detect learning profiles for special education students and be used for fair assessment of African-American, Hispanic, and English Language Learners.

The brain-based PASS neurocognitive approach provides information about a student's foundation for learning and it allows school psychologists, educators, parents, and students a common understanding and language for working with the learning brain. The more we can work together to understand how the brain learns, the more we can help students understand how to use their brain more effectively to achieve academic and life successes.

[This workshop will be beneficial and valuable for school psychologists, general and special education teachers, building administrators, school based mental health professionals, pediatric therapists \(speech, OT, PT\) and special education supervisors. So please share the attached flyer with other professionals in your building.](#)

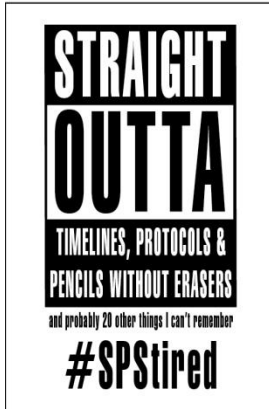
### **Free Pre-Conference Information:**

Dr. Alexander Quiros with Pearson will be offering a workshop on Q-Interactive and Q-Global which will give participants 3 hours of continuing education credit in technology. The workshop will be from 12:30 – 3:30 on October 5 and is **FREE** with paid registration to the Fall Conference.

[This year we are excited to offer several door prizes from our assessment vendors including the following: Feifer Assessment of Reading \(FAR\) kit, Behavior Rating Inventory of Executive Function \(BRIEF-2\) hand-scored kit, Rating Scale of Impairment \(RSI\) Complete Online Kit, and two Vineland-3 kits!](#)

# NEW T SHIRTS AVAILABLE AT THE FALL CONFERENCE

T-shirt color: white/black sleeves  
T-shirt Brand/Style: Gildan Raglan



Front: Full Front  
Print size : 9.5" x 13.5"  
Front Ink color(s):  
1. black



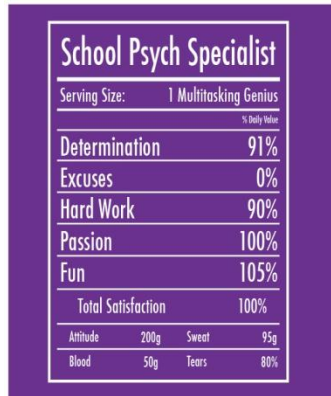
Back: Full print  
Print size : 8" x 10.5"  
Back Ink color(s):  
1. black



A. T-shirt color: purple  
T-shirt Brand/Style: Gildan



Front: Left Chest  
Print size : 4" x 2.8"  
Front Ink color(s):  
1. white



Back: full print  
Print size : 10" x 12.7"  
Back Ink color(s):  
1. white



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## ASPA LAUNCHES NEW WEBSITE

The ASPA website has gotten a new look ([www.aspaonline.net](http://www.aspaonline.net))! The ASPA board recently partnered with a Little Rock small business, 84Boxes, to completely redesign the page. It is now easier to contact board members, view information for upcoming conferences, and get updated information! Be sure to look at the "resources" page to view dozens of links for practitioners, families, and students. There is also a list of resources for working with ELL students. Check it out! With concerns or questions, email [aspa.technology@gmail.com](mailto:aspa.technology@gmail.com).



**Arkansas**  
SCHOOL PSYCHOLOGY ASSOCIATION



# 2017

## Fall Conference

### Laura Riffel, Ph.D.

#### Identification and Intervention Related to Emotional Disturbance

Dr. Laura Riffel specializes in helping professionals teach and communicate more effectively with people of differing ability levels. With more than 30 years of experience, Dr. Riffel has trained thousands of teachers, parents, counselors, psychologists, administrators, and bus drivers how to make data based decisions as a way to change behavior. Her trainings are filled with humor and make data collection easy to understand and use in any setting.

Dr. Riffel served as the webmaster for the National Technical Assistance Center on Positive Behavioral Interventions and Supports sponsored by the Office of Special Education Programs from 1999-2012. She also operates [www.behaviordoctor.org](http://www.behaviordoctor.org). Dr. Riffel travels the world presenting on Positive Interventions and Effective Strategies for serving students with autism, oppositional defiant disorder, ADHD, emotional behavior disorder, and learning disabilities. Because Dr. Riffel has had the opportunity to teach in multiple settings including inclusive classrooms, resource and self-contained settings, behavioral day treatment, and detention centers, she brings a unique awareness and great experience to the training.

Previously, Dr. Riffel enjoyed teaching at the college level at the University of Kansas, Georgia State University, and the University of Central Oklahoma. She taught the following courses entitled: Families and Quality of Life, Applied Behavior Analysis for Classroom Teachers, and Managing Classroom Behavior.

**September 21-22, 2017**  
**at Holiday Inn Airport, Little Rock, AR**  
**[www.aspaonline.net](http://www.aspaonline.net)**



## NASP CONVENTION IN SAN ANTONIO, TEXAS

The NASP annual convention is within driving distance for most of us in Arkansas.

Join thousands of school psychology professions from across the country in San Antonio, TX, February 21–24, 2017. Learn new skills and strategies, step back and see challenges with a fresh perspective, and bring home recommendations from other practitioners.

Topics will include multitiered service delivery, evidence-based interventions, family–school collaboration, support for diverse populations, and more.

Registration for the NASP 2017 Annual Convention opens October 3. Register by November 9 and save \$50 and be entered for a chance to win a refunded registration! Learn more at [www.nasponline.org/NASP2017](http://www.nasponline.org/NASP2017).

Locate materials to convince your supervisor to approve your attendance, get registration and hotel details, and more at [www.nasponline.org/NASP2017](http://www.nasponline.org/NASP2017).



The ASTATE Educational Specialist (Ed.S.) School Psychology Track/Program received very good news on August 2, 2016. The *National Association of School Psychologists (NASP)* Program Approval Board (PAB) has granted the ASTATE school psychology graduate program of study **Full Approval**. NASP serves as the Specialized Program Association (SPA) for the Council for the Accreditation of Educator Preparation (CAEP). As noted by NASP “program approval/national recognition is an important indicator of quality graduate education in school psychology, comprehensive content, and extensive and properly supervised field experiences and internships as judged by trained national reviewers”. Programs that are NASP Approved allow for a streamlined process for graduates to become nationally certified as school psychologists. Graduates from NASP approved programs are in an ideal position to best serve children/students, parents, families, professional educators, and the preK-12 schools.

## Arkansas Department of Education Resources

### Arkansas Technical Assistance Manual: Identification of Students with Specific Learning Disabilities (AR TAM-SLD)

The Technical Assistance Manual was published this summer to assist with questions regarding the different methods allowed by state and federal law identifying a student with a Specific Learning Disability. <https://arksped.k12.ar.us/documents/monitoring/SLDIdentificationTAMUpdate07102016.pdf>

### Resources for Students Identified with Characteristics of Dyslexia

The resources include the Dylsexia Resource Guide (updated in January 2016), Dyslexia Scenarios (including scenarios for students with IEPs) and Frequently asked questions. <https://arksped.k12.ar.us/CurriculumAndAssessment/Dyslexia.html>

# ESSA Overview for School Psychologists

## The Big Picture

The Every Student Succeeds Act (ESSA) presents significant opportunity to increase access to comprehensive school psychological services and to advance the role of school psychologists to help improve student and school outcomes. The new federal law, which takes effect at the beginning of the 2017–2018 school year, includes a number of important structural changes, the most significant of which returns to states and local jurisdictions substantial control for designing program and accountability systems and determining use of funds. The voice and leadership of school psychologists will be critical to ensuring that states' ESSA implementation efforts reflect best practice and equal opportunity for all students.

## Key Policies Relevant to School Psychological Services

Unless explicitly noted, the policies listed below do not represent mandated activities. Rather, they are authorized activities that states and districts may choose to implement using federal funds.

### 1. Assessment and Accountability Systems

- ESSA replaces annual yearly performance (AYP) requirements with a comprehensive model that seeks to support struggling schools.
- States and local education agencies (LEAs) must engage in meaningful consultation with appropriate specialized instructional support personnel when designing state and local Title I plans to improve student outcomes and school success.
- States must develop an accountability system that:
  - Includes performance goals for subgroups of students
  - Annually measures student performance based on
    - Performance on state assessments, and
    - At least one other valid and reliable academic indicator that can include student growth
  - Include at least one indicator of school quality or student success that allows for meaningful differentiation, such as student engagement, or school climate and safety

### 2. School Improvement and Support

ESSA requires states to establish a system of meaningfully differentiating school performance offering support to schools in need of improvement.

**Comprehensive Support and Improvement.** At least once every 3 years, states must identify schools that fall in this category. Minimum criteria include: the bottom 5% of schools, high schools with graduation rates below 67%, and schools with subgroups of students that have consistently underperformed. Comprehensive support and improvement plans are approved and monitored by the state. If a school fails to make progress, the state may take additional actions. Schools identified for comprehensive support and improvement must:

- conduct a needs assessment,
- implement evidence-based comprehensive learning supports based on the results, and
- identify and plan to address resource inequity, which could include staffing ratios.

**Targeted Support and Improvement.** Every year, states must identify individual schools in which any subgroup of students is consistently underperforming. In collaboration with the LEA, these schools must develop a plan to improve outcomes for the

subgroup of students identified as underperforming. The district determines appropriate timelines for improvement and actions if schools fail to make progress.

- In schools operating a targeted assistance program, plans must outline how specialized instructional support personnel will be involved in helping identify and intervene with students most at risk of school failure.
- Schools may use Title I funds to implement comprehensive school mental health services as a school improvement strategy.

### **3. Improving School Climate, School Safety, and Access to High Quality Comprehensive Learning Supports**

States must annually report school climate, bullying, and harassment data and articulate how they will assist LEA efforts to address bullying, harassment, and discipline. However, ESSA allows great flexibility for states and districts to determine specific practices to improve school climate, school safety, and the delivery of comprehensive learning supports.

States and districts can use Title I, Title II, and/or Title IV\* funds to:

- Implement multitiered systems of support to address the academic, social–emotional, behavioral, and mental health needs of all students.
- Implement positive behavior interventions and support and early intervening services.
- Improve school climate and comprehensive safety.
- Increase access to comprehensive school mental and behavioral health services.
- Implement trauma informed practices, and mental health first aid.
- Improve quality and effectiveness of school community partnerships.
- Offer ongoing and job embedded professional development for all relevant school staff that facilitates:
  - Alignment of activities to specific school improvement efforts;
  - Collaborative data collection and decision making;
  - Increased educator capacity within multitiered systems of support;
  - Effective classroom discipline and behavior management;
  - High quality instruction, supports, and interventions for diverse learners, including students with disabilities; and
  - Knowledge of culturally competent practices.

\*Title IV Part A funds are awarded to states and districts based on the funding formula used to allocate Title I funds. States must spend at least 20% on activities to support safe and health students, and 20% on activities to expand access to a well-rounded education (e.g., music, arts, civics).

For more information about ESSA and how it impacts School Psychology go to <http://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-priorities/the-every-student-succeeds-act/essa-implementation-resources/essa-overview-for-school-psychologists>

## ASPA Leadership

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

Position	Name	E-mail
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Immediate Past President	Kyla Warnick	kyla_e@hotmail.com
President-Elect	Jennifer Jackson	Jennifer.Jackson@fayar.net
Secretary	Lacey Monroe	Lacey.monroe@gmail.com
Treasurer	Joan Simon	jsimon@uca.edu
NASP Delegate	Wendy Stovall	wstovall@crmail.k12.ar.us
Student Representative (ASU)	Chris Williams	christopherr.williams@smail.astate.edu
Student Representative (UCA)	Monica Palmore	mpalmore2@cub.uca.edu
University Representative (ASU)	John Hall	jhall@astate.edu
University Representative (UCA)	Joan Simon	jsimon@uca.edu
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	Mary Bryant	Maryjbryant@yahoo.com
	Carol Brown	carol.brown@valleyviewschools.net
Legislative Committee	Rita Phillips	lrwphilips@yahoo.com
NASP SPAN Contact		
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Technology (Social Media)	Mary Walter	walterm@nlrsd.org
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South East Region	Mickey Shell	mkshell@earthlink.net
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## ASPA IS 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"