



Spring 2016

ASPA Voice

Fall 2017 Conference

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Fall Conference 2017

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.

Dyslexia Resource Guide

Mrs. Mary Bryant, Ed.S., NCSP (ASPA President 2012-2013) was appointed to the ADE Dyslexia Resource Guide Committee to represent the interests of ASPA as it relates to the dyslexia guide in the Spring of 2015. Mrs. Bryant was recently elected chairperson by the members of the Dyslexia Resource Guide Committee in November 2015.

The Dyslexia Resource Guide Committee is a diverse group appointed by Mr. Johnny Key, ADE Commissioner of Education (as stipulated in the AR Dyslexia Law) to provide a useful and functional interpretation of the Arkansas Dyslexia law for educators and school districts. The group includes a homogeneous cross-section of professionals within the state such as classroom teachers, special educators, administrators, school psychology specialists, speech/language therapists, and ADE employees. The Dyslexia Resource Guide is considered a "work in progress" and is frequently updated. Please see the dyslexia tab of the ADE website for updates to the guide and resources.

Northwest Arkansas Regional Workshop

On behalf of OSPA and ASPA, Springdale School Psychology Specialists are excited to offer a day-long training session on **Tuesday, April 26th**, from 8:30 a.m. to 3:30 p.m. at the Northwest Arkansas Education Service Cooperative (NWAESC) in Farmington. There will be a **\$15.00** fee per person to cover the cost of lunch. This session will feature Dr. Anise Flowers, Assessment Consultant with Pearson. Dr. Flowers received her Ph.D. in Clinical Child Psychology from Louisiana State University. She has been an Assessment Consultant with Pearson for the past 12 years, and currently provides consultation to professionals in Arkansas and South Texas. Dr. Flowers has presented numerous workshops and presentations throughout Texas & Arkansas on a variety of assessment topics.

The training will begin promptly at 8:30 a.m. and certificates will be provided for 6 hours of professional development. Lunch will be provided onsite. Please confirm your registration by visiting the website at starfishnw.org and clicking on 'Workshops' and following directions as indicated. Information about the presentation is as follows:

Morning:

Tools for the Assessment of Dyslexia and other Reading disorders

Description:

According to the Arkansas Dyslexia Resource Guide, Level 2 evaluation with norm referenced tests should be used to identify whether characteristics of dyslexia are present in children who have failed the universal screening. The workshop will cover tests such as the WRMT-III, KTEA-3, WIAT-III, GORT-V, and CTOPP-2. We will discuss how these tools can be used to assess for dyslexia and other reading disorders. Also, a tool for selecting appropriate interventions will be presented.

Afternoon:

Introduction to the BASC-3

Description:

The workshop will cover the Behavior Assessment System for Children, Third Edition. The BASC-3 includes multiple measures for the behavioral and emotional assessment of children and adolescents. Changes to the Rating Scales will be presented as well as updates on other BASC-3 components including history taking, observations, screening, interventions, and progress monitoring.

ASPA Summer 2016 Conference

June 2 & 3, 2016

Brewer Hegeman Conference Center

University of Central Arkansas

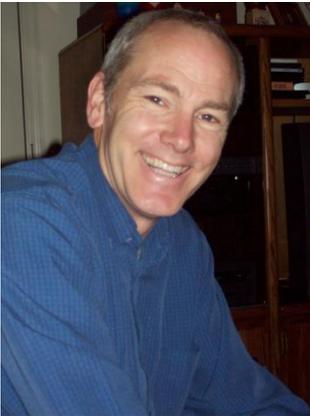
201 Donaghey Ave

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 soon with a fee of \$150. For further information, please contact Krystal Lovell at krystal.lovell@fcmustangs.net or 870-504-3076.



Raising “School Psychology Awareness” at UCA

First- and second-year graduate students in the school psychology program at the University of Central Arkansas celebrated *School Psychology Awareness Week 2015: Connect the Dots and THRIVE!* in November. The students in the program worked with the ASPA Board and Dr. Simon to gather school psychology items to share with other UCA students. Using these materials, they set up an informational table in the lobby of Mashburn Hall, which is home to UCA’s College of Education and the Department of Psychology & Counseling.

Passersby were greeted with warm smiles, informational brochures and fliers, sticky notes, pens, pencils, candy, and the cheerful introduction, “Happy School Psych Awareness Week!” Those who visited the table were encouraged to sign up for door prizes which were drawn daily. Prizes included ASPA infuser bottles, an ASPA blanket, and other ASPA goodies.

Several passersby stopped by the tables before, between, or after classes to ask questions about the program at UCA and about school psychology in general. Our school psychology students welcomed the conversations and were thrilled to speak with those interested in our chosen career. Our goal was to not only provide potential students with information, but to also offer an outreach to those within related educational fields.

We would like to thank the ASPA Board for its financial support for the give-aways and door prizes. The winners were excited to receive such wonderful items! The celebration was a huge success and helped spread awareness of our profession. In all, we estimated that over 200 UCA students passed by the table during the course of the week.



NASP Changes Requirements for NCSP Certification

As of January 1, 2015, all newly accepted recipients of the NCSP credential must demonstrate one academic year of professional support/mentorship prior to their first NCSF (three years after being awarded the credential). For professional practice within a school setting, supervision or mentoring shall be provided by a credentialed school psychologist with at least three years of experience. For experience in a nonschool setting, supervision or mentoring shall be provided by a psychologist appropriately credentialed for practice in that setting, if applicable. Supervision and/or mentoring conducted either individually or within a group setting, for at least an average of 1 hour per week, is recommended, though not required.

Please note that this does not apply to individuals who were awarded the NCSP credential on or before December 31, 2015. Additionally, this requirement is only applicable to the first renewal of the credential.

Visit the NASP website (<http://www.nasponline.org/standards-and-certification/national-certification/ncsp-renewal>) for more information, including a form used to verify professional support has been provided. You may contact the NASP certification team at 301-657-0270 or cert@naspweb.org if you have questions.

Dyslexia Evaluations in Arkansas: Legal and Ethical Issues for School Psychology Specialists

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Recent review of the Arkansas Dyslexia Resource Guide (2015), Arkansas Department of Education (ADE) Rules Governing How to Meet the Needs of Children with Dyslexia (2014), and Act 1294 of 2013 and Act 1268 of 2015 has raised several serious concerns specific to the evaluation practices for dyslexia. These are addressed below.

First, the sections of these documents that address the independent evaluation for the condition state the evaluation must be conducted by a Licensed Psychological Examiner, School Psychology Specialist, Licensed Speech Language Pathologist, or Certified Dyslexia Testing Specialist. It has long been understood that School Psychology Specialists, who are solely licensed by the Arkansas Department of Education (ADE) can only practice/deliver professional services in educational settings (i.e., preK-12 schools) associated with their employment through a school district or educational cooperative within the State of Arkansas. These practitioners are not licensed or eligible to provide any professional services independently including assessment/testing even though most would agree they are more than competent to conduct these types of evaluations. As noted on the current NASP website the scope of practice for School Psychology Specialists in Arkansas states these practitioners “are not permitted to practice in any other arena other than the schools.” ADE Licensed School Psychology Specialists and Certified Dyslexia Testing Specialists engaged in independent dyslexia evaluations in

Arkansas could conceivably be engaged in the practice of psychology without a valid license which by law is considered a misdemeanor. The practice of psychology in Arkansas is defined as “Testing and measuring, that consists of the administration and interpretation of tests measuring personal characteristics such as intelligence, personality, abilities, interests, aptitudes, achievements, motives, personality dynamics, psychoeducational processes, neuropsychological brain functioning, and other psychological attributes of individuals or groups” (Chapter 97 of the Arkansas Psychology Board § 17-97-102).

Currently, only a very few states in the U.S. allow for school psychologists licensed by a state department of education to engage in non-school practice. For example, in Ohio school psychologists who hold the SEA credential can provide services in preK-12 schools but not outside of the schools. However, the Ohio State Board of Psychology offers a School Psychologist License which allows for the practice outside the schools if the practitioner meets specific conditions (i.e., passing score on the Praxis, oral examination, three reference letters, minimum of a master’s degree in school psychology, internship, three years of experience, and supervision by a qualified licensee of the board who verifies and documents the latter activity). Similar restrictions in terms of practice setting also likely holds true for Certified Dyslexia Testing Specialists. That is, it would be unlikely for these practitioners to lawfully provide services outside of the schools where they are also employed.

Finally, it is unclear whether School Psychology Specialists and Certified Dyslexia Testing Specialists could secure professional liability insurance in Arkansas specific to independent practice. One would be ill-advised to practice independently without this type of insurance.

A second concern rests with the possibility of a dual relationship. This could occur if one of the sanctioned practitioners noted above (e.g., an ADE School Psychology Specialist) who was employed by a school district also conducted the independent evaluation on a student who was enrolled within that district. The NASP Principles for Professional Ethics in Section V. Professional Practice Settings-Independent Practice A.2. states “School psychologists fully employed in independent practice and in a school district may not accept any form of remuneration for clients who are entitled to the same service provided by the school district employing the school psychologist. This includes children who attend nonpublic schools within the school psychologist’s district.” Furthermore, Section V.A.3. notes “School psychologists in independent practice have an obligation to inform parents of any school psychological services available to them at no cost from the public or private schools prior to delivering such services for remuneration.”

A third concern is whether a Certified Dyslexia Testing Specialists by education and supervised experience have the necessary knowledge and skills to competently conduct these types of evaluations. The NASP Principles for Professional Ethics in Section IV. Professional Practices-General Principles C.5. states “School psychologists do not condone the use of psychological or educational assessment techniques, or the misuse of the information these techniques provide, by unqualified persons in any way, including teaching, sponsorship or supervision.” The fact that Certified Dyslexia Testing Specialists may not be licensed raises significant concerns specific to minimal competency in individual psychological and educational evaluation/assessment.

A fourth concern pertains to the designated practitioners in Arkansas who may conduct dyslexia evaluations. Licensed Psychological Examiners can provide assessment/testing services independently

and also in the schools in accord with the psychology licensing law and their approved statement of intent. The same holds true for Licensed Psychologists in terms of the psychology licensing law and Licensed Professional Counselors with the Appraisal Specialization under the counseling law however, these qualified and licensed practitioners are not included in the Arkansas dyslexia guide, rules, or law. Should they not be included as qualified practitioners to conduct these types of evaluations?

A fifth concern relates to protection of the public and ethical complaints. Both Licensed Psychological Examiners and Licensed Psychologists are licensed through the Arkansas Psychology Board and Licensed Professional Counselors with the Appraisal Specialization are licensed through the Arkansas Counseling Board. They can and do under their respective practice laws and rules and regulations provide professional services to the public both inside and outside of preK-12 school settings. Furthermore, if a consumer (i.e., client, patient, guardian) or another licensed practitioner has a legal or ethical concern with one of these practitioners specific to an evaluation or assessment they can report the matter to the respective state licensing board for review and possible action. Who would a consumer or other practitioner report the concerning issue to if the practitioner conducting the independent dyslexia evaluation was not licensed by one of the above state boards? Would the ADE ethics board now assume the oversight of ADE Licensed School Psychology Specialists or Certified Dyslexia Testing Specialists engaged in independent dyslexia evaluations? If so, would that be acceptable and appropriate?

A sixth issue rests with the ADE rules section 9.00. In this section the term "licensed psychometrist" is listed as someone who the ADE could employ. However, this term is not defined nor is it a license that is issued in the State of Arkansas.

In sum, the language in the above documents may place some School psychology Specialists and perhaps Certified Dyslexia Testing Specialists at-risk in terms of offering and engaging in independent evaluations outside of their allowed settings. Certified Dyslexia Testing Specialists appear to be certified but not licensed. The education, knowledge, skills, experiences, and competency of these practitioners in conducting these types of evaluations remains unclear. Extensive instruction and supervision in individual psychological and educational evaluation/assessment which is typically only offered through an advanced accredited program of academic study at a university or college is a necessary prerequisite for this type of practice. Without this type of professional preparation the risk of negative side-effects associated with these evaluations for children/students and parents within the state may be high. Timely constructive changes in the ADE guide and rules and the Arkansas dyslexia law appear to be needed to correct the above concerns.