As the hours of daylight increase and breakup season nears, I gladly welcome spring and the glimpse of somewhat warmer weather ahead. I hope you also find yourselves welcoming spring in whatever form that may be, whether it means talking more walks, an afterschool ski to Peak 3, or absorbing the sun through your window. I know that the demands and increases in the “to do” list before the end of school can sometimes be daunting too, so find your balance! This year’s theme at the NASP Annual Convention was “Small Steps Change Lives”, which reminds us of how the small actions in your everyday life of being a school psychologist can add up to larger, positive changes. As our NASP President Melissa Reeves stated, “the small things we do every day can have a profound impact on the students you serve and on the culture of our school communities.”

We had some great Alaska representation at the NASP Annual Convention this year from a variety of school districts, so thanks to those who attended! I was fortunate to have had the opportunity to attend the Regional Leadership Meeting as state President. This year’s meeting focused a lot on understanding Every Student Succeeds Act (ESSA), which goes into effect in the 2017-2017 school year. Did you know that the title “school psychologists” is referenced 64 times in ESSA?! I focused a lot learning about Alaska’s state plan for implementation, of which is primarily focused on the Assessment and Accountability component.

If you want to learn more about how Alaska is planning to implement ESSA and the timeline you can visit the state department website found here: [https://education.alaska.gov/akessa/](https://education.alaska.gov/akessa/). You can also visit the NASP website, which has put together a plethora of resources about ESSA. It is critical that school psychologists advocate for our role as school-based mental health professionals, as ESSA defines this to include school psychologists amongst other professionals; however, it is left to each state to define what this looks like and who is involved in the provision of these services.

While working during the NASP Leadership Meeting, Hilary and I discovered the Alaska ESSA Leadership conference held in April. We felt that it is critical for school psychologists to be represented and thus I and a few folks from Anchorage are planning to attend.

As spring arrives it also means the ending of my ASPA presidency this year. I have appreciated the opportunity to serve in this role and I look forward to helping Rod navigate his upcoming year. One of my goals was to try out a new conference format and I was pleased with the overall feedback. As you look into next year you will see this format continue by offering a variety of training topics in ½ CEU hours. And for those of you who attended the webinar training at the last conference, we will not be hosting a webinar training again unless some radical changes to the speaker and audience engagement can occur!

Our board does however aspire to offer CEU webinars at a lower cost on our ASPA website. Our movement toward having a PayPal account for conference registration is a first step and since this was very successful you will see that continue. I hope you continue to be an ASPA member as it helps to support our small organization and validate the importance of school psychology as a profession. Please encourage others to join too!

Feel free to email me with any questions, feedback, or comments. Happy spring!
Inflated grades are a huge problem. Pages 10-12 of this newsletter give some additional background, resources, and suggestions for addressing this problem. I think inflated grades give a false and inaccurate picture of achievement to students, parents, and next-year’s teacher. However, not everyone agrees.

Early in my Alaska school psychologist career when I was newly assigned to an elementary school, I offended the local reading specialist over this mess of inflated grades. At a pre-referral meeting, I noticed that all the student reading grades were average and above. So I asked why we were having a pre-referral meeting. The reading specialist barked, “It’s because this student can’t read!”

Gently, I asked why the reading grades were average and above if in fact the student couldn’t read. I also asked the reading specialist if her classroom grades truly reflected student progress in reading. She said the purposes of elementary grades were to uplift and encourage the student. She further said that low marks or low grades in elementary school would crush the child and disappoint the parent; she admitted that she always gave average to above average grades in reading, regardless of student achievement.

That’s the crux of the problem: not everyone agrees on what the purpose of grades is. This reading specialist viewed grades as a way to motivate and reward effort. I viewed grades as a way to rank or rate student achievement.

It’s very tricky for school psychologists to navigate through the muddy waters of inflated grades. At a post-assessment meeting with parents when a school psychologist goes over student low achievement test scores which differ wildly from inflated grades, sometimes parents rightly become upset. School psychologists look like the “bad guy” when sharing accurate testing results that are very different from the glowing (inflated) grades given by a teacher.

What are your thoughts? Have you ever dealt with inflated grades? If so please share your successes.
## ASPA Executive Board

<table>
<thead>
<tr>
<th>ASPA OFFICERS Elected by members</th>
<th>ASPA COMMITTEE CHAIRS Appointed by the president</th>
<th>AD HOC COMMITTEE CHAIRS Appointed by the president</th>
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| **President** Hattie A Harvey  
  haharvey@uaa.alaska.edu | Legislative  
  Mollie Fallon  
  mollie.fallon@k12northstar.org | NASP Delegate  
  Hilary Wilson  
  Hilary.wilson@k12northstar.org |
| **Immediate Past President** Austin Schwartz  
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  John William  
  william_john@ask12.org |
| **President Elect** Rod Everding  
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  Sarah Baez  
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  Jocelyn Kimmel  
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| **Treasurer** Shelley Greenwood  
  Shelley.greenwood@matsuk12.us | Newsletter Editor  
  Rod Everding  
  rod.everding@matsuk12.us | |

### Calendar at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>July 10-12 &amp; 24-26</td>
<td>NASP Summer Conference</td>
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<td>Oct. 5-6</td>
<td>ASPA Fall Conference</td>
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<td>Oct. 5</td>
<td>ASPA Fall Social</td>
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<td>Oct. 26-28</td>
<td>Washington State Association of School Psychologists Fall Conference</td>
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<td>Nov. 15-17</td>
<td>National Association of Social Workers-Alaska Chapter Conference</td>
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<td>Jan. 2018</td>
<td>Alaska RTI Conference</td>
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<tr>
<td>Feb. 13-16</td>
<td>National Association of School Psychologists Annual Convention</td>
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<tr>
<td>Apr. 5-8</td>
<td>Alaska Statewide Special Education Conference</td>
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Ak School Psychologists: as our professional organization grows and as we have influence in our schools and communities, there are times when ASPA can contribute in unique ways. In the past, ASPA has sent flowers and condolences to hurting school psychologists in our own association, to grieving families in our community, to a university or memorial fund for a school psych professor who has passed away, or to a national organization that promotes student learning. If you would like to contribute to the ASPA Sunshine Fund for these very purposes, contact ASPA Treasurer Shelley Greenwood for more details at shelley.greenwood@matsuk12.us. Thank you.

ISPA Conference Summer 2017

Save the Date for the 39th INTERNATIONAL SCHOOL PSYCHOLOGIST ASSOCIATION Conference!

When: July 19 to 22, 2017

Where: Manchester Metropolitan University (MMU) in Manchester, UK.

Theme: Supporting Vulnerable Children and Young People in an Uncertain World.

Keynote speakers:

1. Professor Neil Humphrey, Director Manchester University Institute of Education and Professor of Psychology of Education
2. Professor Shane R. Jimerson, Professor of School Psychology, University of California, Santa Barbara and President of the International School Psychology Association
3. Professor Cynthia Leung, Programme Director of the Master of Educational and Child Psychology at The Hong Kong Polytechnic University and Vice President of the Hong Kong Psychological Society.

For more information: Go to ispaweb.org

ASPA Elections for SY2018-19

President Elect: Shelley Greenwood
Treasurer: Shelley Greenwood
Secretary: Brooke Itter

ASPA Officers Elected for SY2017-18
President: Rod Everding
Immediate Past President: Hattie Harvey
Secretary: Brooke Itter
Treasurer: Shelley Greenwood
School Psych Ethics Q & A

By Lee Andersen, EdS, NCSP
School Psychologist in Wasilla
ASPA Professional Practices And Ethics Chair
Lorna.andersen@matsuk12.us

Will you please introduce yourself to the ASPA members?

I am Doreen Schumacher. I grew up Northern Maine and got my undergrad degree in Behavioral Science from the University of Maine. I got my school psych degree at the University of Wisconsin-Stout. This is my 21st year in the Mat-Su School District. I have two teenage boys and my husband of 24 years is a teacher.

What changes have you seen in the field of school psychology since your early years?

There have been definitely been changes, many for the better. Our district is implementing RTI and that is an improvement from the discrepancy model, especially during those early elementary years. Practically speaking, computers have really changed our day-to-day lives so much. Early in my career, I would write and sign reports, pressing hard on the pen so my writing would show up on four duplicate carbon copies! We also had no access to information other than what we remembered learning, what we had on our bookshelves, or what we gleaned from our colleagues. The Information Highway has made it easier to help kids. Reports are so much simpler to write online using templates (not to mention copy, paste and spellcheck)! Also, I just attended part of the NASP conference virtually...live via webinar in Palmer, Alaska. No expensive tickets, no jet lag!

The other side of the coin is that kids also have access to the internet, for better and for worse. They face social media, constant connection to others (friends and strangers alike), access to inappropriate material...and the list goes on. Dealing with phones in the classroom (not even a vague concept when I began my career) is a huge issue for many teachers and I do not envy them. As a parent, I scramble to keep up with my own teenager’s internet usage and vacillate between feeling overly strict, to feeling naïve and hopelessly behind the curve. Advances in technology and the internet have of course been beneficial to our students in ways that were unimaginable when I began...but that is a topic for another day!

What is your passion as a school psychologist?

I really love to work with at risk teenagers. Connecting with kids is my passion. So many kids don’t have an adult in their lives who really listens to them. I like to get back to basic counseling skills: listening with empathy, reflection, restating what I hear...so that students know they are really being heard. I think after being in the field for a while, we have so many time constraints and just general pressure, that when a kid comes to us we tend to almost immediately start solving problems and giving advice. This really isn’t effective with teens. The beauty of reflective listening, if you relax and let it happen, is that the student can begin to work out the problem with your help. You aren’t telling them what to do... chances are, they wouldn’t do it anyway! Besides, there are plenty of people already doing that. I read an article a few years ago about a place in Anchorage where volunteers simply listen to whoever walks through the door. This concept inspires me, and I try to make an effort to slow down and really listen. Here is the article: https://www.adn.com/alaska-news/article/listening-post-here-be-present-and-loving/2009/10/04/

The ASPA REVIEW
Update From The ASPA Treasurer

By Shelley Greenwood, EdS, NCSP
School Psychologist in Palmer
ASPA Treasurer
Shelley.greenwood@matsuk12.us

Well, I must say it has been a great year being your ASPA Treasurer. I have learned many things on a very rapid and steep curve. Your board members have been taking the plunge to make conference registration more convenient for you, brainstorming ways to increase our membership, ways to get word out about our Fall Conference, and making adjustments to make ASPA better. I must say our budget is looking great for next year’s conference as Rod; our President Elect has utilized many of NASP’s pro-bono speakers. If you or someone you know is willing to present for a minimal cost and/or donation to a charity of their choice please let a board member know. Maybe we can get enough speakers to reinstate an ASPA Spring Conference in the future.

We hope we can continue to send people to various events (NASP, ASEC, and other leadership conferences), but we will need everyone’s participation and enthusiasm. We were able to send Donna to this year’s NASP Conference in San Antonio from the money we raised at ASPA’s 2015 Fall Conference Silent Auction, which raised $1300. If you are out traveling as many of us are, please ask for an artist or business to donate and we will be more than happy to place the item in our silent auction. This year’s silent auction raised $500, which we donated to FAS-CETS in honor of Terese Kashi for donating her time to present at this year’s ASPA Fall Conference.

If you know of any businesses willing to donate their time, please give them my contact information, shelley.greenwood@matsuk12.us. This year I would like all of us to share via word of mouth, email, or hanging a flyer in your school/school district the wonderful topics and speakers that will be presenting at ASPA’s Fall Conference. Our topics benefit a larger community than just school psychologists, so please keep in mind counselors, social workers, special and/or general education teachers, administrators, and other community agencies. Let us not forget college students as well. ASPA is a large state with limited opportunities for professional development, so please share with as many people/groups as you can. The more the merrier!

Thank you so much for being part of a wonderful organization. ASPA would not exist if it were not for all of our wonderful members. Keep advocating, educating, and saving one student/family at a time. I cannot wait to see you all in the Fall!

ELECTIONS ARE IN!

By Julie Westerhof, NCSP
School Psychologist in Anchorage
And by Brittany Davidson, NCSP
School Psychologist in Wasilla
ASPA Co-Chairs for Nominations and Elections
Westerhof_julie@asdk12.org
Brittany.davidson@matsuk12.us

The election results for the 2017/2018 election year are in! Many thanks to all who participated in this years election. Please join us in congratulating the newly elected members of the Alaska School Psychologists Association (ASPA) board:

President-Elect: Shelley Greenwood (President for 2018/19)
Secretary: Brooke Itter
Treasurer: Shelley Greenwood

Congratulations!
ASPA Legislative Update

By Mollie K. Fallon, EdS, NCSP
School Psychologist in Fairbanks
ASPA Legislative Chair
ASPA ASSEC Chair
mollie.fallon@k12northstar.org

ATTEND NASP’S PUBLIC POLICY INSTITUTE:

NASP partners annually with the George Washington (GW) University Graduate School of Education and Human Development to offer a federal Public Policy Institute (PPI). This program offers an intensive learning experience that helps build foundational knowledge of education public policy and grassroots advocacy skills. This year’s PPI focus is *Equity and Access to High Quality Public Education: National Policy Directions to Address Educational Disparities*. Two, three, and five day sessions are available.

Presenters include national leaders working in federal education and human service offices, Congressional committees and offices, research institutions, professional associations, and student-development organizations. Participants engage in reflective discussion, interactive activities, and enjoy a hands-on experience advocating on Capitol Hill. Scholarships for attendance are available through ASPA, contact ASPA President Hattie Harvey or Past-President Austin Schwartz for scholarship application. For more information visit: [http://www.nasponline.org/research-and-policy/public-policy-institute-(ppi)](http://www.nasponline.org/research-and-policy/public-policy-institute-(ppi))

ESSA FOR ALASKA

School psychologists are in a unique position to help contribute to the critical conversations shaping implementation of The Every Student Succeeds Act (ESSA) and to help design and implement various evidence-based school improvement efforts. ESSA presents significant opportunities to improve school and student outcomes by implementing comprehensive school psychological services within multitiered systems of support (MTSS). School psychologists have specific expertise, knowledge, and skills to help schools employ these essential school practices and leverage ESSA policy opportunities. NASP provides resources and documents intended to help you contribute to the critical conversations shaping ESSA implementation, including design and implementation of various evidence-based school improvement efforts at state and district levels.


Friday, April 21\(^{st}\) in Anchorage the Alaska Department of Education and Early Development will host informative presentations, discussions with colleagues, and welcome feedback regarding key elements of the state ESSA application. More info available here: [https://www.regonline.com/builder/site/?eventid=1958479](https://www.regonline.com/builder/site/?eventid=1958479)

ASPA Website Upgrade

By William John, MS, NCSP
School Psychologist in Anchorage
ASPA Webmaster
William_john@asdk12.org

The ASPA website has seen some major revisions over the last year in an effort to make it both more flexible and more accessible for our School Psychs. Though we hit some road bumps in development that delayed the fantastic reveal, we are finally ready to showcase all of the hard work we have invested.

Beginning Monday, April 10, the sparkly, shiny new ASPA website will be up and running for all of us. That means:

- User account and profile registration.
- Blogs and articles and news, oh my!
- Forum access - tell us what you think!
- RSS feeds (subscribe to get notified whenever there is an update!)
- Mobile browsing, because who actually owns a home computer anymore?
- And a whole lot of backend techy stuff that means we can now host things for your eyes only, like job openings, polls, conference registration, and even an electronic version of the newsletter.

We recognize that some of us get much more excited about web stuff than the rest, but we hope that this at least makes things a little bit better for you - because in the end, that’s all we strive to do.
Words of wisdom for the new school psychologists?

Hang in there! It is hard showing up fresh out of graduate school. I remember feeling like an imposter. Almost everyone around you has more experience, and there are definitely people that have learned the art of bulldozing to get what they want. Be a good listener. Come to the table with an open mind, ready to help. Sometimes you have to say no. If someone says something that sounds downright crazy in a meeting, it helps to state it back to them “so you are saying…” I find that when people hear the way their words sound, they usually try to tone it down or clarify, and it can move the process forward. Sometimes…not always! Sometimes you are just stuck and that is why it’s called work.

I am a big reader and have a couple of suggestions for new and seasoned psychologists alike. If what I have said about listening resonates with you, there is an excellent book by Reagan North, Motivational Interviewing for School Counselors. It’s easy to read, quick, and super practical. Here is a link: https://www.amazon.com/Motivational-Interviewing-School-Counselors-Reagan-ebook/dp/B01N29ZY8/ref=sr_1_1?ie=UTF8&qid=1490724427&sr=8-1&keywords=motivational+interviewing+school+counseling

For a fun escape, Denise Swanson (a retired school psychologist) writes cozy mysteries and the sleuth is a small town school psychologist! They are fun reads!

Call For Poster Presentations For The ASPA Fall 2017 Conference

Do you have an interesting research study, intervention, or program that you worked on that you would like to share? Is your Masters Project, EdS Thesis, or Doctoral Dissertation something you would like to share? Consider sharing it at the ASPA Fall 2017 Conference Poster session. Email ASPA President Hattie Harvey at haharvey@alaska.edu or ASPA President Elect Rod Everding at rod.everding@matsuk12.us if you have an idea you’d like to share at this poster session.

Save the Date!

The tentative date for the ASPA Fall 2017 Conference is Thursday, October 5 and Friday, October 6, 8:30am-4:30pm both days, at the BP Energy Center, Anchorage. Topic is “Selecting the Right Academic, Behavioral, and Social-Emotional Interventions and Measuring Efficacy.”

ASPA now has contracts with 3 very dynamic, knowledgeable experts in the field to present at this conference. There will be breakout sessions for:

- Improving mental and behavioral health with youth
- A 3-D approach to school-based mental health: data, dissemination, delivery
- Fine-tuning school psychologists’ skill in selecting academic and behavioral interventions
- Evaluating intervention data and interpreting progress graphs
- CBT interventions for depression and mood disorders
- Clinical diagnostics with DSM5 and ICD10 codes
- Social-emotional learning interventions
- And the President of NASP will give his presidential address and speak about school psychologists creating caring connections

Registration and all information will be in the fall newsletter and on the website. Please plan to attend.
Could IPT Be Adapted To School Psychology?

Interpersonal Psychotherapy (IPT) is an empirically validated treatment for a variety of psychiatric disorders. The evidence for IPT supports its use for a variety of affective disorders, anxiety disorders, and eating disorders, and for a wide range of patients from children and adolescents to the elderly. The evidence base for IPT supports its use from age 9 to 99+. IPT is recognized as an efficacious psychotherapy by the American Psychiatric Association, the American Psychological Association, and the National Institute for Health and Clinical Excellence in the UK. There are now over 250 empirical studies supporting the efficacy and effectiveness of IPT. Detailed descriptions of IPT can be found in the textbooks listed below.

IPT is a time-limited psychotherapy that focuses on interpersonal issues, which are understood to be a factor in the genesis and maintenance of psychological distress. The targets of IPT are symptom resolution, improved interpersonal functioning, and increased social support. Typical courses of IPT range from 6-20 sessions with provision for maintenance treatment as necessary. The Defining Elements of IPT can best be understood by describing framework for its delivery. This framework can be divided into the theories supporting IPT; the targets of IPT; the tactics of IPT (i.e., the concepts applied in the treatment); and the techniques of IPT (i.e., what the therapist says or does in the treatment).

IPT is explicitly based on a Biopsychosocial/Cultural/Spiritual Model. IPT works from the premise that interpersonal distress is connected with psychological symptoms. An acute interpersonal crisis (stressor) begins the process. The ability of the patient to manage the crisis psychologically and biologically is heavily influenced by the patient’s Biopsychosocial/Cultural/Spiritual vulnerabilities (diatheses) and strengths, such as genetic vulnerability to illness, temperament, attachment style, and personality, which may modulate or exacerbate the crisis. Social factors such as a patient’s current significant relationships and general social support provide the context in which the stress-diathesis interaction occurs, and further modify the individual’s ability to cope with his or her distress. Together, these elements form the Interpersonal Trial, which models the basic IPT conceptualization of the development of psychological distress.

IPT was developed in the 1970’s at Yale University when Gerald Klerman, Myrna Weissman, and Eugene Paykel investigated the relative efficacy of a tricyclic antidepressant alone and in combination with psychotherapy as a maintenance treatment for unipolar depression. At that time, the evidence for the efficacy of tricyclic antidepressants for reducing the acute symptoms of depression was strong. However, though it was clear that many patients with depression relapsed after termination of acute tricyclic antidepressant treatment, there was no data regarding how long psychopharmacologic treatment should continue. Moreover, though the treatment most commonly provided for both acute and maintenance treatment of depression was psychodynamic psychotherapy, there was a dearth of data about its efficacy in general, much less data regarding the role of psychotherapy in the prevention of relapse.

The studies of psychotherapy at that time were largely limited to behavioral treatments, though there were several large scale psychodynamic studies which had been published. Few of these studies, however, used the contemporary diagnostic criteria for depression or standardized outcome measures. Most were also limited in scope and sample size. This led to a movement in the early 1970’s to develop standardized and manualized psychotherapeutic treatments for acute depression that could be tested and reliably replicated, such as Beck’s Cognitive-Behavioral Therapy (CBT) among others.

The initial studies of IPT were designed to reflect clinical practice as closely as possible, both with respect to medication and psychotherapy. Because many patients received both psychotherapy and drugs, either together or in sequence, Klerman and Weissman and colleagues elected to include a standardized psychotherapy in the maintenance treatment trial. There was not an assumption that psychotherapy would be efficacious, but that psychotherapy should be subjected to testing in a clinical trial.

The psychotherapy developed and manualized for this original treatment trial was modeled after what was considered high quality supportive psychotherapy as it might be delivered by social work-
The Problem Of Grade Inflation

What Is Grade Inflation? Unfortunately, grade inflation is not when your teacher decides to give you a balloon with your grade written on it instead of a report card (that would be kind of nice because even if you did badly, hey, a balloon). Grade inflation is when average grades are skewed artificially high because class assessments are too easy and/or teachers are too lenient.

If grades are inflated because a teacher is an easy grader, the average grade for a class will not accurately reflect the quality of the students’ work. A student might get an A on a project that really deserved no more than a B. If grades are inflated because a teacher gives easy assignments, the average grade will only reflect students’ ability to complete simple tasks and not an understanding of the complexities of the material. Often, both of these problems are present at once in the case of classes that have severe grade inflation.

Grade inflation happens for several reasons. High schools want to look good in comparison to other schools with less grade inflation, so it’s beneficial for them to give out high grades even if those grades are not fully earned. This makes the student body look more high-achieving and the teachers appear more effective. Some teachers may also avoid giving low grades because kids and parents will complain and make more trouble for the teacher than it’s worth.

Teachers might also give higher grades to students who haven’t fully earned them because they don’t want to ruin students’ chances for college or prevent them from participating in extracurricular activities. Since a much higher percentage of students attend college nowadays, it makes sense that average grades have risen significantly. A decent GPA is critical if a student hopes to be accepted to college, and teachers don’t want to ruin anyone’s future.

Is Grade Inflation a Problem in High Schools? Overall, yes, grade inflation is an ongoing issue in high schools. This is not to say that all grades in high school are inflated; situations vary significantly from school to school and also between classes in the same schools. Based on the data, however, we can see a general trend towards higher average high school grades over the years.

From 1990 to 2009, average high school GPA increased by .33 points for female students (from a 2.77 to a 3.1) and .31 points for male students (from a 2.59 to a 2.9). In 2007, the National Household Education Survey reported that 81% of high school students receive mostly As and Bs in their classes. The average high school GPA is now around a 3.0, which translates to a B average.

High schools don’t want to look like they’re performing poorly in comparison to the competition, so they may give students more slack to avoid high numbers of failing grades or a larger percentage of dropouts.

What Are the Consequences of Grade Inflation? Grade inflation in high schools has numerous positive and negative repercussions for students. It is a problematic trend in general, but it can provide some benefits to students who are struggling.

The Positives: More Students Have a Chance of Attending College. Grade inflation in a high school means that more students will have good GPAs and better chances of attending higher education institutions. Of course, since colleges know that grade inflation exists, many have adopted higher admissions standards. However, in schools with grade inflation, more students will meet the bare minimum requirements for getting into college.

Students with GPAs that are above a 2.0 (or a C average) in high school can usually expect to be admitted to at least one less selective college as long as their test scores aren’t extremely low. This means that even students who perform at a level significantly below average in high school have a chance of attending college. Some students end up doing much better in college than in high school because they’re more interested in what they’re studying and are less distracted by problems at home.

Continued on page 14
ers. Initially, IPT was described as “high contact” to denote the weekly application of the treatment. When their maintenance study demonstrated the efficacy of “high contact” counseling, the treatment was more fully developed and was subsequently renamed Interpersonal Psychotherapy (IPT). A 3-way comparison acute treatment trial using antidepressants and IPT was then conducted. Efficacy results were positive, and the combination of medication and psychotherapy was found to be the most efficacious treatment for depression.

The results of these initial studies of IPT led to its inclusion in the NIMH Treatment of Depression Collaborative Research Program, which compared IPT to imipramine, placebo, and CBT for acute treatment of depression. The original IPT manual, Interpersonal Psychotherapy for Depression, was published in 1984 as a manual for this research project.

Since that time, IPT has been tested for a variety of affective disorders with different populations of patients. A sampling of these studies include depressed adolescents, the elderly, perinatal women, and dysthymia. Frank and Kupfer have also demonstrated that IPT is an effective maintenance treatment for depression. IPT has also been utilized with patients with eating disorders (bulimia, anorexia, binge eating disorder), and social phobia. It has been tested in many different cultural and international settings, and by using different methods of delivery, such as phone-delivered IPT, in brief form in community settings, and with couples and in groups.

Adapted from iptinstitute.com.
ASPA Members Can Win A BRIEF-2, PBRS, or EDDT Kit

Our good friend and colleague at Psychological Assessment Resources (PAR), Darla DeCarlo, has offered ASPA members a chance to win a BRIEF-2, PBRS, or EDDT Kit.

Since this ASPA spring newsletter was electronically delivered to all members, it is assumed they all received it at the same time. Here are the rules for winning a kit from Darla at PAR:

1. There will be 1 winner, who is the first ASPA member who writes back to the ASPA editor with an article which will be printed in the fall newsletter.
2. The article has to reference Darla’s narrative (below).
3. The article has to recommend to ASPA members some best practice, advice, or research based on one’s own school psychologist experience with the complexity surrounding the special education eligibility category of emotionally disturbed.

Social/Emotional Evaluations: Unraveling the ED/SM Dilemma

Katherine is an 8 year old who attends public school. Following a traumatic event, she began to insist on wearing a helmet to school and during class. When school personnel requested she remove the helmet, she adamantly refused, expressing fear that the ceiling would fall and they would all be killed. Her grades have dropped considerably, and she is having problems socializing with peers. Her mother reports similar disruptions at home. Katherine’s grades have dropped to Ds and Fs, and her behavior has become disruptive in class. She cries frequently and has most recently expressed a desire to stay home from school.

Jeremy is a fifth grader who currently receives special education services under the category of emotional disturbance (ED) and other health impaired (OHI). One year after his initial ED diagnosis, he was diagnosed with autism spectrum disorder (ASD). His original ED eligibility was based on violent behavior in kindergarten and first grade. Once it became evident that his violent outbursts were related to characteristics associated with his ASD diagnosis and appropriate interventions were put into place, Jeremy was able to function more effectively at school. His grades are above average, and he has not experienced any behavioral outbursts since second grade. His parents are planning to place him in a private school and have requested an evaluation to eliminate the ED diagnosis. They believe the OHI eligibility is the most appropriate eligibility for him; the school administration and teachers agree.

Brian is a 15 year old who was expelled from his last school for calling in a bomb threat. The administration at his home school considers him occasionally volatile and “a constant liar.” His mother confirms the lying and additionally reported daily fights between Brian and her live-in boyfriend. She states that “he hangs with a bad crowd, and his behavior is out of control.” Brian’s teachers describe him as a loner who appears sad throughout the school day. His grades have dropped from Bs to Ds and Fs.

These three cases exemplify the diversity and difficulty inherent with evaluating students who have been referred for a comprehensive assessment due to academic and/or behavioral concerns.

History of ED Prevalence

In the 2001-2002 school year, there were 6.3 million students in special education programs. Of these, 473,663 were classified as emotionally disturbed, according to the National Center for Education Statistics—a number that had increased 18.4% from the previous 10 years (1991-1992). By 2002, ED had become the fourth most prevalent of the 13 exceptionalities served by special education, and there was every indication that an increase in both number and proportion for this group would continue to occur.

Instead, we began to see a decline. By the 2011-2012 school year, only 373,000 students were classified as having ED. It appeared the numbers were dwindling.

Yet, recent research has reported that parents and caregivers of more than 8 million school-aged children ages 4 to 17 years have sought help from a mental health professional or school staff member about their child’s emotional or behavioral difficulties.

Clearly, questions arise. What accounts for the disparity between those asking for help and those receiving services? How do we account for what appears to be an under-identification of ED in the schools? What can we put in place to stop the decline and get those who require help the services they need?

The Difficulty with ED Eligibility

Students with emotional disturbance are especially difficult to assess and identify, and the evaluation itself is time consuming. Whether determining, changing, or removing eligibility, clinicians usually have an idea of who needs help emotionally. However, determining whether a student qualifies for special education services within the Individuals with Disabilities Education Act (IDEA) category of ED can be complicated.

One of the greatest challenges in determining eligibility services involves the social maladjustment/emotional disturbance dichotomy. The term socially maladjusted (SM) has not been defined by IDEA. The federal definition of ED, which was written in 1957 and remains virtually unchanged, leaves the operationalization of the criteria set forth by IDEA to individuals and organizations in the field along with state and local educational agencies, who are responsible for implementing special education services.

To further complicate matters, we have only recently begun to question the longstanding belief that SM students externalize their behaviors, while ED students internalize their behaviors. However, since ED was defined in 1957, neuroscience has shown that “brain differences underlie both internalizing...
and externalizing behaviors,” says Richard M. Marshall, EdD, PhD, author of the Pediatric Behavior Rating Scale (PBRS). “From a neurobiological perspective, therefore, the only difference between the two is the expression of behavior. There is little evidence that students with externalizing behaviors are any more capable of controlling their emotions or behavior than students with internalizing disorders. Yet students with internalizing disorders are provided with interventions, while students with externalizing behaviors are punished.”

In addition to the difficulties defining and determining SM versus ED, the federal criteria definition includes two potential areas of ED eligibility that are very broad and have no clinical definition:

- “An inability to build and maintain satisfactory interpersonal relationships with peers and teachers.”
- “Inappropriate types of behavior or feelings under normal circumstances.”

Also, the Office of Special Education Programs (OSEP) has never provided official guidelines for potential exclusionary criteria for an ED diagnosis such as severity, educational impact, and duration. Although some feedback on these issues has been provided, no formal guidelines have been published. The federal definition does allude to some clinical conditions (e.g., depression, anxiety, and schizophrenia), but it doesn’t provide guidelines for how these conditions should be diagnosed.

Lastly, we cannot negate the fact that in the past, psychologists lacked psychometrically sound instruments to provide them with the hard data needed to substantiate a well-informed decision in regards to ED eligibility.

PAR Asks the Experts

Clearly, school staff members often have difficulties when it comes to assessing a student who may have ED, and getting hard data to back up the decision can be just as difficult. PAR spoke with experts in the field about the use of various instruments that have proven to be useful in gathering the hard data needed in order to make an informed decision about ED eligibility.

The Behavior Rating Inventory of Executive Function, Second Edition (BRIEF2)

Peter K. Isquith, PhD, is a practicing developmental school neuropsychologist and Instructor in Psychiatry at Harvard Medical School. He’s the coauthor of the BRIEF2, the new BRIEF2 Interpretive Guide, and the Tasks of Executive Control (TEC).

PAR: Why would it be helpful to include a measure of executive functioning in the assessment of a student being evaluated for an ED eligibility?

PI: In general, the purpose of including the BRIEF2 when asking about ED is to know whether or not the child actually has an emotional disturbance or if his or her self-regulation gives that appearance. So, if a child is referred who has frequent severe tantrums, we want to know if this is an emotional disturbance or if it is part of a broader self-regulatory deficit. That is, is the child melting down because he or she truly experiences emotional distress? Or is he or she doing so because of poor global self-regulation? To answer this, I would want to look at two things:

- Is there evidence of an actual emotional concern? Does the child exhibit mood problems, anxiety, or other emotional issues?
- Does the child’s self-regulation have an impact on other domains, including attention, language, and behavior? That is, is he or she physically, motorically, attentionally, and/or verbally impulsive or poorly regulated?

If the first answer is yes, then there is likely an emotional disturbance. But if it is no, then there may be a self-regulatory issue that is more broad. By using the BRIEF2, clinicians can quickly learn if a student is impulsive or poorly regulated in other domains, not just emotionally. A BRIEF2 profile with high Inhibit and Emotional Control scales suggests that the child is more globally disinhibited. If it is primarily the Emotional Control scale that’s elevated, and there is an emotional concern like mood problems, then it may be more of an emotional disturbance.

The Pediatric Behavior Rating Scale (PBRS)

Richard Marshall, EdD, PhD, is an associate professor in the Department of Educational and Psychological Studies in the College of Education at the University of South Florida. He is also an adjunct associate professor in the Department of Psychiatry and Behavioral Neurosciences at the USF College of Medicine. In addition to the PBRS, published in 2008, he is the author of 2011’s The Middle School Mind: Growing Pains in Early Adolescent Brains.

PAR: Does the PBRS fit into the diagnosis of ED?

RM: Two gaps in practice prompted us to develop the PBRS. The first was that the assessment instrument available at the time had few if any items about rage attacks, irritability, assaultive aggression, and other symptoms associated with early onset bipolar disorder. Hence, despite significantly abnormal behaviors, results of assessments were often within normal limits because they failed to capture symptoms of interest. So, our first goal was to include these new behaviors into parent and teacher ratings.

A second problem was that symptom overlap between ADHD and early onset bipolar disorder made it difficult to differentiate ADHD and bipolar disorder. The problem is that the standard treatment for ADHD, stimulant medication, induces mania in individuals with bipolar disorder. Thus, diagnosis accuracy is paramount.

What we learned during the PBRS norming sample was that students with ADHD and bipolar disorder produce a similar pattern of scores, but students with bipolar disorder produce a higher level of scores. That is, both groups have similar symptoms, but individuals with bipolar disorder have more serious symptoms. Thus, the PBRS can assist clinicians in differentiating individuals with mood disorders from those with ADHD.

PAR: Decades of research in cognitive neuroscience, combined with changes in our understanding and classification of mental illness in children, impels us to continually reevaluate theory and practice. Formulated more than a half-century ago, the idea of social maladjustment is one of those policies in desperate need of revision. In 1957, the idea of being able to identify students who were socially maladjusted may have seemed reasonable.

RM: There are two problems with this idea. First, the government has never defined social maladjustment, and states (and practitioners) have been left without clear ways of differentiating students who are or are not socially maladjusted. Second, without a clear definition, the concept of social maladjustment has created what Frank Gresham refers to as a “false dichotomy” that is used to exclude students from receiving interventions that would help them and to which they are entitled.

The Emotional Disturbance Decision Tree (EDDT)

This page includes an informative PowerPoint presentation about the EDDT, an EDDT family fact sheet, and a sample PARiConnect report.

The Adolescent Anger Rating Scale (AARS)

We hope that you find this newsletter to be informative and useful—please feel free to pass it along to colleagues or members of your staff. At PAR, we truly appreciate the opportunity to serve as a resource for the important work you do.
Grade Inflation, Higher and Higher

The most common grade is A -- at all kinds of colleges. But while grade point averages are increasing at four-year institutions, that's not the case at community colleges.

The first major update in seven years of a database on grade inflation has found that grades continue to rise and that A is the most common grade earned at all kinds of colleges. Since the last significant release of the survey, faculty members at Princeton University and Wellesley College, among other institutions, have debated ways to limit grade inflation, despite criticism from some students who welcome the high averages. The new data, by Stuart Rojstaczer, a former Duke University professor, and Christopher Healy, a Furman University professor, will appear today on the website GradeInflation.com, which will also have data for some of the individual colleges participating in the study.

The findings are based on an analysis of colleges that collectively enroll about one million students, with a wide range of competitiveness in admissions represented among the institutions.

Key findings:
1. Grade point averages at four-year colleges are rising at the rate of 0.1 points per decade and have been doing so for 30 years.
2. A is by far the most common grade on both four-year and two-year college campuses (more than 42 percent of grades). At four-year schools, awarding of A's has been going up five to six percentage points per decade and A's are now three times more common than they were in 1960.
3. In recent years, the percentage of D and F grades at four-year colleges has been stable, and the increase in the percentage of A grades is associated with fewer B and C grades.
4. Community college grades appear to have peaked.
5. At community colleges, recent years have seen slight increases in the percentages of D and F grades awarded. While A is still the top grade (more than 36 percent), its share has gone down slightly in recent years.

Here are some of the graphics being released today, appearing here via permission of GradeInflation.com, which show the various trends for grade point averages at four-year colleges and universities, grade distribution at four-year colleges and universities, and grade distributions at community colleges.
The trends highlighted in the new study do not represent dramatic shifts but are continuation of trends that Rojstaczer and many others bemoan. He believes the idea of "student as consumer" has encouraged colleges to accept high grades and to effectively encourage faculty members to award high grades.

"University leadership nationwide promoted the student-as-consumer idea," he said. "It's been a disastrous change. We need leaders who have a backbone and put education first." Rojstaczer said he thinks the only real solution is for a public federal database to release information -- for all colleges -- similar to what he has been doing with a representative sample, but still a minority of all colleges.

"Right now most universities and colleges are hiding their grades. They're too embarrassed to show them," he said. "As they say, sunlight is the best disinfectant."

Not all scholars of grading and higher education share Rojstaczer's views, although most agree that grade inflation is real. A 2013 study published in Educational Researcher, "Is the Sky Falling? Grade Inflation and the Signaling Power of Grades" (abstract available here), argued that a better way to measure grade inflation is to look at the "signaling" power of grades for employment (landing prestigious jobs and higher salaries). To the extent the relationship between earning high grades and doing better after college is unchanged -- and that's what the study found -- the "value" of grades can be presumed to have held its ground, not eroded.

Debra Humphreys, senior vice president for academic planning and public engagement at the Association of American Colleges and Universities, said she looks at lots of data to suggest "an underperformance problem," which raises the question of why grades continue to go up. AAC&U is one of the leaders of the VALUE Project, which aims to have faculty members compare standards for various programs with the goal of common, faculty-driven expectations about learning outcomes. Humphreys said agreement on learning outcomes and assessment is important because so much of what goes on in grading is "so individual."

"It remains largely a solo act, with no shared program standards for what counts as excellent, good, average or inadequate work," she said. "So faculty have no firm foundation to stand on when they go against the trend and assign lower grades."

Community College Students and Faculty Members: In his analysis, Rojstaczer notes that community colleges have some characteristics that might make them as prone to grade inflation as are four-year institutions (and he considers community college grades high, too, even if they aren't still rising). For example, he notes that many community college leaders embrace the student-as-consumer idea just as do four-year college presidents. And community colleges rely on adjunct instructors, many of whom lack the job security to be confident in being a tough grader, since students tend to favor easier graders in reviews.

Rojstaczer thinks that, to understand grade inflation, one needs to look at the student body at two-year colleges, which he characterizes as less spoiled than those at four-year institutions. "One factor may be that tuition is low at these schools, so students don't feel quite so entitled," he writes. "Another factor may be that community college students come, on average, from less wealthy homes, so students don't feel quite so entitled."

Thomas Bailey, George and Abby O'Neill Professor of Economics and Education and director of the Community College Research Center at Teachers College, Columbia University, agreed via email that he also thinks tuition and student expectations may play a role.

"I would imagine that four-year colleges are more likely to compete on the basis of grades than community colleges," he said. "Most community college students go to the closest college, so they don't shop around as much, so there would be less chance that they would benefit from a reputation of high grades. In terms of the notion of entitlement, it might be that students who pay more would feel more willing to demand some sort of accommodation. I believe that among four-year colleges, grade inflation is higher for privates, who charge more, than it is for publics."

Adapted from insidehighered.com, March 29, 2016, by Scott Jaschik.
This year’s conference will feature the following sessions:

- A Keynote by Dr. John Kelly, current NASP President-Elect
- Adverse Childhood Experiences
- Networks for Life Suicide Prevention workshop
- Ethics
- Language Development and Oral Language Specific Learning Disabilities
- Spanish/English Language Dominance in Special Education Assessment
- How to advocate for our profession
  …and more!

Registration for Fall Conference will be open by May 31, 2017.

Interested in presenting at the conference? Contact conference@wsasp.org

Interested in being a vendor at the conference? Contact finances@wsasp.org

For lodging and other up-to-date information, go to www.wsasp.org/Fall-Conference
ASPA Spring Board Meeting Minutes

Date: April 7, 2017
Location: University of AK-Eagle River, 10928 Eagle River Rd, Eagle River, AK 99577

Present: (name/role)
- Hattie Harvey, President
- Rod Everding, President-Elect
- Austin Swartz, Past-President
- Jeff Krzypkowski, Planning & Develop.
- Brittany Davidson, Nominations & Elections
- Shelley Greenwood, Treasurer

I. Reports
   a. Executive Board Reports
      i. President, Hattie Harvey
         1. Reported information from attending NASP RLM - Alaska ESSA Implementation State conference April 21; importance of considering President-Elect to attend NASP RLM with President for planning - will draft proposal to send to NASP requesting costs of President-elect travel to attend RLM conference in 2018
         2. Discussed option for Presidency to be a 2-year term, continuity purposes would be beneficial (see new business for discussion and voting)
            a. Odd year - 2 ASPA members attend NASP, even year 1 ASPA member attend
         3. Google Access - all elected board members should have access to google drive and nominations & elections committee
      ii. Past President, Austin Schwartz
          1. Working on the DEED grant, still finding roadblocks with the state (see new business notes for discussion)
          2. Richard Stillman (past ASPA member from the 70’s) lives in MN and wants to send old ASPA Reviews to us - sending to Rod
      iii. Secretary, Brooke Itter
          1. Updated bylaws finally approved by voting members through Google Form survey.
          2. Are there any new proposed updates to the bylaws?
          3. Yes - 1) proposed update to nominations & elections to clarify that a person may be nominated and elected for more than one elected officer if willing to serve; Hattie proposed motion, Austin 2nd motion, all in favor 3, 0 opposed; 2) change Presidency term to 2-years per voting (see new business)
      iv. Treasurer, Shelley Greenwood
          1. Total $12,500, check for interpreter hasn’t been cashed ($1100.00), and reimbursement to Hattie for NASP ($1071.00), reimburse Donna Graham for NASP reimbursement ($1285.00) = ~ $8000.00
          2. Not invoiced advertisers for newsletter (MHS and HMH)
          3. Fall conference (been averaging 60-65 attendees)
          4. Paypal account - can we have vendors send money to our paypal account? Hattie will look into this
          5. Interpreter - ASPA paid for ½, Alaska School of the Deaf paid for other 1/2
   b. Committee Reports
      i. Membership: Shelley
         1. In newsletter, recommended ASPA members share with other professionals to attend ASPA fall conference to increase participants
Third Annual Summer Institute for Secondary Psychologists
Friday Aug 18 at the beautiful Sun Mountain Resort in Winthrop, WA

After two successful institutes, we are going for three. Isn’t it about time that you went to a conference where the workshops focused on issues that we secondary School Psychologists worry about and deal with? Imagine spending the day with psychologists who share the same concerns you have, be it graduation, discipline, 504 plans, transition, long-term impact of early trauma, and designing multi-tiered systems of support with teachers who are primarily concerned with delivering their content be it Biology or Geometry. And imagine doing this in a beautiful 4-star resort each year!

2017 Workshops

1. Restorative Justice—an alternative to suspension/expulsion
   Nicholas Bradford- Founder, National Center for Restorative Justice

Nicholas Bradford is passionate about conflict. He doesn’t view conflict as a bad thing, but as an opportunity to dive deep into the root causes and develop some skills around how we deal with conflict in our daily lives. He’s had years of experience working with youth around conflict. He has taught in behavior programs in schools, worked with young men returning from prison, and has built and facilitated ropes course experiences.

Are you tired of seeing your students with IEPs routinely suspended or even expelled? There are alternatives! This workshop will not only introduce the concept of restorative justice but address the issues around implementing such a model. Mr. Bradford currently is working with several districts in the state (Seattle, Highline, Tacoma) to implement such models.

2. An in-depth discussion around the Manifestation Determination
   Carl Corbin, General Counsel, of the public law firm School and College Legal Services of California.

The objectives of this presentation will be to review the laws and regulations pursuant to the federal Individuals with Disabilities Education Act (“IDEA”) with a detailed discussion of discipline for special education students and the appropriate completion of a manifestation determination meeting. The workshop will be delivered through use of a Power Point presentation along with supplemental materials to include excerpts from legal decisions.

Breakfast and lunch will be provided.

WSASP MEMBERS, Please log into your account/renew your membership in order to register at the member rate.
- General Registration (non-member): $200
- General Registration (WSASP member): $100
- Student/Retired (non-member): $75
- Student/Retired (WSASP member): $40

7.0 Clock Hours available (free for WSASP members, $2/clock hour for non-members).

For more information go to www.wsasp.org
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Continued from page 17

2. Membership certificates - some people use as an artifact for their evaluations, will send out membership this year and have available at the fall conference

ii. Legislative: Molly Fallon
1. No updates - included article in the spring newsletter

iii. Nominations and Elections: Brittany and Julie
1. 23 respondents, Shelley voted as President-Elect for 2018-2019
2. Four nominated for President, only Shelley was willing to run
3. Shelley voted for Treasurer for 2018-2019
4. Suggested clarifying the bylaws so that it specifies that one person may hold more than one elected officer position - this may be specified on the ballot
5. Legislative - Mollie Fallon
6. Nominations & Elections: Brittany and Julie
7. Planning & Development - Jeff
8. Professional Standards - (open)
9. Newsletter - (open)
10. ASSEC - (open)
11. Event Planner - Joe Reser
12. NASP Delegate - Hilary Wilson
13. Technology - (open)

iv. Planning and Development: Jeff Krzypkowski
1. Made flyer for fall conference
2. Will work with Sarah for ASPA gear (sweatshirts/t-shirts) for Fall Fundraiser

v. Professional Standards: Lee Anderson
1. No report

vi. Public Relations: Sarah Baez
1. No report
2. Hattie - suggested advocacy for school psychology (postcard)
3. Member attendees suggested having a pre-order sweatshirts/t-shirts and use paypal account (Jeff will also work on this)

vii. Newsletter: Rod Everding
1. Communication with other states (Washington, Oregon, Montana, Idaho) to advertise conference and visa versa in other state newsletter
2. Spring newsletter coming to the Professional Layout service next week
3. Brittany sending out election results to add to
4. 1 full page add and 1 ½ page add ($300) - professional layout ~ $300 so this comes out even;

viii. ASSEC: Molly Fallon
1. Did not attend ASSEC this year, stepping down from ASSEC Rep
2. Hattie discussed having ASPA flyers/advertisement at the UAA COE table next February
The Washington State Association of School Psychologists is pleased to announce the 2017 Spring Lecture Series

- All talks will be live. This allows for interaction that leads to a higher level learning experience; you can ask your questions in real-time.
- The series cost has been reduced, consistent with our mission to bring the best possible professional development to our members.
- GoTo Webinar will continue to be used. You can access this system on your computer, tablet, or phone.
- We have limited the talks to four days to help reduce the impact of the talks on your schedule. 3 hrs. per session. 24 total clock hours.
- These are NASP approved clock hours; WSASP continues to be a NASP approved professional development provider.

Abstracts will be available shortly on website (www.wsasp.org)

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<tr>
<td>WSASP Members</td>
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<tr>
<td>January 27, 2017</td>
<td>9am-12pm</td>
<td>John Murphy, Professor of Psychology</td>
<td>Solution-focused Counseling in Schools (Part I)</td>
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<td>1pm-4pm</td>
<td>Steve Hince, School Psychologist</td>
<td>School Psychology in the 21st century: Objective Data/Subjective Decision-Making</td>
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<td>February 17, 2017</td>
<td>9am-12pm</td>
<td>Carolyn Buzan, Clinical Psychologist</td>
<td>ADHD Assessment</td>
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<td>1pm-4pm</td>
<td>John Murphy, Professor of Psychology</td>
<td>Solution-focused Counseling in Schools (Part II)</td>
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<td>March 24, 2017</td>
<td>9am-12pm</td>
<td>Linda Raffaele Mendez, Associate Professor of Psychology</td>
<td>CBT Techniques in Schools</td>
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<td></td>
<td>1pm-4pm</td>
<td>Kathy McNamara, Associate Dean, Prof. of School Psychology</td>
<td>MTSS Implementation</td>
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<td>April 21, 2017</td>
<td>9am-12pm</td>
<td>Kevin Kalikow, Psychiatrist</td>
<td>Medications and Diagnoses Commonly seen in Schools</td>
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<td></td>
<td>1pm-4pm</td>
<td>Jennifer Rose, School Psychologist</td>
<td>SEL Screeners</td>
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L to R: School psychologist intern Marcus Brinley and ASD school psychologists Ellen Kirchner and Linda Jesse-Johns enjoy good conversation at the ASFA spring social on April 8, 2017 at the 49th State Brewing Company in Anchorage.
ix. Event Planner: Joe Reser
   1. Social Event 4.8.17 at 49th St. Brewing Company
   2. No other report
   3. Rod is in communication with Joe for fall social event planning; Jeff also offered to help organize

x. NASP Delegate: Hilary Wilson
   1. No additional report - information in spring newsletter

xi. Technology – William John
   1. William will be leaving state - has sent detailed email to elected board members on proceeding with the website

II. New Business
   a. President Elect – Rod
      i. Fall Conference:
         1. Flyer is complete, contracts for all presenters are in the works, call for poster presentation
         2. Silent Auction - ($1300.00 - 2015), ($500.00 - 2016),
      ii. Proposed Budget for 2017-2018:
           1. Reviewed budget
           2. Hattie proposed motion to accept the 2017-2018 budget, Jeff 2nd second, Austin, Brittany, and Shelley accept
      iii. DEED Grant - in contact with the state but also coming across roadblocks in completing the SAM paperwork, Hattie will start by following up with UAA Fiscal Manager to see if they have an input into the next steps

b. NASP CEU Renewal Coordinator
   i. Hattie will take on this position
   ii. Consider having NASP CEUs for attending the RTI conference
   iii. NASP approved for another 2-year cycle (end Oct 2019)

c. ASPA Spring Social
   i. 49th State Brewing Company 4/8/17 6-8pm

III. Other Business
   a. Presidency 2-year term - Jeff made a motion for the ASPA President to serve a 2-year term, Shelley 2nd motion, 3 others in favor, 0 opposed
   b. Hattie proposed motion for the 2-year presidency to go into effect for recently elected president (Shelley), Austin 2nd motion, 3 others in favor, 0 opposed
      i. Shelley President for 2018-2019, 2019-2020
      ii. In spring 2018 nominations will skip President-elect,
      iii. President-elect will be on nominations every 2 years (Spring 2019, Spring 2021, Spring 2023, etc)
   c. Shelley suggested ASPA Board meeting - more frequently & shorter; or increasing social events for more opportunities (i.e., running events, Polar Plunge, etc)
   d. DEED Grant - Rod has contacted DEED to follow-up regarding
   e. Ideas for ASPA fundraiser - sweatshirts/t-shirts to pre-order for fall conference- Jeff will report costs, has possible printing access - suggested for pre-orders to be paid via PayPal account
OCTOBER 5-6 2017
ASPA FALL CONFERENCE

The Alaska School Psychology Association Fall 2017 Conference Presents:

SELECTING THE RIGHT ACADEMIC, BEHAVIORAL, AND SOCIAL-EMOTIONAL INTERVENTIONS AND MEASURING EFFICACY.