

Your Educational & Counseling Psychology Faculty



MASP Fall Conference Report by Prof. Lundy *October 18-20, 2010*

The MASP Annual Conference was held October 23 – 25 in Lansing, Michigan. Attendees had an option of attending a pre-conference workshop given by George McCloskey, Ph.D., a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine, national presenter, consultant, author, who has also been involved in test development and publishing activities for more than 25 years. Dr. McCloskey's presentation, *Executive Functions and Classroom Behavior* provided a comprehensive model of executive functions and discussed executive functions' impact on learning, behavior and classroom pro-

duction. Also, ways to assess executive function difficulties and methods for helping children with these difficulties to improve their behavior and academic performance either through teacher assistance or through increasing their capacity for self regulation was addressed.

Monday's keynote speaker, Steven G. Feifer, D.Ed., is a nationally-renowned speaker and author in the field of learning disabilities. He is dually trained as both a Nationally-Certified School Psychologist, and is also a diplomat in school neuropsychology.

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NASP Headlines:

- Registration opens Oct 4th, 2010 for the NASP 2011 Annual Convention being held February 22-25, 2011 in San Francisco, CA.
- NASP has released, "School Psychologists: Improving Student and School Outcomes", a document that aligns NASP Policy, Standards for practice, and improved student outcomes research.
- School Psychology Awareness Week is scheduled for November 8-12 this year.

Upcoming Events:

- NASP conference will be held *February 22-25, 2010* in San Francisco, CA

In this issue:

- What's happening in School Psychology - Updates on the status of current students and Alumni.
- NASP News - the latest news from NASP.
- Departmental News—The happenings in ECP.
- Fall/Spring 2010 schedule of events.

Did you know?

CEC Celebrates 35 Years of IDEA

The Council for Exceptional Children (CEC) is proudly celebrating the 35th anniversary of the **Individuals with Disabilities Education Act (IDEA)**, the landmark legislation that paved the way for improved educational outcomes for individuals with disabilities.

CEC was at the forefront of the advocacy effort—alongside many parents, organizations, and individuals with disabilities. To mark this occasion we have created www.idea35.org, a Web site where you'll find:

- ◇ **Historical information and perspectives about IDEA.**
- ◇ **Videos and stories of students with disabilities who have succeeded under IDEA.**



- Student Christmas Party! December 2010—Date will be determined later
- NASP Annual Convention February 22-25, 2011.
- Spring Comprehensive Exams
 - ⇒ *Masters*: March 25
 - ⇒ *Specialists*: March 25,28

EdS students must have their PRAXIS exam taken prior to graduation.



Student Events @ NASP 2011 Annual Convention February 22-25, 2011, San Francisco, CA

Student Events Planned Especially for You!

Join us for the Student Social following the NASP Welcome Orientation and a Bingo-Drop Bucket activity following the Student Town Hall Meeting. If you are looking to have a fun night out during the convention and meet fellow graduate students from across the nation, don't miss the Student Outing. The destination has not been announced yet, but the outing will take place Wednesday, the 23rd. For further information, please check the [Student Activities](#) page.

Student & Early Career Mentoring Program at the NASP Annual Convention

Be part of the seventh annual NASP [Student Mentoring Program](#) at the convention in San Francisco! Meet with an experienced practitioner or an early career practitioner to discuss questions, interests, and concerns about practicing school psychology in the real world. Mentoring match-ups are done online before convention!



~Internship Spotlights~

Monopoly

By Donjulia Aranha

A couple of weeks ago an 8 year old boy that I had just finished testing asked, "Can we play Monopoly without having to do this testing stuff." As I pondered his question I asked myself, "Who told him these were tests?" and "Wow, he wants to play Monopoly with me!" On the following day for 30 minutes during his lunch time we played Monopoly. Although, the majority of the time was spent with me reading to him the cards and helping him count the numbers on the dice, in the end he helped me far more than I helped him. In the busyness of that week I had rushed through writing reports, testing students, reading new test manuals, consulting with teachers and shadowing school psychologists. When this student asked me to play Monopoly with him it was if someone tapped me on the shoulders and said, "Remember, he is the reason you do what you do. It is not just about getting in hours, and checking off your to-do list. It's about him. It's about her." I hope this lesson remains with me when the next wave of deadlines and commitments are knocking at my door and I am wondering when I will find the time to do all that is expected of me. May I remember then to take time out and play Monopoly with him or with her, because they are the reason I do what I do.

Donjulia Aranha
School Psychology Intern
Fort Wayne Community Schools



Internship "Projects"

By Katie Walkowicz

I am completing my internship with the Jackson County ISD in Jackson, MI. My placement involves 5 schools within 2 different districts. My assignment includes 3 elementary schools, a middle school and a high school.

Currently, I do not have any big "official" projects going. However, I do face some challenges within my district. My greatest challenge that I work to change a little more each day involves eligibility for SLD. Prior to this year, the ISD was using a discrepancy model and was not moving toward the RtI model. However, this year, the ISD has imposed new eligibility guidelines and is attempting to use a patterns of strengths and weaknesses (PSW) model. This implementation has caused a lot of changes to the IEP and other paperwork involved in the process. I used the PSW model last year at my practicum site so the "change" is not all that confusing for me nor is it hard to switch. Every one of my five schools is a little different, but I find myself having frequent conversations with my supervisor and other team members about the education I have received and positives/benefits of this different model. Within the short time I have been at these schools and with my supervisor especially, I feel that every small conversation is a step in the right direction. I hope to continue working toward positive change within the districts in which I work.

Another small project that I hope to get more involved with once my mobility improves is the food pantry. One of my school district placements recently started a food pantry within the last year in hopes of helping some of the families of our students and others within the surrounding community. Still in the beginning stages, the pantry is only open twice a month, but we look forward to growth this year with the help of donors.

Katie Walkowicz
School Psychology Intern
Jackson County ISD

~Internship Spotlights~

Viva la Google Docs!

By Andrew Russell

As a professional, it's difficult to strike a balance between keeping up to date with technology and keeping up with our case load. It's probably tough in any job, but it's particularly difficult when one's job description includes almost everything under the sun. Because the school psychologist occupies many roles, we feel this tension in a lot of areas: assessment, progress monitoring, IEP systems, research, and the list goes on. In the October 2010 issue of the NASP Communique, Dan Florell (2010) helps us wade through the questions we need to ask when deciding which innovations should be adopted and which should be left alone. In this article, I will recount how I have successfully utilized a Google Docs application during my internship and how this innovation relates to the practice of school psychology. Additionally, we will consider whether Florell's advice on technological adoption supports the use of Google Docs in our roles as school psychologists.

In my internship so far, I have found that the role of school psychologist is not always clear--in fact, at the secondary level, it seems to be anything but clear. In such environments, a school psychologist will be as needed as she makes herself. In other words, much of our worth depends upon what we bring to the table. At Overland High School, my supervisor challenged me to find gaps in knowledge or services and to add value in those areas. To this end, I considered what information would be useful, and decided that building administration desperately needed to develop a profile of the freshman class in order to build relevant intervention programs to ensure their long-term success. I developed a 41-item risk and resiliency screener with my supervisor, and tried to figure out how I could save time in scoring them. Since I would have to score about 400 freshman surveys, I wanted to find a way to make the screener electronic. From the sagely advice of a librarian, I discovered that Google has an application to fit just about all survey needs. Google allows any user with an account to develop documents, but more interesting to me, the user can also create spreadsheets or forms. A Google Form allows the user to write any number of questions, design response types (rating scales, check boxes, open-ended, etc.), make any and all items required, and it even provides over 90 options for the visual appearance of your survey. This approach offers a great deal more flexibility over Survey Monkey and various alternatives, which tend to limit the quantity and quality of what the user can develop. Like the other Google Docs applications, Google Forms can be shared with other users. This means that multiple people can work on the form simultaneously. When you're ready to have people take your survey, you give them the link and they complete the survey online. When it's time to do your data analysis, all the data is kept on your Google account in an Excel-like spreadsheet, which you can easily export to Excel, or even copy and past into SPSS.

How will this technology help me do my job better? This innovation can help you to understand the culture and climate of your student body more clearly. This information will be prized by administrators, teachers, and students' parents. It can be used to determine needs of your buildings and subsequent resources or changes required to meet those needs.

How much time will I need to devote to learn this technology? Not much. If you have a Google account already, it may take a half-hour to figure it out. Videos are available to help you if you have trouble getting your Google Form off the ground.

Have I seen this technology used before by other school psychologists? I haven't seen this yet, but now you know that there's at least one out there.

Have I tried the new technology and found it useful? I have found it very useful. After running Freshman Seminar classes through the surveys, I now have almost 400 completed surveys that will be used to create new intervention classes around survey factors, if necessary. Administration will gain useful information about freshmen abilities in self-regulation, academic strategy usage, mental health concerns, future orientations, and other areas.

Is the new technology consistent with best practice standards? If it is administered as a part of a universal intervention to all students, no consent forms would necessarily be necessary. However, parent notification may be a good idea, depending upon the types of information you gather. This technology supports the school psychologist role in that it helps us to better advocate for the students.

What is the cost of adopting the new technology? Nothing. This might be the best part of using the Google Form. You don't need to requisition any money from administration. In a times of tight purse strings, everyone will appreciate this.

Applying Florell's questions to the use of Google Forms in schools, I believe that school psychologists can be better school psychologists with some working knowledge of Google Forms (2010). It helps us to add value in the workplace by efficiently gathering information about the populations we serve. While adoption is a personal determination, I would encourage all school psychologists to strive to discover new ways to become worthwhile, contributing members of a school culture through technology.

Andrew Russell
School Psychologist Intern, Ed.S. Candidate



Student Activities



School Psychology Awareness Week:

SP students set up an educational display in the Campus Center as part of School Psychology Awareness Week. On display was a PowerPoint presentation and informational brochures. The students answered questions about the field and Andrews' School Psychology program.



Students work with children at Ruth Murdoch:

Students taking the Educational and Behavior Assessment course worked in collaboration with the teachers at Ruth Murdoch Elementary School and fellow SP program students currently enrolled in Issues in the Schools course. All RMES students in grades K-6 were assessed for reading skill levels using the DIBELS. Students determined to be at-risk then received 10 weeks of intensive tutoring that included first year SP students. The RMES students are monitored weekly to determine their progress. Feedback is given to the teachers and parents during, and at the end of the program. This fieldwork experience gave SP students the opportunity to have actual experience using this type of assessment, consult with teachers about the results and proposed interventions, and work with students in a teaching capacity.

MASP: Continued from Page 1...In 2009, he was awarded the 2009 *National School Psychologist of the Year* by the National Association of School Psychologists. *The Neuropsychology of Mathematics: Diagnosis and Intervention* was a very informative presentation where he discussed how math is learned from a brain-based educational perspective, included the central role of language to expand upon conceptually ordered number sets.

Additionally, the cultural stereotypes regarding gender differences, as well as the relationship between anxiety and mathematical performance in the classroom were explored. Two critical constructs often overlooked, working memory and executive functioning, were also discussed. This workshop helped attendees develop more efficient ways to diagnose and remediate math disorders in children.

Tuesday morning, attendees had the privilege to hear Kathleen Minke, Ph.D, NCSP. She is the 2010-11 president of the National Association of School Psychologists and currently a professor at the University of Delaware. She also serves as a consultant to Delaware's Positive Behavior Supports initiative.

Dr. Minke's presentation, ***Family-School Collaboration and Positive Behavior Supports: Applications at the School-Wide Level, was geared toward school psychologists and other educators*** whose schools are using Positive Behavior Supports (or related initiatives) at the school-wide level. Participants learned skills and strategies to incorporate family-school collaboration into their school-wide plans, as well as those skills used in thinking systemically, communicating with families effectively, and developing school-wide strategies for creating a family-friendly school.

In addition to the keynote speakers, attendees were able to choose from 12 presentations given by various practicing school psychologists, graduate students, and university faculty, including our esteemed department chair, Dr. Rudi Bailey. His presentation – *Beliefs of Parents about ADHD* – reported the results of Kendra-Lee Pearman's doctoral dissertation study, for which he serve as the chair. In order to most effectively help parents, psychologists need to know what preconceived ideas parents bring to the table. This study investigated those beliefs and the variables that shaped them.

Who's Who in Educational and Counseling Psychology

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Dr. Ron Coffen has been an associate professor at Andrews University for 7 years, has been a member of the School Psychology Core Faculty for 5 years and has functioned as an interim School Psychology advisor in the past. He is the director of the Andrews Community Counseling Center. He has a private counseling practice in Buchanan, MI serving children and adolescents. His professional experiences include: performing clinical assessments and interventions in a Baltimore-city, school-based specialized assessment center for children referred for behavioral and emotional disorders; providing individual and family psychotherapy services at a Baltimore-city community counseling center; self-employment as a psychology associate

performing educational and cognitive evaluations of present levels of functioning for special-ed students; providing individual and family psychotherapy with youth and adults during his internship at the APA-approved Wichita Child Guidance Center; providing individual therapy, assisting in treatment planning, and consulting with staff regarding educational and behavioral interventions as an on-site clinical psychologist at an alternative middle school; providing individual and family psychotherapy to preschoolers, children, adolescents and adults as a staff clinical psychologist at Prairie View, an outpatient psychology group practice in Wichita, KS; providing psychotherapy services to preschoolers, children, and adolescents in a group practice setting as a staff clinical psychologist at Pine Rest Christian Mental Health Service in St. Joseph, MI.

His research interests include: the use of computers to learn standardized test administration; the transfer of control of type 1 diabetes from parents to children with diabetes; solution-focused therapy outcomes; social skills in elementary, middle and high school. He has published articles on youth with type 1 diabetes, psychological issues in school violence and is currently working with graduate students on articles related to multicultural education in SDA classrooms, the role of doubt in religious identity development, empathy development and knowledge of ADHD among SDA teachers. He has an article about managing behavioral and emotional problems of children in SDA schools under consideration.

Fall/Spring Semester Events

November

24-28 Wed-Sun Thanksgiving break
29 Mon All Classes Resume

December

2 Thu Last Day of fall semester classes
6-9 Mon-Thu Fall semester finals

January

3 Mon First day of spring semester classes
15-17 Sat-Mon Martin Luther King Jr. Celebration

February

14 Mon Presidents' Day

March

11-20 Fri-Sun Spring Break
25 Fri MA Comprehensive Exams
25-28 Fri-Mon EdS Comprehensive Exams

April

12 Tues Last day to withdrawal from a class
21 Thu Last day of spring semester classes