

Motivate Your Students Through Positive Rather Than Negative Reinforcement

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Student misbehavior continues to be the main concern of teachers (Dunlap, Iovannone, Wilson, Kincaid, & Strain, 2010; Martella, Nelson, Marchand-Martella, & O'Reilly, 2012; Westling, 2010). Misbehavior such as noncompliance, aggression, talking out, and out of seat, to name a few, often challenge teachers and hinder the success of students who exhibit these misbehaviors as well as their classmates. We know crucial instructional time is sacrificed when students misbehave (Musti-Rao & Haydon, 2011; Reinke, Herman, & Stormont, 2013), and that low achievement and increased referrals for special education services often result for those who are the most at risk (Oliver & Reschly, 2007). When new or urban teachers are asked why they left the profession within the first 5 years of their career, about half note challenges related to classroom management (Crothers & Kolbert, 2008; McKinney, Campbell-Whately, & Kea, 2005; Reinke et al., 2013).

Despite the importance of managing student behavior, teachers often cite a lack of knowledge related to classroom management (Briere, Simonsen, Sugai, & Myers, 2015; Oliver & Reschly, 2007; Parsonson, 2012; Simonsen, Myers, & DeLuca, 2010). Consider that many teacher preparation programs include only one course related to this area of study. Thus, it is not surprising that teachers say they do not believe their training adequately prepared them to address behavior management issues in an effective manner (Briesch, Briesch, & Chafouleas, 2015; Reinke et al., 2013). We have to do more in the area of classroom management as we prepare today's preservice and inservice teachers.

Negative and Positive Reinforcement

A critical aspect of classroom management that is often ignored in teacher preparation programs is reinforcement (i.e., negative and positive). Negative reinforcement relates to the occurrence of "a response that produces the removal, termination, reduction, or postponement of a stimulus, which leads to an increase in the future occurrence of that response" (Cooper, Heron, & Heward, 2007, p. 292). On the other hand, positive reinforcement has occurred when "a response is followed immediately by the presentation of

a stimulus and, as a result, similar responses occur more frequently in the future" (Cooper et al., 2007, p. 258). Both types of reinforcement produce an increase in responding; however, with negative reinforcement, an aversive stimulus is ongoing and is subsequently removed, terminated, reduced, or postponed based on the behavior. According to Catania (1984), "Positive and negative reinforcement are therefore distinguished by whether a response produces or removes a stimulus" (p. 93). Note that negative reinforcement is not the opposite of positive reinforcement and is not the same as punishment; punishment produces a decrease in behavior not an increase in that behavior as is produced by negative reinforcement.

Understanding the distinction between negative and positive reinforcement is important because they affect student motivation in different ways. First, students can be motivated by the removal or delay of a particular event when they demonstrate the desired behavior (negative reinforcement). Say a teacher warns her students that they will likely fail a test if they do not study hard; the result is that her students study hard for the test to avoid failing. Say another teacher warns his students that if they continue to

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PRESIDENT'S MESSAGE

I wish to thank **School Psychologists** all over Michigan for their hard work on behalf of students, parents, staff and school systems! I would also like to thank the MASP board members & committee chairs for all of their time, talents and hard work!



Tanya Uganski

This year we also have several areas to celebrate. First, we transitioned to a new website and now have several items posted on our website. If you haven't had a chance to visit – we now have our constitution, by-laws, resources, position statements, regional board members, committee chairs, upcoming events, contact information, a forum for positions and research as well as times and locations of all of the board meetings posted on the website. This is an effort to share all of the information with our membership about upcoming events, board meetings and general information.

As an organization, we also met our membership goal of increasing our membership by 10 percent. We have also improved the efficiency of obtaining SCECH's by incorporating the SCECH fee into the conference fee for our members. The School Psychologist of the Year (SPOTY) award was also reinstated so we can **recognize and celebrate** a school psychologist who goes above and beyond in our field. Please help us to honor one of our hardworking colleagues next year at the **FALL** conference by nominating one of your hardworking, passionate colleagues who work towards improving outcomes for all students. Candidates must be practicing school psychologists who spend the majority of their time providing direct services to students, teachers and parents and a current member of MASP.

In addition we were able to work with our Michigan Congressman and Senators to recognize School Psychology Awareness Week in November as well a Mental Health Month in May. This year, we have given input on the need for Mental Health to be recognized in the legislative arena as well as proposed Mental Health pilots for the upcoming school year. As a means of saving on meeting costs, we have also arranged to complete three of our board meetings (September, January & May) in a "Go To Meeting" format or a virtual meeting. This has also meant less travel time for our board and a very easy way to connect. As we transition from face to face meetings, we continue to work on improving our online meeting format.

MASP receives regular updates from our liaison, Noah Smith from Capitol Services regarding efforts that require our attention or input. There are many issues in which schools and students benefit if we give our input. Some of these issues have included: ESEA changes, School Psychologist Awareness Week, DPPD, JCAR related to special education rules and regulations, School Aid, Teacher Evaluations, Mental Health as well as Mental Health Projects, and Medicaid funding for school based mental health.

We also celebrate two very successful conferences this year in the fall and spring where we were at full capacity for our venues. A few of the members of the executive committee were also able to connect with other state representatives through NASP to gain ideas and strategies on improving MASP. We were able to discuss ideas on term lengths, conferences, finance, building capacity, advocacy, membership, webpages and newsletters.

The following people have joined our board for the 2015-2016 beginning in July:

President-Elect	Jennifer Headley-Norman
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Region 9 director / alternate	Jason Sines / open
Region 10 director / alternate	open / open
Region 13 director / alternate	Open**/open

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We welcome Jennifer Headley-Norman to the President Elect position as well as Nora Pizzano to the secretary position in July. Also Region 6 & Region 13 positions have been filled by appointment pending board approval in August. Please consider joining us if you are from Region 1 or 10 as it is best if MASP has representation from all over the state.

MASP is an exciting organization and as we invite you to join us to with your time and talents. I have really enjoyed working with our current board. **ALL** of these accomplishments of MASP would not have been achieved had it not been for our very hard working school psychologists on the board! A huge thank you to Donna Sprague for her work on the newsletter & minutes for

the last few years and to Sharon Dusney for her work on behalf of Special Education Advisory Committee (SEAC). These two have devoted countless hours to MASP and we have benefited from all of their efforts.

In the fall we will have Randy Sprick and Kathleen Lane for our Fall Conference at the Great Wolf Lodge in Traverse City in late October (10/26 – 10/27). Please mark your calendars and join us as we embark on another exciting year of learning and growing with MASP! If you are interested in PREPARE training, please visit the MASP website for the upcoming dates.

Tanya Uganski
MASP President

Motivate Your Students Through **Positive** Rather Than **Negative** Reinforcement

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be disruptive, they will be sent to time out; the result is that his students begin to behave appropriately to avoid time out. In these two examples, teachers are using negative reinforcement (also a form of coercive control) (see Sidman, 2000 for details on coercion).

Second, students can be motivated by the presentation of a particular event when they demonstrate the desired behavior (positive reinforcement). Say a teacher tells her students that they will do very well on a test if they study hard; the result is that her students study hard for the test to do well. Say another teacher provides attention to his students when they are displaying appropriate behavior (i.e., “catches them being good”); the result is that his students continue to behave appropriately. In these two examples, teachers are using positive reinforcement.

Side Effects of Negative Reinforcement

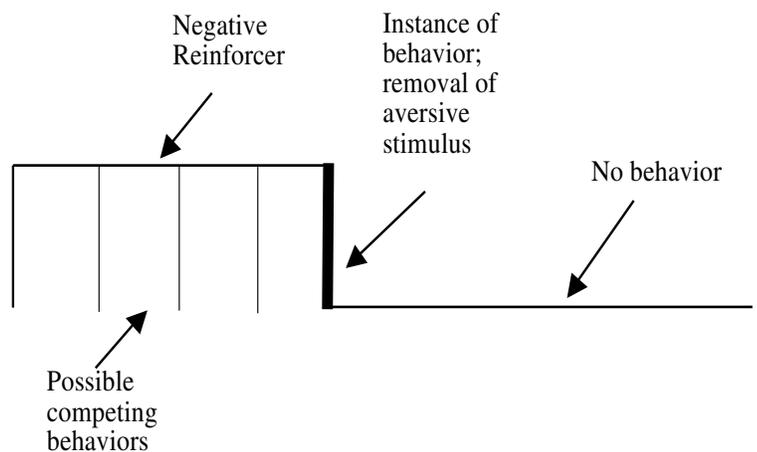
There are two primary side effects when teachers use negative reinforcement in the classroom. These include making it more difficult for students to learn and increasing unwanted behaviors.

More difficult to learn. According to Catania (1984), it is more difficult to teach or motivate students through the use of negative reinforcement than through positive reinforcement. The reason for this difference is shown in Figure 1. The top section of the figure shows negative reinforcement. The box represents the ongoing aversive stimulus (negative reinforcer) with its termination occurring at the instance of the target behavior (bold vertical line). The vertical lines within the box represent the possible competing behaviors that occur before the aversive stimulus is terminated. The flat line represents a lack of behavior.

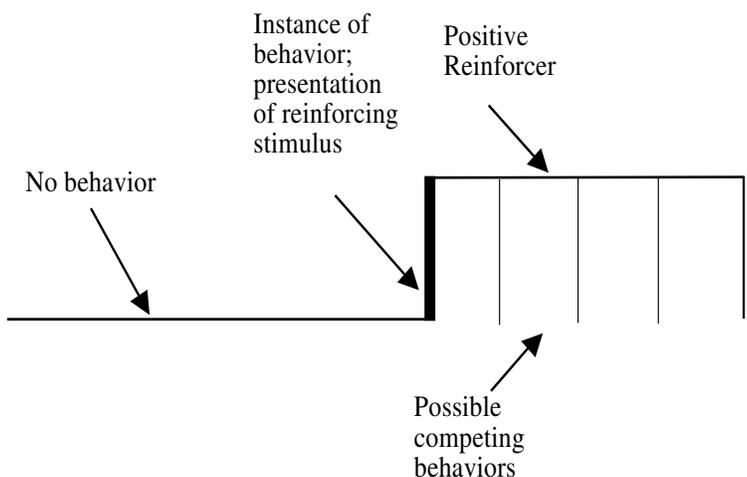
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Figure 1: Model for negative and positive reinforcement.

Negative Reinforcement



Positive Reinforcement



behaviors occur *before* the target behavior. With positive reinforcement, the competing behaviors occur *after* the target behavior.

Consider the following example. Suppose a child enters a dark room and turns on the light; is the child negatively reinforced by the removal of darkness or positively reinforced by the presentation of light? A way to determine the answer to this question is to observe if, and when, any interfering behaviors occur. Consider two children entering the dark room, one who has a phobia of the dark and one who does not. The child who has a phobia will likely emit behaviors that compete with finding the light switch such as frantically running around the room, feeling all over the wall, or simply freezing in place. These behaviors will make it harder to locate the light switch to remove the darkness (negative reinforcement). A child who has no such phobia may wait a short time for his or her eyes to adjust to the darkness, but will likely, and calmly, walk to where the light switch is and turn it on. These behaviors will not compete with turning on the light (positive reinforcement). If any competing behaviors do occur (e.g., taking time to read what is posted on the walls), they occur after turning on the light, not before.

When the discrimination between the two is especially important is in the classroom. If we tell a student that the upcoming test is especially difficult and he or she will fail unless a great deal of effort is put into studying (negative reinforcement), the student may exhibit behaviors that compete with doing well on the test (e.g., emotional responses such as fear, “mind going blank,” not showing up for the test). On the other hand, telling a student that he or she will do well on the test if effort is put into studying and making sure the student is prepared (positive reinforcement), such competing behaviors are less likely to occur. If any competing behaviors do occur (e.g., taking time off from studying), they occur after the test, not before or when taking it. In other words, using negative reinforcement (coercion) to motivate students may result in exactly what we do not want—poorer learning and failure.

Increase unwanted behaviors. Another side effect when using negative reinforcement is that improvement in behavior may not occur and may actually worsen (Martin et al., 2010). For example, exposure to coercive control has not been shown to improve school outcomes; such control is associated with higher rates of school dropout (Ekstrom, Goertz, Pollack, & Rock, 1986; Skiba, Peterson, & Williams, 1997; Sprick, Borgmeier, & Nolet, 2002; Wehlage & Rutter, 1986). Also, when teachers use threats and warnings, behavior problems tend to escalate (Nelson, 1996) — students are more likely to become aggressive. “The use of threats and warnings along with a lack of reinforcement of appropriate behaviors may seriously compromise” behavior management in the classroom (Martella et al., 2012, p. 11).

Say a teacher warns that if a student does not stop bothering his neighbor, he will go to time out. A result

could be the student challenges the teacher in front of the other students. Other problems related to the use of negative reinforcement or coercive control include aggression, a dislike for school, and imitation of behaviors we do not want students to exhibit. Unfortunately, the use of negative reinforcement or coercion is all too common in schools.

The Problem

Much of the reinforcement used by teachers with students with emotional or behavioral disorders represents negative reinforcement (Gunter & Coutinho, 1997; Sutherland & Singh, 2004). According to several researchers (e.g., Moore Partin, Robertson, Maggin, Oliver, & Wehby, 2010; Sutherland & Singh, 2004; Tillery, Varjas, Meyers, & Collins, 2010), there are high rates of negative interactions between teachers and students who exhibit behavior problems. As stated by Latham (1992a) more than 20 years ago, teachers allow over 90% of all appropriate behavior to go unrecognized and are two to five times more likely to recognize inappropriate behavior than they are to recognize appropriate behavior. This same problem exists today. The ratio of positive to negative interactions ranges from 1 positive to every 2 to 4 negative interactions for teachers who work with students with behavior issues (Rathel, Drasgow, Brown, & Marshall, 2014).

The side effects of such negative interactions are significant for teachers. Teachers who report using harsher responses to student discipline problems and lower rates of positives to negatives also report higher levels of emotional exhaustion (Reinke et al., 2013).

The Solution

Although the use of such coercive control techniques is common in schools, the situation can be improved in three primary ways. These include the use of appropriate motivational techniques, increase positives to negatives, and inservice training and monitoring.

Use of appropriate motivational techniques.

Teachers should focus on motivating academic performance and classroom behavior through positive reinforcement approaches versus negative reinforcement. This focus also includes using appropriate error correction techniques (i.e., a model of the correct response and student guidance) versus a negatively based error correction (e.g., no, that’s not right, you can do better than that, you’re just guessing).

Increase positives to negatives. Teachers need to become more positive than negative with students by engaging in positive scanning as opposed to negative scanning that occurs in most classrooms. Teachers should “catch students being good.” A goal to becoming more positive is to achieve a ratio of at least 3 to 4 (Gunter, Coutinho, & Cade, 2002; Rathel et al., 2014; Stichter et al., 2009) or 5 or more positive interactions (Latham, 1992b; Martella et al., 2012; Schneider, 2012; Sugai & Horner,

2002) to every 1 negative interaction. Achieving such ratios improves relationships with students. These positive relationships cannot be understated. In a meta-analysis of the research literature, Marzano and Marzano (2003) concluded that establishing such positive relationships with students can lead to a 31% decrease in classroom behavior problems.

Inservice training and monitoring. Ongoing inservice training and monitoring of teacher management methods must occur. Skill atrophy is always possible; it is easy for us to fall back to what we already know. For example, in an investigation by Reinke et al. (2013), even teachers who had received training in a school-wide positive behavior support program achieved an average ratio of only 1.2 positive interactions to every 1 negative interaction. More concerning, in their sample of 33 teachers, only one teacher had a ratio of 4 positive interactions to every 1 negative interaction.

Conclusion

The need for effective behavior management techniques is critical for all teachers. Those teachers who do not use effective techniques tend to have lower job satisfaction and a shorter professional life. Their students may find it more difficult to learn and/or may exhibit an increase in unwanted behavior. An important step in achieving a more manageable classroom is to reduce the use of negative reinforcement motivational techniques in our interactions with students. A related step is establishing a positive relationship with our students.

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NASP Delegate Update

By Tracy Hobbs/ NASP Michigan Delegate

For two important reasons, I'd like to take time once again to highlight NASP's Practice Model. Your MASP Board of Directors has been reviewing information related to the Practice Model and will be voting at our Summer Board Retreat in August to adopt it as the standard for school psychology practice here in Michigan. And Marv Nordeen and I will have an opportunity to present on the Practice Model and implications for school psychologists at the MAASE (Michigan Association of Administrators of Special Education) Summer Institute later this summer.



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The NASP Model for Comprehensive and Integrated School Psychological Services (also known as the NASP Practice Model) represents NASP's official policy regarding the delivery of school psychological service and is designed to promote the connection between our research, training, standards and our actual practice. For a concise overview, NASP has developed this brochure: http://www.nasponline.org/standards/practice-model/Practice_Model_Brochure.pdf

The NASP Practice Model delineates the breadth of services that can be expected for comprehensive school psychological service programs. It does recognize that the scope of practice of individual practitioners will be dependent on system issues such as workload, practitioner to student ratios, intensity of student needs, culture and traditions surrounding practice in a school or district. Some school psychologists, for example, may specialize in specific services aligned with specific domains based on the needs of the district.

Why should MASP adopt the Practice Model? The Practice Model:

- Promotes comprehensive role and services
- Promotes consistency of practice across districts
- Better utilizes school psychologists' skills related to behavior, problem solving, progress monitoring, assessment, intervention, and school safety (RTI, PBS/PBIS, climate)
- Engages school psychologists in prevention & problem solving
- Promotes collaboration
- Emphasizes the importance of data based decision making and the contributions that school psychologists can make
- Provides a foundation for personnel evaluation
- Provides recommendations for the delivery of school psychological services

The important message we can send to Michigan's special education directors is that school psychologists who practice in a broad-based role can:

- Reduce unnecessary and inappropriate referrals to special education
- Reduce dropout rates and improve graduation rates
- Reduce discipline referrals and out of school suspension and expulsion rates
- Improve individual student behavior
- Improve overall school climate



Tracy Hobbs

- Improve academic achievement for both general and special education students

In the future MASP will be focusing on activities such as:

- Providing sample job descriptions and evaluation tools that are based on the NASP Practice Model
- Offering professional development in the domains where school psychologists need it the most

NASP members can complete a self-assessment which is designed for practitioners and asks respondents to indicate what they do in practice (specific activities) and that activity's perceived importance; all items align with the 10 domains of practice identified in the Practice Model. The self-assessment takes approximately 15 minutes to complete and provides a summary report (by domain) that can be used for professional development planning. The

Self-Assessment can be found at: <http://www.nasponline.org/standards/survey/self-assessment-intro.aspx>.

In addition, MASP has access to a summary of these self-assessments from Michigan NASP members which can provide valuable information as we plan for future professional development activities. So, please take a few moments of our time to go online and complete the Self-Assessment!

If you're planning to attend the Annual Conference this October in Traverse City, I'll be doing a break-out session presentation and facilitated discussion on the Practice Model ... hope to see you there!

If you have questions about the NASP Practice Model or would like additional information to share in your local school setting, please contact me at: MichTKH@yahoo.com.

“School Psychologist Spotlight”

By Kristin Phillips

Susan M. Koceski, Ph.D. School Psychologist Oakland Schools

What is your educational background and when did you start in the profession? How did you choose this as your career?

There was not just one moment that led me to the field of school psychology. I would like to have a great story that led to a calling towards School Psychology. Not so much. To be truthful, I think becoming a school psychologist was a cascade of many coincidences. I knew in my soul that I was not business minded like my siblings. At Eastern Michigan University (1992), my most intriguing classes were in the department of psychology. Who doesn't like those classes, right? From those classes, I did learn that I needed to be in a helping profession. I explored graduate studies in psychology and physical or occupational therapy.

I decided to apply to Wayne State University's program in School and Community Psychology (WSU SCP). This program offered the option of earning both a limited license as a Psychologist and a School Psychology Certificate to practice in the schools. Since I was not sure what direction I wanted to go, I thought WSU would be a good fit. My only frame of reference pushing me towards school psychology were vivid images of my younger brother being retained in first grade. At the start of his second round in first grade, my mother walked him to school. In those days, students lined up outside the door of their classroom on the playground. According to his peers, he was standing “in the wrong line” and kept calling

for him to stand with them. I remembered how humiliating it felt to my brother and how painful it was to our family.

I still remember it clearly 35 years later. It helped shift my interest away from occupational therapy to school psychology.



Susan M. Koceski and family

Describe your current position.

I worked in the Waterford School District prior to my current position as a School Psychologist Consultant at Oakland Schools, the intermediate school district in Oakland County, Michigan. Oakland Schools services a county with about 200,000 students and 28 school districts. Most broadly, my current work includes four big areas of focus:

1. Professional development and technical assistance on eligibility determination and intervention with students with special learning disabilities in reading, writing and math.
2. Professional development on understanding the research base, instructional practices and instructional materials in word study with general education.
3. Professional learning on diagnostic and progress monitoring/screening assessments and problem-solving, with a focus on formative assessment in the classroom.
4. Supporting the role of the school psychologist through professional learning and collaboration.

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In addition, I have been adjunct faculty at Wayne State University in the School and Community Psychology program since 1998. I teach an assessment course. I find teaching at the collegiate level incredibly challenging and rewarding. I treasure the idea of preparing school psychologists early in their training and then having an opportunity to see them grow in the field.

What is the most rewarding part of your job?

I continue to love technical assistance and problem-solving tough cases. I love working with staff who are working with a difficult student and try to understand their learning needs and match instruction to help a student accelerate. I love using these cases in professional development. I guess, I love teaching student and adult learners.

What is your “passion” as a school psychologist?

I take very seriously the idea of identifying a student with a disability. As a matter of policy, I think it is important that we get it right, that we consider it a serious process, and we never make it a routine part of our day, as it is anything but that for the parent or student. There is so much inequity for students across our state. So many students are disadvantaged before they even walk through the door of kindergarten. I like to keep this in mind as an advocate for kids. How can I level the playing field for this student, this class, this school? It is the lens through which I view my work.

What changes have you seen in the profession since you began your career as a School Psychologist?

I started my career in a very typical fashion, in the good old discrepancy model days. Looking back, I was trained as an evaluator quite simply. I did evaluations for special education eligibility determination. I worked in special education. I counted each evaluation each year. I knew if it was a good year or bad year based on the total number of evaluations. This was really the only way to record my effectiveness to my supervisor. I churned out fancy reports. As time went on, year after year, I found that what I was doing in my evaluations seems so disconnected and distant from learning in the classroom. I felt that my fancy reports, while impressive to parents, were not really helpful to the teacher. In fact, general educators left meetings feeling frustrated and alone, despite me doing the best job I knew how at the time. I started reevaluating what contribution I was making. This put me on a new learning trajectory and a reconceptualization of what I could be doing.

Like many others before me, I came to realize that it was far more effective to be involved in prevention. I realized that I was talking a different language than general education. In fact, we were miles apart. I also realized that the closer I was to achievement, the better opportunities that I had in my district. More teachers wanted me in their classrooms. More parents wanted me involved. More relationships I was developing with students. This results

in impact on achievement. I became a part of the staff and not just ancillary staff. I realized that I may administer tests of achievement, but I had little knowledge about how reading, or for that matter, writing or math typically developed. I could not talk beyond the score and my information was clearly describing the student differently than the teacher. I needed techniques and tools that were less inference-based and more directly aligned with academic learning. I needed to be far more knowledgeable in what to teach and how to teach in order to both have credibility in a school and to make meaningful diagnostic connections on behalf of students. I started doing, not talking about, academic and behavioral interventions. I became engaged more as a problem-solver. I started to shift my thinking about my role. I am a school psychologist and a teacher.

I know I am not the only one who has made this journey. I know I am not the only one who desires a progressive role, involved with children daily instead of a fly-by every three years. There are many school psychologists engaged in very progressive roles and innovated practices, making huge differences in the lives of children across the state.

This leads me to think that School Psychology as a discipline is at a crossroad. It has been building for years. I fear that our profession has fiercely guarded our “cognitive assessment” turf and our expertise in assessment to the extent that administration feels that it is the only skill that we have. From my perspective, I see some districts utilizing their school psychologists so progressively while others continue to box school psychologists into a narrowly defined role. In some places, MTSS/Rtl has legitimized our role expansion which has allowed school psychologists to deliver comprehensive services. However, in some districts, instead of role expansion, roles are being narrowed to only IEP mandated services, aka “test and place,” making it impossible to do anything else. How can you be expected to be involved in learning, mental health, or behavior if your school psychologist/student ratio is so far out of line with NASP best practices? I listen to school psychologists who are incredibly busy, overwhelmed with paperwork and deadlines, and overworked, yet their knowledge and skills are sorely underutilized by their building. I wonder about the net effect of such disparities in our roles across the state. How does this impact the future of school psychology in the current climate of accountability, measuring student growth, and privatizing by using contractual school psychologists? Are we gaining or losing ground as a profession in Michigan?

I feel strongly that School Psychologists have diverse expertise in data-based decision making, interventions to support academic learning, mental health services and preventative and responsive services. Skills in all of these areas are crucially needed in every school today. While evaluations for disabilities are central in our role as a school psychologist, it is not our only skill set. For myself, I do not wish for us to be so narrowly defined.

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Tell us a little bit about you personally and what you enjoy in your free time.

I have been married to my husband Michael for eight years. We have two children: Cooper is six years old and is in first grade in Novi Public Schools. Kaitlyn is five years old and attends preschool (3 days per week) and a home day care the other days. The 2015-16 school year will be bittersweet. As any parent knows trying to manage the different schedules of two children, there is great relief when they are attending the same school. So many logistical issues are reduced. This will also mean that we have officially moved beyond the preschool years, which I adored.

Any words of wisdom for new people coming into the field?

Like many other mothers, I feel like I am on a journey, balancing the demands of being a professional, being a

wife and being a mom. As a school psychologist and a mother of two small children, I have come to realize that balance is critical and I am ever searching to strike the right balance. There are times when work wins. There are times when family wins. I hope that family wins more than work.

I can easily recall times when I was driving the kids to school and what I was thinking about was the schedule for my day, finishing a deadline or a phone call that I needed to make. I then realized that I missed it. I missed the few minutes of my time with them alone before their day starts too. So my challenge to myself is to be present in the moment. I strive to be present when I put my kids to sleep. I strive to be present when we are having dinner. I strive to be present when I am driving them to school. When you are home, be present, and not distracted with work. Work will not notice, but your children will.

Legislative Update

Noah Smith/Capitol Services

Education Budget

The various budgets have been merged into two “omnibus” budget bills; one for education, and one for all the other budgets. The budget of most concern for MASP, of course, is the omnibus education budget, as that is where the school aid and Michigan Department of Education budgets are contained. The Governor will sign the budgets well before the end of the month so schools can assess how much money they will receive next school year.

First and foremost, the “Foundation Allowance,” or, the per-pupil funding, is increased by between \$70 and \$140 per student. Thus, the minimum Foundation Allowance will be \$7,391, to a new maximum of \$8,169. There is a caveat: “best practice and performance funding grants were removed in this year’s budget. Thus, for the few districts which received that funding last year, this year’s Foundation Allowance increase will technically be less than the \$70-\$140 noted above (since those grants only existed for a year). To that end, a new categorical was added that would ensure every district gets *at least* \$25 per pupil. This was added to account for the few schools which would lose more in the no-longer-existing best practice funds than they will get under the \$70-\$140 increase.

Of most note for MASP is the at-risk funding. At-risk funds are increased in this budget by \$70 million (the Executive Recommendation was \$100 million, but \$70 million in increased funds is a very good thing), bringing the total to \$379 million. The boilerplate section (Sec. 31a, attached)

revises the at-risk program by requiring that a district must implement a “multi-tiered system of supports and model of instruction and intervention” for at least K-3. The details:

(3) FOR A DISTRICT OR PUBLIC SCHOOL ACADEMY THAT OPERATES GRADES K TO 3, OR THE EDUCATION ACHIEVEMENT SYSTEM, TO BE ELIGIBLE TO RECEIVE FUNDING UNDER THIS SECTION, OTHER THAN FUNDING UNDER SUBSECTION (7) OR (8), THE DISTRICT OR PUBLIC SCHOOL ACADEMY, OR THE EDUCATION ACHIEVEMENT SYSTEM, MUST IMPLEMENT, FOR AT LEAST GRADES K TO 3, A MULTI-TIERED SYSTEM OF SUPPORTS THAT IS AN EVIDENCE-BASED MODEL THAT USES DATA-DRIVEN PROBLEM SOLVING TO INTEGRATE ACADEMIC AND BEHAVIORAL INSTRUCTION AND THAT USES INTERVENTION DELIVERED TO ALL PUPILS IN VARYING INTENSITIES BASED ON PUPIL NEEDS. THIS MULTI-TIERED SYSTEM OF SUPPORTS MUST PROVIDE AT LEAST ALL OF THE FOLLOWING ESSENTIAL ELEMENTS:

- (A) IMPLEMENTS EFFECTIVE INSTRUCTION FOR ALL LEARNERS.
- (B) INTERVENES EARLY.
- (C) PROVIDES A MULTI-TIERED MODEL OF INSTRUCTION AND INTERVENTION THAT PROVIDES THE FOLLOWING:



Noah Smith

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- (i) A CORE CURRICULUM AND CLASSROOM INTERVENTIONS AVAILABLE TO ALL PUPILS THAT MEET THE NEEDS OF MOST PUPILS.
- (ii) TARGETED GROUP INTERVENTIONS.
- (iii) INTENSE INDIVIDUAL INTERVENTIONS.
- (D) MONITORS PUPIL PROGRESS TO INFORM INSTRUCTION.
- (E) USES DATA TO MAKE INSTRUCTIONAL DECISIONS.
- (F) USES ASSESSMENTS INCLUDING UNIVERSAL SCREENING, DIAGNOSTICS, AND PROGRESS MONITORING.
- (G) ENGAGES FAMILIES AND THE COMMUNITY.
- (H) IMPLEMENTS EVIDENCE-BASED, SCIENTIFICALLY VALIDATED, INSTRUCTION AND INTERVENTION.
- (I) IMPLEMENTS INSTRUCTION AND INTERVENTION PRACTICES WITH FIDELITY.
- (J) USES A COLLABORATIVE PROBLEM-SOLVING MODEL.

This paves the way nicely for MASP to engage with each individual school district along the parameters built in to MASP's collaborative "white paper" model for access to school mental health services (with the informal mental health coalition). Each school district must show that they are complying with this section to the MDE, not the other way around (this is not an MDE-to-schools approach).

There is some new language of some concern, however, as it approaches close to "privatized" services. However, this is something that contacts within the Michigan Department of Health and Human Services discussed with MASP and other mental health coalition stakeholders; that Child and Adolescent Health Centers would serve as a "hub" to increase access to nurses and behavioral health services in schools. The new language in subsection (7), which is the subsection regarding child and adolescent health centers:

IN ADDITION TO THE FUNDS OTHERWISE ALLOCATED UNDER THIS SUBSECTION, FROM THE MONEY ALLOCATED IN SUBSECTION (1), THERE IS ALLOCATED AN AMOUNT NOT TO EXCEED \$2,000,000.00 FOR 2015-2016 ONLY FOR CHILD AND ADOLESCENT HEALTH CENTERS TO INCREASE ACCESS TO NURSES AND BEHAVIORAL HEALTH SERVICES IN SCHOOLS, USING 3 EXISTING SCHOOL CLINICS AS HUBS FOR SERVICES AND USING MOBILE TEAMS TO SERVE SATELLITE SCHOOL SITES.

Again, the 31(a) at-risk language is attached to the end of this report in its entirety. Any language in red is from last year's budget (really, this year's until September) that is

now removed in this new budget, and anything in blue is added in this year's budget.

Teacher Evaluations

The Senate voted 22-15 to pass SB 103 which includes a new set of teacher and administrator evaluation standards. All ten Democrats voted against the bill as well as Margaret O'Brien of Portage, Tory Rocca of Sterling Heights, Dale Zorn of Ida, Tonya Schuitmaker of Lawton, and Rick Jones of Grand Ledge.

SB 103 allows a district or charter school to develop or adopt an evaluation for teachers that must be consistently used across the district. This does not have to be the same tool used for administrators. This bill made some changes from the previous bills being discussed in the House in that it does not list acceptable vendors to conduct the evaluations and does not include a \$17 million appropriation to implement the changes. It also lowers the percentage of the evaluation based on student growth in test scores for the 2017-2018 school year from 50% to 25% and then in the 2018-2019 school year raises it again to 40%. The rest of the evaluation should be based on the tool adopted by the district or charter. Because of an amendment sponsored by Senator Margaret O'Brien (R – Portage) this evaluation based on test scores will not take effect until the 2018-2019 school year because the bill requires assessment to include data from three consecutive school years.

The bill also changes current law so that if a student is being taught by a teacher who has been rated ineffective for the two most recent evaluations, the pupil's parent or guardian would have to be notified beginning in the 2018-2019 school year instead of the current mandate of the 2015-2016. The bill also "encourages" evaluations to include certain criteria like a system that determines professional competence through evaluation of professional practices using a research based framework.

Senator O'Brien also suggested but failed to pass an amendment which would have outlined explicit standards for evaluation tools using whether the tool has been designed, tested, and calibrated using empirical research, whether the tool was developed by authors with expertise in evaluating teachers, and whether there is demonstrated evidence of reliability, validity, and efficacy. Remember that last session, this effort was her effort when she was in the House of Representatives, and this was a key provision to her and Representative Adam Zemke (D – Ann Arbor), her bipartisan cosponsor. Representative Zemke said that not having a minimum standard will allow the current disconnect regarding evaluations across the state to continue. Senator Pavlov, who sponsored the bill, stated that he did not want the explicit standards because he did not want Lansing to determine too much about how to regulate the evaluations.

The Association of School Boards, the Michigan

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Association of Public School Academies, and the Calhoun Intermediate School District all testified in support of SB 103. Education Trust-Midwest and the Michigan Association of Secondary School Principals testified against the bill. The Public School Academies supported the flexibility afforded to schools in this bill and that now schools are being held accountable and being pushed to better the process. The secondary school principals oppose the fact this bill provides little guidance or support to school administrators who must make high-stakes decisions regarding personnel.

The legislation does not deal with school mental health providers; it only deals with certified teachers and administrators. There is much debate in the school mental health community as to whether or not the professions should be included in the legislation. At this point, the legislation was so volatile, that adding it would have essentially sunk efforts to pass it this session. If in the future MASP and other providers do indeed wish to have mandated evaluations, a separate bill could be introduced. There exists now at pathway to getting it done.

The bill was debated in House committee on June 2, but a vote was not yet conducted.

This Month in Political Volatility

Representative Tim Kelly Calls For The End of DPS

Rep. Kelly, chair of the House Appropriations K-12 School Aid Subcommittee, spoke over the weekend about the Detroit Public Schools System and its failure to “live up to [its] mission educating kids.” Kelly specifically advocated for expanding choice for Detroit parents as many students have been leaving the district anyways over the past ten years. In the 2002-2003 school year, 156,182 students attended DPS. In the 2014-2015 school year, only 47,959 students attended. Many families are moving out of the city but even more parents are opting to send their children to charter schools, private schools, or other districts through school of choice.

Kelly has long supported creating a voucher system which would allow Detroit parents to use public money to send their children to private school, but in his broadcast on *Off The Record* he even suggested that could include a check from the state and the parents could decide where to spend it. This is something that MASP members might remember as an old goal of Governor Engler; in fact, Rep. Kelly was an advisor to Engler. Governor Snyder recently suggested buying down DPS’s \$483 million deficit with public funds and only keeping DPS as a shell to pay down the date. Kelly stated that he is open to that option but that reforms need to come with it. Kelly also says that eliminating the district would eliminate the need for state oversight regarding spending of the public funds.

Rep. Stephanie Chang, of Detroit, described dissolving DPS as “offensive” and called for solutions to the district’s problems instead of elimination. Kelly has reportedly heard

from some of his colleagues but the response has not been as enthusiastic as he was hoping.

School Omnibus Section 31a LEGISLATIVE UPDATE Part 2 FINAL

Sec. 31a.

(1) From the state school aid fund money appropriated in section 11, there is allocated for 2015-2016 an amount not to exceed \$389,695,500.00 for payments to eligible districts, eligible public school academies, and the education achievement system for the purposes of ensuring that pupils are proficient in reading by the end of grade 3 and 27 that high school graduates are career and college ready and for the purposes under subsections (7) AND (8). In addition to the appropriations under section 11, an additional amount not to exceed \$40,000,000.00 is appropriated from the school aid fund for 2014-2015 for the purposes of this section.

(2) For a district or public school academy, or the education achievement system, to be eligible to receive funding under this section, other than funding under subsection ((7) OR (8), the sum of the district’s or public school academy’s or the education achievement system’s combined state and local revenue per membership pupil in the current state fiscal year, as calculated under section 20, must be less than or equal to the basic foundation allowance under section 20 for the current state fiscal year.

(3) FOR A DISTRICT OR PUBLIC SCHOOL ACADEMY THAT OPERATES GRADES K TO 3, OR THE EDUCATION ACHIEVEMENT SYSTEM, TO BE ELIGIBLE TO RECEIVE FUNDING UNDER THIS SECTION, OTHER THAN FUNDING UNDER SUBSECTION (7) OR (8), THE DISTRICT OR PUBLIC SCHOOL ACADEMY, OR THE EDUCATION ACHIEVEMENT SYSTEM, MUST IMPLEMENT, FOR AT LEAST GRADES K TO 3, A MULTI-TIERED SYSTEM OF SUPPORTS THAT IS AN EVIDENCE-BASED MODEL THAT USES DATA-DRIVEN PROBLEM SOLVING TO INTEGRATE ACADEMIC AND BEHAVIORAL INSTRUCTION AND THAT USES INTERVENTION DELIVERED TO ALL PUPILS IN VARYING INTENSITIES BASED ON PUPIL NEEDS. THIS MULTI-TIERED SYSTEM OF SUPPORTS MUST PROVIDE AT LEAST ALL OF THE FOLLOWING ESSENTIAL ELEMENTS:

(A) IMPLEMENTS EFFECTIVE INSTRUCTION FOR ALL LEARNERS.

(B) INTERVENES EARLY.

(C) PROVIDES A MULTI-TIERED MODEL OF INSTRUCTION AND INTERVENTION THAT PROVIDES THE FOLLOWING:

(i) A CORE CURRICULUM AND CLASSROOM INTERVENTIONS AVAILABLE TO 27 ALL PUPILS

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THAT MEET THE NEEDS OF MOST PUPILS.

(ii) TARGETED GROUP INTERVENTIONS.

(iii) INTENSE INDIVIDUAL INTERVENTIONS.

(D) MONITORS PUPIL PROGRESS TO INFORM INSTRUCTION.

(E) USES DATA TO MAKE INSTRUCTIONAL DECISIONS.

(F) USES ASSESSMENTS INCLUDING UNIVERSAL SCREENING, DIAGNOSTICS, AND PROGRESS MONITORING.

(G) ENGAGES FAMILIES AND THE COMMUNITY.

(H) IMPLEMENTS EVIDENCE-BASED, SCIENTIFICALLY VALIDATED, 9 INSTRUCTION AND INTERVENTION.

(I) IMPLEMENTS INSTRUCTION AND INTERVENTION PRACTICES WITH FIDELITY.

(J) USES A COLLABORATIVE PROBLEM-SOLVING MODEL.

(4) Except as otherwise provided in this subsection, an eligible district or eligible public school academy or the education achievement system shall receive under this section for each membership pupil in the district or public school academy or the education achievement system who met the income eligibility criteria for free breakfast, lunch, or milk, as determined under the Richard B. Russell national school lunch act, 42 USC 1751 to 1769, and as reported to the department in the form and manner prescribed by the department not later than the fifth Wednesday after the pupil membership count day of the immediately preceding fiscal year and adjusted not later than December 31 of the immediately preceding fiscal year, an amount per pupil equal to 11.5% of the sum of the district's foundation allowance or the public school academy's or the education achievement system's per pupil amount calculated under section 20, not to exceed the basic foundation allowance under section 20 for the current state fiscal year, or of the public school academy's or the education achievement system's per membership pupil amount calculated under section 20 for the current state fiscal year. However, a public school academy that began operations as a public school academy, or an achievement school that began operations as an achievement school, after the pupil membership count day of the immediately preceding school year shall receive under this section for each membership pupil in the public school academy or in the education achievement system who met the income eligibility criteria for free breakfast, lunch, or milk, as determined under the Richard B. Russell national school lunch act and as reported to the department not later than the fifth Wednesday after the pupil membership count day of the current fiscal year and adjusted not later than December 31 of the current fiscal

year, an amount per pupil equal to 11.5% of the public school academy's or the education achievement system's per membership pupil amount calculated under section 20 for the current state fiscal year.

(5) Except as otherwise provided in this section, a district or public school academy, or the education achievement system, receiving funding under this section shall use that money only to provide instructional programs and direct noninstructional services, including, but not limited to, medical, mental health, or counseling services, for at-risk pupils; for school health clinics; and for the purposes of subsection (6), (7), (8), OR (11). In addition, a district that is a school district of the first class or a district or public school academy in which at least 50% of the pupils in membership met the income eligibility criteria for free breakfast, lunch, or milk in the immediately preceding state fiscal year, as determined and reported as described in subsection (4), or the education achievement system if it meets this requirement, may use not more than 20% of the funds it receives under this section for school security. A district, the public school academy, or the education achievement system shall not use any of that money for administrative costs. The instruction or direct noninstructional services provided under this section may be conducted before or after regular school hours or by adding extra school days to the school year.

(6) A district or public school academy that receives funds under this section and that operates a school breakfast program under section 1272a of the revised school code, MCL 380.1272a, or the education achievement system if it operates a school breakfast program, shall use from the funds received under this section an amount, not to exceed \$10.00 per pupil for whom the district or public school academy or the education achievement system receives funds under this section, necessary to pay for costs associated with the operation of the school breakfast program.

(7) From the funds allocated under subsection (1), there is allocated for 2015-2016 an amount not to exceed \$3,557,300.00 to support child and adolescent health centers. These grants shall be awarded for 5 consecutive years beginning with 2003-2004 in a form and manner approved jointly by the department and the department of health AND HUMAN SERVICES. Each grant recipient shall remain in compliance with the terms of the grant award or shall forfeit the grant award for the duration of the 5-year period after the noncompliance. To continue to receive funding for a child and adolescent health center under this section a grant recipient shall ensure that the child and adolescent health center has an advisory committee and that at least one-third of the members of the advisory committee are parents or legal guardians of school-aged children. A child and adolescent health center program shall recognize the role of a child's parents or legal guardian in the physical and emotional well-being of the child. Funding under this subsection shall be used

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to support child and adolescent health center services provided to children up to age 21. If any funds allocated under this subsection are not used for the purposes of this subsection for the fiscal year in which they are allocated, those unused funds shall be used that fiscal year to avoid or minimize any proration that would otherwise be required under subsection (12) for that fiscal year. IN ADDITION TO THE FUNDS OTHERWISE ALLOCATED UNDER THIS SUBSECTION, FROM THE MONEY ALLOCATED IN SUBSECTION (1), THERE IS ALLOCATED AN AMOUNT NOT TO EXCEED \$2,000,000.00 FOR 2015-2016 ONLY FOR CHILD AND ADOLESCENT HEALTH CENTERS TO INCREASE ACCESS TO NURSES AND BEHAVIORAL HEALTH SERVICES IN SCHOOLS, USING 3 EXISTING SCHOOL CLINICS AS HUBS FOR SERVICES AND USING MOBILE TEAMS TO SERVE SATELLITE SCHOOL SITES.

(8) From the funds allocated under subsection (1), there is allocated for 2015-2016 an amount not to exceed \$5,150,000.00 for the state portion of the hearing and vision screenings as described in section 9301 of the public health code, 1978 PA 368, MCL 333.9301. A local public health department shall pay at least 50% of the total cost of the screenings. The frequency of the screenings shall be as required under R 325.13091 to R 325.13096 and R 325.3271 to R 325.3276 of the Michigan administrative code. Funds shall be awarded in a form and manner approved jointly by the department and the department of health AND HUMAN SERVICES. Notwithstanding section 17b, payments to eligible entities under this subsection shall be paid on a schedule determined by the department.

(9) Each district or public school academy receiving funds under this section and the education achievement system shall submit to the department by July 15 of each fiscal year a report, not to exceed 10 pages, on the usage by the district or public school academy or the education achievement system of funds under this section, which report shall include a brief description of each program conducted or services performed by the district or public school academy or the education achievement system using funds under this section, the amount of funds under this section allocated to each of those programs or services, the total number of at-risk pupils served by each of those programs or services, and the data necessary for the department and the department of human services to verify matching funds for the temporary assistance for needy families program. If a district or public school academy or the education achievement system does not comply with this subsection, the department shall withhold an amount equal to the August payment due under this section until the district or public school academy or the education achievement system complies with this subsection. If the district or public school academy or the education achievement system does not comply with this subsection by the end of the state fiscal year, the withheld funds shall be forfeited to the school aid fund.

(10) In order to receive funds under this section, a district or public school academy or the education achievement system shall allow access for the department or the department's designee to audit all records related to the program for which it receives those funds. The district or public school academy or the education achievement system shall reimburse the state for all disallowances found in the audit.

(11) Subject to subsections (6), (7), AND (8), a district may use up to 100% of the funds it receives under this section to implement schoolwide reform in schools with 40% or more of their pupils identified as at-risk pupils by providing supplemental instructional or noninstructional services consistent with the school improvement plan.

(12) If necessary, and before any proration required under section 296, the department shall prorate payments under this section by reducing the amount of the per pupil payment under this section by a dollar amount calculated by determining the amount by which the amount necessary to fully fund the requirements of this section exceeds the maximum amount allocated under this section and then dividing that amount by the total statewide number of pupils who met the income eligibility criteria for free breakfast, lunch, or milk in the immediately preceding fiscal year, as described in subsection (4).

(13) If a district is formed by consolidation after June 1, 1995, and if 1 or more of the original districts was WERE not eligible before the consolidation for an additional allowance under this section, the amount of the additional allowance under this section for the consolidated district shall be based on the number of pupils described in subsection (1) enrolled in the consolidated district who reside in the territory of an original district that was eligible before the consolidation for an additional allowance under this section. In addition, if a district is dissolved pursuant to section 12 of the revised school code, MCL 380.12, the intermediate district to which the dissolved school district was constituent shall determine the estimated number of pupils that meet the income eligibility criteria for free breakfast, lunch, or milk, as described under subsection (4), enrolled in each of the other districts within the intermediate district and provide that estimate to the department for the purposes of distributing funds under this section within 60 days after the school district is declared dissolved.

(14) As used in this section, "at-risk pupil" means a pupil for whom the district has documentation that the pupil meets any of the following criteria:

- (a) Is a victim of child abuse or neglect.
- (b) Is a pregnant teenager or teenage parent.
- (c) Has a family history of school failure, incarceration, or substance abuse.
- (d) For pupils for whom the results of the STATE

SUMMATIVE ASSESSMENT have been received, is a pupil who did not achieve proficiency on the ENGLISH LANGUAGE ARTS, mathematics, science, or social studies CONTENT AREA ASSESSMENT.

- (e) IS a pupil who is at risk of not meeting the district's core academic curricular objectives in English language arts or mathematics, AS DEMONSTRATED ON LOCAL ASSESSMENTS.
- (f) The pupil is enrolled in a priority or priority-successor school, as defined in the elementary and secondary education act of 2001 flexibility waiver approved by the United States DEPARTMENT OF EDUCATION.
- (G) In the absence of state or local assessment data, the pupil meets at least 2 of the following criteria, as documented in a form and manner approved by the department:
- (i) The pupil is eligible for free OR REDUCED PRICE breakfast, lunch, or milk.
 - (ii) The pupil is absent more than 10% of enrolled days or 10 8 school days during the school year.
 - (iii) The pupil is homeless.
 - (iv) The pupil is a migrant.
 - (v) The pupil is an English language learner.
 - (vi) The pupil is an immigrant who has immigrated within the immediately preceding 3 years.
 - (vii) The pupil did not complete high school in 4 years and is still continuing in school as identified in the Michigan cohort graduation and dropout report.

(15) IF a district, public school academy, or the education achievement system does not demonstrate to the satisfaction of the department that at least 50% of at-risk pupils are reading at grade level by the end of grade 3 as measured by the state assessment and demonstrate to the satisfaction of the department improvement over 3 consecutive years in the percentage of at-risk pupils that are career- and college- ready as DETERMINED BY PROFICIENCY ON THE ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE CONTENT AREA ASSESSMENTS ON THE GRADE 11 SUMMATIVE ASSESSMENT under section 1279g(2)(a) of the revised school code, MCL 380.1279g, the district, public school academy, or education achievement system shall ensure all of the following:

- (a) The district, public school academy, or the education achievement system shall determine the proportion of total at-risk pupils that represents the number of pupils in grade 3 that are not reading at grade level by the end of grade 3, and the district, public school academy, or the education achievement system shall expend that same proportion multiplied by 1/2 of its total at-risk funds under this section on tutoring and

other methods of improving grade 3 reading levels.

- (b) The district, public school academy, or the education achievement system shall determine the proportion of total at-risk pupils that represent the number of pupils in grade 11 that are not career- and college-ready as measured by the student's score on THE ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE CONTENT AREA ASSESSMENTS ON THE GRADE 11 SUMMATIVE ASSESSMENT under section 1279g(2)(a) of the revised school code, MCL 380.1279g, and the district, public school academy, or the education achievement system shall expend that same proportion multiplied by 1/2 of its total at-risk funds under this section on tutoring and other activities to improve scores on the college entrance examination portion of the Michigan merit examination.

(16) As used in subsection (15), "total at risk pupils" means the sum of the number of pupils in grade 3 that are not reading at grade level by the end of third grade AS MEASURED ON THE STATE ASSESSMENT and the number of pupils in grade 11 that are not career- and college-ready as measured by the student's score on THE ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE CONTENT AREA ASSESSMENTS ON THE GRADE 11 SUMMATIVE ASSESSMENT under section 1279g(2)(a) of the revised school code, MCL 380.1279g.

(17) A district or public school academy that receives funds under this section or the education achievement system may use funds received under this section to provide an anti-bullying or crisis intervention program.

(18) THE DEPARTMENT SHALL COLLABORATE WITH THE DEPARTMENT OF HEALTH AND HUMAN SERVICES TO PRIORITIZE ASSIGNING PATHWAYS TO POTENTIAL SUCCESS COACHES TO ELEMENTARY SCHOOLS THAT HAVE A HIGH PERCENTAGE OF PUPILS IN GRADES K TO 3 WHO ARE NOT READING AT GRADE LEVEL.



Brief Histories of MASP, NASP and School Psychology Informational Quiz

Here is a fun quiz to test your knowledge of MASP, NASP and the profession of school psychology. David Maxwell, Chair of the Public Information Committee, prepared this quiz for a recent meeting of the Downriver Association of School Psychologists.

MASP

- 1) In which year was MASP founded?
A) 1965, B) 1971, C) 1973, D) 1977
- 2) Which organizations consolidated to establish MASP?
A) An affiliate of the American Federation of Teachers for School Psychologists and Detroit School Psychologists Association,
B) Detroit Federation of School Psychologists and Midwest Michigan School Psychologists,
C) Michigan Society of School Psychologists, an affiliate of the Michigan Psychological Association, and Michigan Association of Educator Psychologists, an affiliate of the Michigan Education Association,
D) Federation of Michigan School Psychologists and Michigan Association of Educator Psychologists, an affiliate of the Michigan Education Association
- 3) Michigan Association of School Psychologists acquired non-profit status in which year?
A) 1971, B) 1973, C) 1975, D) 1976
- 4) Which office did Sharon Petty hold as one of the founding members of MASP on the first executive board?
A) President,
B) Vice President,
C) Treasurer,
D) Secretary
- 5) What is the name of MASP's publication? (No peeking!)
A) The Michigan Psych Report,
B) School Psychology Review,
C) The MASP Record,
D) The School Psychology Resource Journal
- 6) Who is the current president of MASP?
A) Paul Robb,
B) Tracy Hobbs,
C) Tanya Uganski,
D) Todd Savage

NASP

- 7) Which state organization held an invitational conference on school psychology in March of 1968 in St. Louis, Missouri with 35 people, representing 11 states, to discuss and plan for the formation of a national organization of school psychologists?
A) Missouri Association of School Psychologists,
B) Illinois School Psychologists Association,
C) New York Federation of School Psychologists,
D) Ohio School Psychologists Association
- 8) In which year did 400 hundred people from 24 states meet in St. Louis, Missouri, on March 14 and 15, to establish the National Association of School Psychologists?
A) 1969, B) 1971, C) 1972, D) 1975
- 9) Which one of the following was true of the American Psychological Association?
A) It did not admit school psychologists as members until 1973,
B) It encouraged the establishment of NASP,
C) It had a long history of not fully recognizing non-doctoral practitioners, including school psychologists, even though it granted them associate membership since 1925,
D) There was never a conflict with Division 16 (school psychologists) of APA and the eventual founding of NASP
- 10) The goals of the fledging organization, NASP, were:
A) promote actively the interests of school psychology,
B) advance the standards of the profession,
C) help secure the conditions necessary to greatest effectiveness of the profession,
D) serve the mental health and education interest of all children and youth,
E) all of the above,
F) A, B & D
- 11) In which year did NASP grant the first National Certification in School Psychology?
A) 1981, B) 1985, C) 1989, D) 1991
- 12) The two publications of NASP are:
A) American School Psychologist Review and School Psychologist Journal,
B) School Psychology Review and Communiqué

Continued on page 16

- C) The National School Psychological Review and Today in School Psychology,
D) The NASP Report and Communiqué
- 13) In which city are the NASP offices located?
A) Chicago, Illinois,
B) Bethesda, Maryland,
C) Washington, D.C.,
D) New York City, New York
- 14) Who is the current president of NASP?
A) Stephen Brock,
B) Sally Baas,
C) Tracy Hobbs,
D) Todd Savage
- 19) The first training program in school psychology was established at which university in 1928 (possibly 1925) for undergraduate and graduate?
A) Harvard University,
B) New York University,
C) Brown University,
D) St. John's University in Manhattan
- 20) In which year was the first journal article published with school psychologist in the title?
A) 1917,
B) 1919,
C) 1923,
D) 1931
- 21) In 1925, which school district established the first psychologist licensing exam?
A) Washington D.C.,
B) Chicago,
C) Cincinnati,
D) New York City
- 22) In 1943, which state founded the first association of school psychologists?
A) Vermont,
B) Ohio,
C) Virginia,
D) Delaware

SCHOOL PSYCHOLOGY

- 15) According to NASP, the period from 1890 through 1969 was when school psychology was a blend of many kinds of educational and psychological practitioners loosely mobilized around a dominant role of psych-educational assessment for special class placement. What is this period called?
A) Thoroughbred Years,
B) Social Reform Years,
C) Hybrid Years,
D) Emergent Years
- 16) According to NASP, the period from 1970 through to the present is a time of growth in the number of training programs, practitioners, state and national associations and the expansion of literature and regulations, all of which contribute to a stabilization of school psychology. What is this period called?
A) Professional Years,
B) Thoroughbred Years,
C) Best Practice Years,
D) Establishment Years
- 17) In 1899 the first school-based psychological clinic was founded in which school system?
A) New York City Public Schools,
B) Philadelphia Public Schools,
C) Boston Consolidated Schools,
D) Chicago Public Schools
- 18) Who was the first person to be appointed with the title of school psychologist? This appointment occurred in the state of Connecticut in 1915.
A) Arnold Gesell,
B) Alfred Binet,
C) Lewis Madison Terman,
D) Raymond Bernard Cattell
- Early models of school psychology evolved primarily from Lightner Witmer and G. Stanley Hall.
- Lightner Witmer was born in Philadelphia, Pennsylvania in 1867. Witmer earned his Ph.D. in 1893 under Wilhelm Wundt, who lived and taught in Leipzig, Germany. He was a founding member of the American Psychological Association. He was the first person to coin the phrase "clinical psychology" and created the first psychological clinic. He detailed the importance of applying scientific research to clinical work with actual clients. His work emphasized how to address children's learning problems and how to improve academic skills. In the 1920's Witmer published the first scholarly psychology journal, titled *The Psychological Clinic*, with the last issue published in 1935. Lightner Witmer died in 1956 of a heart attack.
- G. Stanley Hall was born in Ashfield, Massachusetts in 1844. In 1878 Hall earned the first Ph.D. in psychology in America and became a professor of psychology and pedagogics at Johns Hopkins University in 1882. He was known in the field of psychology and education. He has been called the founder of organized psychology as a science and profession, as well as the father of the child study movement and a national leader of educational reform. He founded the first psychological journal in America in 1887, called the *American Journal of*

Psychology. Hall showed the importance of early childhood through adolescence as a turning point in psychological growth. He believed that each individual evolves through changes in the “psychic and somatic senses” and that the pre-adolescent child develops when not forced to follow constraints, but allowed to progress through the “stages of evolution” or development freely. His work is thought to have paved the path for Piaget. Hall died in 1924.

23) Witmer focused on an idiographic clinical model which:

- A) required residential placement for patients,
- B) used traditional rehabilitation research involving experimental design that emphasizes between-subject statistical evaluation and comparisons across two or more groups,
- C) maintained that the human brain was fully mature at the chronological age of 16,
- D) was an alternative to the traditional group comparison design, thus, a single-subject approach that could provide actual services for the individual and monitored the performance of a single client

24) Hall was focused on:

- A) a research oriented approach that developed normative characteristics for groups,
- B) special education services,
- C) abnormal psychology,
- D) the work of Sigmund Freud

Bibliography

Brief Histories of MASP, NASP and School Psychology

Resources from NASP

- NASP History Podcasts
- o **New** – [Interview With Bill Pfohl \(former NASP president\)](#)
- o **New** – [Interview With Tom Fagan \(former NASP president, current NASP historian\)](#)

- [Archive of Convention Keynotes and Special Addresses](#) – Revisit past Conventions and download selections for your personal audio player or computer.
- [Resolution in Honor of 40 Years of Excellence in School Psychology – Celebrating the 40th Anniversary of NASP and 20th Anniversary of the NCSP](#)
- Recent Articles on the History of NASP and 40th Anniversary:
 - o [40 Years of Excellence in School Psychology](#) (CQ, September 2008)
 - o [Remembering NASP in Boston, 1989](#) (CQ, November 2008)
 - o [The 1968 National Invitational Conference of School Psychologists: Is This the 41st Anniversary of NASP?](#) (CQ, December 2008)
- [Timeline of School Psychology](#)
- [Reference List](#)
- **New** – [Read the First Published Text on School Psychology \(Hildreth, 1930\)](#)
- **New** – [Gallery of NASP Presidents](#)
- *School Psychology Review*
 - o [Vol. 1, #1 \(School Psychology Digest\)](#)
 - o [Vol. 8, #2 - NASP at Ten](#)
 - o [Vol. 18, #2 - NASP at Twenty](#)
- *Communiqué*
- o [NASP's First Newsletter \(1969\)](#)

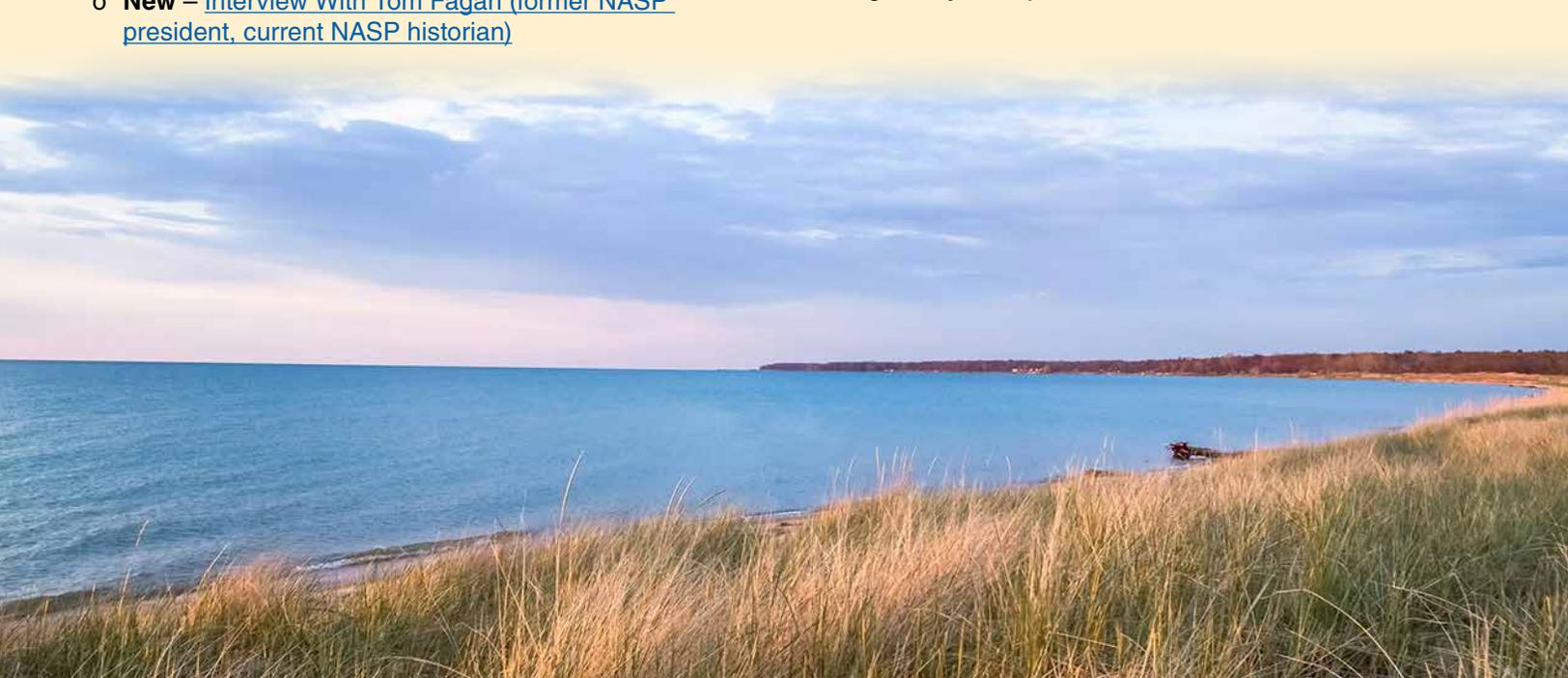
Additional Resources

History of School Psychology Timeline

http://pabook.libraries.psu.edu/palitmap/bios/Witmer_Lightner.html

<http://www.muskingum.edu/~psych/psycweb/history/hall.htm>

MASP History information from Spring 2011 issue of The Michigan Psych Report



OP ED: Marriage Equality: It's a Children's Civil Rights Issue, Too

Steven Portnoy, M.A.

The US Supreme Court is considering marriage equality this month, including a case that originated here in Michigan. And while it's important to support the adults who are standing up for their full civil rights, as a school psychologist for more than 20 years I want to focus on a sometimes-overlooked issue: the profound and positive impact that marriage equality will have on our state's children.

When adults fight over who deserves civil rights and who doesn't, that struggle is passed down to our children. And make no mistake, our children are suffering – according to the Trevor Project, a national organization working to prevent suicide among LGBT youth, LGBT teens are four times more likely to attempt suicide than their straight peers.

A favorable Supreme Court decision, by itself, of course, won't stop anti-LGBT bullying. That's up to us as a community. But if the upcoming Supreme Court decision continues the recent trend in favor of marriage equality, it will send a powerful message to our state's adults and children alike: that same-sex couples are just like everyone else.

The positive impact of a favorable decision will also reach the children of same-sex couples. When the marriage of a child's parents is recognized by law, that child is protected in ways that most parents take for granted. Either parent can cover the child under their health insurance, for example. Either parent can automatically make critical decisions if one of their children is hospitalized. And if one parent passes away, the other has automatic custody.

Under current Michigan law, though, the children of same-sex couples are considered "legal strangers" to one of their parents. Imagine not being able to make emergency medical decisions for your children. Or being unable to provide them with health insurance. Or even worse, knowing that if your partner dies or you separate, you run the risk of never seeing your children again.

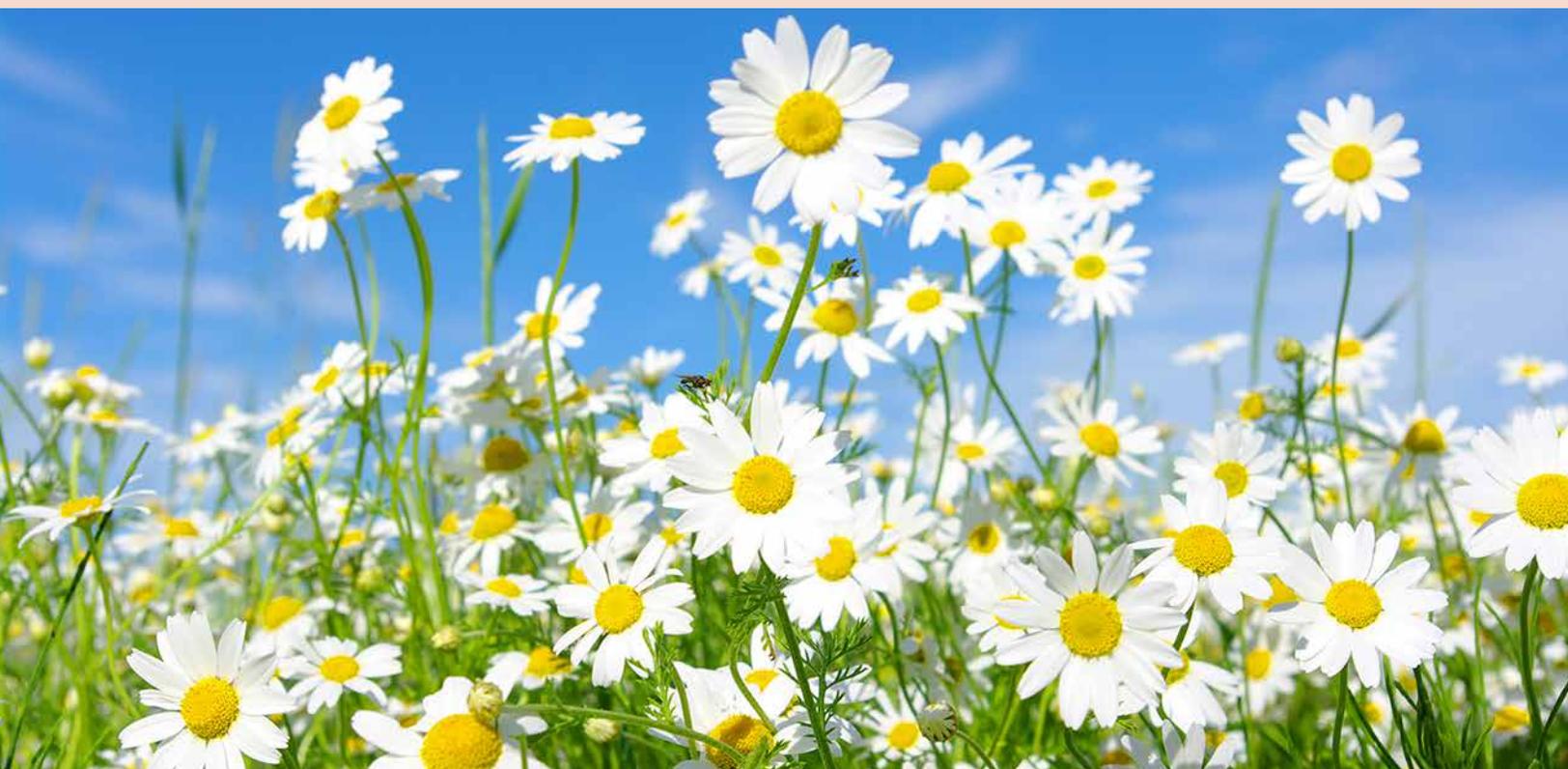
Imagine the impact that insecurity has on the children (who often know a lot more than we think they do about "adult" problems.) Regardless of one's beliefs regarding same-sex relationships, are we really willing to allow their children to be treated as second-class citizens in the eyes of the law?

And let's put to rest the unsupported notion that children of gay and lesbian parents are in any way at greater risk than children of opposite-sex couples. The State of Michigan tried this argument at trial last year and was soundly rejected because there is no evidence – none – to support it.

Michigan's same-sex parents don't put their children at risk. Michigan law does.

Those of us who deal every day with the health and welfare of families and children agree: it's time for full civil rights for same sex couples – and their children.

Steven Portnoy, M.A. has been a psychologist in the Detroit Public Schools for more than 20 years. He is a member of the Detroit Federation of Teachers and a regional director of the Michigan Association of School Psychologists.



2015-2016 MASP Election Results

Heidi Feldman, Chairperson, Nominations and Elections Committee

Please join me in congratulating the following MASP members on their recent election to the following positions:

President-Elect, Jennifer Headley-Norman

Secretary, Nora Pizzino

Region 2 Director, Hannah Barrow

Region 2 Alternate, Jim Corr

Region 4 Director, Yolanda Mojica

Region 4 Alternate, Alan Klein

Region 5 Director, Melissa Nantais

Region 5 Alternate, Kendra Anderson

Region 8 Director, Heidi Feldman

Region 8 Alternate, Shannon Panetta

Region 9 Director, Jason Sines

The nominations and elections process requires active participation from MASP membership. Thank you!

Some positions remain open, including: Director and Alternate for Regions 1, 6, 10 & 13 and Region 9 Alternate. If you are interested in serving in one of these roles, please contact our current MASP President, Marv Nordeen.

A special thank you to members participating on the Nominations and Elections Committee this year, including: John Clay, Nicole Weber and Kristin Elam.



Before the school year starts (and while you're enjoying your summer), this is the perfect time for you to renew your membership with MASP, the only Michigan organization representing you and our profession at the state and local level.

Your membership dues allow us to do much on your behalf; we just can't do it without your support! For example, we have our own lobbyist who represents the interests of Michigan school psychologists in Lansing and facilitates our collaboration with other organizations on projects like the Governor's Mental Health Task Force. We also hold a seat on the Special Education Advisory Committee (SEAC) which gives you a direct voice to the Michigan Department of Education.

And there are the valuable benefits that come with your membership. As a member, you'll continue to receive the *Michigan Psych Report*, the only newsletter dedicated to school psychologists in Michigan. *The Psych Report* covers issues relevant to the practice of school psychology, information regarding credentialing, events/conferences, legislative developments, and more. Since moving to an all-digital format, we've been able to add content and up-to-date technological features.

If you attend the Annual Conference this October in Traverse City as well as the Critical Issues Conference next March, as a member, you'll enjoy reduced registration fees. For example, if you attend both

conferences, you can save as much as \$100 as a Regular member!

As always, advocacy is essential to our work: MASP works to help strengthen the influence of school psychology at the local and state level through your membership. We strive to improve the education of Michigan's children while representing your personal and professional interests.

For your convenience, you will find a membership application enclosed. By completing this application and submitting it with full payment, you will ensure that the above benefits will begin immediately and continue through June 30, 2016. You can also renew online using PayPal at: <http://www.maspweb.com/join>.

On behalf of the Michigan Association of School Psychologists, we look forward to your participation in a year of activities supporting the educational success of children.

Sincerely,

Tracy Hobbs
Membership Chair



Membership Application
2015-16

Please return this form with payment to:

MASP c/o Tracy Hobbs

15620 Betsie River Drive, Thompsonville, Michigan 49683-9154

(Please print; submit one application per member.)

Name E-Mail Address (*please print clearly*)

Check here if all information remains the same as previous year. If you were a member last year and are renewing, you only need to indicate any information that has changed and sign the application.

Mailing Address City State Zip

Home Phone or Cell Work Phone Ext.

Employer County of Employment

MEMBERSHIP TYPE

- \$80** Current School Psychologist
- \$80** Consultant, supervisor, or administrator in school psychological services or related area
- \$80** Primarily engaged in training of psychologists in a college or university
- \$25** Retired
- \$25** Student in a Michigan college or university enrolled in at least 6 semester hours leading to a degree in school psychology and not employed full time.
Name of College/University: _____
Signature of Adviser: _____
- \$40** Early Career. Applies to an individual who has graduated from a school psychology graduate program and is in his/her first year of practice.

Method of Payment

Check enclosed payable to: MASP

PayPal

Please go to www.maspweb.com and click on *Join Us*. That link will take you to PayPal where you can renew your membership. You do not need to forward this application to us.

MASP respects your right to privacy. Periodically, in an effort to support University sponsored research, MASP may share membership information. Please indicate here if you do not want your information shared:

The above information is true and correct to the best of my knowledge:

Signature: _____ Date: _____

Brief Histories of MASP, NASP and School Psychology Informational Quiz Answer Key

- 1) B: 1971
 2) C: Michigan Society of School Psychologists, an affiliate of the Michigan Psychological Association, and Michigan Association of Educator Psychologists, an affiliate of the Michigan Education Association
 3) B: 1973
 4) D: Secretary
 5) A: The Michigan Psych Report
 6) C: Tanya Uganski
 7) D: Ohio School Psychologists Association
 8) A: 1969
 9) C: It had a long history of not fully recognizing non-doctoral practitioners, including school psychologists, even though it granted them associate membership since 1925
 10) E: all of the above: promote actively the interests of school psychology, advance the standards of the profession, help secure the conditions necessary to greatest effectiveness of the profession, serve the mental health and education interest of all children and youth
- 11) C: 1989
 12) B: School Psychology Review and Communication
 13) B: Bethesda, Maryland
 14) A: Stephen Brock
 15) C: Hybrid Years
 16) B: Thoroughbred Years
 17) D: Chicago Public Schools
 18) A: Arnold Gesell
 19) B: New York University
 20) C: 1923
 21) D: New York City
 22) B: Ohio
 23) D: was an alternative to the traditional group comparison design, thus, a single-subject approach that could provide actual services for the individual and monitored the performance of a single patient
 24) A: a research oriented approach that developed normative characteristics for groups

It's not goodbye ... it's until we meet again....

Just a brief note to introduce you to the new Editor of The Michigan Psych Report — Kristin Phillips. Kristin has been Assistant Editor and Spotlight section editor for quite a while now. She is eager to begin her new role with MASP and with the newsletter. Please join me in welcoming her to the Editor position. I know she will serve all of us well. Please consider joining her on the newsletter staff — it's a great opportunity to volunteer!

Let me close by saying that it has truly been an honor to serve in this capacity for the Michigan Association of School Psychologists. I hope you have enjoyed some of the changes we've made. For me, It has been a wonderful chance to stretch my wings, and learn some new skills, and to work with a fantastic group of contributors who made this job much, much easier than it might seem.

Thank you for the opportunity to serve a wonderful organization, the school psychologists of Michigan and the students we work for each and every day.

Until we meet again....

Donna Sprague, Editor/TMPR



Editor's Note...

The *Michigan Psych Report* is published during the Fall, Winter, Spring and Summer as the official newsletter of the Michigan Association of School Psychologists.

Items for publication will be considered on the basis of general interest to the membership, relevance to the practice of school psychology, and significance of the subject matter. The editor reserves the right to alter submissions to conform to space and format requirements, and to improve clarity.

The opinions expressed in articles, letters, and editorials are not necessarily the views of the Michigan Association of School Psychologists.

Permission is granted to other school psychology associations to reprint articles, so long as the author and source are acknowledged.

Submit articles, comments and corrections by email attachment to: Donna Sprague – donna.sprague4@gmail.com

