



The WSPA Sentinel

Winter 2023, Volume 23, Number 2

What's Inside?

President's Message	3
Upcoming Events	3
WSPA Awards and Scholarships	5
DPI Update	6
Mental Health Committee Update.	7
NASP News	7
Trainers' Corner.	8
Legislative Update.	9
Promoting EbP: Right to Education	10
Call for Submissions	10
Equity Issues	11
WSPA Employment Fair 2024	12
WISH Center News	13
WSPA Education Fund	13
WSPA Lifetime Achievement Award. .14	
WSPA Fall Convention Highlights	16

WSPA Website: wspaonline.net



Wisconsin School Psychologists Association, Inc.

President:

Katie Johnson
wspapresident@gmail.com

President Elect:

Emily Prissel
wspavp@gmail.com

Secretary:

Brooke Soupenne
wspasecretary@gmail.com

Treasurer:

Ericka Check
echeck@uwflax.edu

At-Large Executive Board Member:

Ann Reyes
wspa.exec.memberatlarge@gmail.com

Association Manager:

Ashley Long
wspamanager@gmail.com



For information on contacting committee chairpersons, check the WSPA website at www.wspaonline.net.

Annual membership dues are \$70 for full membership, \$40 for leave, \$50 for intern membership, \$55 for associate, and \$30 for student membership, \$10 for retired member.

The opinions and products, including advertising, class/workshop notices, and job announcements, appearing in this newsletter do not necessarily indicate official sanction, promotion, or endorsement on the part of the newsletter or the Wisconsin School Psychologists Association, Inc. Articles, announcements, and letters should be submitted to the Editor, Jennifer Kamke Black, N4212 Town Line Rd., Shawano, WI 54166, 715-524-4180 (home), 715-526-2175 x1106 (work), e-mail: jkamkeblack@shawanoschools.org.

REMINDER: Regional chapters may receive a stipend of \$25/year for submitting an article about their region to the newsletter.

Deadlines for receipt of material by the editor:

#1--November 15	#2--January 15
#3--April 15	#4--August 15

Wisconsin School Psychologists Association Editorial Policy

1. This editorial policy shall apply to all WSPA publications regardless of originating committee, and to all written editorial material distributed as official WSPA activity. This includes (but is not limited to) the newsletter, monographs, conference newsletters, and committee bulletins. Committee reports, minutes of meetings, conference announcements and details, and similar material documenting organizational activities are not included. This policy shall be published annually in the Fall issue of the WSPA newsletter.
2. Articles and reports of factual information may be edited to conform to space limitations, format specification, or to improve clarity, without permission of the original writer as long as the article has not been previously published.
3. Expressions of opinion as in editorials, reviews, and letters may be edited only with the original writer's consent, unless in excess of one page of newsletter text. Writers may request approval of such modification prior to publication. No editorial commentary will be published without citing the source.
4. All original sources will be credited; material used with permission from other sources will identify and credit that source, and note any approved modifications from original.
5. All items submitted to the appropriate editors/chairs for inclusion in a publication are subject to acceptance or rejection at the editor's discretion. Long articles may be returned to the writer for revision or condensing. Every effort will be made to insure the content of any WSPA publication provides a balanced viewpoint and that space is allotted for member response.
6. Material that appears in WSPA publications may not always represent official organization policy. Statements of policy of Executive Board positions will be so identified.
7. Editorial statements and subjective reviews should reflect ethical and professional standards. Comments that might be offensive, personal, or reckless will not be published or will be returned to the writer for appropriate revision.
8. All editorial material distributed by WSPA will be reviewed by the chair of publications or designee to assure adherence to this policy and to provide consultation regarding publication.

Advertising Rates:

The newsletter of the Wisconsin School Psychologists Association, Inc., is published four times per year. We are the premier association for the more than 1000 certified school psychologists in the state. Thus, advertisers reach a majority of practicing school psychologists and university trainers in the state of Wisconsin, making advertising in the newsletter of the Wisconsin School Psychologists Association, Inc., the best means of reaching this potential market. Rates established are as follows:

1/4 page - \$25 1/2 page - \$50 3/4 page - \$75 1 page - \$100

For additional information, please write or call Jennifer Kamke Black (editorial board) 715-524-4180 (home), 715-526-2175 x1106 (office), N4212 Town Line Rd., Shawano, WI 54166, or email jkamkeblack@shawanoschools.org.



President's Message

by Katie Johnson, EDS, NCSP



I've been thinking about belonging a lot lately. It's really the root of everything. We humans are hardwired for social connection and belongingness. If you think back to grad school, Maslow put the sense of belongingness as one of his major needs and situated it right in the middle of the pyramid. The need to fit in, to be accepted is right there above basic needs and supporting more complex needs. It's intertwined with everything.

Part of thinking about belonging is thinking about what isn't belonging. In our careers we are often the only one. The only school psych in the building. The only school psych in the district. The only school psych in the county. The only one with training in eMLSS. The only one pushing for evidence-based interventions. The only one making high-stakes decisions for kids. The only one completing suicide and threat assessment. Sometimes being the only one can make us feel like an outsider in our school buildings and in our careers.

WSPA is a "place" where you belong. Where we all belong. We ARE WSPA. Our 300+ members are school psychologists just like you and just like me, working and living in Wisconsin. We all do different things, but we speak the same language. We have the same training. The same goals. Here we can find that sense of belonging to others like us.

By belonging to a group, we become something bigger than ourselves. We have the collective experience of being



"us." We can work toward common goals of supporting students across the state and the country. We can laugh together about things only we find funny. We can laugh so that we don't cry. WSPA is bigger than you and me. It's us. It belongs to and it serves us. In some ways it's only as good as we are, and in some ways, it is so much better than we can ever be alone.

I've been thinking about belongingness a lot, because I want you to know you have a home here in WSPA. In the resources you seek on our website. In our social media engagement. In advocating for kids through our legislative efforts. In our newsletter articles that you print and share with colleagues. And in person when you engage at our conventions. WSPA is yours. It's ours. And it's better because you are here.

So come join us. This winter we are hoping to have a free online WSPA workshop with state-specific skills you need now. Watch for details in our social media. We will also host our School Psychology specific job fair Friday, February 9th at the Chula Vista Resort in the Wisconsin Dells. After that is our spring convention held March 7-8 at the Hilton Appleton Paper Valley in Appleton WI. And as always, check our social media and website for up-to-date information on what's going on with WSPA.

I can't wait to see you. You belong at WSPA. We belong together.

Upcoming Events

*** SAVE THE DATE *
WSPA SPRING 2024**

MARCH

6 TH BOARD MEETING **7 TH CONVENTION** **8 TH**

HILTON APPLETON PAPER VALLEY WWW.WSPAONLINE.NET

WSPA JOB FAIR

THE WSPA JOB FAIR IS THE ONLY JOB FAIR IN WISCONSIN DEVOTED EXCLUSIVELY TO THE FIELD OF SCHOOL PSYCHOLOGY! THIS FAIR BRINGS TOGETHER EMPLOYERS AND CANDIDATES/INTERNS TO GET ACQUAINTED THROUGH NETWORKING AND SCREENING INTERVIEWS. SCHOOL DISTRICTS FROM AROUND THE STATE AND REGION ARE REPRESENTED TO MEET WITH BOTH EXPERIENCED SCHOOL PSYCHOLOGISTS SEEKING A NEW DISTRICT AND SCHOOL PSYCHOLOGY STUDENTS SEEKING AN INTERNSHIP. THE WSPA JOB FAIR IS ORGANIZED BY THE WISCONSIN SCHOOL PSYCHOLOGISTS ASSOCIATION (WSPA) TO CONNECT JOB SEEKERS/INTERNS TO SCHOOL DISTRICTS IN WISCONSIN AND THE SURROUNDING REGION. REGISTER TODAY: [HTTPS://WWW.WSPAONLINE.NET/EVENT-DETAILS/WSPA-JOB-FAIR](https://www.wspaonline.net/event-details/wspa-job-fair)

FEB 09, 2024, 9:00 AM – 3:30 PM
WISCONSIN DELLS, 1000 CHULA VISTA PKWY



Upcoming Events cont.

Nominations and Elections--Wisconsin School Psychology leaders are needed!

Now is the time to nominate yourself or a fellow school psychologist for the Wisconsin School Psychologists Association board. WSPA board membership is an excellent way to help lead school psychology's growth in Wisconsin. Please, take a moment now to submit a nomination!

Nominations for the following officer positions can be submitted as soon as possible.

Secretary.....2-year term. The term for this office will begin on July 1, 2024.

Elected WSPA officers typically meet quarterly to address the needs of the organization. Questions and nominations may be directed to: Dan Hyson (dhyson@uwlax.edu; 612-559-2670).

WSPA is also seeking nominations for the following board positions:

- Technology Chair

Regional Representatives for the following regions:

- Capital Lakes (CLASP)
- Gateway



Please contact WSPA Association Manager Ashley Long (wspamanager@gmail.com) if you are interested in any of these positions.

What'cha Reading?

Have you read any great school psych related books recently? Perhaps you're an early adopter of a brand new text or perhaps a new revision of an oldie-but-goodie? Maybe you're exploring some of the high-tech fare that has made its way into our field, such as iPad-based interventions or school psych apps? If so, *The WSPA Sentinel* would love to hear from you. This is a great way to contribute to the state school psych community without making any long-term commitments. Questions, comments, or shares can be directed to the editor, Jennifer Kamke Black, at jkamkeblack@shawanoschools.org.



WSPA is seeking a **Technology Chair**

Are you a school psychologist with a bit of tech savvy?

Are you good with basic computer set up and online meeting platforms?

Do you want to work with other leaders to support school psychologists across the state?

[Learn More](#)

www.wspaonline.net



STARTING IN THE 24/25 SCHOOL YEAR, WSPA IS LOOKING FOR A NEW

PUBLICATIONS CHAIR

This position is a voting member of the board. Responsibilities include: attending WSPA board meetings, coordinating the quarterly WSPA newsletter The Sentinel, and volunteering to help with any ad hoc committees of the board. Includes a budget to hire a layout person to create the newsletter.

Please contact Ashley Long, Association Manager (wspamanager@gmail.com) or Jennifer Kamke Black, current Publications Chair, (jkamkeblack@shawanoschools.org) if you are interested!

The WSPA Sentinel would like to feature school psychologists from across Wisconsin. Please contact Jennifer Kamke Black at jkamkeblack@shawanoschools.org if you have suggestions for our next issue.

Wisconsin School Psychologists Association Recognition and Scholarship Committee

By Ann M Reyes, Awards and Recognition Chair

Seeking the 2024 WSPA School Psychologist of the Year

Each year WSPA reaches out to the administrators of Wisconsin school districts for nominations for the WSPA School Psychologist of the Year award. WSPA would also like to encourage WSPA members to nominate colleagues deserving of this honor. Please nominate a practicing school psychologist who you think should be considered for this award. Nominees must be members of WSPA and practicing school psychologists who spend the majority of their time providing direct services to students, teachers and parents in a school setting. Trainers, researchers, or administrators are not eligible for this award; the NCSP is desirable. Completed nomination packets must be submitted by **January 12, 2024**. Nomination materials are available at <https://www.wspaonline.net/> under the AWARDS section.

Lifetime Achievement in School Psychology: A Distinguished Service Award

This award is designed to recognize those unique individuals who deserve special attention by virtue of their broad and significant contributions to the welfare of children and the field of school psychology in a number of areas (i.e., professional practice; research; state, regional and national leadership; training and supervision; community service; etc.). Candidates must be current members of WSPA who are school psychology practitioners, trainers, supervisors, administrators, state consultants, or researchers and have made major local, state, and national contributions with 25 years or more of service to the field of school psychology. Completed nomination packets must be submitted by **January 12, 2024**. Nomination materials are available online at <https://www.wspaonline.net/> under the AWARDS section.

WSPA Friend of Children Award

WSPA members are invited to submit nominations to identify and recognize policy makers, elected officials and public servants who have made a significant contribution to children, education, children's mental health, and/or the field of school psychology. An award is presented annually and nominations are accepted throughout the year. More information and nomination forms are available at <https://www.wspaonline.net/> under the AWARDS section.

Student Scholarships

In our continued efforts to support school psychology graduate students during their education, WSPA offers two student scholarships.

- The Elizabeth Lindley Woods Award (\$500). Intended for a current non-doctoral graduate student.
- The WSPA Diversity and Inclusion Scholarship Award (\$500). Intended for a graduate student recognized as having a minority status.

Candidates must be members of WSPA. **Completed nomination packets must be received no later than January 12, 2024**. The scholarships will be presented at the WSPA conference awards luncheon in the spring. For more information and application forms, check <https://www.wspaonline.net/> under the AWARDS section. Nomination information will also be e-mailed to university trainers in fall.

WSPA Outstanding Dissertation Award

This award is presented to a Ph.D. student in school psychology or school psychologist who has completed a dissertation that merits special recognition and has the potential to contribute to the science and practice of school psychology. Nominees must have successfully defended the dissertation within the 12 months prior to the award nomination due date of **January 12, 2024**. The award recipient will be invited to write an article for the WSPA newsletter or to present their dissertation at a subsequent WSPA convention. School Psychology faculty of each UW-system doctoral program in school psychology may nominate one candidate for the outstanding research award. A copy of the nominee's vita and a letter of support from at least one member of the dissertation committee should also be submitted for each candidate, along with a copy of the dissertation abstract. Criteria and nomination forms can be found at <https://www.wspaonline.net/> under the AWARDS section.

DPI Update: Time to Write a New Story Recap

Tim Peerenboom

School Psychology Consultant

Wisconsin Department of Public Instruction

608-266-1999 timothyv.peerenboom@dpi.wi.gov

In October, I had the privilege of presenting with former WSPA president Tonya Klem at the WSPA Fall Convention in La Crosse. Our session, “Time to Write a New Story,” was a play on the title of the popular podcast “Sold A Story,” hosted by Emily Hanford. The goal of our presentation was to weave together three big topics: [2023 Wisconsin Act 20](#), [dyslexia](#) and [Specific Learning Disabilities](#). It was a lot to try and fit into a three hour workshop, but we hoped to at least provide the broad outline for the new story of how students in Wisconsin learn to read. This article will provide a very brief recap of the three main storylines we discussed in our session.

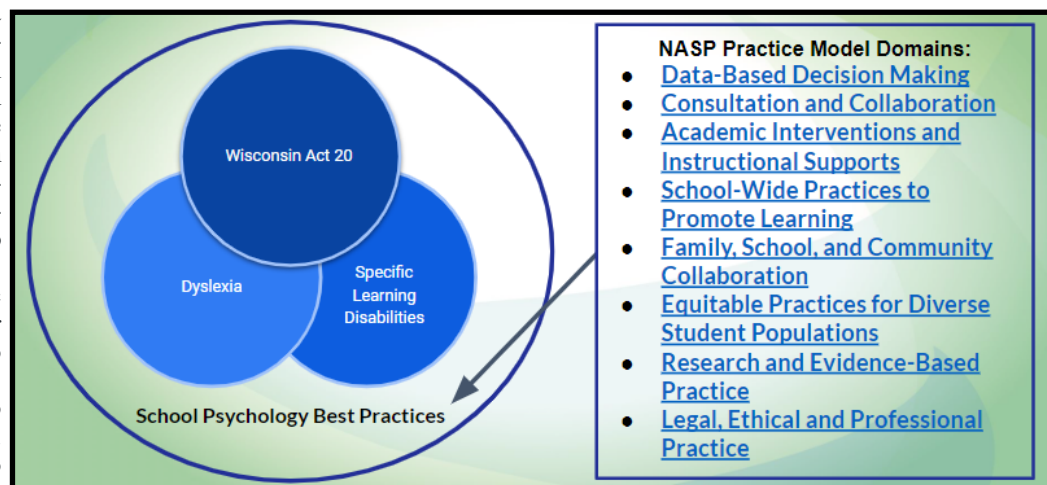
The first storyline is that when it comes to Act 20, school psychologists can start preparing now for its implementation and impacts. While the new law represents a major shift in how early literacy is taught in Wisconsin, most school psychologists will recognize it as something we are all quite familiar with: Response To Intervention (RTI). Many schools and districts already have some or much of the infrastructure in place for successful implementation of the new requirements. You can take a look at the requirements on [DPI’s Act 20 FAQ](#). Do not get me wrong, there will be plenty of coordination and collaboration to meet all of the new requirements. But with our training and roles as school psychologists in the areas of academic screening, evidence-based intervention, progress monitoring and assessment, we have an opportunity to lead the work to set up or improve upon current systems. We can help ensure that many more of our students become proficient readers by the time they reach 3rd grade, and that those who are not proficient by that time receive the interventions and supports they need to be successful.

No story is complete without a good conflict. So the second storyline is the medical and clinical lens of viewing reading difficulties vs. the educational lens. School psychologists and other special education staff members may be hesitant to discuss dyslexia with parents or teachers, often responding by saying something that often starts with, “dyslexia is a medical term...” before shifting to talking about RTI or at times SLD. If this is part of an early conversation with a parent about reading difficulties that their child is experiencing, it can set up a contentious rather than collaborative partnership between parents and school all based on a false dichotomy of the child gets special education services or they get no supports at all. School psychologists need to be prepared to speak fluently about dyslexia, and its relationship to specific learning disabilities. For those interested or needing to learn more about dyslexia, Tonya was kind enough to compile this [resource list](#). And for information related to medical diagnoses vs. IDEA

eligibility determinations, DPI recently published [The Role of Medical and Clinical Information in Special Education Evaluation and IEP Development](#).

The third and final storyline for our new literacy story is about how we conduct evaluations when a student is struggling to read. When an IEP team in Wisconsin is evaluating a student to determine whether or not they have a specific learning disability in one of the three areas of reading (basic skills, fluency, or comprehension), the team is required to provide two rounds of Scientific Research Based Interventions, coupled with weekly progress monitoring to determine if the student is making “insufficient progress”. The team also needs to establish whether or not the student demonstrates “inadequate classroom achievement” through standardized achievement testing. Under IDEA, IEP teams are required to conduct evaluations that both allow the team to determine whether or not a student has a disability, AND to identify the student’s disability related needs with enough information to develop that student’s IEP. Wisconsin’s “RTI only” model of identifying SLD can fall short of the comprehensive reading evaluation that can truly assist IEP teams in identifying the specific skill deficits a child has and therefore what specific interventions the student needs to address those deficits. School psychologists should carefully consider what information and data needs to be collected during the review of existing data process to ensure a comprehensive evaluation is completed.

With the implementation of Act 20, in general IEP teams will have a significant amount of additional data to consider by the time a student reaches the point of being referred for a special education evaluation where SLD is being considered. This includes “diagnostic reading assessment” data, and progress monitoring data from a personal reading plan. As Local Education Agencies (LEAs) develop plans to implement the Act 20 requirements, school psychologists should at the very least be at the table and part of that process. But our training and expertise in the NASP Practice model suggests that school psychologists should be one of the authors as LEAs begin to right their new story about how kids in Wisconsin learn to read.



Mental Health Committee Update

By Julia Rutkowski, Ed. S., NCSP, Mental Health Committee Chairperson

Dear WSPA members, thank you to those who were able to join us during our Fall conference. During the conference we had some wonderful speakers with engaging and relevant topics. I always find attending conferences to be a professional recharge. It gives us time to listen, process, and apply new knowledge or to be reminded of concepts we have previously learned.

One of the sessions at the Fall conference was presented by Dr. Eric Hartwig. During his presentation, Dr. Hartwig discussed emotional and behavioral competence. The beginning of the presentation discussed adverse events in a child's life and the impact of ineffective caregiving which can lead to behavior and emotional concerns. It is for our students that have experienced adversity that we find the highest need for trusting adult relationships. This population of students could also experience barriers to academic competency due

to components of school, lack of power, fear of rejection, fear of failure, and fear of the unknown. (Shaping Emotional & Behavioral Competence: How can we Help Children Help Themselves, Eric Hartwig, P.h.D., WSPA, 2023). This was a great reminder for me to look beyond the behavior and determine what the student is communicating. It is our privilege as school psychologists to get to know these students and serve as their advocate.

I would also like to remind you to take care of your own mental health during the holiday season. It is much easier to teach coping strategies than implement them ☐.

The mental health committee is seeking out interested members please contact julia.rutkowski@muskegonorway.org if you are interested.

NASP News

By Brooke Soupenne, NASP Delegate

Whew! It has been an extremely busy fall. This year's NASP Fall Leadership Meeting was held in Tyson's Corner, VA. The focus of these leadership meetings is to allow NASP leadership to help plan the next steps for the organization as a whole and allows me to be a liaison and voice of school psychologists of Wisconsin. In October, I was able to staff the Fall WSPA Conference and meet some really amazing psychologists who are serving the students and families of Wisconsin. Those of you who stopped by it was so nice to meet you. I am hoping to meet more of you in Appleton in the spring!

In the last issue we began our journey in learning more about NASP's new strategic plan. Our first deep dive was into the NASP Practice Model. This issue we will discuss Workforce Shortage Solutions. This strategic goal focuses on creating a high quality and diverse school psychology workforce. There is not only a shortage of school psychology practitioners but also a shortage of both graduate programs and faculty. As many of you know the ideal ratio of psychologists to students is 1:500; however, current data suggests that the average ratio is an alarming 1:1,127. The higher ratios that we are seeing really impact the full capabilities of the school psychologist as explained in the NASP Practice Model. Unfortunately, the shortages really impact how school psychologists can deliver services, especially mental health and preventative services in the school setting. How do we get this ratio moving in the right direction? Here's the honest truth: you and I are in the best position to promote the profession of school psychology! Here are some things you can do this year:

Present the [NASP Exposure Project](#) (NASP-EP) to high school and college students near you! The NASP-EP is a presentation already prepared for you (created by The African Diaspora subcommittee of the Multicultural Affairs Committee) to present to students in your area to highlight the career of school psychology.

- I know I said this in the last newsletter but legislation is just that important. Follow and/or join WSPA's Legislative Committee! We have an awesome new lobbyist and are working on the frontlines at the state capitol. Get involved, provide input, ADVOCATE!
- Those of you who are able consider becoming a supervisor to a practicum or internship student in school psychology. One way to help develop and sustain high quality school psychologists is to give your time to help support and mentor incoming early career school psychologists. Take it from me—it's an amazing and fulfilling learning opportunity for both practitioner and student.
- Take a look at this NASP resource for more ideas: [Shortage of School Psychologists](#)

So.... How will you help grow our field? Tell me all about your amazing ideas [NASP Delegate Wisconsin](#)

Last but not least I want to give a huge shout out to all of our Nationally Certified School Psychologists in the state of Wisconsin! All of these psychologists have met rigorous standards for both graduate preparation and continuing professional development. Way to Go!

Resources:

About the NASP practice model. National Association of School Psychologists (NASP). (n.d.). <https://www.nasponline.org/standards-and-certification/nasp-practice-model/about-the-nasp-practice-model>
National Association of School Psychologists. (2021). Improving School and Student Outcomes: The Importance of Addressing the Shortages in School Psychology [handout].

Wisconsin NCSPs

Craig Albers	Brianna Edington	Lynda Lacina	Ann Reyes
Michelle Anderson	Katie Eklund	Jim Larson	Kathy Rusch
Morgan Anderson	Andrew Endsley	Michael Lasee	Brittany Sadorf
Mackenzie Andres	Schelby Englund	James LeDuc	Katherine Sage
Bailey Avers	Jillian Enguita	Jared Leppert	Melanie Salgado
Michal Axelrod	Rebecca Fellman	Milaney Levenson	Tracey Scherr
Bonnie Baker	Kristi Fenning	Antanas Levinskas	Clarissa Schienebeck
Jennifer Barr DeHaan	Amy Fisher	Amber Lindsay	Kelly Schmitz
Sheila Binder	Megan Galdes	Janice Lippitt	Ruth Schumacher-Martinez
Jon Bowman	Stanley Garbacz	Katherine Ludolph	Dan Seaman
Katie Brand	Brooke Gard	Jeff Ludowissi	Dena Serwe
Amanda Brenner	Jana Garl	Shyre Mann	Elika Shapiro
Elliot Broch	Karalyn Ginster	Margaret May	Kelsey Sisko
Julie Brooks	Christy Glysch	Linda May	Christine Sprotte
Danielle Brown Smith	Angela Goethel	Rachel Maziarka	Meghan Starr
Ashley Brugger	Caroline Gosling	James McCarrier	Rene Staskal
Erin Bunten	Ian Halberg	Kassie MacOmer	Becky Steensen
Amber Buxton	Ruth Hammiller	Dawn Meissner	Ann Stewart
Caryn Casserilla	Britta Harris	Stephanie Merrill	Andrea Taylor
Michelle Cattelan	Jaime Harris	Kari Meyer	Erica Thiess
William Champeau	Kaela Harteau	Tami Mlodik	Shelby Thommesen
Christine Christofferson	Melanie Hill	Tea Mohn	Melissa Thorson
Miguel Colon-Charneco	Tara Hogseth	Joseph Mooney	Rachel Tiffany
Melissa Coolong-Chaffin	Melissa Hromada	Katelyn Mork	Candice Truesdell Nokes
Michael Corrie	Kathryn Jackson	Maria Murphy	Mary Beth Tusing
Stefanie Cox Yuen	Kaitlyn Johnson	Christine Neddenriep	Sarah Urban
Amanda DeCaire-Denk	Anne Johnson	Amy Nelson Christensen	Erin Van Oss
Joseph Deegan	Katherine Kaye	Taylor Newman	Nancy Vanderloop
Gina Deutscher	Kristy Kelly	Jocelyn Newton	Monica Vidal
Aaron Dickson-Baures	Beth Kemis	Shawn O'Brien	Carly Warkenthien
Amy Dietrich	Janet Kent	Lisa O'Keefe	Nicholas Westphal
Robert Dixon	Amanda Kidwell	Katelyn Oellerich	Jessica Willenbrink
Courtney Domka	Aleksis Kincaid	Leah Oleniczak	Marcie Williams
Sara Drewniak	Tonya Klem	Kenneth Ortery	Brittany Wood
Heather Drumm	David Klingbell	Miranda Paulson	Jenna Wright
Vanessa Durand	Kimberly Knesting-Lund	Sheri Pease	Anne Zaslofsky
Brittney Durham	Amy Kohl	Margaret Pennoyer	John Zillmer
Amy Dwyer	Dawn Kuehl	Ellisen Poelzer	Caitlin Zozakiewicz
Jennifer Eason	Stephanie Kuhn	Erin Prey	Julianne Zygmunt
Sarah Edens	Patrick Kumke	Stacy Pustina	



Trainers' Corner You're Hired!

By Christine Neddenriep, UW-Whitewater
Professional Preparation and Training Representative



At the fall convention, students attended a panel discussion preparing them to enter the job market and succeed in their first position. Rob Dixon also shared information about the upcoming WSPA Job Fair. I encourage all job seekers to register for the WSPA Job Fair scheduled for February 9, 2024, at Chula Vista in Wisconsin Dells. The job fair is an excellent opportunity for both experienced school psycholo-

gists seeking a new district as well as school psychology students seeking their first positions to speak to a range of districts about their open positions.

As always, I welcome your input and feedback regarding professional preparation and training. Please feel free to contact me at neddenrc@uwv.edu with comments or questions.



Legislative Update

Amended legislation to create loan forgiveness for school psychologists passes State Senate; WSPA opposes proposed DPI license for marriage and family therapists

By Jack O'Meara
WSPA Lobbyist

As with all bills brought up in the Legislature, the bill creating a school psychologist loan forgiveness program (Senate Bill 241/Assembly Bill 234) needed to have public hearings in both houses of the Legislature before passing the Legislature. The State Senate public hearing on SB 241 took place on August 23. WSPA board member Ericka Check and three UW-Madison school psychology students testified at that hearing before the Senate Universities and Revenue Committee.

The State Assembly public hearing, in the Assembly Education Committee, took place on October 26. WSPA once again provided strong testimony, with UW-Madison Professor and WSPA Legislative Committee Chair Katie Eklund testifying, along with two of Katie's students.

SB 241/AB 234 was introduced at WSPA's request. Modeled after a state loan program for teachers, it will create a school psychologist loan program administered by the state's Higher Educational Aids Board (HEAB).

Under the bill, eligible students will receive a loan for each school year up to \$10,000 for up to three years. HEAB must then forgive 25% of the loan for each year the recipient is employed as a school psychologist in an urban county or rural area in Wisconsin, as defined in the bill.

As it was introduced, it was not clear how it would be funded, but the hope was that there would be funding this biennium, which ends mid-year in 2025. The original bill also needed to be amended to make it clear that the funds are to be used for graduate education, not undergraduate education.

On November 9, SB 241 was brought up in executive session in the Senate Universities and Revenue Committee. An amendment was adopted addressing the graduate education concern.

The same amendment also included language requiring HEAB to include a request for funding for the school psychology loan program as part of its agency request for the 2025-27 biennial state budget. WSPA has been told that, because it is not clear when the funding should be provided and how much, the Legislature's Joint Finance Committee could decide to provide funding sooner. WSPA will advocate for the soonest-possible funding.

On November 14, SB 241 came up for a vote on the State Senate floor. It passed on a voice vote and was sent to the State Assembly.

We are now advocating for action in the State Assembly. We are hopeful that it will be soon, so one of the bills can be passed by the Legislature and sent to the Governor for his signature as soon as possible.

WSPA joins forces with school social workers in opposing legislation creating DPI license for marriage and family therapists: AB 251/SB 253 would create a Tier 1 license for marriage and family therapists. Both WSPA and the Wisconsin School Social Workers Association (WSSWA) reviewed the legislation and chose to oppose the bill because it does not do what is needed to address mental health needs in schools, and it could infringe on their own licenses. WSPA and WSSWA issued a joint statement that said, in part:

When legislators consider the mental health needs of Wisconsin students and families, they should first consider the existing pupil service professionals authorized under Wisconsin law and whether there is enough staffing and support to address the needs that exist. With such a review, you will see a serious shortage of pupil service professionals, and growing and serious needs going unmet.

Rather than provide desperately needed funding for pupil service professionals, AB 251 and SB 253 would mandate that DPI change its administrative rules to create a new Tier 1 license for marriage and family therapists. We do not believe this is the best strategy for addressing the needs of our schools. Therefore, we oppose the bills.

In the recent state budget debate, Governor Evers proposed putting \$36 million into hiring more pupil service professionals to address mental health needs. The Legislature rejected all of this funding, even though the state was experiencing a record state budget surplus. As the budget surplus continues to grow, the Legislature could reconsider its decision to not put more funding into paying for pupil service professionals.

Thank you for considering the views of the state's school psychologists and school social workers.

AB 251 was amended in committee, but the changes did not address all our concerns, so the two groups continue to oppose the bill. We were disappointed that AB 251 was approved in committee. It passed the State Assembly on November 14. Both versions of the bill are now in the State Senate.

WSPA and WSSWA will continue to oppose AB 251/SB 253 unless drastic changes are made to the bill. We will encourage Governor Evers to veto the legislation if it passes the State Senate.

Anyone interested in talking about legislation or advocacy should feel free to contact Jack O'Meara at jack@omearapublicaffairs.com or 608-444-3727.

Promoting Evidence-based Practices

By Christine Peterson

Spotlight on: : Understanding the Universal Right to Education

Website address: <https://www.unesco.org/en>

In recognition of December as Universal Human Rights Month, the United Nations Educational, Scientific and Cultural Organization (UNESCO) website offers ample evidence for the critical role education plays in achieving our human potential, and why it is considered a fundamental human right, “indispensable to the exercise of other human rights.”

From the website:

- Approximately 258 million children and youth [worldwide] are out of school, according to UIS data for the school year ending in 2018. The total includes 59 million children of primary school age, 62 million of lower secondary school age and 138 million of upper secondary age.
- 155 countries legally guarantee 9 years or more of compulsory education
- Only 99 countries legally guarantee at least 12 years of free education
- 8.2% of primary school age children does not go to primary school Only six in ten young people will be finishing secondary school in 2030 The youth literacy rate (15-24) is of 91.73%, meaning 102 million youth lack basic literacy skills.

From the homepage of the UNESCO website, *search* for the following terms to find articles and additional resources and information related to education as fundamental human right:

- *Educational Rights*
- *Resources on the Right to Education*
- *Convention Against Discrimination in Education*
- *Universal Declaration of Human Rights*



Call for Submissions from WSPA's Publications Committee

The Sentinel is looking for articles for upcoming issues. All are more than welcome to submit. Please feel free to contact Jennifer Kamke Black, *The Sentinel* editor, at jkamkeblack@shawanoschools.org with any questions.

For all Sentinel Readers: We have a special request for interesting stories or experiences you have had (and I know any given person has many!) for the new “From the Trenches” column. These stories do not have to be lengthy or relate to any specific issue; rather, we want to publish stories that give us a glimpse of what school psychologists (or other school professionals) experience in our unique profession. For example, you may like to share an interesting case, “a HA!” moments you have had, humorous stories, or other experiences that make you feel fortunate to have a career working with children and families. The door is wide open!

For Members Who are Active with Your Regional Group: We are particularly interested in receiving reports of any meetings, trainings or other activities that have taken place--or will be taking place in the near future--within your respective regions. We hope you decide to share your thoughts and expertise with us and with the members of WSPA by submitting a piece to the newsletter.

The Sentinel Would also Like to Honor School Psychologists that have served Wisconsin children during their career. If you ever receive notice or information regarding interesting updates (or the death) of a school psychologist (or retired psychologist) about whom you feel the Sentinel should include an article, please forward the information to Jennifer. A link to any newspaper article (including obituaries) is very helpful, or an article written by a school psychologist that knew the person would be greatly appreciated.

For Anyone, Especially Students or Faculty: Submissions could include reflections on attendance at regional, state or national conferences, book or article reviews, descriptions of effective interventions either outlined in the literature or observed on student practica or internships, and/or summaries of your research. *We reserve the right to publish the abstract from submitted materials and to then put the full work on the website, if deemed appropriate.*

We look forward to your submissions.

Equity Issues: The Leadership We Need to Avoid Standing Still

By Milaney Leverson & Kent Smith
CORE Services at CESA 10

This is the second installment of a four part series (adapted from <https://bit.ly/3yZU1C8>) intended for anyone who has wondered why or how to address equity, how to pull the threads of multiple initiatives together, or whose district is required to address issues based on the Joint Federal Notification process: <https://dpi.wi.gov/sped/preliminary-joint-federal-notifications-loaded-safe>.

The number of schools across Wisconsin that need to address documented inequities in their systems is increasing. Pending the release of Wisconsin's Joint Federal Notifications the number of schools identified with disproportionality span a multitude of areas (i.e. Special Education placement rates, race-based Special Education placement; environmental codes for Special Education services; graduation rates; etc.) and continues to increase. Meanwhile, schools are facing unprecedented political and community resistance to the necessary work of addressing equity issues. Typically this resistance is rooted in family rights discussions or the fear of Critical Race Theory. However, students are the only people with a right to be in our schools and as such, we have a public responsibility to ensure that our systems work for ALL students.

The Leadership We Need for Systems Change. This urgent need to change systems that are having a damaging effect on marginalized groups brings with it some difficulties that are predictable and can be planned for. First, leaders in this work must correctly assess the current state of their systems and identify areas for consideration, including navigating limited budgets, competing initiatives, staffing shortages, or anticipated community resistance to change efforts.

During this process it is predictable that systems will attempt to use these need areas as reasons to delay the systems change process. Teams and leaders must continue to engage in order to initiate the change process and utilize a data driven action plan outlining necessary steps for change and measurable change outcomes. Teams should start with their inequitable outcome and system data to identify small action steps toward improvement, take action on those steps, and scale up using a continuous improvement process. This allows teams to address concerns and make gradual adjustments to overcome barriers.

Finally, we must emphasize the need for White practitioners to ensure that Black, Indigenous, and people of color (BIPOC) colleagues, families, and experts or people from marginalized communities are valued as leaders in the work in authentic and responsive ways. White practitioners should

leverage the racial privilege afforded them to challenge systemic inequities and create space within systems for people who identify as BIPOC to be seen, share stories, teach, and ultimately lead.

Avoid the Paralysis of Perfectionism. In equity work, there appears to be a pattern in the responses of systems and the humans who support them. It is worth noting that, as mentioned earlier, humans who support school systems likely have the best of intentions when it comes to meeting student needs and truly want to make a positive impact. When faced with equity issues and clear evidence of inequitable outcomes, this desire to make a positive impact can manifest itself in a paralyzing form of perfectionism.

For many White practitioners, the prospect of engaging in equity work, while viewed as necessary, can feel scary or risky due to "colorblind" teachings of years ago. Colorblind teachings encouraged a view of "we are all the same" and prompted a distinct lack of conversation around race or ethnicity, connected to an erroneous belief that White practitioners should not engage in this work as it is "not their place." These teachings also resulted in a fear of offending people who identify as BIPOC or other marginalized communities by saying the wrong thing. This calls to mind the adage "**when we know better, we must do better,**" as it has become increasingly evident that the equity issues faced by schools and districts can only be resolved if educators work together collectively and visibly to address the issues. Additionally, we cannot address what we do not speak of. Thus, there is power in White practitioners using their influence and privilege to engage in this work, have difficult conversations, run the risk of making a mistake, learn to apologize sincerely when making mistakes, and commit to changing for the better.

We must collectively agree that the responsibility for creating necessary change can not be placed on the people being harmed by unjust systems, but on those who maintain those systems. Additionally, we know now that the emphasis of change efforts must stay on improving outcomes for ALL students rather than "saving" a few students. Students, especially those from marginalized communities, do not need to be "saved" or "fixed." Rather, students need education leaders and practitioners who work to eliminate systemic barriers to high achievement for ALL.

Stay tuned for part three of this series, and feel free to visit us at <https://core.cesa10.org/> for more information and links to our upcoming events!

Looking Ahead for the WSPA Newsletter

Would you like to become involved in the WSPA Board of Directors? The Publishing Committee chairperson will be retiring from the position after the 2023-2024 school year. If you are interested (particularly if you also know someone that has an interest in graphic design/newsletter layout that could be hired as well!), please contact Jennifer Kamke Black at jkamkeblack@shawanoschools.org for more information!

WSPA Employment Fair 2024
February 9, 2024
I need some support only a School Psychologist can Provide!
Chula Vista Resort
Wisconsin Dells

The **only** Employment Fair in Wisconsin devoted exclusively to the field of School Psychology! The fair will bring together employers and candidates/interns to get acquainted through networking and screening interviews. School districts from around the state and region are invited to meet with both experienced school psychologists seeking a new district and school psychology students seeking an internship.

- Check in for districts/employers will be between 9 and 10 am
- Short Orientation for job seekers from 9:30-10 am
- School psychology candidates are invited to circulate among the districts from 10-11:30 am
- At 11:30, job seekers will be allowed to sign up for screening interviews. They will be assigned a random number and sign-up as slots are available.
- Lunch will be available from 11:30 to 12:30 for everyone.
- From 12:30 pm to 3:00, school district representatives will have 15-minute screening interviews to meet individually with candidates.

Opportunities for Job Seekers/Students

- Meet potential employers from around the State
- Interview with several potential employers in a single day

Opportunities for School Districts

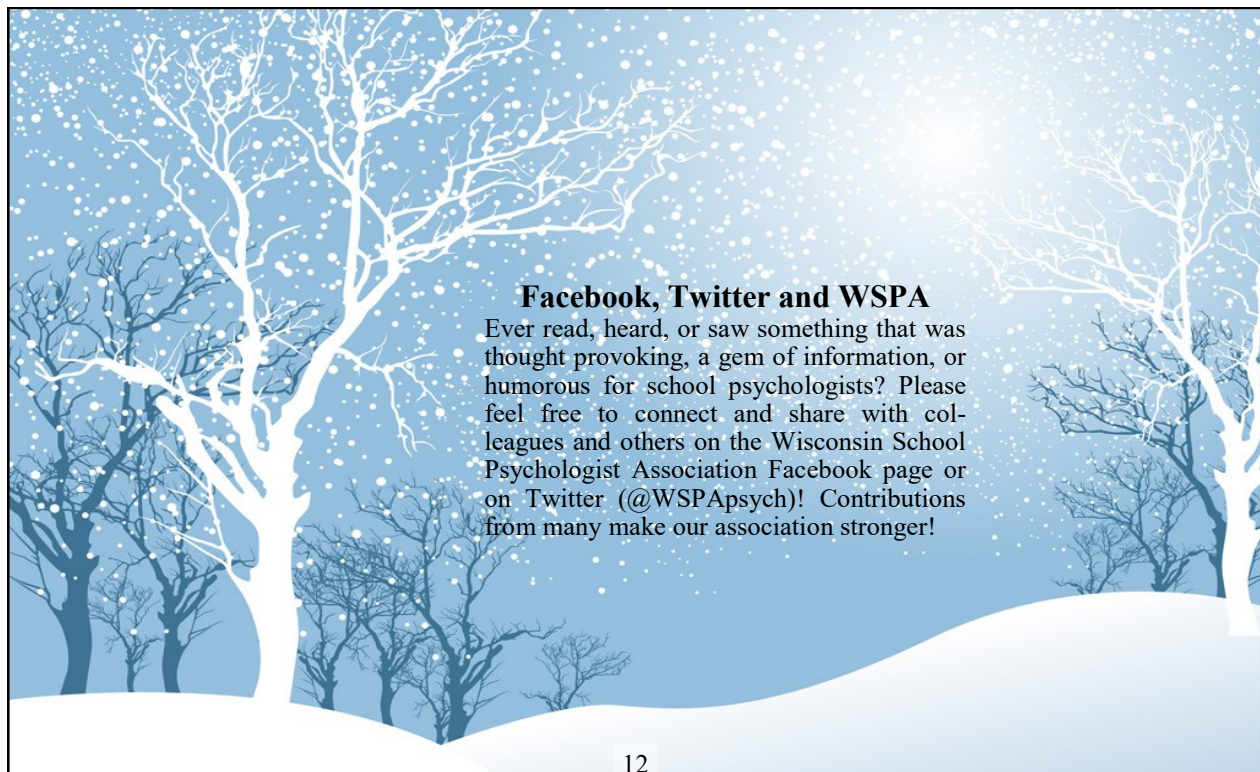
- Find and attract the most qualified candidates from a pool of applicants
- Save time and money in recruiting.
- Districts will be invited to compose a 250-word description of the position to be posted on the WSPA Website to attract candidates.

School District/CESA in Wisconsin	\$250
School District/Cooperative in Region	\$350
Job Seeker/Intern (Early Bird)	\$25
Job Seeker/Intern	\$30



Details & Registration: <https://www.wspaonline.net/>

Questions can be directed to Chris Weins: cweins@basd.k12.wi.us or (262)698-3962



Facebook, Twitter and WSPA

Ever read, heard, or saw something that was thought provoking, a gem of information, or humorous for school psychologists? Please feel free to connect and share with colleagues and others on the Wisconsin School Psychologist Association Facebook page or on Twitter (@WSPApsych)! Contributions from many make our association stronger!

Wisconsin Safe & Healthy Schools (WISH) Center News Educator Wellbeing and Resilience Beyond Self Care Strategies

By Tracy Herlitzke, WISH Center Director, 608-786-4838, therlitzke@cesa4.org and
Katharine Reid, WISH Center Statewide Project Coordinator, 608-851-2429, kreid@cesa4.org

It may not surprise educators to learn that in a [2022 study](#), twice as many teachers and building administrators reported frequent job-related stress than the general population of working adults. Educators also experience greater levels of burnout, symptoms of depression, and not coping well with job-related stress. Perhaps even more telling, teachers and principals report lower levels of resilience compared to other working adults. In fact, in the [2023 WISH Needs Assessment](#), 61% of responding Wisconsin educators stated a need for training and support for staff and caregiver burnout. In order to retain our educators, and sustain healthy schools, we need tools and practices to support compassionate systems.

[The Compassion Resilience Toolkit](#) supports educators in their individual well being efforts, and offers schools and districts the tools and resources to create a supportive and sustainable environment.

The WISH Center partners with Rogers Community Learning and Engagement and with the Wisconsin DPI to provide training to individuals and teams wishing to facilitate the Compassion Resilience Toolkit. With intentional messaging and engaging activities, compassion resilience work helps teams and individuals maintain empathy, strength and hope, and prevent compassion fatigue.

The training of facilitators is available virtually and, with partnership and funding from the Wisconsin DPI, is free to participants. Teams are encouraged to join together to support implementation after training.

Participants in the Training of Facilitators gain perspectives on

- Compassion Fatigue and Resilience
- Self-Compassion
- Supporting colleagues experiencing fatigue
- Setting compassionate boundaries
- Establishing realistic expectations for oneself and others
- Co-creating positive and supportive staff cultures
- Building relationships with caregivers
- Caring for oneself physically, emotionally, spiritually and mentally.

The flexibly implemented set of resources in the toolkit build awareness of compassion fatigue and strategies to increase compassion resilience in adults from a system and individual perspective. Participation in this interactive training will provide you with the tools necessary to implement the Compassion Resilience Toolkit with your staff. Help is also available in supporting implementation of the toolkit in your setting.

View the [Flyer for more information and registration](#). Questions can be directed to Katharine Reid, 608-851-2429 or kreid@cesa4.org

Donate to the WSPA -Education Fund

- Elizabeth Lindley Woods Scholarship** for a graduate student preparing as a school psychologist
- Diversity and Inclusion Scholarship** intended for a graduate student whose inclusion in their school psychology training program represents diversity.
- WSPA Children's Service Grant**, awarded to a WSPA school psychologist member to support a specific activity, school-wide initiative, training opportunity or extracurricular endeavor for the purpose of providing service to children.

Currently, the way donors are eligible for tax-deductible donation documentation is by providing a contribution using a check (personal or bank check) mailed to **WSPA-EF, c/o 2105 Aspen Road, Madison WI 53711. Please include your email address for a receipt for your tax deductible donation.** Please indicate which of the three recipients to which you wish to contribute: Woods, Diversity & Inclusion, or Childrens' Fund. If there is not an indicated recipient, your donation will be divided approximately equally into all three funds. For any questions or concerns, please contact Kathryn at klbush@tds.net.

Betty DeBoer Receives Lifetime Achievement Award

By Katie Johnson, EdS, NCSP

Former WSPA President and UW-La Crosse faculty member Dr. Betty DeBoer received WSPA's Lifetime Achievement Award at the recent fall convention. Betty was nominated by former colleague and WSPA board member Rob Dixon from UW-La Crosse. WSPA was thrilled to honor Dr. DeBoer not only for her body of work and volunteer positions, but for the spirit of positivity and inclusivity she brings to every endeavor. Dr. Dixon shared the following in his nomination letter:

I wish to nominate Dr. Betty V. DeBoer for the WSPA Lifetime Achievement Award. Betty has contributed to the UWL School Psychology program since 1997 and her contributions continue to ripple across the state and the country through her students. I taught with Betty in the program since 2001 and offer my observations and insights towards her deserving this recognition.

UW-La Crosse School Psychology Program.

The UWL program has the "behavioral fingerprints" of Betty embedded in numerous classes and outcomes. Her early career work focused on positively impacting children with complex developmental disabilities (including autism). She initiated, developed, and expanded the graduate student involvement at the residential treatment center in La Crosse, Chileda. It was her passion to help graduate students understand the complex nature of behavior, develop plans to positively intervene, and consult with teachers to ensure the suggested modifications were implemented with integrity. This class evolved from a project, to teaching the graduate students at the facility (i.e., a professional development school), to extending the interventions and consultations so the "project" ended up being an in-depth year-long learning experience. This experience was frequently identified as an early program highlight for students.

Betty's interests evolved over time and at the end of her academic career, she focused on trauma and building system and individual interventions. Her work with trauma and systems initiatives led to a three-year project with Northside Elementary where she included many undergraduate and graduate students in transforming the school's approach to its most needy children. In essence, she took what the research was saying and transformed it into practices to be implemented by teachers and educational leaders at the school. In essence, she was giving school psychology away so it could make the most impact for the children who needed it the most.

Betty's time at UWL was recognized in several ways. She was promoted to associate professor in 2009 and to full professor in 2013. Betty won the College of Arts, Social Sciences, and Humanities for outstanding service twice (2002 and 2015). She was nominated for the Provost's Teaching Award (2013) as well as UW Regents Teaching Excellence Award (2017), which reflects the outstanding work across all of the faculty and staff at UW-La Crosse. In essence, she was a great educator who compassionately cared for her students

and her students returned their appreciation in terms of nominating statements and recognition for her teaching.

Betty developed our recruiting program for undergraduate students at UW-La Crosse. She leveraged her connections with colleagues from around the state to present about school psychology and specifically the program at UW-La Crosse. When we collected data on why students chose UW-La Crosse, about a third of them were inspired by Betty through an undergraduate class, a visit to another campus, or her advising and mentoring activities.

State & National Connections.

Betty volunteered many years to the Wisconsin School Psychologists Association (WSPA). She started as the Professional Preparation and Training Chairperson for the WSPA Board and evolved to take leadership role as the Secretary (two terms) and the President. She also chaired the School Crisis Committee. During her tenure on the Board, she spearheaded many tasks including, but not limited to, dealing with the emergence of the Alice Training to combat school violence, setting the WSPA strategic plan, modifying and maintaining an up-to-date website, and ensuring the fiscal accountability of the board following years of deficit budgets. She was always willing to help a colleague or clarify the needs of the association and develop a plan of action to achieve the goal.

Betty's influence and energy within WSPA caught the eye of several individuals over the years and led to her placement on several DPI teams. While these teams can be gleaned from her resume, the one that she was the proudest of and felt the highest connection was in the area of trauma. She contributed to many of the trainings, either through writing the technical briefs or providing feedback on them. Similar to her impact on the students of the UWL program, her influence through this very successful initiative has placed Betty as one of the state leaders in this area.

Nationally, Betty transitioned her voice in state-wide advocacy for a national opportunity as the central region representation for the NASP Government and Professional Relations (GPR) committee. During her time on this committee, she offered several trainings on advocacy within the central region (i.e., 13 states) as well as conducted follow up and mentorship as state associations struggled to find their own advocacy voice. It was always exciting to see Betty at the national conferences when she would meet with these practitioners and there was a lot of energy and enthusiasm for their accomplishments.

Betty offered her expertise to others through print and presentations. She authored or co-authored three book chapters, four journal articles, and six periodical entries. She also had a number of local, regional, state and national presentations (n = 55). It always impressed me the way she would mentor her students to be in a position of knowledge and expertise so that she could co-present with them whenever it was possible.

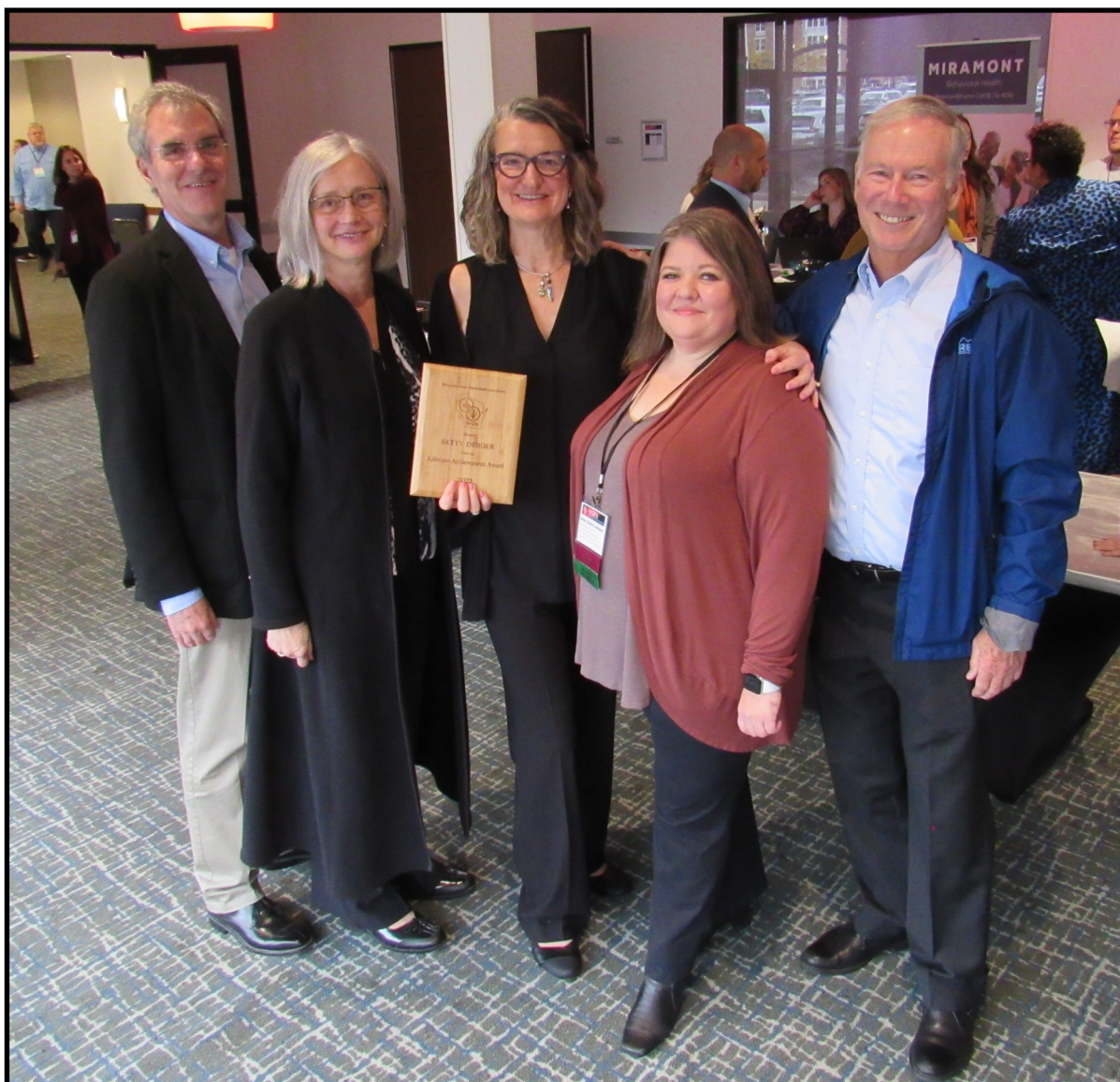
Practitioner at Heart.

Betty infused her teaching at UW-La Crosse with practitioner skills she honed in the field. She consulted part time in Onalaska, La Crescent (MN), Hiawatha Valley Education District (MN), and Chileda Residential School in La Crosse. One of her highlights was participating in a “job swap” with Susan Wabunsee in Onalaska. Betty worked full-time as a school psychologist for the 2002-03 academic year. Seen as an innovating, “eye-opening,” and invigorating opportunity, Betty would frequently use examples and practical skills she learned over the year to her classes at UWL.

The last few years Betty spent at Northside Elementary in La Crosse as a consultant to help the school transform their educational practices for a low income and trauma impacted population to use the tools and practices she had developed as a trauma-informed expert. Working with individual teachers and staff to transform the school practices was a multi-year project and one that was highlighted by UW-La Crosse as an example of university-community collaboration at its finest.

In conclusion, when I think of the expectations of this award – outstanding contributions to children and the field of school psychology, Betty DeBoer’s work and passion has created a tapestry of leadership and influence in a generation of school psychologists and to countless individuals who she has developed and extended a personal connection. I conclude this nomination letter with some thoughts and reflections that I have also experienced over the years that epitomize her career accomplishments. When asked I have asked students to reflect on Dr. DeBoer career, students identified her passion for school psychology that initially drew them to the field. Her dedication propelled students to grow in their knowledge and skills. Beyond the classroom, students and faculty described Dr. DeBoer’s caring and friendly nature of being in her company. It is an honor to provide this nomination of WSPA’s Lifetime Achievement Award to a very deserving recipient.

Congratulations Dr. Betty DeBoer on your well-deserved lifetime achievement award!



WSPA Fall 2023 Convention Highlights







