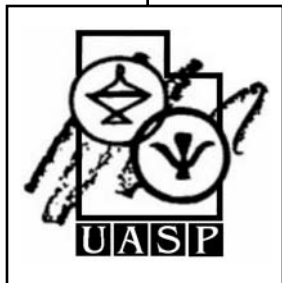


president's podium

Fulvia Franco
UASP President
2004-2005



“Outstanding Conference!” “One of the best conferences I’ve attended in a long time—UASP rocks!!!” These are just two of the many positive comments we received about our annual conference featuring Dr. Russell Barkley that was held on February 4, 2005. I would like to take this opportunity to express my deepest gratitude to the individuals who worked for months to make this conference a success. Abby Gottsegen chaired the conference committee and was assisted by several UASP members including Candace Dee, Pam Plant, Judith Zimmerman, Kathy Boyer, Julie Bowen, Carol Evans, Karen Kowalski, Steve Prasad, Anne Taverne, Leah Voorhies, Christine Winward, and Paul Jantz. I would also like to offer my congratulations to all of the UASP award recipients who were honored at the conference in February.

The NASP Convention was recently held in Atlanta, Ga. and two of our UASP members were presented with awards. Dan Olympia was presented with the School Psychology Action Network (SPAN) Coordinator award by NASP’s Government/ Professional (GPR) Committee. Dan was one of two recipients of the SPAN of the Year award for his outstanding work in advocacy and public policy. Dan is the SPAN Coordinator for Utah and chairs the Legislative Committee for UASP. He has worked tirelessly to keep our membership informed of legislative issues in Utah that affect children and school psychologists. Dan worked closely with the Utah Psychological Association and Coalition for People with Disabilities in providing Governor Huntsman’s office with information regarding H.B. 42.

Abby Gottsegen received an award from the NASP Minority Scholarship Board. Abby and Deborah Crockett, Minority Scholarship Board President, initiated the very first fundraising activity for the scholarship at the NASP Delegate Assembly in 1991 by circulating two envelopes around the room and collecting \$1500. Abby was honored for her continued support of the scholarship. Our association has made an annual contribution to NASP’s Minority Scholarship Fund since 1993. What an honor for our state to have two of our members recognized by NASP.

I believe that UASP members exemplify the true spirit of volunteerism. We could not accomplish our goals without your dedication and hard work.

Inside

UASP Roster	2
The Membership Committee Happily Reports	2
The Carmen B. Pingree School for Children with Autism	3
From the Editors	3
Legislative Committee Report	4
CBM in SLC School District: What We Are Learning	5
Did You Know? Focus on Substance Abuse	7
UASP Conference 2005 Award Recipients	8
UASP Conference 2005: Barkley’s Presentation	10
Avoiding Eye Rolling and Yawns	12
Spotlight on the Face behind the Layout	15
In Memoriam: Vicki Cottrell	back cover
A Very Successful Conference	back cover



The 2004-2005 Membership Committee is happy to report that our current membership count is 153 members! Although this does not meet last year's all time high of 167 members, it is UASP's second highest count ever. We are also pleased with this year's membership bonus of a pin bearing UASP's logo. Most of the pins were distributed at this year's conference in February. If you have not yet received your pin, don't worry; we will be mailing them out in the near future. Please continue to support your professional organization and encourage colleagues who are not members to join. UASP does lots of behind the scenes work to help our profession, and your membership helps us to do our best for you.

THE OBSERVER

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Next Issue of THE OBSERVER

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Submissions due October 1, 2005

THE OBSERVER editorial board invites articles, letters and other items of interest. The editor reserves the right to edit articles. Please include name, address and phone number with submission. Unsigned letters or articles will not be published.

Please take this opportunity to make a significant contribution to your profession!

Annual Membership dues are:

- \$40 for regular members*
- \$15 for students*
- \$20 for retired memberships*

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The Carmen B. Pingree School For Children with Autism

A service of Valley Mental Health

The history of the Carmen B. Pingree School goes back to the late 1960's when it was an half-day program at Primary Children's Medical Center. During these early years, our school served children with multiple disabilities, not just autism. In 1971, we joined with what was then Salt Lake Mental Health Center. Salt Lake Mental Health grew to become the current Valley Mental Health, of which we are a service of today. During this history, the State of Utah, based on the work of many pioneering families, gave money to create an autism preschool program. This publicly funded preschool still exists, and has been joined by other autism preschool sites in our state that have been modeled after the successful program at the Pingree School.

The Carmen B. Pingree Elementary School grew out of an idea of a visionary set of parents who desired to see their child receive more services than what the state contract allowed, namely elementary grade services. They and a group of family members and friends, joined by Valley Mental Health, created an endowment to help fund the educational needs of families with children with autism. Parent fees, insurance, and other sources of funding are sought to help pay for the \$23,000.00 cost for attending the school. This couple selected the name, The Carmen B. Pingree School for Children with Autism, to honor the early and ongoing efforts of a mother whose son Brian was an earlier student in our program. The school today is located in a new school building at 780 S. Guardsman Way.

THE OBSERVER

***Official Newsletter of the
Utah Association of School
Psychologists***

The opinions and products, including advertising, class/workshop notices, and job announcements, appearing in this newsletter do not necessarily indicate official sanctioning, promotion, or endorsement on the part the newsletter or the Utah Association of School Psychologists. Articles, announcements, and letters should be submitted to the Editors:

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FROM THE EDITORS

**By Paul Jantz and
Elizabeth Christiansen**

A big "Thank you!" goes out from the editors to those who contributed articles to this edition of *The Observer*. I suppose without the contributions that came in, we the editors, would have had to write our own articles just to have enough "filler" to make a newsletter. Thanks for bailing us out. We have tried to solicit a range of articles that might be of interest to the readership outside of the wonderful mid-winter conference that occurred in February.

*The deadline for the next
publication is October 1, 2005.*

The program at the Pingree School is daily, Monday through Friday. When a child starts, the first step is an evaluation. Parent interview, observations, and testing are completed by our child psychiatrist, psychologist, social worker, speech pathologist, and classroom staff. When a child is accepted into the program, the information garnered at intake, becomes the start for the interventions to come. We use a discrete trial format as an effective manner to teach skills to children with autism. The discrete trial format consists of: (1) discrete on-set. This is indication to the student that it is time to work. (2) discriminative stimulus (Sd). Provides the direction to the student. Example: "Clap your hands." (3) the response is both observed and measured from the student. (4) A consequence is provided that is contingent upon the student's behavior. (5) a short 3-5 second inter-trial interval provides a clear ending to one trial and the beginning of the next. Data can be recorded of the successful or unsuccessful completion of the trial during this interval.

A five-step program utilizing the discrete trial format incorporates pairing physical prompts with models and verbal cues and then gradually fading the prompts and models. Parents and other family members are taught how to use these skills. Another service available to families at the Pingree School are peer generalization programs through the Expanding Horizons Program (EHP) at the Pingree School. EHP is a preschool and kindergarten for typically developing peers. These children allow us to observe successful transition strategies as our students with autism prepare to move on to other district placements. Once we observe our autism student successfully following directions from a teacher he does not know, we feel more confident in his or her transition to another school.

Other services include speech and language pathologists, support services for family members with our psychiatrist, psychologist or social worker. The responsibility and sometimes the resultant stress family members face when raising a child with autism needs to be assessed and provision of services offered. Sibling programs are also provided.

(see **Pingree**, page 14)

LEGISLATIVE COMMITTEE REPORT

By Dan Olympia, Ph.D.

This was a particularly busy legislative session, with several education or child related bills generating a high level of interest. Generally, education fared well with reasonable increases in per pupil spending and a generally less contentious session. Some of the more interesting issues included:

HB 39 Tuition Tax Credits was left for another year, failing to resolve questions about the potential cost to public education. It is likely that this topic will resurface in 2006, as the governor is known to be friendly to the concept of providing tax credits to parents of children enrolled in private schools.

House Bill 42 Medication Recommendations for Children passed both House and Senate, but was vetoed by Governor Huntsman. Several groups (UASP, UPA, UEA, State Board of Education, Legislative Coalition for People with Disabilities, NAMI, the national Association for Test Publishers and other groups) and staff from the State Office of Education pressured the Governor's office to veto this legislation due to numerous concerns over its impact on parent-teacher communication, and a host of other areas unrelated to medication. Among other things, the bill would have required that psychologists provide "copies of mental tests" to parents prior to children actually participating in an evaluation. The bill was seen by many as part of a scientology driven effort to undermine the practice of psychology and psychiatry in the state. Many have also suggested that the bill as written would have undermined child abuse reporting standards observed by teachers.

It is likely that this bill will resurface in the 2006 Legislative Session, so school psychologists must again be prepared to deal with the issues raised by this legislation.

HB 84 Reading Requirements for Student Advancement would have prohibited promotion in grades 1-3 for students failing to read at grade level. While exemptions were indicated for ESL and Special Education students, the bill failed to get any support in the senate but did manage to get out of the House (see comments below).

HB 135 Implementing Federal Educational Programs passed out of the House and likely would have passed the Senate if not for an agreement with the Governor's office to withhold action on the bill pending further discussions with the Education Department. This law would have established several important differences between federal No Child Left Behind requirements and Utah law which potentially could have resulted in the loss of federal funding for the state. This issue will be around until the state and federal officials can agree on some rather significant modifications to the federal law.

HB 246 The Carson Smith Special Needs Scholarship Bill was approved and signed into law by Gov. Huntsman. This bill was resurrected from last year's session and "tweaked" to

deal with some of the issues raised when Governor Walker vetoed the bill in 2004. Despite some last minute concerns about the use of special education monies to fund the program, the law will provide for supplemental tuition grants to parents of children with a range of disabilities who are attending more specialized programs not available in public school settings.

SB 59 Home School Amendments passed out of both the Senate and House and is awaiting the signature of the governor into law. This bill essentially removes any requirements for local school boards to have parents' document instruction or attendance, require credentials for individuals providing home school instruction, inspecting facilities or undergoing periodic standardized testing. The bill was viewed as a victory for home school advocates.

SB 83 Medical Decisions of Parents was passed and signed into law. This bill clarifies the rights of parents to determine appropriate medical treatments for their child without risking referral to DCFS for child abuse concerns. This bill represents some good work on behalf of DCFS, several legislators and parent advocates to respond to parental rights issues raised after the Parker Jensen case.

School psychologists responded to concerns about different legislation throughout the session. The UASP Listserve (<http://groups.yahoo.com/group/utahschoolpsychologyassociation/>) informed members about critical votes at different times during the session. Thanks to all of you who took the time to express important viewpoints from your unique vantage point within the profession. UASP also networked with other important advocacy groups in the state to provide a "larger footprint" for the concerns of school psychologists. UASP distributed copies of NASP's position statement on retention to all senators in advance of votes on SB 84 and participated in several meetings with legislators, child advocates and the governor's staff on the impact of HB 42.

NASP/UASP Advocacy and Action Network Project a success: Participants at the UASP Annual Conference in February had an opportunity to access the NASP funded Advocacy and Action Center onsite or "take the pledge" to go to the website (<http://capwiz.com/naspweb/home/>) and contact a senator or representative on one of several issues. About 15-20 individuals accessed the website during the conference and another 42 individuals took the pledge. Email reminders to those individuals were sent out on March 4th.

You can visit the Advocacy and Action Center anytime. This is particularly important now that budget decisions for 2006 are being discussed. Do it today!

The opinions expressed or implied in this column represent the views of the author and should not be construed as the official position of the Utah Association of School Psychologists.

CBM IN SLC SCHOOL DISTRICT: WHAT WE ARE LEARNING

By Rob Richardson, NCSP

A new assessment strategy has taken root in the Salt Lake City school district—curriculum based measurement (CBM). Two years ago CBM was largely unheard of in our district and was not being conducted systematically at any level. Last year ('03-04), that began to change when two schools, which obtained Reading First grants, began using Diagnostic Indicators of Early Literacy Skills (DIBELS) school-wide for kindergarten through third grade. In addition several school psychologists began experimenting with CBM measures including oral reading fluency, mazes, spelling and DIBELS. This year ('04-05) there are eight schools using DIBELS school-wide throughout general education with four more schools waiting to be trained. The director of special programs, Tom Burchett, has asked special education teachers to track oral reading fluency for all students who are able to read connected text. Comments that I have been receiving from teachers suggest that they are valuing the information that they can get from these quick, efficient measures. This article provides a brief description of the oral reading fluency measure that we have instituted throughout special education in this current school year, and a few high highlights of what we in the special education department are learning through its implementation.

CBM: Oral Reading Fluency Measure

CBM consists in a set of brief fluency based measures of key academic skills such as reading, spelling and math computation. Measuring fluency is a good way of documenting progress toward automaticity (or mastery) of a skill. One very well studied CBM measure for reading is oral reading fluency. This task consists in having a student read a passage of connected text for one minute. The score is merely the number of words read correctly in that minute. The procedure is, of course, well standardized in administration and scoring, which helps account for the impressive reliability data found in the research literature (e.g. Shinn, 1989). It turns out that this quick measure not only has well documented reliability, but is also a well documented measure of overall reading health and of reading comprehension (Shinn, 1989; Fuchs & Hosp, 2001). Quick, accurate and automatic reading of connected text frees up working memory so a reader may concentrate on construction of meaning, the ultimate aim of reading.

Teachers in SLCSD administer oral reading fluency measures three times a year to all special education students: fall, winter, and spring. This serves as a screening for potential reading problems and is called benchmarking. Those who do not meet criteria for reading at grade expectations are monitored more frequently (at least every other week). This is called progress monitoring. Progress monitoring is used to get a more frequent (and detailed) picture of learning rate, and responsiveness to interventions.

The passages that we are using to measure oral reading fluency are from DIBELS. There are numerous other options

for obtaining passages including basal readers, school reading curricula, www.aimsweb.com, and various other websites. We elected DIBELS because the passages are free and relatively consistent in readability across passages; e.g., second grade level passages are roughly equivalent in difficulty and are more difficult than the first grade passages and easier than the third grade passages.

We decided to ask all teachers to measure oral reading fluency for five primary reasons: We wanted a measure that:

1. is sensitive to growth in reading skills. Thus progress could be documented even when previously used measures of reading were showing none.
2. takes as little time as possible to administer and score, so teachers could concentrate on instruction and intervention.
3. gives immediate feedback on which interventions were working with which students, allowing us individualize instruction for those hardest to teach students, through validated empirically based procedures.
4. helps inform administrative policy decisions. Time and money are always scarce in public education. We hoped a uniform, easy to interpret measure would help instruct us on what teaching techniques, materials, and service delivery systems created the biggest bang for the buck.
5. assists in making classification decisions on initial referrals with culturally and linguistically diverse populations, by using local norms and micro-norms.

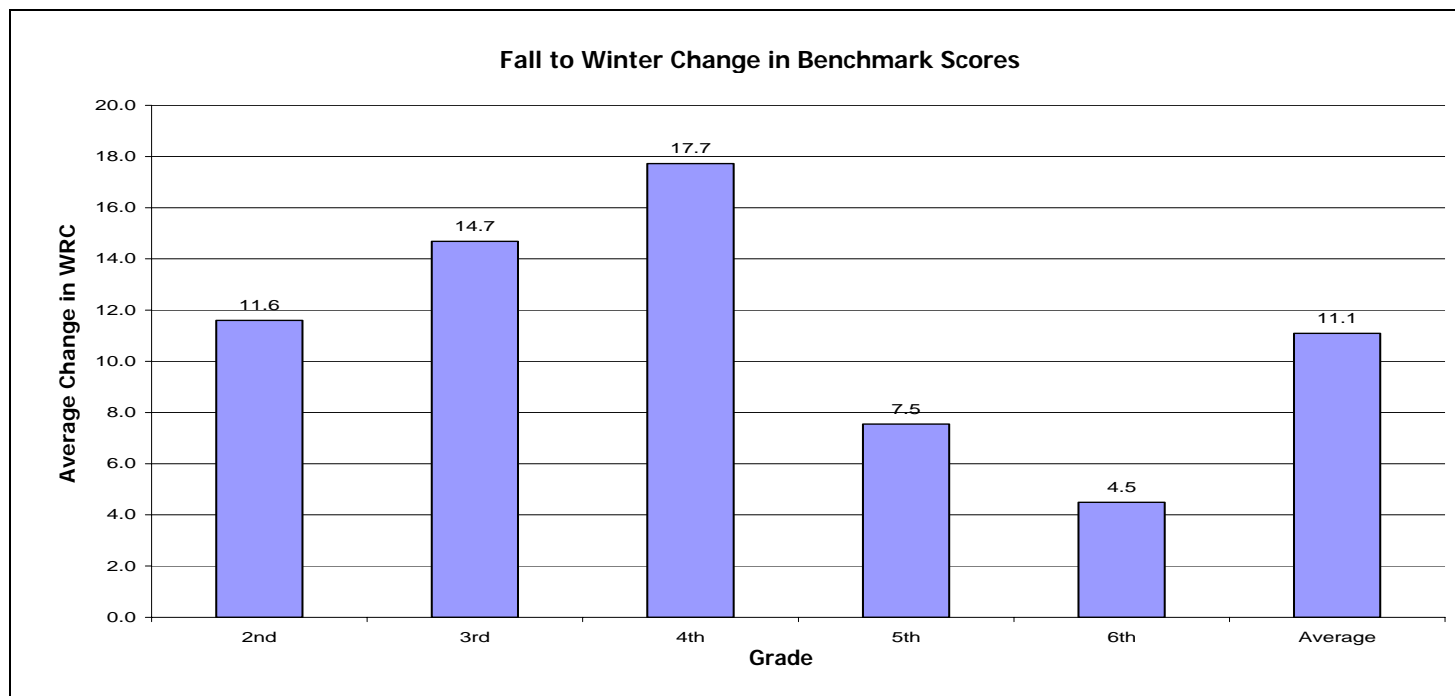
CBM oral reading fluency measures have been validated for each of these purposes.

What We Have Been Learning

Measuring oral reading fluency has helped us in each of the five areas outlined above. It is sensitive to growth in reading, takes little time, gives teachers quick feedback on the effectiveness of their teaching, helps inform policy decisions, and is helps in making initial classification decisions.

Does measuring oral reading fluency (ORF) help us make classification decisions on initial referral assessment?

Measuring oral reading fluency (ORF) has added a whole new dimension to assessment for entitlement decisions in our district. We now discuss not only where the student's scores lie in relationship to national norms, but also in relationship to micro-norms: district, school, ethnic group, linguistic group, and disability category. Developing these micro-micro norms was prohibitively time consuming for more lengthy and complex assessments such as the Woodcock Johnson-III. It is now relatively easy to compare an individual to an appropriate peer group rather than merely to the general population of the United States.



(CBM, continued from page 6)

Even more powerfully, we are discussing progress rates. With ORF we now have a measurement tool that indicates not only how a student is doing at one slice of time (as is the case with most measures used in psychological evaluations); we have measurement tool that gives us a dynamic picture of how at-risk students are progressing over time with several data points over the course of the month. A student may be behind, but with the current level of support, are they catching up, keeping pace, or falling behind their peer group? Furthermore we are able to manipulate the amount or type of support and see very quickly, which changes in instruction are having an impact, and conversely which are not. This helps us answer the question “does the student need special education services, or can needs be met with tier 2 interventions within the context of general education?” This has given prereferral intervention documentation just got a shot in the arm.

In conjunction with the traditional measures school psychologists have had in their tool boxes for years (cognitive tests, achievement tests, observations, interviews, and social histories), the micro-norms and learning slopes generated from oral reading fluency are exceedingly helpful in the difficult task of determining which students are having academic difficulties due to disabilities and which are having difficulties due to environmental causes (such as poor instruction, lack of instructional opportunities, or language acquisition issues).

Are SLCS D special educations students making good progress in reading?

Based on benchmark data, they are. No matter how you slice it (self-contained, resource, hours of service, ID, LD, ED, etc.) all groups are making significant growth in reading. In fact, special education 3rd and 4th graders, on average, made greater gains than their general education counterparts within the Salt

Lake City School District. Deno, Fuchs, Marston, & Jongho (2001) examined of rates of progress for typical district-wide special education. We surpassed the mean scores at every grade-level, except 6th. Our students are progressing faster than published rates for typical special education programs.

Can We Do Better?

I am confident that we can. Research suggests that with best practice, systematic, explicit instruction, most special education students can make comparable gains to their peers in general education. Research literature suggests that of the bottom 20% of readers, 70 to 95% can be brought up to grade level expectations (Hasbrouck, 2004). A review of best practice instruction with children with reading related learning disabilities suggests an average weekly increase of 1.39 words read correctly (Deno et al. 2001). (We are averaging around 0.8 across grades.) My confidence not only stems from research literature, but also from seeing the number of devoted, innovative, and talented reading teachers we have throughout the district. There seems to be a mood of optimism in the district. Measuring oral reading fluency will aid us in learning from mistakes and replicating success.

Does More Frequent Progress Monitoring Enhance Outcomes?

Convergence of research clearly indicates it has a significant positive effect (Fuchs & Fuchs, 1986). Our benchmarking data are consistent with these findings. Twenty-three teachers who progress monitored their students less than 7 times over the first half of the year had an average increase on benchmark scores of 6.8 words read correctly from fall to winter. Thirty-nine teachers who progress monitored their students 7 or more times had mean increases in benchmark scores of 12.7 WRC!

(see CBM, page 7)

(CBM, continued from page 6)

Summary

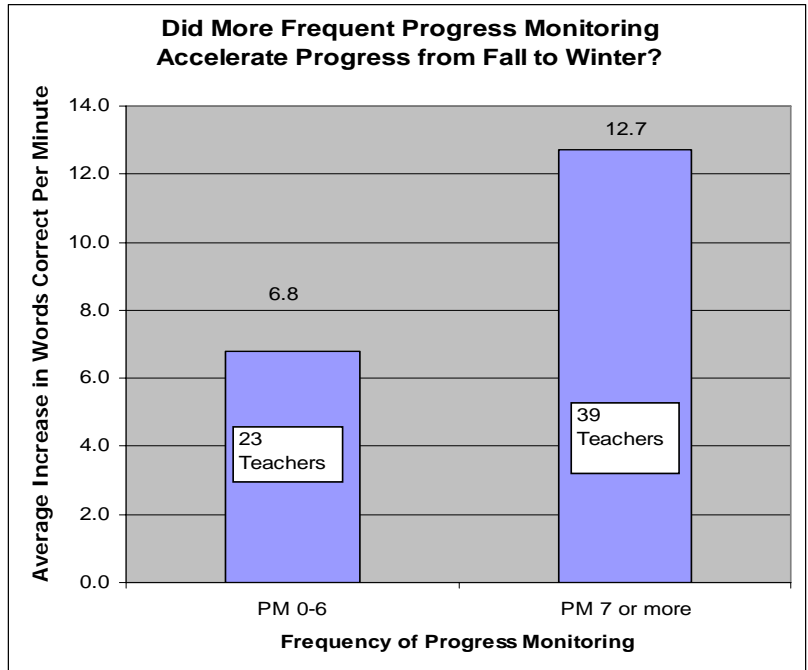
Salt Lake City School District has been having a rapid increase in its use of CBM both in general and special education. In special education we found that it has been meeting our expectations and has proved itself as a valuable tool for assisting in classification procedures (through the development of micro-norms and progress rates), and in making instructional and administrative decisions.

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Fuchs, L. S., & Fuchs, D. (1986). The effects of systematic formative evaluation: a meta-analysis. *Exceptional Children*, 53, 199-208.

Hasbrouck, J. (2004). Summary of the convergence of reading intervention research data. Presented at a literacy workshop sponsored by the Utah Department of Education in Provo, Utah.



DID YOU KNOW?

This month's "Did you know?" focuses on substance abuse. The following information can be accessed in full at the following websites: Division of Substance Abuse and Mental Health 2004 annual report: www.dsamh.utah.gov, Utah Commission on Criminal and Juvenile Justice: <http://www.justice.state.ut.us/Research/default.htm>, and The A.D.A.M. (Arrestee Drug Abuse Monitoring Program) annual report. If you have further questions contact Paul Jantz at paul.jantz@jordan.k12.ut.us.

- In the year 2003, in the Manhattan Borough of New York City, in the State of New York, out of 10,529 adult male arrestees:
 - 0.5 % reported using methamphetamine during the past 12 months prior to being arrested
 - 0.0 % tested positive for methamphetamine on a urine test at the time of their arrest
- In the year 2003, in Salt Lake City, in the State of Utah, out of 2844 adult male arrestees:
 - 32 % reported using methamphetamine during the past 12 months prior to being arrested
 - <80 % tested positive for methamphetamine on a urine test at the time of their arrest
- In the year 2003, in Salt Lake City, in the State of Utah, out of 108 adult female arrestees:
 - 53.7 % reported using methamphetamine during the past 12 months prior to being arrested
 - <60 % tested positive for methamphetamine on a urine test at the time of their arrest

It is a well-known and data supported fact that Methamphetamine use/abuse rarely crosses the Mississippi River and remains primarily a Mountain West and Western states problem. It is also a documented fact that the major supplier of methamphetamine to the United States is Mexico (<http://www.usdoj.gov/dea/>).

MORE FACTS

- The Average Percentage of Utah Students, Grades 7-12, who reported using various substances declined since 1984, however, just under 3000 children under the age of 18 were treated for substance abuse. While male drug treatment admissions have declined, female drug treatment admissions are increasing.
- Out of 358 females incarcerated in the State of Utah: 72% were White; 11.9 % were Other; 7.3 % were Biracial; 4.0 % were African American; 3.7 % were Native American; 0.8 % were Pacific Islander; 43 % reported first trying drugs between 12-15 years old; 41.3 % reported first trying alcohol between 12-15 years old; 40.7 % reported first trying cigarettes between 12-15 years old; 12.6 % reported first trying drugs between 8-11 years old; 20.1 % reported first trying alcohol between 8-11 years old; 26.9 % reported first trying cigarettes between 8-11 years old; 1.4 % reported first trying drugs under age 8; 5.9 % reported first trying alcohol between under age 8; 7.9 % reported first trying cigarettes under age 8; and the main drug of choice (preferred drug to use) was reported as: 0.3 % LSD; 0.6% Designer (MDMA [Ecstasy], MDA, etc.); 6.4 % Prescription; 7.3 % Heroin; 9.8 % Alcohol; 10.4 % Marijuana; 16.5 % Cocaine; 48.6% Methamphetamine

DRUG ABUSE IS A RAISING PROBLEM AMONG FEMALES IN THE STATE OF UTAH

UASP CONFERENCE 2005 AWARD RECIPIENTS

by Carol Evans

SCHOOL PSYCHOLOGIST OF THE YEAR

Recipient: Lorene Newbold, Davis School District

Criteria: Recognizes excellence in the provision of school psychological services by a field-based practitioner. Current member of NASP and UASP, practicing school psychologist who spends majority of time providing direct services to students, teachers, and parents.

Excerpts from nomination letters: "Lorene is the consummate professional whether she is working as a leader, a mentor, a colleague, or a friend. ... Lorene was elected Facilitator of the school psychologists of Davis District for many years ... [she] was viewed as knowledgeable, reasonable, accessible, and level-headed. ... Lorene helped develop the internship training program in Davis District. She continues to be esteemed by all, both new and seasoned school psychologists. ... With Lorene's formidable intellect, it is rare for anything to exceed her scope of ability. However, self-aggrandizement is beyond her. Because she would never promote herself, it is incumbent on those of us who know her to give her recognition that she deserves. ... She is ... an exemplar of the best among us."



LIFETIME ACHIEVEMENT AWARD

Recipient: Dan Olympia

Criteria: Recognizes a member of the profession who has devoted his or her professional life to the improvement of the profession. Current member of NASP and UASP; school psychology practitioner, trainer, supervisor, administrator, state consultant, or researcher; has made major local, state, and national contributions.

Excerpts from nomination letter: "He has worked as a school psychologist in Glyndon, MN, ... West Fargo, ND, ... [and] Jordan School District in SLC, UT. ... His current appointment as an Assistant Professor to the University of Utah's Department of Educational Psychology has given Dr. Olympia an opportunity to introduce school psychology students to the professional organizations he supports. ... He has taken an active leadership role when working closely with community resources and makes use of them in regards to the special needs of students and their families. ... Previous distinctions awarded to Dr. Olympia include the UASP Distinguished Service award in 1999, and the Outstanding Dissertation from Division 16, APA in 1993."

SCHOOL PSYCHOLOGY STUDENT OF THE YEAR

Recipient: Heidi Mathie

Criteria: Graduate student in an approved program; not yet credentialed as a school psychologist; exemplary performance in course work, practicum, and internship; faculty nomination and input required for selection:

Excerpts from nomination letter: "Heidi Mathie is a doctoral student in the School Psychology program at the University of Utah. ... Despite being new to the Davis School District, Heidi spearheaded the formation of a school-wide positive behavior support plan for the elementary school she was assigned to and worked closely with the school's principal to initiate this program. Tragically, this principal passed away unexpectedly, but Heidi was able to assist with crisis intervention for those school personnel, children, and families who were impacted by the principal's sudden death. Heidi continued her efforts toward implementing the school-wide positive behavior support plan after a new principal was assigned. ... Increases in positive behaviors in this school can be attributed to the extra time and energy Heidi put toward this effort. ... Heidi is a delightful individual. She approaches everything she does with enthusiasm and determination and she is always positive and upbeat in her demeanor. It is no wonder that she is so admired by her colleagues, faculty, and students alike."





BARBARA BENNETT EXCELLENCE IN DIVERSITY AWARD

Recipient: Alicia Hoerner

Criteria: Promotes mutual respect, acceptance, cooperation and tolerance; shows leadership in raising diversity issues; demonstrates long-term commitment to including a variety of individuals in the decision-making process.

Excerpts from letters of nomination: "Alicia exemplifies the ideals and values associated with this recognition through her work and continued efforts to improve services for children from many different cultural and linguistic backgrounds. Alicia works tirelessly in her position as a school psychologist for a large urban school district to promote equity and equal opportunity for students with disabilities who also come from culturally and linguistically diverse backgrounds. At the University of Utah she has taught a class in multicultural assessment that will soon become a required course in our program due in part to her contribution. ... Her dissertation, entitled *Emerging Literacy Skills and Home Environments of Spanish-Speaking Preschoolers*, is a perfect example of her dedication to diversity issues ... Alicia's research highlighted the skills that families of Spanish-speaking children have that could be further enhanced

through simple intervention techniques in an effort to potentially prevent early reading difficulties for these children when they enter the school system. ... She is currently working on ... an application of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for all children in the Salt Lake City schools who are English Language Learners (ELL). ... [her] dedication to best practices for children ... is evident in her research, her practice, and her service."

OUTSTANDING SERVICE TO CHILDREN AND FAMILIES

Recipient: The Honorable Olene Walker, Former Governor of the State of Utah

Criteria: You are receiving this award because of your many efforts on behalf of the education community. During your time as governor, you made courageous decisions in controversial situations. These decisions cost you politically, but you did the right things at the right times. We wish you were still Governor. We will miss you. You are an educator; you are one of us.



SERVICE TO UASP CATEGORY

Recipients: Gretchen Gimpel,
for her years of service as
Editor of the Observer

...



and Stephen Prasad, Treasurer,
for persistence in finally accomplishing
what had not been accomplished over several years:
establishment of our non-profit, 501C3 status.



UASP CONFERENCE 2005: BARKLEY'S PRESENTATION

By Lara Leishman and Heidi Mathie

At the recent UASP conference, Russell Barkley provided practical information for professionals who work with children and adolescents with ADHD. Dr. Barkley is a professor in the department of Psychiatry at the Medical University of South Carolina. For those of you who missed the conference, his presentation contained four sections: (1) Nature, diagnosis, and comorbidity; (2) etiologies and theory; (3) management of ADHD; and (4) classroom management of ADHD.

Nature, Diagnosis and Comorbidity

- Conceptualizing ADHD as a developmental disability and deficits in executive functioning.
- Is ADHD a real disorder? Yes! Because it meets standards defined by Wakefield including serious deficit or failure in adaptation and produces harm to the individual. ADHD easily meets this criterion.
- Proposed a subset of the inattentive subtype of students with ADHD called the "Sluggish Cognitive Tempo" (SCT). This subtype makes up 30%-50% of the Inattentive Subtype. This group of students is qualitatively different and includes the following features: spacey, hypo-active, error prone information processing, social reticent, erratic retrieval from long-term memory, poor working memory (short term memory). Other SCT features: lower risk for aggression, higher risk for anxiety and depression, not impulsive, less response to stimulants, better response to social skills training.
- Assessment: Barkley suggested using rating scales over the DSM criteria because of the availability of age and gender norms provided in empirical scales. When using DSM, Barkley suggests blending and adding the symptoms count across settings rather than focusing on who has a more accurate picture of the child. Cautioned on using the ADHD individual as an accurate self-reporter of behavior.
- Discussed the large number of comorbidity disorders such as: ODD, CD, Anti-Social, Anxiety, Major Depression and Bi-Polar disorder. Other potential risks include: developmental coordination disorder, probable growth delay, accident proneness, language disorder, average to low intelligence, poor school performance, increase parental conflict, peer problems and poor emotional control.
- Educational outcomes: grade retention, more special ed placement, more suspension, higher drop out rate, greater expulsion rate, lower class ranking, lower GPA, and lower college enrollment and graduation.
- Employment problems: lower entry level, higher rate of termination, higher rate of job change, lower work performance rating, lower SES and 35% are self-employed in their 30's.

- Sexual Reproductive Risks: high risk of teen pregnancy, earlier age of sexual activity, more sexual partners, higher risk for STDs.

Etiologies and Theory

- All currently recognizable causes fall in the realm of biology. Such as neurology and genetics. Multiple causes may compound each other. But, the final common pathway for the disorder appears to be the fronto-striatal-cerebellar circuits in the brain. ADHD is one of the most genetically prone disorders, the two other disorders that match it are Autism and Bi-Polar.
- Social and psychosocial causes lack credibility. Many popular etiologies lack evidences such as: sugar, food allergies, excessive tv/video games, fast paced society, low self-esteem.
- Conceptualization of ADHD within a theory of Self-Regulation (Executive Functions). ADHD disrupts inhibition, which is normal and crucial to executive functioning. The components of executive functioning develop in a step-wise hierarchy and by the same process; behavior is turned on the self then internalized.
- Developmental progression of each executive function: Overt-public-Semi-overt-Covert-private. Developmental transitions take place, leading to a more internal and delayed source of behavioral control. ADHD destroys these transitions and leaves individuals in the temporal now.
- Four forms of executive functioning: a) Sensing to the self (nonverbal working memory, reciprocal exchanges, vicarious learning and hindsight, sense and use of time), b) Self-speech (reflection, self-instruction, reading comprehension), c) Emotional/Motivation to the self (modifying emotional states, intrinsic motivation), c) Play/Reconstruction to the self (planning, goal-directed innovation, verbal and nonverbal fluency, mental manipulation of images)
- ADHD creates a "Time Blindness", those with ADHD live in the moment. It is a disorder of performance not skill. ADHD is not an Attention Deficit but an Inattention Deficit disorder (inattention to mental events and the future).
- Those with ADHD will be poor at tasks involving executive functioning such as delayed responding, time, and waiting.

Implications for treatment: teaching skills is inadequate, meds may be essential for most cases, externalize cues, time periods, reinforcement, compassion and accommodations of others are vital to success.

(see **Barkley**, page 11)

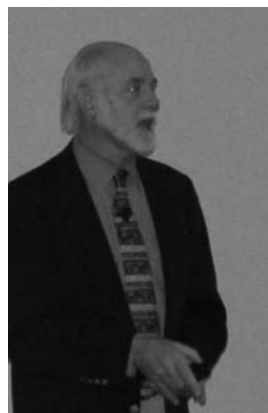
(Barkley, continued from p. 10)

Management of ADHD, including counseling and medication

- Major treatment approaches include: diagnosis, education/counseling, medication, accommodations and maturation.
- Maturation accounts for 3-4x more change than psychosocial treatments.
- Main ideas in counseling include: discussing proven and unproven treatments, ADHD as a chronic handicapping condition, potential to grief reaction, change expectations, modify settings, acceptance and advocacy, encourage routine aerobic exercising, "Parent as a Shepard" model.
- Parents are Shepard Model: parents do not determine their children, parents should not try to engineer their children but create environments around them, children are the makeup of all family members, not just the parents.
- Unproven/Disproven theories: elimination diets, sensory integration, megavitamins, play therapy, psycho therapy, biofeedback, self-control therapies, social skills training
- Empirically Proven Treatments: parent education, psychopharmacology, parent training in child management, family therapy for teens, teacher education and training, special education services, regular physical exercise, residential treatment, parent/family services, parent/client support groups
- Stimulants are the most well-studied drugs in psychiatry
- Common behavior effects of stimulants: increased concentration and persistence, decreased impulsivity and hyperactivity, increased work production, better emotional control, decreased aggression and defiance, improved compliance, better working memory, improved self-esteem, improved hand writing, improved peer acceptance.
- Common side effects of stimulants: insomnia, loss of appetite, headaches, stomach aches, irritability, nervous habits, mild weight loss, increased heart rate
- Common Myths about stimulants: addictive when used as prescribed, drugs are over prescribed, creates aggression, increases risk of seizures, cause of Tourette Syndrome.
- Some ideas for management: reduce delays, externalize time, externalize important information, use immediate feedback, increase frequency of consequences, change rewards periodically, touch more talk less.
- Major behavioral tactics: altering antecedents, altering consequences

Classroom management of ADHD

- Use September to gain behavioral control, don't retain students, use traditional desk arrangement-not centers, decrease work load by at least 30%, sit child close to teaching area, don't send home unfinished work, reduce/eliminate homework for elementary students--10min x grade level in school.
- Other suggestions: allow some restlessness, give exercise breaks, color-code for organization, assign a "study-buddy", intersperse low appeal activities with high appeal activities, be animated and theatric, schedule most difficult tasks in AM, use direct instruction, train on keyboarding and word processor as soon as possible, give after-school tutoring, require continuous note-taking during lectures and reading.
- Increase incentives such as praise and token economies. Try a beep tape with self-monitoring, allow daily+ access to reinforces, consider daily note/behavior card.
- Externalize rules and time. Post rules on each desk, have child restate rules at the beginning of each activity, use nag tapes form parent, and use timers or time signals.
- Punishment ideas included: personal/direct reprimands, use immediacy, response cost, moral essays, establish a "chill out" location, formal time out, and finally ISS or behavior unit.
- Tips for teens with ADHD: consider medication, coach or mentor, establish a parent-school liaison, use a daily assignment calendar and behavior note, have an extra set of books at home, learn typing skills, tape record important lectures, money for good grades, schedule hard classes in the AM, no evidence extra time is helpful, permit music during homework, get syllabus as handouts, require note-taking to pay attentions, find a "fall-back" classmate for lost or missing assignment sheets, and schedule parent-teacher review meetings more often than the end of term only.



Russell Barkley (above left) at the conference; and Lara and Heidi (above right), the authors, stalking him for important information

AVOIDING EYE ROLLING AND YAWNS

John Seaman, Granite School District

I greatly enjoy cognitive assessment in an effort to determine process deficits that contribute to learning and even behavioral problems. Lots of fun! But gosh, fellow educators don't seem to want to join the party. A roll of the eyes or even yawns are often elicited from teachers when I begin such speculation. It seems I get better feedback when I address practical referral questions such as, "How do I teach this student to spell" or "What can I do to teach him math facts?"

So, in an effort to keep the clientele happy, may I suggest some practical academic interventions that will reduce eye rolling and yawning. Okay, these research based interventions may not be "fun" but they seldom offend. And, they may even have beneficial effects on students! Please refer to Shapiro (1996) and Mather and Jaffe (2002) for more information. Or, give Pam Plant a call in Jordan District. She's the best informed school psychologist I know about academic interventions. Following are a few strategies.

PREREADING

PURPOSE: To assist reading deficient students, especially those asked to read a text above instructional level or experiencing frustration in present text. Math and other academic skills can be substituted.

PROCEDURE: A student reads orally from the instructional text each evening with a parent or at school with a peer tutor. Short sessions - about 15 minutes. The student reads the passage to be read the following day in class.

Sessions follow this sequence:

1. Student reads orally for six minutes.
2. Parent (tutor) asks comprehension questions for three to four minutes.
3. Student orally reads passage again.

A "painless" error correction procedure may be employed:

1. If child fails to recognize a word, wait only briefly.
2. Ask the child to point to the word. The parent (tutor) orally reads the word and the child says it twice.
3. The child rereads entire sentence.

LISTENING PREVIEWING

PURPOSE: To improve word recognition, oral reading rate and fluency. A good procedure when a passage is beyond a student's instructional level.

PROCEDURE: The student follows along as a tutor reads a passage from the reading instructional materials to be taught in the next lesson. After the tutor reads, the student is asked to read the passage orally.

ERROR CORRECTION: If the student mispronounces a word or fails to identify a word in 5 seconds, the tutor says the word and asks the student to repeat the word twice while looking at the printed word. The student rereads the sentence.

MODIFICATIONS:

1. Pre-reading is done one paragraph at a time.
2. The student rereads the entire passage orally after the prereading procedure is completed.
3. Comprehension questions are asked and content discussed following the procedure.
4. The student listens to a tape recording of the text in place of the tutor.

SIMULTANEOUS (CHORAL) READING

PURPOSE: To improve reading rate and fluency.

PROCEDURE: The student and a tutor read orally together (simultaneously) a passage scheduled to be read within the next day or two from the student's reading instructional text. The tutor reads at a rate about 1/3rd faster than the baseline rate of the target student. The tutor also reads with expression and consistent with punctuation. After a paragraph or several lines are read in chorus, the student orally reads the passage alone. It is helpful for the tutor to follow along with his/her finger when modeling.

ERROR CORRECTION: There is no error correction during choral reading. However, if the student mispronounces or fails to identify a word while reading alone, the tutor immediately says the word and the student repeats it and continues reading.

DELAYED PROMPTING

PURPOSE: To teach rote information such as math facts, definitions, capitals of states, letter-sound associations, etc.

PROCEDURE:

1. A set of flash cards is written to prompt a response (e.g., $2 \times 4 = \underline{\quad}$).
2. Flash cards are distributed into small packs of five or six each.
3. A flash card is shown. The student reads the card and the instructor immediately states the correct answer. The student then rereads the card and says the right answer. Cards are successively shown until the pack has been presented twice.
4. The student is told to only give an answer if he is certain it is correct. He is instructed to wait for the correct answer if uncertain.
5. The pack is presented six times. If the student does not respond in 4 seconds, the instructor says the answer. The student rereads the item and says the correct answer. If a student gives a wrong answer during the 4-second delay, remind the student to wait if he is not certain and provide the correct answer.

(Yawns, continued from page 12)

6. Provide an enthusiastic praise statement (“Wow, that’s terrific!”) for unprompted responses that are correct and a simple praise statement (“Good.”) for prompted responses.

COVER-COPY-COMPARE

PURPOSE: To improve memory for rote information such as math facts, spelling words, capitals of states, symbols of elements, abbreviations, etc.

PROCEDURE:

1. A few items such as spelling words or math facts are written down the left side of a piece of paper.
2. The student reads the first item, covers it with a card and rewrites it to the right of the now covered model.
3. The student uncovers the model and compares his product with the model.
4. If the student is correct, he proceeds to the next item. If incorrect, the student copies the model three times to the right of the error. He then covers his work, writes the response from memory, and again compares his product with the model.
5. The sequence of items repeats itself several times down the page to allow a high rate of opportunities to respond.

MODIFICATION: The student provides himself points for each correct response. Points are collected to earn a reward.

ADD A WORD

PURPOSE: To teach spelling words.

PROCEDURE:

1. From a master list of spelling words, 10 words are identified.
2. The student copies the ten words down the left side of a piece of paper.
3. The student covers the column of words. The instructor dictates the words which the student writes.
4. The student uncovers the copied words to compare with his/her spelling.
5. Each word spelled incorrectly is copied again.
6. The procedure is carried out daily. If a student spells a word correctly for 2 consecutive days, it is removed from the list of 10 words and replaced with another word from the master list.

COMMENTS: This procedure uses a mastery learning model with a high rate of opportunities to respond. For the unmotivated student, words mastered over time could be collected to earn a reinforcer.

SIMULTANEOUS READING OF VOCABULARY WORDS

PURPOSE: To improve recognition of vocabulary words in content subjects such as science, health, and social studies,

particularly when the student lacks adequate decoding skills to improve reading rate of content subject passages due to lack of word recognition.

PROCEDURE:

1. Vocabulary words from a content area lesson (science, social studies, health, etc.) the student will be reading in the next few days are identified.
2. The words are listed down a page.
3. The instructor makes a tape recording of the word list. The words on the tape are presented at a rate somewhat higher than the baseline rate of the student’s oral reading.
4. The student, while following along on the list, listens to the words being read from the tape.
5. The student reads the list orally.
6. The procedure is repeated until the student demonstrates mastery of oral reading of the list.

MODIFICATIONS:

1. A tutor might be substituted for a tape recording.
2. A teacher might employ the procedure with a whole class or group. The teacher first models the reading of the word list followed by choral reading by the students.

THE DRILL SANDWICH METHOD

PURPOSE: To establish word recognition for unknown words in a passage; to improve reading rate in a passage with a high number of unknown words; and to assist a student to read a passage successfully that is at frustration level (greater than 7% unknown words).

PROCEDURE:

1. The student reads a passage. Three unknown words and seven known words are identified and written on 3 x 5 index cards. The known words should have meaning (not words such as *the, a, this*, etc.).
2. The unknown words are taught by reading them successively to the student and having the student repeat.
3. The unknown words are placed in positions 3, 6 and 8 in the stack of index cards.
4. The set of words is presented multiple times. Across presentations the position of known words is changed while the unknown words remain in positions 3, 6 and 8.
5. The passage is reread at the end of the session.

COMMENTS: As with the folding in technique, it is helpful to assist the student to graph rate data (words correct per minute) each time he reads. Comparing the rate of the second reading after the drill sandwich procedure to the baseline rate of the initial reading of the passage can be motivating since the student can see the improvement he makes. This procedure can be helpful in content area texts where there are a high number of unknown words.

(see Yawns, page 14)

(Yawns, continued from page 13)

TEXT HIGHLIGHTING

PURPOSE: To assist students with deficient reading skills, particularly in the area of fluency, to read content area texts such as social studies, science, or health.

PROCEDURE:

1. With a magic marker underline key sentences, phrases and vocabulary in a content area text book.
2. Require the student to read only the underlined material.
3. Supplement this activity with discussion and oral presentation of associated content.

COMMENTS: The reading difficulty level of a passage can be significantly reduced by this practice. Many content area text books are written at a reading level substantially above the grade level of the readers. As a result, it may be helpful to have a number of highlighted texts on the shelf for use by students with reading deficits.

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“[W]e at the Carmen B. Pingree School desire to be helpful to families, parents and teachers in our state in the area of autism and behavioral interventions.

If you would like more information on the school, or for referral information, please visit our website at www.carmenbpingree.com, or give me a call at (801) 581-0194.

We welcome you to visit and tour our school as well.”

(Pingree, continued from page 3)

We work closely with many school districts in the state as well as in other states. In Granite and Jordan Districts, we have been contracted to provide services to preschool children with autism in district school settings. We also work with transition teams and try to answer questions and provide consultation and training both in Utah and out of state.

In closing, we at the Carmen B. Pingree School desire to be helpful to families, parents and teachers in our state in the area of autism and behavioral interventions. If you would like more information on the school, or for referral information, please visit our website at www.carmenbpingree.com, or give me a call at (801) 581-0194. We welcome you to visit and tour our school as well.

Peter M. Nicholas, Ph.D.
 Director,
 Carmen B. Pingree School
 For Children with Autism
 A Service of Valley Mental Health



*Carmen B. Pingree School
 For Children with Autism
 A Service of Valley Mental Health*

**SPOTLIGHT ON
THE FACE BEHIND
THE LAYOUT:
MATT C. KEENER**

By Elizabeth Christiansen



Matt working in the Ed Psych office at the University of Utah

Tell us about yourself: Where are you from? What is your career and educational path? Interests, etc.?

Until the age of ten, I was raised in Pennsylvania; since then, I've lived in Utah. I graduated from Jordan High School as a Beetdigger in 1987 and then attended the University of Utah. In 1998, I received a B.S. in Philosophy with an emphasis in comparative religious thought and a B.A. in Middle East Studies with an emphasis in Ancient and modern Hebrew.

Through my studies, I developed an appreciation for diverse perspectives that has continued as an ongoing passion for multiculturalism. My undergraduate work also helped me develop skills in critical thinking and hermeneutical interpretation. Unfortunately, I had not developed any direction yet toward a career and future employment.

After finishing my undergraduate studies, I decided upon a career in counseling and completed a master's program in Educational Psychology with an emphasis in Professional Counseling in 2004. Among other things, I learned that my passion for academics, research, and learning theory were greater than my passion for counseling. So I am now a doctoral student in the research-based Learning and Cognition program in Educational Psychology.

I plan to stay in academics (although I may eventually leave the Univ of Utah), learning more about learning, as well as learning more about myself, and others.

How long have you worked for Ed Psych? What other interesting (or non-interesting) jobs have you had?

I began working in Educational Psychology in 1997 while finishing my undergrad studies. My responsibilities have included database design and management, graphic design and document formatting, and consultation on computer-related issues. And answering phones—in fact, that's my primary responsibility in the office, but it doesn't sound as impressive.

I've held a variety of glamorous jobs in the past. For example, my first real job was as a laborer on a construction site. I've spent years working in restaurants; first in a hamburger joint with cooking, cleaning, and customer service responsibilities, and later in a pizza joint as a delivery driver and assistant manager, also with cooking, cleaning, and customer service responsibilities. I've also worked in retail (with cleaning and customer service responsibilities, but no cooking) as a salesperson in electronics, a senior salesperson in sporting goods, and then a supervisor in the receiving bay. The latter was my favorite retail position because they taught me to drive a forklift and then paid me to do so.

I worked briefly doing telephone collections for a local corporation, calling "people" [or read the corporate term: "past-due accounts"]. I gave them notice after a few months because I couldn't continue threatening people [or "providing helpful reminders"] to make payments. And I heard so many stories from people in emotional crisis—as well as financial crisis—that I would have much rather been a counselor than a collector during those months. Blowing my own horn, I did score highest on my team for bringing in payments in the month before leaving. Nevertheless, this "success" failed to motivate me. It was a very unpleasant experience.

3. How did you become educated on doing newsletter layouts? What other tricks do you have up your sleeves?

My self-education with computers and software began in adolescence. Why? I'm a geek—I even play Dungeons & Dragons—and I play computer games. And you could be surprised how much you must learn about computers while struggling to get different games to run properly with changing versions of

DOS, or Windows, or with different hardware components. Being curious, I've also explored various programs, such as those for word processing, publication and graphic design. In Summer 2000, I joined the Ed Psych SAC (Student Advisory Committee) and decided to revive the SAC newsletter that had last been printed in 1992. Since then, the newsletter has been a success. And most fortunately, someone else has since volunteered to be the SAC newsletter editor.

As far as new tricks? The possibilities always await. Gods know.

4. What do you consider to be your most significant accomplishments?

That's an interesting question. Things of most significance in my life extend beyond myself. I have been blessed with family and friends who gave me love and support over the years, and many close relationships remain. I have also been blessed with a loving and beautiful sweetheart named Carrie, and two cats named Gypsy and Bran who actually love each other. Really.

5. If a friend of yours was describing you to someone who had never met you what would they say about you?

Hm... That's a difficult question! From a hermeneutical standpoint, it would be presumptuous for me to claim any direct knowledge of another's perspective. Ok, a guess?

A liberal-minded geek who thinks too much but has some good intentions and empathy beneath his glasses and goatee.

"Matt takes care of the UASP newsletter with a great deal of personal pride and ownership of the format. He is thoughtful and always concerned about the best way to present information, etc." . . . "Matt has been invaluable to the School Psychology program at the University of Utah. His talents have helped us to develop recruitment brochures and material for our grants. No matter how busy Matt is, he takes time to help us out, and he does so with a smile. Matt is a unique individual. We are all happy he decided to apply to graduate school; we like the idea of seeing him around for a long time."

—The School Psychology Faculty at the University of Utah

IN MEMORIAM



Vicki Cottrell, Executive Director of NAMI-UTAH and longtime advocate for the mentally ill, died in a car accident on April 20th in Sardine Canyon just west of Logan. Vicki fought on behalf of the mentally ill, and helped obtain state funding for programs like Hope for Tomorrow, the Crisis Intervention Team and Family to Family. She was a strong advocate for children and adolescents and their families in obtaining access to needed information and mental health services. Judge Bill Bohling, upon hearing of her death, commented, "I've been told all my life that there's no irreplaceable human being. But Vicki Cottrell comes about as close to that as one can come." On numerous occasions, her efforts on Capitol Hill to educate lawmakers and opinion leaders about the realities of mental illness resulted in meaningful legislation and societal advances in how those afflicted are treated. Vicki also leaves a legacy of personal involvement with the mentally ill and their families. She died while traveling to yet another meeting with families needing help with a loved one's illness, speaks volumes of her life of selfless service. UASP joins with the entire community in mourning the loss of Vicki Cottrell. We hope that her memory will be perpetuated through ongoing dialogue and efforts to understand the issues she so effectively addressed.

A VERY SUCCESSFUL CONFERENCE

By Pamela Plant

The UASP conference with Dr. Russell Barkley took place on February 4 and was a great success. Ninety percent of the respondents marked all positives on the evaluation form, with many comments stating that this was one of the best conferences they had attended. One educator even commented that "UASP rocks!" For those individuals who did make a negative comment, 50% of those were about the food and the accommodations. Okay, so lunch wasn't great—but the information was. Many people expressed their thanks to UASP for inviting Dr. Barkley and went out of their way to provide kudos to the conference committee. The conference committee would like to turn around and thank the UASP membership by supporting the conference with their attendance.

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