

Fall

2013

President's Letter

By

Kim Waggy



Conferences, job postings, continuing education hours, membership information, and many other things will be on our new website. Although the previous website was extremely helpful to us, it will be nice to have control of this site in-house, as it will allow information to be filtered more quickly to our members and will strengthen connections within our organization.

I am looking forward to our conference and hope you find our presenters both informative and enlightening. As you know, the DSM-5 has been revised and is now available for purchase. The changes will greatly impact our field. I am excited that Brooks Baer will be presenting the updates at our conference. Additionally, Dr. Krieg will be presenting on Threat Assessments—a topic that, unfortunately, is more relevant than most of us would like. Other conference highlights include a presentation on childhood anxiety disorders and drug trends in our youth populations. Additionally, we will welcome Lanai Jennings and Susan Beck to present updates from the WVDE.

The 2013-2014 school year has begun! I am excited to serve as the WVSPA President this year. Our group is made up of so many hard working individuals who truly represent child advocacy. Thank you for this honor.

Thank you for giving me this opportunity to serve as your president. I look forward to seeing you at the fall conference!

I have traveled to regional and national meetings with other school psychologists and listened to leaders discuss how to increase state membership and conference attendance. West Virginia has never had these issues. Our individuals see the importance of state membership and frequently attend both of the scheduled conferences. Our organization is more of a family; a family who misses others when they are not in attendance at conferences, and who communicates with and supports one another. It is an amazing feeling to have other state presidents and NASP leaders ask how they can copy our model. Thank you for all that you do!

As the President, my goals are to continue to advocate for our profession, to share information, and to further develop our knowledge and skills to assist children and families. I am happy to announce that we are in the process of revising our WVSPA website to provide more information to you.

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Reductionism Rules **submitted by Michael Powell**

A ubiquitous dilemma of mental health care, which inevitably includes school psychological services, is whether we are addressing symptoms or causes. Of course the practical approach would be to address the causes of illness or problems (e.g. learning difficulties, behavioral problems, social deficits, and health concerns affected school performance). However, the health care system usually addresses symptoms. This reductionism approach is pervasive in the health care system. Physicians prescribe medications that address one symptom (sometimes a few) and then when the side effects of that medication arise another medication is prescribed to control the side effects. This pattern of care is continued until the patient is on a cocktail of drugs that have usually made their well-being worse than it was before. Children are prescribed medications for which we have little idea of how they work and usually any clinical trials are based on the adult population or are not longitudinal. In addition there is even less understanding of how these drugs interact with diet, environment, and other medications. The medical industry has created a magic bullet culture that is looking for one drug, supplement, or shake that can cure your ailments. This is unfortunate, because our species like all others are infinitely complex systems that have evolved over thousands of years to operate in the most efficient and effective manner in order to increase survival. So, one single entity (e.g. vitamin supplements, medications, food, etc.) does not work in isolation but instead in harmony with countless other entities. The magic bullet method reduces complex problems into a neatly defined concept which makes interventions simpler and the acceptance of intervention recommendations more palatable. For example it is easier to take a pill to help with inattentiveness or impulsivity instead of teaching attention sustaining strategies and impulse control techniques; asking the teacher to adjust his/her ðpreach from the pulpitð style of instruction to a

more interactive style and quit giving thirty worksheets a week; asking the parents to adjust their child's diet, increase their exercise, establish rules that are consistently reinforced, and play games as family that reinforce patience, rule following, and dealing with failure; and/or training the teacher in classroom management.

In order for our efforts to substantially impact the children we serve we must begin to approach a child's problems more holistically, which should better address the cause. The holistic approach is used in school psychology because typically we examine the student's home and school environment, cognitive ability, achievement ability, behavior, and medical history. However, it is too often that the child and his environment are not perceived in synchrony. Instead we inadvertently ignore how the child's medication might be affecting them in more ways than just getting them to sit in a seat and be the model student (i.e. robot). Or we don't understand how the child's daily lunch of processed, nutritionally deprived food is triggering stomach problems that contribute to his/her afternoon behavior problems, inattentiveness, or decrease in cognitive processing. Too often we ignore important aspects such as diet and exercise. These are two areas that could have profound effects on a student's well-being. Exercise has proven to have comprehensive effects on a person's health: physical and mental. Appropriate exercise can reportedly stimulate neuronal growth and functioning, decrease depression, and increase self-esteem just to name a few of the positive benefits. A proper diet can increase energy and attentiveness; and also reduce negative health risks that impede learning. Should we as school psychologist have a better understanding of how healthy living impacts more than just feeling and looking good? Should we have a better understanding of how extensively intricate are bodily systems are in order to better understand the interactions of drugs on these systems and diet on these systems? I think so.

And the Winners Are.....



*Patricia Homberg
Special Friends of Children Award*



*Debbie Rolston
Chloe Hollinger Award*



*Helen Wells
West Virginia
School Psychologist of the Year*



*Lisa Gainer
Past President*

NATIONAL ASSOCIATION OF
SCHOOL PSYCHOLOGISTS



Marriott Wardman Park and
Omni Shoreham Hotels
February 18-21, 2014
Washington, DC

WVSPA Has a New Website!

Check out the newly designed WVSPA website!!!

Go to wvspa.org to see what has been added!!!

The website is still being updated so check back often for changes and new information! The WVSPA website will be the place to get up-to-date information about events, access the member directory, get past copies of the newsletter, access references that others in the field are using, and much more!

If you have any information that you would like to see on the website, or if you are having any difficulties, contact:

Christina Hare (chare@access.k12.wv.us)

or

Holly Yoke (hyoke@access.k12.wv.us)

Awards Criteria

WVSPA Executive Board

President - Kim Waggy

President Elect - Karen Cummings

Past President - Crystal Smithson

Secretary - Cheryl Winston

Treasurer/Membership- Lisa Stafford

Government and Public Relations - Angela Madia

Ethics Chairperson - Karen Edgell

Historians - Michael Powell/Tanya Cook

Newsletter Editor - Gwendolyn Smith

Awards - Jennie York

Nominations - Crystal Smithson

Technology Representative - Christina Hare/Holly Yoke

Region A - Holly Yoke (RESA 5 and 6)

Region B - Kristen Majewski (RESA 7)

Region C - Christina Hare (RESA 8)

Region D - Renee Hardy (RESA 2 and 3)

Region E - Bryan Wilson (RESA 1 and 4)

MUGC Representative - Sandra Stroebel

MUGC Student Representative - Christa Rucker

NASP Delegate - Sandra Stroebel

NASP Futures Liaison - Susan Beck

WV Board of Examiners - Toni Parsons

WVDE Representative - Lanai Jennings

West Virginia School Psychologist Of The Year Award is in recognition of an individual's exemplary provision of school psychological services.

Exemplary Program in the Delivery of School Psychological Services Award is in recognition of implementation of innovative practices or programs by an individual or county school system.

Chloe Hollinger Award is in recognition of an individual who has promoted school psychology in West Virginia through such things as publications, presentations and overall leadership.

Special Friends of Children Award is presented to a person who has demonstrated outstanding dedication to the children in West Virginia and has shown a commitment to the profession of school psychology.

Government & Public Relations Award is presented to a person who has demonstrated leadership in government and public relations.

WVSPA takes pride in recognizing our members each year for outstanding contributions to the field of School Psychology. We want nominations from our WVSPA members. Please review the criteria for each of the awards. Request a nomination form and complete it. Return the completed form to Jennie York.

Join WVSPA

Membership Categories

REGULAR ó Available to those currently certified by the State Department of Education, or persons who hold a current license in school psychology granted by the WV Board of Examiners of Psychologists. Fee \$50.00 annually

STUDENT ó Available to those actively enrolled in a psychology training program, taking a minimum of six semester hours. Student membership status is granted for no more than five years, requires annual verification from the University where they are enrolled, and is not granted to any person employed full time. Fee \$25.00 annually

RETIRED ó Available to persons holding regular membership for at least five consecutive years and who retired from professional activity. No fee, but requires annual application.

ASSOCIATE ó Available to those having at least a bachelor's degree and who have an interest in school psychology. Fee \$15.00 annually.

Dues are assessed on or near July 1st of each year. New and student members may be required to complete additional forms before membership is accepted. Please make checks payable to: WVSPA. Mail to:

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TO: