

Fall 2018

Psych *Perspectives*



A publication of the West Virginia School Psychologists Association

Adjunct Faculty Joins MU School Psychology Program

Dr. Catherine Goffreda Bailey will return to the Marshall University School Psychology Program for her second year as adjunct faculty. She is teaching the SPSY 601: Schools as Systems and SPSY 617: School Consultation courses. During the 2017-2018 school year, Bailey supported faculty in the new student orientation, the fall data retreat, and the ongoing CAEP accreditation activities.

Bailey is a Clinical Instructor with the West Virginia Autism Training Center (ATC) at Marshall University. She additionally is a licensed psychologist in West Virginia and supports diagnostic assessment, including the ADOS-2 administrations, at the MU ATC. Bailey interacts closely with clients, families, and teachers to support children with Autism Spectrum Disorder (ASD). She loves providing Tier 2 trainings about positive behavior supports and interventions to help students with ASD in rural West Virginia. Bailey stated that her family “is thrilled to be home in WV” and added that she “feels very fortunate to be able to work with students, parents, and educators across the Mountain State”.

Prior to assuming her current positions, Bailey served as a school psychologist for five years in North Carolina and Kentucky. She attended The Pennsylvania State University for graduate school, where she earned her Ph.D. and M.Ed. in School Psychology. She completed her B.A. in Psychology from West Virginia University. As a graduate student, Bailey was awarded a \$25,000 Active Living Research Dissertation Grant from the Robert Wood Johnson Foundation while completing her Ph.D. in School Psychology at Penn State. She was awarded this grant to complete her project, “Linking Energizers to Academic Performance in Rural Elementary Schools.” As a result of this project, she was awarded the Paul H. Henkin Memorial Scholarship to present the results of the study at the 2011 National Association of School Psychologists (NASP) convention in San Francisco, CA. This award is offered once a year to one school psychologist nationwide for “excellence in school-based research.”

After completing her graduate work at Penn State, Bailey served as a Pre-Doctoral Intern with Broward County Schools in Fort Lauderdale, FL. During this time, she had the opportunity to work under the supervision of school psychologists across a variety of school environments and gained experience in serving ESL/ELL students. Bailey’s first position as a school psychologist was with Guilford County Schools in Greensboro, North Carolina, where she completed supervision to become a Licensed Psychologist. In 2013, Bailey and her family relocated to Kentucky, where she served as the Lead School Psychologist in a small school district. This provided her with the opportunity to move beyond psychoeducational evaluations and become more involved with systemic educational initiatives at the school and district level. Bailey served as the Student Assistance Team (SAT) Coordinator for the district,

which involved organizing professional development opportunities, serving as a liaison to school teams, and assisting administrators with all aspects of the RtI implementation and functioning as needed.

Bailey's research has been published in *School Psychology Review* and *Psychology in the Schools*. She also co-authored a book chapter on broadband academic screening in *Universal Screening in Educational Settings: Identification, Implementation, and Interpretation* (Kettler, Glover, Albers, & Feeney-Kettler, 2013). Most recently, a portion of her dissertation was published in *The Physical Educator*. Bailey is presently interested in research on the effects of physical activity and nutrition on the adaptive behaviors, socioemotional functioning, academic outcomes, and evidence-based practices for students with Autism Spectrum Disorder. She is currently working on another manuscript with her former advisor related to the, "effects of classroom-based physical activity on students' early literacy and mathematics skills"

The science of psychology has always been an interest for Bailey, who comes from a family of educators. The field of school psychology bridged the gap between these two passions. In a recent interview, Bailey shared that school psychologists have a "wonderful and tremendous responsibility of meeting the academic, behavioral, socioemotional, and mental health needs of the students in their natural environment." Although Bailey indicated that her primary role as a school psychologist was assessment, she was fortunate to spend ample time providing counseling, consulting with parents and teachers, and engaging in research undertakings.

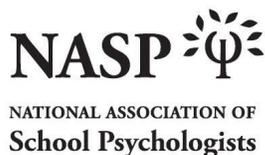
Bailey's most memorable and rewarding experience as a school psychologist has been "working with funny, kind, and amazing students." She also referenced how inspiring it was when the schools began to recognize the significance of data collection, and how that corresponds to evidence-based practices for students. She also enjoyed serving on the District Autism Team in Guilford County Schools. She visited schools and administered the ADOS-2 to complete initial and reevaluations for students with ASD, which sparked her interest in working primarily with students with ASD.

Bailey successfully mentored preservice school psychologists during her first year at Marshall University. She maintains that "Fostering positive relationships in your schools with teachers and administrators is so important. Having that rapport already in place when inevitable differences or conflicts arise will make problem solving as a team much easier. Respectful, intelligent discourse can be very beneficial! Ultimately, your responsibility as a school psychologist is to make informed decisions in the best interests of the students (while systematically taking into account all relevant data). Finally, it's important to be organized yet flexible."

Please take time to welcome Dr. Catherine Goffreda Bailey to the West Virginia School Psychology community!

The article was written by Lauren Allen, Bridgette Adkins-Perry, and Jessica Smith as a course requirement for SPSY 601.

UNLOCK POTENTIAL



SCHOOL PSYCHOLOGISTS:
Helping children and youth thrive.
In School. At home. In life.

School Psychology Awareness Week (SPAW) is **November 12-16, 2018**.

"A password is a personal key for unlocking any number of areas of potential in our lives. Our goal is to connect with how modern youth and adults unlock things (e.g., gaming levels, phones, devices, codes) and to highlight how thinking about specific skills, assets, or characteristics as "passwords" can lead to positive growth. School psychologists are particularly skilled at assisting students and staff in unlocking the resources, proactive and preventive skills, and positive connections necessary to unlock one's full potential to thrive in school and life."

[NASP](#) offers resources for recognizing a colleague, activities for students and families, and advocacy at the district to legislative levels.

SAVE THE DATE

NASP 2019 Annual

February 26–March 1, 2019

Convention

Atlanta, GA

Hyatt Regency and Marriott Marquis Atlanta

Registration opens October 1, 2018

WVSPA Spring Conference

Embassy Suites, Charleston, WV

April 25-26, 2019

WVSPA Fall 2019 Conference

The Resort at Glade Springs, Daniels, WV

October 15-16, 2019

MU SCHOOL PSYCHOLOGY NEWS

As we approach fall conference, there are many exciting events to report. First, last spring NASP granted Full Approval status for our school psychology program from 2018 through 2023. Additionally, this October our College of Education and Professional Development (COEPD) unit at Marshall University will undergo a site visit from the Council for the Accreditation of Educator Preparation (CAEP). Adrian Creel and Barbie Norvell will represent our current students and interns during the visit, while Rachel James (Harrison County) and Britainey Cooper (Lewis County) will represent past graduates and field supervisors. As our Associate Dean, Dr. Stroebel has been providing critical administrative oversight to CAEP preparation across the COEPD unit for the last 36 months.

Secondly, field supervisors meetings were held in Charleston, West Virginia (September 13th) and Chillicothe, Ohio (September 21st). Mentors from over seven districts joined us in Charleston. Dr. Tina Allen was the guest speaker. She provided an overview of CAEP accreditation and the value of field supervisor contributions. Field supervisors then provided input on candidate dispositions in the area of technology, diversity, and commitment to the profession and school age students. Thank you to Dr. Lucas for coordinating the Charleston event and to all field supervisors for attending!

In order to address shortages in the tristate area, Marshall University is partnering with Ross-Pike ESD in Southeast Ohio to train a cohort of preservice school psychologists at the Marshall's Mid Ohio Valley Campus in Point Pleasant, West Virginia. A total of 18 candidates started the program in August 2018. All candidates possess a Master's degree in education or a related field. If the cohort model works well in Point Pleasant, we are considering running a second cohort beginning May 2020, possibly in northern West Virginia. Please be on the lookout for special education teachers, counselors, and other educators in your district who may be interested in respecialization in school psychology.

School psychology faculty and candidates are beginning their annual recruitment visits to undergraduate training institutions. With School Psychology Awareness Week approaching, please consider visiting your local high school or university to present about the profession. We can provide PPTs and other materials, if needed. In addition to recruiting, the Marshall University faculty are preparing presentations for the NASP convention in Atlanta. Dr. Lucas, furthermore, coordinated and presented at the inaugural Margaret Kathryn Sovine Billups Lecture Series this year with a focus on the impact of the opioid crisis on our K-12 students and strategies to support this population.

Lastly and most importantly, we would like to recognize the following graduates who received their specialist degrees in school psychology during spring and summer of 2018: Lauren "Kenzie" Blevins, Bryanna Doughty, Kayla Fletcher, Penny Glasgow,

Stacy Fooce, Emily Nestor, Angela Sigmon, Emaleigh Stevens, Clare Teti, Kaytee Weiger, and Rebekah Wingate. Congratulations on your accomplishments ladies!

Submitted by Lanai Jennings, Assistant Professor and Program Director

Shared from: [UConn Today](#)

In Dyslexic Children, Brain Features Can Predict Reading Comprehension

August 30, 2018 - [Kim Krieger](#) - UConn Communications

The amount of gray matter in a kindergartner's brain can predict whether she will have trouble with reading comprehension as a third grader, according to researchers at UConn, who made up part of an international team.

Their work, published in the journal [PLOS One](#), provides new information on the neural basis underlying reading development and possible root causes of the common learning disability dyslexia.

About 10 percent of U.S. children have dyslexia, which is a general difficulty learning to read that does not affect other aspects of intelligence. Most people affected eventually learn to read, but it can be a challenge for many of them to grasp meaning from text. However, some dyslexics have trouble decoding – translating print into sound – yet their reading comprehension is high. Neuroscientists call these people resilient dyslexics.

UConn cognitive neuroscientists Fumiko Hoeft and Roeland Hancock wondered if there was something fundamentally different about the brains of resilient dyslexics compared with others.

In a multi-part study, Hoeft, incoming director of UConn's Brain Imaging Research Center (BIRC) and Hancock, associate director, collaborated with researchers at Tel Aviv University,

Boston College, MIT, and Haskins Laboratories to try and see what these brain differences might be.

They first looked at children between the ages of 10 and 16. Half of the children had reading disorders, half read normally. All of them were tested for their ability to decode and for their reading comprehension. The researchers then imaged the kids' brains with MRI, and compared images from kids who had good reading comprehension but poor decoding with images from kids who had the reverse, or did poorly or well at both.

They found that children with good comprehension relative to their decoding had larger gray matter volume in the dorsolateral prefrontal cortex, a part of the brain just above and to the side of the eyes.

Did children who worked hard at reading comprehension build more gray matter? Or is it more gray matter that allows them to get good at reading comprehension?

To answer that question, they recruited kindergartners with and without a family history of reading difficulty and followed them over three years, doing MRI brain scans and reading comprehension tests.

Kindergartners with more gray matter in their dorsolateral prefrontal cortex had better reading comprehension than their peers in third grade. It was predictive.

"Something pre-existing is different about the brains of people who become good readers despite decoding trouble," Hancock says.

It's unclear if it's due to genes or experiences. But whatever it is seems to affect how the children used the dorsolateral prefrontal cortex part of their brains. That part of the brain seems to be involved in executive functions such as memory and recruiting other brain regions to work on tasks. So it may be that resilient dyslexics are recruiting other parts of their brain to help out.

For Hoeft, it's both a fascinating neuroscience question and one of social justice. One of her sons has decoding trouble but good reading comprehension, and she wonders why.

"He's seven. He's reading Harry Potter, and no one would diagnose him with dyslexia, but he has all the typical risk factors [for reading trouble]." Is it that he grew up in the enriched linguistic environment of a university professor's home with books everywhere that helped

him? Or is it something inborn? Are the kindergartners who grow up to be good readers in third grade already having different experiences than their peers before they start school, or is it something innate? Hoefft's colleague Hancock admits to no such personal interest in the research, but apparently he's pretty fast with text.

"Roeland is a fast – annoyingly, obnoxiously fast – reader!" Hoefft says.

Hoefft and Hancock have several other research projects in the works to look further into the causes of dyslexia. Some of them focus on using MRI to find alternative pathways in the brain that resilient dyslexics might be using to read.

Another project will zoom in on the nature versus nurture aspect of the question. Hoefft and Hancock have begun recruiting couples who used assistive reproductive technology to have a child. Some couples use their own sperm and egg and have the fertilized embryo implanted into the mother's womb. Some use donor sperm, or a donor egg, or a surrogate woman to carry the baby to term, or some combination of these. Hancock and Hoefft plan on recruiting families formed using each of these combinations. As far as they know, no one else has ever studied brain development in this way before. They'll test the reading and math skills of each parent and child in these families to separate out the influence of genetics, the environment of the womb, and the environment of the home on dyslexia and the brain.

The research was funded by the National Institute of Child Health and Human Development; the National Science Foundation; University of California Office of the President Multicampus Research Programs and Initiatives; Oak Foundation; UCSF Dyslexia Center; Ray & Lori dePole; Dyslexia Training Institute; The Potter Family; and the Currey Ingram Academy.
