

winter 2018

Psych *Perspectives*



A publication of the West Virginia School Psychologists Association

An Interview with Beverly Winter

Beverly Winter has been a school psychologist for 35 years in the State of West Virginia; Winter stated that becoming a school psychologist was an easy decision that she has never regretted. During her initial work as a special educator, Winter's general interest in psychology and eagerness to expand her skillset, coupled with the shortage in the field, attracted her to school psychology. During a recent interview, she stated, "All children and youth can face problems related to learning, social relationships, and/or managing emotions. School psychologists help students, families, educators, and members of the community understand and solve long-term and short-term issues." She also noted that school psychologists foster positive academic, behavioral, and socioemotional growth across many levels, such as in schools, juvenile centers, hospitals, or private practice. Although Winter has been working as a school psychologist for many years and has had many rewarding experiences, she believes that the most rewarding aspect of being a school psychologist is, "helping parents and school staff become more successful with children who are experiencing difficulties or high achievement."

During her years of experience, Winter has worked with all levels of children and adolescents, as well as with young adults. Her prolific career has included working with the WV Birth to Three Program, serving students at the preschool, elementary and secondary school range, and teaching in higher education. Winter's long and outstanding involvement with WVSPA and NASP has shown that she is truly loves her field. Winter served as a NASP WV State Delegate from 1992 to 1996, and then once again in 2004 to 2010. In addition, Winter served as the NASP Children's Fund Trustee, was a three-term Legislator and three-term President of WVSPA, and was an Executive Board Member for the West Virginia Association of Professional Psychologists! Along with holding many titles, Winter was the recipient of several esteemed awards, including: The Marge Martufi Award (1987), West Virginia School Psychologist of the Year (1997), NASP National School Psychologist of the Year, Certificate of Recognition (1998), and the Chloe Hollinger Award (2011). As you can see, Winter's many years of experience and remarkable recognitions has made a large impact on the field of school psychology, and she greatly influenced the field's future, as well.

Although many school psychologists gravitate towards a specific level that they prefer to serve, Winter stressed that she does not have a preference. However, she did stress the importance of the early intervention services. The opportunity to identify, treat, and address developmental issues early on is not something one should overlook. Winter stated, "if the parent and/or teacher can get the student off to a good start, then there is potential for increased positive growth for the child." As school psychologists, preventative and early intervention services should ultimately be at the forefront of our focus.

As the field of school psychology has matured and developed, many advancements have been made to the typical role. Winter explained that, although many school psychologists serve in non-traditional settings (e.g., mental health centers) she believes school psychologists are most influential and effective within the school setting. Winter advised that forming positive professional relationships and building trust with school staff members is imperative to the effectiveness as a School Psychologist. For example, Winter emphasized that every person involved in an IEP meeting should be made to feel validated, important, and understood. With this, she proclaimed, “everyone is part of the team and no one is more important than other team members or school personnel. Remember this.”

In the future, Winter hopes to see positive changes regarding the role and placement of school psychologists. In addition, she hopes that the “evaluate and placement role” will develop in other areas of school psychology, making student referrals more elaborate and detailed with student case history. As referrals become specific through detailed student history and evidence of needed support, Winter hopes these students will no longer be over-identified and, ultimately, the field will see a reduction in the number of referrals needed through the help of this early intervention.

Winter provided thoughtful wisdom regarding potential differences between itinerant and school-based psychologists. School-based psychologists are more likely to serve as an active member of the school community. According to Winter, “This may result in more active roles within the school to assist teachers and administrators in promoting positive environments.” However, she noted some potential downfalls to being stationed in an individual school. “The school-based psychologist may encounter problems being objective once strong relationships are developed within the school setting and with parents.” Similarly, she noted advantages and disadvantages of serving in an itinerant role. One noteworthy, positive aspect is being exposed to a variety of age groups, teaching styles, developmental needs, and administrations. “School psychologists can be exposed to and adjust problem-solving activities that may be different in each school due to student population, age/grade levels, developmental levels of the students, and differences in teachers across schools.” The role of a school psychologist varies greatly among districts and states, so Winter stressed the importance of becoming knowledgeable and “well-versed” across many disciplines and age groups. While she described this as primarily an initial early-career challenge, she explained that it would be exceptionally beneficial for the school psychologist in the future. Nevertheless, Winter encouraged aspiring school psychologists to find placements to emphasize their skills and build specialization areas of interest (e.g., Autism Spectrum Disorder, deafness, academic interventions, or students with emotional challenges).

Ms. Winter has served as a mentor for several school psychology students, as well as a supervisor for several interns in Marshall University’s School Psychology program, providing them the opportunity to further develop skills that one cannot “be taught” in graduate school. Winter stressed that School psychologists are currently in high demand, and many school districts are experiencing a shortage in school psychologists. Winter recommended that these districts utilize the skills and knowledge of graduate students who need field experience, and identify prospective qualified candidates for future school psychology positions. Although Winter does recognize the need for more experts in school psychology, she sees a bright future for the field. More importantly, Winter has ultimately helped the future of school psychology through her impactful, valuable contributions and noteworthy honors that will forever have resonance within the field; she is an incredible role model for any up-in-coming school psychologist who seeks to make a difference in his/her school and community.

submitted by: AustinMcClanahan, Breanna West, Emily Brumfield

SBIRT Training Opportunity



Marshall University is hosting a free training on Tuesday March 6th from 1-4pm on SBIRT (Screening, Brief Intervention, and Referral to Treatment is an evidence-based intervention used to identify Substance Use Disorders and risk factors).

They are requesting RSVPs at the link below, which also provides more information.

<https://www.eventbrite.com/e/sbirt-training-tickets-42644494832>

Lyn O'Connell welcomes school psychologists to contact her (see below) if they would like training scheduled for their districts, regions, schools, etc.

Lyn O'Connell, MA IMFT

Clinical Coordinator MUSBIRT

Marshall University

304-696-4103

oconnelll@marshall.edu

Save the Date

WVSPA Future Conferences

Spring 2018: April 26-27, 2018, Embassy Suites, Charleston, WV

- Dr. Steven Feifer – full day emotional and behavioral disorders in children
- Dr. Howard Knoff – half day regarding Project Achieve combined with “What School Improvement Teams Need to Know to Succeed Under ESEA/ESSA and IDEA: Building Strong Schools to Strengthened Student Outcomes”
- Dr. Milton Dehn – half day presentation on memory assessment and intervention

Fall 2018: October 15-16, 2018, Embassy Suites, Charleston, WV

- Phil Chalmers – full day workshop on “Why Teens Kill” and violence in schools
- Dr. Linda Kanan – full day workshop on threat assessments including report writing and communication of results

Spring 2019: April 25-26, 2019, Location TBD

- Dr. Celine Saulnier – full day workshop on Autism evaluations, report writing, and communication of results
- Dr. Milton Dehn – full day workshop on Patterns of Strength Weakness in Assessment and report writing

Marshall University Internship Fair

The Marshall University School Psychology Internship Fair is scheduled for **Friday, February 23, 2018, from 11:00 AM through 1:30 PM** at the Marshall University South Charleston Campus.

This event allows potential employers to talk about their need for school psychology interns and the role each intern will serve in their respective district. Additionally, it provides superintendents and/or special education administrators time to personally connect with the school psychology candidates and discuss the internship application process, interviews, etc.

Please email Barbie Norvell (norvell7@marshall.edu) no later than February 16, 2018 if you are interested in an intern and/or wish to attend the Internship Fair. Lunch will be provided.

WVSPA Awards-Call for Nominations

Know someone doing great work? Recognize them with a nomination!

Nominations will be accepted through March 23, 2018

WVSPA offers the following recognition to outstanding professionals:

Chloe Hollinger Award

The Chloe Hollinger Award is designed to recognize an individual who has contributed to the profession of School Psychology by making contributions through publication, conference presentations, and by demonstrating leadership in helping promote School Psychology within the state.

WV School Psychologist of the Year

This award is designed to recognize a School Psychologist who is considered exemplary in the provision of school psychological services.

Outstanding Delivery of School Psychological Services

This award is designed to recognize a county or individual School Psychologist that recognizes and implements the best and innovative practices of school psychology.

Special Friend of Children Award

This award is designed to recognize an outstanding individual who has made significant contributions toward the improvement in the lives of youth and families.

Fred Jay Krieg, Ph.D. Lifetime Achievement Award

This award is to recognize a colleague in the field who has provided outstanding service delivery over the course of a career.

Please contact Elise Moore for more details: emmoore@k12.wv.us
