

Online Forms Update

Did you know you have access to many PSI forms at the PSI website? You do! You can access these forms in pdf or word format:



- Application for Employment;
- Health - Request for Compensation for Leave Time;
- Intervention Summary Update Instructions;
- Intervention Summary Update Template;
- Notification in Case of an Emergency;
- Personnel Data Sheet;
- Psychology Monthly Supervision Report 2008;
- Public School District of Residence;
- Request for Consideration for Transfer or Promotion;
- Request for Leave Form 07/08.

How do you access these forms?

It is slightly different between disciplines. Your department head will guide you specifically, but basically, it's easy.

1. Go to www.psi-solutions.org
2. Click on **PARTNER LOG-IN**.
3. Type in your first name, last name and last 4 digits of your social security number. You're in!

4. Scroll to the bottom of the page to view the **DOCUMENT LIBRARY**
5. Click on the name(s) to access a specific document.

We are continually updating this feature and adding more forms to help you do your job more efficiently. Coming soon are the school psychology staff Test Scoring Faxes (for the ABAS II, WIAT-II, WISC-IV, WAIS-III and SIB-R).

Speech/Language staff can find their forms at <http://www.psi-solutions.org/speechforms>. Susie Hummer sent you the private login information. If you need help, please give her a call at Ext. 233. 

Communication is the Key!

As the needs of your school change throughout the year and from year to year, it is crucial that you stay in full communication with your building principal and school leader. Only in this way can we continue to make the excellent contribution that we do to the schools we serve. The head of your department is eager to hear from you once you talk with your principal. This is the best way to serve the students, faculty and staff of your school and helps ensure your role in the school's future. Be sure to stay in frequent communication with your principal and with your department head at PSI. 

PSIdelines

November 2008. Vol. 19, No. 2

A newsletter for the professional staff of PSI published periodically throughout the school year.

MISSION STATEMENT

PSI is dedicated to providing high-quality services in a cost efficient manner to help students improve their grades, attitudes, behavior, and health. Our professional staff provides innovative resources within the fields of education, school psychology, school health, speech/language, prevention and tutoring. We are committed to developing and implementing a customized service and support system to fit the educational and health service needs of students. Services are provided by PSI or a local representative.

PSI

2112 Case Pkwy South, #10
P.O. Box 468
Twinsburg, OH 44087-0468

Educational Specialists Team

Carol Weber, B.S., Coordinator
Nancy Brewer, M.Ed., Educational Consultant
Marge Joyce, B.S., Educational Consultant
Frank Lupica, M.A.T., Educational Consultant

Health Services Team

Lynn Chrostowski, R.N., M.S.N., Manager
Laura Sheeks, R.N., Manager
Janet Yue, R.N., Manager
Elizabeth Zagorski, R.N., B.S.N., Manager

School Psychology Team

Linda Grimm, Ed.S., Director
Bob Murray, Ed.S., Coordinator
Karen Heichel, M.A., Supervisor
Colleen Lorber, Ph.D., Supervisor

No Child Left Behind

Ruth Harvey, M.Ed., Coordinator

Prevention/Intervention

Karen McKelvey, M.Ed., Ed.S., Coordinator

Speech and Therapy Team

Susie Hummer, M.A., Coordinator
Rochelle Shotwell, M.A., CCC-SLP, Clin Coord
Robin Caston, M.A., CCC-SLP, Supervisor
Chris Worthington, M.A., CCC-SLP, Supervisor

Administrative Services

Nancy Musci, Director

President

Steven Rosenberg, Ph.D.

Local Tel 330. 425.8474
Fax 330. 425.2905
Toll-Free Tel 800. 841.4774
Toll-Free Fax 866. 687.2823

www.psi-solutions.org
info@psi-solutions.org

FROM THE DESK OF KAREN MCKELVEY, M.Ed., Ed.S.

Reminders for Prevention/Intervention Staff

The upcoming Prevention staff meeting has been MOVED FROM NOVEMBER 19 TO NOVEMBER 12, 3:30-5:30 at the PSI office.

Remember to follow the new Drug Education Office requirement of submitting copies of your monthly timesheets to Brenda Anderson or me. Please submit your first semester schedule on your "squares" as soon as possible.

As additional PSI schools are beginning to introduce Mandarin Language and Culture classes through PSI's ChinaLINK, it is important to answer the question:



Hey, Why Study Chinese?

Chinese is easy, fun and interesting!

- Chinese is mentally stimulating, interesting and fun. Chinese words are artistically formed by a combination of meanings: e.g., "crisis" is "danger + opportunity."
- Chinese culture is one of the oldest in the world.
- If you know 1000 commonly used characters, you will recognize 90% of the characters in Chinese newspapers.
- Chinese is important to students' future careers.
- The demand for people who know Chinese (Mandarin) is skyrocketing.

- Speaking even a little Chinese can greatly enhance your international business relations career.
- It is a resume-builder: Knowing Chinese may give you an edge when competing for an important position.
- For business majors, China is and will be a major player in the business world. For education majors, there is a demand for English teachers in many Asian countries.
- Knowledge is power: China will play a major role in world affairs in the future. China's population of more than one billion accounts for a large percent of the world's population. As China begins to open up to the West, there will be opportunities for employment in all areas.

Please contact Karen McKelvey, Ext. 230, PSI's ChinaLINK Coordinator, if you wish to assist your PSI school with ChinaLINK. 

School Psychology Department Updates

It was wonderful to see so many of you at our Annual Fall Meeting! From the reviews, I would say the meeting was a success. Please feel free to request topics for future programs. Also, be sure to go to the PSI website to view the calendar of events that we have coming up in the next few months. Please join us whenever possible for these informative programs.

On another note, we have scoring for the following tests: RIAS; Achenbach scales; BASC-II; BRIEF; Connors' AD/HD and Connors' Behavior Rating Scales. Just fax the entire protocol with your name and fax number to the PSI office.



Office for Exceptional Children Leadership Conference

BY COLLEEN LORBER, Ph.D.
COORDINATOR

The Ohio Department of Education's Office for Exceptional Children (OEC) hosted the second annual Special Education Leadership Conference on September 24-25, 2008, at the Aladdin Shrine Center in Columbus.

Special education directors in public schools and community schools, as well as other leaders in Ohio's special education system, attended the two-day conference. Participants had the opportunity to learn about changes in the Operating Standards, OEC's monitoring plan and other state-level special education policies and programs.

What You Should Know

- Prior Written Notice must be given any time you are discussing FAPE for a student, and an action is proposed, refused, or there is disagreement regarding the proposed or refused action. Some of these times include but are not limited to: when you propose an evaluation; when you refuse an evaluation; when you complete an evaluation/before the determination meeting; when you change placement; etc.

- You cannot put "n/a" on a Prior Written Notice form. All areas must be completed to demonstrate you have discussed the proposed action thoroughly.
- A planning form is required by the state; however, they do not have a model form. You must demonstrate evidence of an evaluation plan including all parties' signatures. If you decide during an evaluation to add something that was not on the original planning form, you must complete a new planning form and send Prior Written Notice.

- When you want to exit a child from Special Education, there is not an "Exit IEP meeting". Instead, you must complete a re-evaluation and decide in Part B that the child no longer qualifies as a child with a disability. As with all re-evaluations, only include the information necessary to make a determination.
- A re-evaluation is due "three years minus one day" from the date it was signed. For example, if the signature date on the previous evaluation is 9/25/06 then the three year re-evaluation is due 9/24/09. Effective dates for IEPs are similar in that they are due "one year minus one day": i.e., 9/25/08 to 9/24/09.
- Transitional goals must be more specific for both 14 and 16 year old students. If a student is going to turn 14 or 16 during the year of the effective IEP, you can complete transition goals at the time of the meeting (when they are technically 13 or 15) or you would have to reconvene during the year (when they turn 14/16) to enter those goals.

Check out the ODE website for all the PowerPoint presentations at the conference! Explore this excellent NEW resource from ODE: www.edresourcesohio.org.

It's All About Health Services!

It's definitely starting to feel like Fall, which means the Health Services Fall Meeting can't be far behind. Our date this year is Saturday, November 8, 2008, with registration beginning at 8:00 a.m. Hopefully, the extreme busyness of the first months of school is decreasing somewhat and the days in the clinic are starting to assume a regular pattern. We wish all of you a colorful Fall and a Happy Thanksgiving. See you on November 8th!



Fall Meeting - November 8, 2008

Attendance at the Fall Meeting will provide the required four hours of child abuse training. (Please refer to the MEMO you received dated October 7, 2008 from Karen McKelvey.) We strongly encourage all of our employees to take advantage of this opportunity to increase awareness about an issue that we may unfortunately have to confront as advocates for the children we serve.

For those who aren't able to attend the Fall Meeting, there are other resources available to obtain the required hours. Please contact the Health Services Department at ext. 226 for alternatives.

In addition to the child abuse training, the day will include a luncheon and recognition ceremony. Also on the agenda are new policies, procedures and guidelines for school health, including a review of our 2008-2009 Attendance Policy. All staff in attendance will receive a stipend of \$25.00.

Announcements

We are pleased to announce that JOANNE KOMOS, RN, will join our other Health Services Supervisors as they make their rounds this year. Supervisors generally try to visit each school at least once, and each is responsible for a different regional area in Northeast Ohio. In addition to a clinic evaluation, they can be a

valuable resource for information about optimal school clinic functioning. Please welcome them when they visit by assisting them with all parts of the evaluation. They use a form from "Evaluation Tools" in the *Health Resource Guide*, on pages 11-12. The feedback they give is very important in ensuring that clinics run smoothly.

New also to Health Services this year is our Nurse Educator, JANE RADIS, RN, BSN. With many years of pediatric experience, Jane is an excellent resource person on our team. Some of you have already met her at the start of the school year. She is available to our staff to help with health education, training, or problem solving of specific health issues for medically fragile children. Should you require her expertise, please contact Health Services to schedule a visit from her.

TB Testing at School

Many schools and staff have questions about TB testing for both students and staff. The most recent recommendation from the Ohio Department of Health is that each school board should develop its own policy. The policy should state whether all foreign born students and/or employees need to be screened, or if only those from endemic countries need to be screened (see www.who.int/tb/publications/global_report/2008/annex_1_download/en/index.html for a list of high burden countries). The policy should also stipulate whether they require annual screening, or only upon hire/enrollment. Finally, the policy may be different for students and staff, depending on the school district's policy. In formulating a policy, school districts must draw on the expertise of the TB control program of their local health department.

Attendance Policy

You have already received PSI's Health Services Attendance Policy for 2008-2009. This policy takes effect immediately and supersedes any previous policy, including the policy in the PSI *Employee Handbook*. Please review it carefully and call if you have any questions. Time permitting, the policy will be reviewed at the Fall Meeting.

Educational Specialists Notes

New Look – New Address

Check out the new look at the Ohio Department of Education (ODE) website at: <http://education.ohio.gov>. (The old address was <http://www.ode.state.oh.us>.)

Don't Forget

All PSI employees (except new 2008-2009 hires) who work in an elementary school must complete at least four hours of inservice training in the prevention of child abuse per Ohio House Bill 276. This training must be completed by March 30, 2009. We have mailed out the schedule for the workshops that PSI will present to meet this mandate. I strongly recommended that you attend one of these inservices. If you elect to attend a HB 276 workshop not given by PSI, you must provide a workshop certificate, which shows the workshop title, provider, date, and hours in attendance, to our personnel department.

Assigned Reading

Remember to review the school and/or student handbook of the school(s) where you are working. The handbook contains valuable information and rules that we should be familiar with to do our job in the most effective way.

Ohio Teaching Licensure Applications Starting To Go Interactive

If you need a copy of your teaching license, go to the ODE website (<http://education.ohio.gov>.) and click on the **Educator Licensure** link.

- Next, click on **Educator Licensure Applications**. Scroll down to **Duplicate Request**.
- Click on **Duplicate Request** to bring up an interactive application, which allows you to complete this application on your computer and then print and mail into the ODE.

Watch for other Ohio teaching licenses to be handled in this manner. 

Practical Applications for Brain-Based Education in *Your* Classroom, Part II

BY NANCY BREWER, M.Ed.
EDUCATIONAL CONSULTANT

Brain-based research suggests that the brain learns best when there is a balance between high challenge and low threat. The brain needs moderate to high *challenge* but high *stress* can shut down the learning process. When students experience stress, a hormone

known as *cortisol* is released that has been shown to be toxic to the hippocampus, a part of the brain associated with long-term memory. Educators need to provide an optimal state of mind called “relaxed alertness” in their classrooms where there is an environment of moderate to high challenges but low threat. This means teachers need to create enriched classrooms that are safe places to learn where mistrust,

anxiety, and competition are decreased and a positive, motivational climate is encouraged. Enriched classroom environments can contribute up to a 25% increase in the number of brain connections according to Ronald Kotulak from his book *Inside the Brain*.

The following teacher and student activities help to provide the “relaxed alertness” component necessary for complex learning:

See next page...



Practical Applications for Brain-Based Education in Your Classroom, Part II...cont'd

Celebrations!

The opportunity to celebrate learning successes helps students recognize their individual and group accomplishments in a non-competitive environment. Taking a few minutes to cheer units completed, assignments successfully mastered, and other special learning arouses emotion and encourages the mastery of learning skills.



Learning Buddies:

Assigning each student a learning buddy to review and reinforce challenging learning assignments, which lessens the stress of responding in class individually and challenges students to recall information.

Learning buddy exercises include:

- **Reviewing and comparing note-taking:** Ensures that each buddy has written down important details and information.
- **Prediction discussions:** Prediction questions can be given by the teacher and discussed by the buddy team to determine possible solutions or outcomes.
- **Fact recall:** Learning buddies work as a team when called on for review questions/facts rather than answering individually.

Framing:

Teachers can reduce or increase stress components in their classrooms by the way they frame their comments. Statements made that indicate more risk for the student activates the amygdala, the emotional center of the brain, and influences the student's ability to react rationally in their decision-making. Here is an example according to Eric Jensen, of how a teacher's response could be framed differently to reduce stress for her/his students:

"This last quiz was a disaster. One in 5 completely failed it. If we don't do our daily reviews and homework, no one will pass it next time."

BETTER: "Good work for most of you on the last quiz. We aren't yet at 100% pass rate, so this week we'll be trying out a few different things to get everyone in the pass column."

Part III of our series will focus on mind-body exercises. Movement, attention cycles, and foods all have powerful modulating effects on learning. Suggestions and strategies will be provided to enhance optimal retention of short term and long term memory.

If you are interested in brain-based educational applications and strategies, contact Karen McKelvey to set up an inservice specifically designed for your school by Nancy Brewer. ✕✕

FROM THE DESKS OF SUSIE HUMMER, MA ROCHELLE SHOTWELL, MA, CCC-SLP

Speech and Therapy Staff Are Off and Running

We hope your school year is off to a good start!

Please let us know if the online forms are helpful. The Dual Consent to Release Confidential Information has been added. This form should always be used prior to sharing confidential information with either the district of attendance or the district in which the student resides. This form was created to allow the school to share information with the district and for the district to then share information back to the school.

Please pay particular attention to the front page articles along with the page From the Desk of Linda Grimm in this newsletter. These pages may concern you.

Our Fall Meeting is coming up on Wednesday, November 5. Robin Caston, Christine Worthington and Rochelle Shotwell will make a presentation on writing clear and functional goals. Please join us!

Articulation and 'Adverse Effect'

BY ROCHELLE SHOTWELL, M.A., CCC-SLP
CLINICAL COORDINATOR, THERAPY SERVICES

Educational impact is the real issue, isn't it? What about the social impact of articulation errors? How do we determine when a child's articulation errors require entrance into the special education process?

My good friend, Lola, has an /r/ misarticulation in isolated vowel contexts and blends. At age 50, she laughs about the 6 years of "/r/ therapy" she went through in public school. She is married, has children, a successful career in education, is politically active, etc. But her /r/ is still distorted. She says, "Everyone just thinks I'm from New Jersey!" (*spoken with a misarticulated /r/*) Her /r/ definitely had no social or educational impact – no 'adverse effect.'

The process for establishing educational/social impact always involves the teacher and parent. The



questions listed below are from the San Diego Public School website: http://csha.org/resource_center/CshaArticulationManual.pdf. These questions paint a picture allowing the SLP to determine whether special education services are needed, whether interventions might help or whether no service is indicated.

- In general, how intelligible is the student?
- Is the student's academic performance satisfactory?
- If no, which areas are below grade level?
- Tell how each subject area named above is impacted by the articulation error (s).
- What has been done to correct the error sounds in the past?
- Does the student ever self-correct or say the specific sound correctly?
- How do classmates react to the misarticulation(s)? If negatively, please describe their reactions.
- Does this student initiate conversations, ask questions, and volunteer to respond in class?
- Does this student have an articulation problem that adversely affects educational progress in a significant way?

Check out the website above for a detailed description of how to assess adverse effect, how to do interventions, when to dismiss from therapy and other creative ideas for working with these issues.

Rochelle Shotwell can be reached at Ext. 234 or by e-mail at rochelleshotwell@psi-solutions.org.