

PSI **d**elines

May 2012

Looking Toward Next School Year

By Steve Rosenberg

My thanks to all staff as we are reaching the end of another successful school year. I continually hear wonderful things about your hard work and dedication. These comments remind us all of PSI's ultimate goal: providing the highest quality service with the maximum benefits and wages possible for our staff. To achieve these goals, we are convinced that the best way to provide jobs for our staff and needed services for the children in our schools is to continue to maintain our fees wherever possible. While this may not always allow for the increases in benefits and wages that we all desire, it does allow us to continue with maximum services, keeping our staff employed and working at the schools of which we are all a part.

The challenges that exist with State and Federal budgets are continuing to severely impact our schools. Everyone associated with education feels the pinch of declining budgets and these cuts are impacting everyone. Sadly, in the end, it is the children who will suffer the most.

We at PSI are committed to surviving the budget cuts and contraction of some school districts so that all our staff are fully employed doing what we do best: serving the students in our schools. We will keep everyone up to date as the state finalizes its budget numbers for the 2012-2013 school year. Meanwhile, thank you again for ALL you do!

The Magic of Doing One Thing at a Time

As you are racing toward the end of another school year and looking forward to some down time, consider the following from Tony Schwartz from a Harvard Business Review blog...

Tony Schwartz is the president and CEO of The Energy Project and the author of *Be Excellent at Anything*.

Why is it that between 25% and 50% of people report feeling overwhelmed or burned out at work? It's not just the number of hours we're working, but also the fact that we spend too many continuous hours juggling too many things at the same time.

What we've lost, above all, are stopping points, finish lines and boundaries. Technology has blurred them beyond recognition. Wherever we go, our work follows us, on our digital devices, ever insistent and intrusive. It's like an itch we can't resist scratching, even though scratching invariably makes it worse.

Tell the truth: Do you answer email during conference calls (and sometimes even during calls with one other person)? Do you bring your laptop to meetings and then pretend you're taking notes while you surf the net? Do you eat lunch at your desk? Do you make calls while you're driving, and even send the occasional text, even though you know you shouldn't?

The biggest cost — assuming you don't crash — is to your productivity. In part, that's a simple consequence of splitting your attention, so that you're partially engaged in multiple activities but rarely fully engaged in any one. In part, it's because when you switch away from a primary task to do something else, you're increasing the time it takes to finish that task by an average of 25 per cent. But most insidiously, it's because if you're always doing something, you're relentlessly burning down your available reservoir of energy over the course of every day, so you have less available with every passing hour.

It's up to individuals to set their own boundaries.

(To read the entire article, go to: <http://blogs.hbr.org/schwartz/2012/04/stress-is-not-your-enemy.html>)

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A Periodic Newsletter for PSI's Professional Staff



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

From the Desk of:

Karen McKelvey
Prevention/Intervention Services &
Special Projects Coordinator

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 school health, speech/language, prevention, educational specialists 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.

EDUCATIONAL SPECIALISTS

Layla Nelson, Ph.D., Coordinator
Nancy Brewer, M.Ed., Educational Consultant

EDUCATIONAL SUPPORT SERVICES

Colleen Lorber, Ph.D., Director
Linda Grimm, Ed.S., Regional Support Supervisor
Robert Murray, Ed.S., Psychology Coordinator
Karen Heichel, M.A., Psychology Supervisor
Julie Goldyn, M.Ed., Psychology Supervisor
Christine Worthington, M.S., C.C.C., Speech Pathology Supervisor
Robin Caston, M.S., C.C.C., Speech Pathology/Therapy Supervisor

HEALTH SERVICES

Meredith Bookwalter, B.Ed., CHES, RN, Manager
Lynn Chrostowski, NCSN, RN, MSN, Manager
Debbie Osysko, RN, Manager
Laura Sheeks, RN, Manager

NO CHILD LEFT BEHIND

Ruth Harvey, M.Ed., Coordinator

PREVENTION/INTERVENTION INITIATIVES, SPECIAL PROJECTS

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

ADMINISTRATION

Steven L. Rosenberg, Ph.D., President
Nancy Musci, Administrative Director/New Client Services

Professional Development News

Team PSI has developed a training program for its partner schools to assist them in dealing with students from diversity or poverty. An initial presentation took place in March for NE Ohio schools during a *PSI in the AM* entitled, "Diversity Support for Non-Public Schools." In April, the topic was presented also to schools in the Diocese of Steubenville. With topic areas by Meredith Bookwalter, Nancy Brewer, Karen McKelvey and Layla Nelson, all PSI disciplines were well represented. As our school populations continue to evolve and change, this professional development support system will be an asset to PSI and a great tool to assist our partner schools.

As we come to the end of the school year, PSI Staff Development presenters have completed over 60 presentations on a myriad of topics this academic year. Among the most requested topics are Positive Behavior Supports, Special Education information and Anti-Bullying assistance. If your school is in need of professional development training next school year, please direct your administrator to the PSI web site: <http://psi-solutions.org/staffdevelopment.html>

PSI is already preparing for professional conferences next year. We have made multiple submissions to the Ohio Special Education Leadership Conference as well as to the Ohio Association of Public Charter Schools Conference. Good luck to all presenters!

To all staff, have a healthy, happy and peaceful summer rest. The value of your work and the appreciation of your many efforts cannot ever be truly measured or expressed. Thank you for all you have done this school year.

For All Educational Specialists, some Things Never Change:

- If you are leaving PSI or unsure of your assignment for next year, please return any PSI materials to the Twinsburg office. Also return school keys and any other school items to the school office. Leave caseload notes on your students and what needs to be followed up on when the new school year starts.
- All employees should mark 'Final' at the top of the last timesheet you send to Nancy Berlan in bookkeeping.
- If you haven't taken the state-required PSI Safety and Violence Prevention Training (formerly known as HB 276 Training), please plan to attend the PSI training on August 9, 2012 from 8:15 a.m.-12:30 p.m. at the Cuyahoga County ESC. All PSI employees are mandated to have this training within two years of their hire date. Mark your calendar now and additional information will be coming to you.
- If you are renewing your license this year, please send in a copy of your new license to the PSI Personnel Office, Attention: Patty Wey.
- PSI continues to do BCII (\$22.00) and FBI (\$24.00) fingerprinting checks at cost. Make an appointment with Jackie Weideman, ext. 221 if you need fingerprinting done.

From the Desk of:

Karen McKelvey

Prevention/Intervention Services & Special Projects Coordinator

Role-plays Teach Positive Ways to Stop Bullying

Recently at St. Hilary Elementary School in Fairlawn, Ohio, PSI's Karen McKelvey and Bob Murray role-played before fourth-grade students the most common forms of bullying. Karen is Coordinator of Prevention and Intervention Programs, while Bob is Coordinator of School Psychology Services. The role-plays were part of a nine-week REACT program, which teaches positive and effective ways to deal with anger and conflict.

Bullying typically involves three people: the bully, the victim and the bystander. Bob played the bully, Karen the victim, and the class collectively was the bystander.



PSI's Bob Murray and Karen McKelvey play the roles of bully and victim (Photo by Martin Siegel)

Verbal abuse

The beginning role-play dealt with the most common form of bullying: verbal abuse and name-calling. Bob heaped ridicule on Karen's name and height. In turn, she responded in anger, stomping her foot. "Stop it! I'm telling!"

When it concluded, Karen asked the class if this response really worked or, rather, if it ignited the bully's quest for power over the victim. In the follow-up, Karen let the abusive comments bounce off, as if of no concern. She made Bob appear as a comedian, turning a negative into a positive: no intense body language, no raised voice, no confrontation—just calmness.

In discussion with the class, it was made plain that in reality this is hard to do. However, there is always a choice away from anger. By using strategy, Karen was the one in control.

Physical abuse

The second role-play was at a make believe locker. Adding to his taunts, Bob physically pushed Karen around. Again Karen got mad, raising her voice and uttering typical responses like threatening to tell the teacher or his parents. But would this really matter if the bully got in trouble? What hurt Karen most were her feelings, not her arm being shoved.

With the follow-up, Karen coolly walked away. This allowed her to stand her ground in a non-aggressive way, making Bob appear awkward as he stumbled after her. The key element was no aggressive eye contact. By seemingly ignoring his heckling, the bully's power was diffused.

Rumors

The last role-play was about gossip and rumors. Bob ridiculed the fact that Karen made the school's basketball team. He scoffed that she was too small, couldn't play well enough and had made the team only because her father was the coach. Taking anger as her cue, Karen only made the accusation more dramatic and juicier.

In the second version, Karen used two tactics without getting angry. The first asked the bystander (the class), "Do you believe it?" The second was a neutral statement: "You can believe it if you want." This got the situation defused, made less important, less dramatic and less accusatory.

PSI's nine-week REACT program shows there is always a way out of bullying confrontation, though it may not seem so at first. Thinking can take the place of impulse; good to know since nearly everyone will get bullied at some point in life.



Are our English Language Learners (ELLs) Succeeding?

No matter what your educational discipline, have you ever asked yourself, “Is what I am doing really making a difference?” Even if you do not work directly with English as a Second Language (ESL) students, or have them in your building, their populations are growing in all PSI schools. We on the ESL staff ask at times, “How are we – and our students -- doing?”

The PSI-ESL team works hard to provide support our English Language Learners (ELLs), in the hopes that we prepare them to succeed culturally, linguistically and academically. Once the Limited English Proficient (LEP) children pass our Ohio Test of English Language Acquisition (OTELA) we “lose touch” with them -- they exit our program and they are no longer serviced. We, and our counterparts in the field, have wondered how ESL children within the Ohio education system that have left our program perform on state tests of academic progress, as compared to their native-English-speaking peers.

We recently learned that English Language Learners (ELLs) that have “graduated” from our ESL program are performing very well academically; the statistical findings on their progress demonstrates some dramatic outcomes that all educators and stakeholders in the lives of children can appreciate.

Abdinur Mohamud, a main consultant for the ODE’s Lau Resource Center, shared encouraging statistics at last fall’s TESOL conference. He stated that former ELL students score higher on the OAA and OGT than their non-ELL peers! More vivid is the comparison below between former ELLs and current ELLs that, as Mr. Mohamud noted, shows a “huge difference and a stark contrast.”

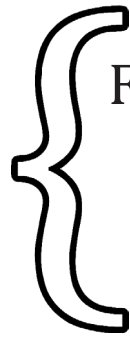
Students who have successfully completed the ELL program and are officially mainstreamed into regular classrooms score proficient or higher on state academic content assessments at a very high rate, as shown on the following chart:

Percentage of Students Scoring Proficient or Higher on Ohio’s State Assessment				
School Year	Reading		Math	
	ELLs*	Former ELLs**	ELLs*	Former ELLs**
2007 - 2008	58.2	91.9	56.5	88.8
2008 - 2009	60.6	94.0	60.7	91.2
2009 - 2010	64.5	96.9	60.8	91.8
2011 - 2012	65.4	95.9	62.8	91.8

* ELLs: students identified as limited English proficient (LEP) in Ohio’s data system

** Former ELLs: previously identified LEP students who have met Ohio’s criteria to exit the ELL program (this chart includes only the former ELLs who exited the ELL program one or two years prior to the indicated school year)

If you have been thinking that maybe your efforts don’t matter and that you aren’t making the impact you desire in your work with children, we hope that this heartening ESL news will give you a boost!



From the Desk of:

Layla Nelson
Educational Specialists



Summer Learning: Not a Myth!

“And be sure to read this summer.”

“I will.”

“And be sure to practice your math flash cards this summer.”

“I will.”

“And be sure to write in your journal about your summer adventures.”

“I will.”

“I want to make sure you haven’t lost everything you learned this year.”

“I will....wait....is that one of those tricky teacher questions?”

You are preparing your students to head off to a summer of TV watching, video-game playing, hanging out with friends, and forgetting all about school. You dread the backsliding that you know will occur before August. How can you support parents better to make sure their children are keeping up with their skills?

Here are 10 great ideas to decrease skill loss and increase summer learning:

1. Sign students up for public library reading incentives before they leave for summer: With parent permission and a little leg work on your part, you can go to your students’ public libraries and get the materials they need to join the summer reading program.
2. Help students decorate a notebook to use as a summer journal: Have each parent send in a notebook or composition book, then use doo-dads, magazines, decorative papers, ribbons, etc. to help students decorate their summer journals.
3. Give parents information about starting a summer book club: Neighborhood book clubs can be a fun and easy way to keep kids reading. Print off “how-to” sheets to give to parents (Google “How to start a book club for kids” to get ideas).
4. Pre-load students’ media players (e.g. iPods) with books on tape: With parent permission, have students bring in their media players for you to load with books you download from your own public library’s website. You might even target novels or other books that you know will be covered in the next year.
5. Reserve books at students’ libraries with their own library cards: With parent permission, have students bring in their library cards, and then help the students choose and reserve books to be checked out the next time they go to the library.
6. Email parents periodically during the summer with tips and reminders: Stay in contact with parents and send reminders periodically regarding your expectations for reading, math, and writing.
7. Have parents log student time online: First, set up your expectations for the summer (such as read at least 3 hours per week, practice math flash cards for at least one hour per week, journal for at least 1 hour per week). Give students a written log to keep track on a daily basis. Then, create a Google document that is a “form” to survey parents weekly on the amount of time spent on each subject. When parents respond, the data is entered into a spreadsheet that automatically appears as a graph.
8. Give parents a tool to promote balanced media use during the summer: Print out and distribute a contract, such as the one located at: http://www.pta.org/documents/MS_PTA_pact.pdf
9. Share a list of recommended learning websites with parents: Target common student difficulties and share sites that are appropriate for specific age bands.
10. Offer to loan next year’s textbooks to families to get a jump start: If your students have disabilities or other challenges, loaning next year’s textbooks to parents can help guide summer studying. Of course, be sure to obtain principal permission first, and get parents to sign an agreement that they will pay for lost or damaged books.

Summer Planning

A fun end-of-the-year activity is to read a book about summer fun and discuss students’ plans for the vacation. Then have students write a list of the things they want to do this summer. After they make their lists, make a copy to mail to them half-way through the summer to remind them of their goals. It can also be fun to have students write a few recommendations for you for the summer. You never know what crazy ideas they will come up with!



From the Desk of:

Debbie Osysko

Health Services

It is hard to believe that the 2011-2012 school year is quickly coming to an end and plans for next school year are already on everyone's agenda. Thank you for your continued hard work and dedication to the schools and students that PSI serves.

Vision and Hearing screenings should be nearing completion. For those schools that are performing BMI screenings, the deadline for submitting the results to the ODE is June 1, 2012.

Closing Clinics for the Summer

Just a few reminders as the school year comes to an end:

- Send the Medication at School, End of Year Procedure letter home to parents/guardians (pg.11 in the Medication section in the Health Resource Guide) for end of the year medication pick up.
- For proper disposal of meds not picked up (this may not be done until your return in the fall if your building principal wants to allow additional time for pick up) federal guidelines need to be followed. These guidelines include:
 - Not flushing prescription drugs down the toilet or drain unless accompanying patient information specifically instructs to do so.
 - Taking prescription drugs to community drug take-back programs
 - Take prescription drugs out of original containers and mix with undesirable substance such as used coffee grounds. Put mixture into a disposable container with a lid (empty margarine tub or sealable bag).
 - Conceal or remove any personal information, including Rx number, on the empty prescription bottle. Can use black permanent marker if label cannot be removed.
 - Place the sealed container with the mixture and the empty drug containers in the trash.
- Send home medication forms and care plans for completion over the summer for those students who will need them in the fall.
- Make sure that the updated Immunization information is provided to parents. Updated letters and forms were emailed/mailed to all Health staff in April.
- Send letters home to parents of 6th grade students that will be required to have the Booster Tdap when they enter 7th grade in the Fall.
- There is also a new requirement that students in preschool Fall 2012 must have one Varicella.
- Order supplies so clinics can open and be functional in the Fall.
- Know the date your school is resuming classes for the 2012-13 school year.
- The next Safety and Violence Prevention Training for PSI staff is tentatively set for August 9, 2012 with more information to follow. According to Ohio HB 276, all RNs and LPNs are required to have the four (4) hours of in-service training within 2 years of employment and every five years thereafter.
- Summer CPR/First Aid dates have been emailed/mailed and sessions are filling up. All staff must have current CPR/First Aid when beginning school in the Fall. If you need to be recertified please call to schedule your class as soon as possible. If you elect to take the class(es) on your own, the classes must be American Heart Association or American Red Cross certified and include a return demonstration of CPR skills.
- Please return ALL Vision and Hearing screening equipment, videos and any training tools that you have borrowed from PSI. If you need a UPS label call PSI Health Services office at 330-425-8474 ext. 226 or 800-841-4774 ext. 226.

Please send in your Tentative Plans form if you haven't done so already!

As always, have a wonderful break and call us with any questions or concerns!!

More From the Desk of:

Debbie Osysko

Health Services



ODH Regional School Nurse Conference Updates

- ODH electronic resources were reviewed, access at <http://www.odh.ohio.gov> and select “S” then “School Nursing”.
- Immunization updates included the Tdap changes: Seventh grade entry will require a Tdap Booster, the Td is no longer acceptable. (For students who entered 7th grade in 2010 and 2011, one dose of Td is acceptable—NOT for 7th graders in 2012-2013). Seventh grade students who received one dose of Tdap will not be required to receive another dose PERIOD (Tdap is not given to children under 7 years of age). There is no minimal interval since the last Td or diphtheria-toxoid containing vaccine. POLIO for K-2: Final IPV dose must be administered at age 4 or older. VARICELLA: All students entering Preschool in Fall 2012 will be required to have one(1) Varicella. The Annual Immunization Summary Report will not be mailed this fall, it must be completed online. Immunization toll free help line is 800-282-0546. Impact SIIS is the Ohio Immunization Registry, registration information is available on the ODH School Nurse Program Web Page under “Forms”. The Impact SIIS help desk number is (866)349-0021. Remember, only RN’s can access Impact SIIS.
- Guidelines for oral health screenings can be accessed on the Web at www.odh.ohio.gov/odhPrograms/ohs/oral/oraledumat/edumats.aspx. This site includes a video demonstration how to conduct an oral health screening. There is NO mandate for oral screenings.
- Save the date for ODH Orientation for Nurses New to Ohio Schools (Sept. 19, 20, 21, 2012).
- Carol Meszaros RN BSN CDE, District RN for Olmsted Falls, presented “ Helping Students with Diabetes, A Program for School Nurses”. Carol is finishing up her first school year with PSI, we are fortunate to have such a knowledgeable diabetes educator on our staff!
- Lastly, congratulations to PSI Nurse Kim DiRocco (Gesu). Kim was selected as a recipient of the 2012 Susan J. Kramer Award for Excellence in School Nursing. The Award recognizes the contributions of a school nurse who has demonstrated compassion, initiative, and leadership in the care and management of diabetes in an elementary, middle, or high school setting. The secondary purpose of the award is to raise funds for the Nurse Appreciation Campership Fund, which has been established at Camp Ho Mita Koda for children with diabetes. Kim will receive her award at a faculty meeting at Gesu. We are proud of you Kim!





From the Desk of:

Colleen Lorber

Educational Support Services Director

I would like to first thank all of you for your hard work this year. Please know we appreciate and recognize that so many of you go above and beyond for the students/schools.

If you have any questions concerning wrapping up the school year, do not hesitate to contact one of the PSI Educational Support Services Supervisors.

As we say each year...

- Remember to leave a list of current students/referrals/important items for the next school year.
- Lock up all files, test kits, materials, etc. and take home any personal items for the summer.
- Make sure to turn your timesheets in as soon as you are done with the school year.
- If you have borrowed any PSI test kits, please return them to the office by June 29th, 2012.
- Please hand in all reports to the office (case reports, final reports, etc) by June 29th, 2012.
- If you anticipate a need for protocols at the beginning of the school year, order them now through your clerk if you are in a non-public or through Pat Doolan/Lori Greitzer if you are in a charter.

Please check out www.edresourcesohio.org as there is a **new** *Whose Idea is it?* There are also additional updated resources on this webpage.

Have a great summer!

Mark your calendar for 2012-2013 School Year

- Fall Meeting is tentatively scheduled for September 21st, 2012
- Child Abuse Prevention Training is tentatively scheduled for August 9th, 2012

