

PSI Going Green


PSI wants to do its part to protect our fragile environment. Therefore, we will be placing more and more documents online (psi-solutions.org) to make it easy for you to access PSI material and to do our part to be environmentally sensitive.



The first new document to go digital for us is our periodic employee newsletter, *PSIdelines*. It is important that all PSI staff review each issue of *PSIdelines*, as it contains not only useful professional information but also important employment information that you need to know. If you have difficulty accessing *PSIdelines* online, call Laura Ramos at Ext. 241 at PSI and she will help you. If you do not have access to a computer, Laura will also send you a hard copy.

We hope you enjoy our digital staff newsletter. Please let the director or coordinator of your department know of any suggestions you may have about articles you think would be worthwhile to include in future issues.

Welcome New Staff

All of us join in welcoming both returning and new staff to PSI. We at PSI are extremely proud of the services we provide, and welcome you to the PSI family to continue our 30+ year tradition of providing exceptional services to the many schools we serve. Please stay in touch with your supervisor — letting them know of both your successes and any questions, concerns or suggestions you may have during the upcoming year. 

House Bill 276 and What It Means to PSI Staff

Safety and Violence Prevention Included in Child Abuse Detection Training

The requirements for elementary professional staff members to take inservice child abuse detection training in Ohio Revised Code (ORC) 3319.073 were expanded with the signing of Amended Ohio House Bill 276 on March 30, 2007.

To help educators meet the new requirements, the Ohio Department of Education (ODE) has worked cooperatively with a host of organizations to develop a Safety and Violence Prevention Curriculum.

All elementary school professionals are required to take the training by March 30, 2009, and every five years thereafter. ODE recommends that all elementary through high school staff members also attend such training.

—excerpted from www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=431&Content=49409

To help PSI employees meet the requirement, we will hold the Child Abuse Trainings at our Fall Meetings. (See page 2 for further information.) The Annual Fall Meeting for all staff EXCEPT health is scheduled for Friday, September 5th, 8 a.m.-3:30 p.m. at the DoubleTree Hotel Cleveland South, 6200 Quarry Lane, Independence. RSVP patdoolan@psi-solutions.org if you plan to attend.

The Health Staff Services Fall Meeting is scheduled for November 8, 2008 at St. Michael's Woodside in Broadview Heights. 



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

PSIdelines

August 2008. Vol. 19, No. 1

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

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What's Up in the Prevention Department?

Prevention/Intervention staff is preparing for another busy year with programs in many schools. The most popular program continues to be REACT which is typically held in fourth and fifth grade classrooms and focuses upon developing or building skills in decision-making, problem-solving, peer pressure, conflict and anger management, and bullying.

Bullies to Buddies™

Prevention staff has completed phase two of the research study on the Bullies to Buddies™ methodology. In conjunction with Kathy McNamara, Ph.D. from Cleveland State University, the results are positive. The study was conducted in 11 schools with 292 students. Some of the preliminary findings are:

At post-test, experimental v. control group kids differ on the extent to which they are called names, have rumors spread about them, and get in trouble for fighting, with control group being worse (e.g., get called names more often) in all three cases. At post-test, control kids report bullying to be a greater problem than do experimental kids. Control group kids are also threatened more, but the difference isn't statistically significant. Also, at post-test, control kids are more likely than experimental kids to "tell a teacher" if they've been bullied, but the difference is not statistically significant. Finally, at post-test, control kids are significantly more likely to say that it's a good idea to "tell adults" and "try to get bullies to stop" if you've been bullied, than are experimental kids.

These findings all favor the Bullies to Buddies™ program; no "outcome measure" favors the control group; at worst, there was no difference between the experimental and control groups on some of the outcome variables.

Dr. McNamara will complete an extensive report in the Fall once all data has been examined.

Your principal can call me at 800-841-4774, Ext. 230, to find out more about our exciting prevention and other staff development programs.

HB 276

During June 2008, seven Prevention staff members completed a "train the trainer" program to become eligible to conduct workshops for the mandated HB 276 legislation requiring "all kindergarten through grade six school professionals take training in child abuse recognition; violence and substance abuse prevention; and positive youth development before March 30, 2009." This training must also be repeated every five years thereafter. Two hours of this mandated training will be available at the various PSI Fall Meetings. Prevention staff will be conducting these mandated workshops around the state of Ohio starting in early August. If personnel at your school need to be trained, contact me at the PSI office, Ext. 230. ✂

Art Therapy in the Schools

SHARON NAHRA, M.A. ATR, LPC
CONTRIBUTING WRITER

It was around June last year that I applied for an art therapy position at a parochial school. (Hub? You mean art teacher, right?) I asked the same question when I called about the job, knowing that such positions were generally available in mental health agencies and hospitals, but not necessarily found in parochial elementary schools. The principal at St. Columbkille Elementary School in Parma, Miss Klement, explained that having no previous art program, she felt there was a need for the children to have a time to focus on expressing themselves. Moreover, she was also looking for a counselor and felt that an art therapist would be a great way to meet both demands. Although it is rare to find art therapists in our schools, they are out there and becoming more and more recognized for their contributions to our students' development.



What makes the Expressive Arts class unique from an ordinary art class? First, it is instructed by a registered art therapist, with an advanced degree and previous experience in a school setting. Second, the grading is based on conduct and effort. Third, and most important, the main goal is self-expression with a focus on the **process not the product**. The emphasis is not placed on the outcome, therefore allowing the child freedom to explore the art materials without any inhibitions. The students are told right from the beginning that everything they create is valuable and beautiful, because it comes from them. According to art therapist Janet Bush

(www.schoolarttherapy.com), art therapy is effective in schools because most children do not try to resist art making, as it gives them an opportunity to exercise their imagination. Most children do not have the ability to

process or express themselves verbally and some even find verbal means of expression threatening. This is where art, music, and/or movement can be very useful in allowing for a healthy and safe outlet.

Creativity through the arts overflows into every aspect of one's life. In the students' case this could be science or math. Some students may have an easier time showing their understanding for a subject through a hands-on project or creative task, but when asked to write about it or verbally explain, they may struggle. Art allows them to expand on ideas and think outside the box. Art as therapy can help build and teach positive social skills through the painting of group murals or the building of a group sculpture. Children need to learn to work together and problem solve. They learn sharing through the asking for and giving of the art materials. Art can also help increase fine and gross motor skills through the use of large or small brush strokes, kneading and pounding clay, or simply cutting and gluing pieces down to a surface.

On a Sunday in May, we held our school's first art show in which every child had a piece of their artwork celebrated. It was incredibly rewarding seeing the children's excitement and a sense of pride fill up their faces as they looked at their own and their friends' work hanging on the wall. Art not only offers self-expression but builds our students' self-esteem, particularly when we take the time to promote art for its own sake.

Later, as closure came to my therapy sessions for the summer break, I hope that I supplied my clients with the necessary tools and resources to help them obtain a better quality of life. That's why being a therapist is both a fulfilling and frustrating vocation: While doctors can give their patients medicine to make them better, as a therapist you have tools and resources that you can only hope will stay with your clients, and that they will remember what you have learned together and work towards their own recovery.

Seeing my students' creativity expand and grow over the past school year was probably the most thrilling part of my occupation. Creativity and imagination are the foundation for everything else to follow. Their powers continue to amaze, but never shock me, because it is so simple — art heals. ✂✂

Notes for Health Services Staff

Welcome back to your schools! Hopefully, everyone had an enjoyable summer, and all are now ready to tackle those incoming Emergency Medical Authorization forms, not to mention new medication orders and care plans. The start of a new school year is never boring. We recognize the special challenges that are present at the beginning of the academic year, and appreciate your extra effort.

Immunization Reports

There is a new statewide system in place that will potentially make checking all those immunization records a bit easier. Known as Impact SIIS (Statewide Immunization Information System), this new initiative will enable all Ohio nurses employed by PSI to retrieve immunization data from a statewide registry. The system has been in place since 2003, so most of the information will pertain to younger children, and it is available only if it has been entered by a participating physician's office or clinic. Each nurse will have access to the site and be able to share the information with other health staff in the clinics. Information regarding login information and passwords for the site was mailed to each school. An application to be a user must be completed by each PSI nurse in association with a particular school. Please check with your administrative staff at the beginning of the school year to complete the application as soon as possible.

Nurse Educator

We are pleased to announce that the department will have a new Nurse Educator joining the team in the fall. She will be available to schools and staff that require assistance and training with specialized procedures. Please contact the PSI office to make arrangements for these services.

Substitute Information for your School

Once again this year, Special Substitute Instructions will be sent to each employee with your Work Assignments. The information included on these sheets, which are filled out and sent back to PSI, is instrumental in correct placement of substitute staff. As soon as possible following the beginning of the school year, please complete and return the Special Substitute Instructions.

Got Vaccine?

If school administrators in your school are inquiring about the possibility of receiving flu vaccines, please contact PSI Health Services at Ext. 226. We will be happy to help facilitate this service.

Fingerprinting

We have been happy to see many of you over the summer for CPR or First Aid classes and fingerprints. **Please remember that anyone who hasn't been fingerprinted in the last year must have both the BCII and FBI prints done before September 5, 2008.** If you had the BCII prints done, but not the FBI, you must complete those by the same date. They can be done here at PSI, or you may access the Webcheck Community on the State of Ohio Attorney General's website to find a location nearest you: <http://www.ag.state.oh.us/business/fingerprint/data/index.asp>

Allocations

As busy as the first weeks of school are, it may seem that there aren't enough hours in the day (or your allocation) to accomplish all that needs to be done. Please remember that it is important to follow your assigned schedule. If it is becoming a problem, and it is not possible to leave your school on time (with the exception of a serious emergency), it is essential that you contact the PSI office as soon as possible. Any request to work beyond your allocation should be cleared with PSI's Health Services Department first. Please contact us before school begins if there are any questions about this issue.

Fall Meeting for Health Staff

Mark your calendars for the Health Services Fall Meeting, to be held on **November 8, 2008** at St. Michael's Woodside. Featured this year will be the mandated four hour Child Abuse training. It is important for all staff to have this information, so please plan to attend. More information, including registration materials, will be forthcoming.

Advisory Board Meeting Minutes

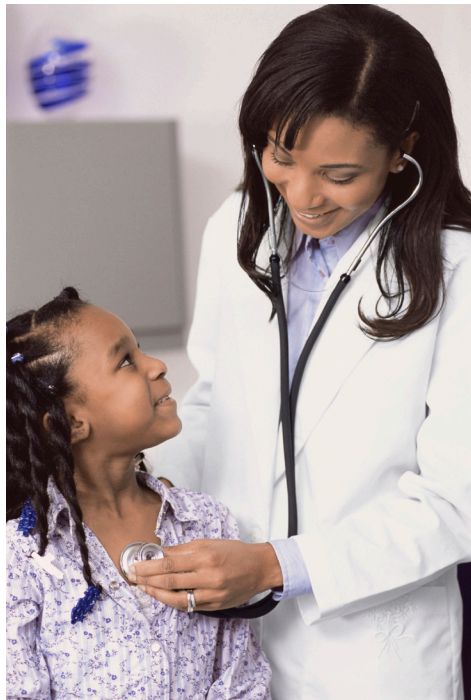
PSI's Health Services Advisory Board met on May 22, 2008 at the PSI office. Attendees included Shirley Platko, Sharon Dial, Joanne Maiden, Roxanne Marks, Patty DeChant, Mary Welch, Helene McIntyre, Kathy Lavins, Mary Pat Hargis, Janet Yue, Lynn Chrostowski, and Dr. Steve Rosenberg.

After introductions, a variety of topics were discussed, which included:

- Suggestions for revisions of Medication Administration and Medication Depletion forms/letters;
- BCI/FBI fingerprint checks are due by September 5, 2008 for all staff and are repeated every 5 years. PSI can provide this service. Staff must call for an appointment.
- Child Abuse Detection Training Requirements. Four hours must be completed by March 2009 by all staff. (See pages 1 and 2.)
- Excessive absences. Examples were cited of employees taking more time off than policy allows and the resulting difficulty of providing coverage.
- Recognition for staff who have perfect attendance;
- Providing mini directories for substitutes to find schools and contacts;
- Whether e-mail might help in communication with staff; to include advertising openings to assist with recruitment;
- Suggestion on how to design Fall Meeting topics to be of interest to all PSI health staff;

- Standardized IHPs and templates. Hiring an RN to travel and provide educational instruction to those who give specialized health care (g-tube feedings, catheterizations, etc.). This nurse will assist in the IHP development for PSI;
- Hiring of screening teams;
- New Exposure Control Manual that is more school friendly;
- Ohio's Immunization Registry for RNs, and information on how to access it from the ODH.

The meeting was adjourned with plans to meet for lunch in June or July to continue discussion about an absenteeism policy and recruitment strategies. ✕✕



PSI Health Team

330-425-8474 or Toll-Free 800-841-4774, Ext. 226. Reach Health Services Team members individually by telephone or e-mail:

Elizabeth Zagorski, Manager health@psi-solutions.org	Ext. 228
Janet Yue, Manager janetyue@psi-solutions.org	Ext. 227
Lynn Chrostowski, Manager lynnchrostowski@psi-solutions.org	Ext. 225
Laura Sheeks, Supervisor health@psi-solutions.org	Ext. 228
Marilyn Quercioli, Admin. Asst. marilynquercioli@psi-solutions.org	Ext. 226

Off to a Great Start

Welcome to a new school year! The PSI Educational Specialist Supervisory Team appreciates your willingness to give of your time and talent to the students you serve.

Whether you are returning to an old assignment or starting a brand new assignment, please ask your principal for a short meeting to review and clarify the particulars of your position. Please touch base on:

- Expectations of your Position – duties and responsibilities
- Caseloads
- Communication – with whom and how
- Attendance – verify your arrival and departure times
- Lesson Plans – confirm that you are using standards based goals and objectives
- Snow Days – check that you are on the school's phone list in case of snow days; notify the school office of any change in your phone number
- Special Projects – always keep the principal in the loop; make sure that the principal is apprised of the project and has given consent

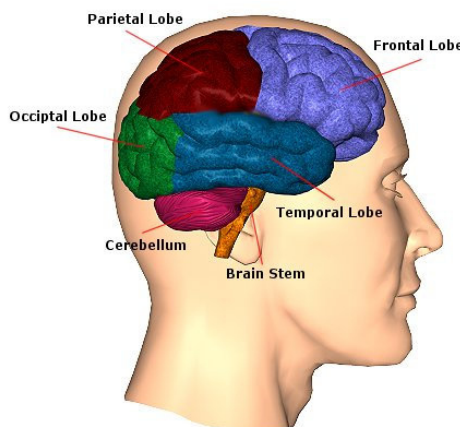
Practical Applications of Brain-Based Education in Your Classroom, Part I

BY NANCY BREWER, M.Ed.
EDUCATIONAL CONSULTANT

"Meaning is enveloped in the ideas that live in our lives."
—Caine, Caine, and Crowell, *Mindshifts*

When designing your learning programs this Fall, keep in mind the primary principles emerging from brain-based research—*meaning is more important than information*. The brain cannot respond to an excess of data only. Instead, it processes only the data that is most meaningful and assembles that data connecting the information with previous learned material through patterns and relevance.

The brain continually looks for connections and patterns to link newly introduced information to current knowledge. Meaning is unique to each individual. The two exercises listed provide students an opportunity to make meaning through patterns that are most beneficial to each of them.



LINKING – Linking gives students a novel way of reviewing material and linking it to previously learned material in their memory.

Tell students they will be trying to form a chain around the room with new information learned in the lesson or lessons on a particular topic. If you are studying the dinosaurs, you begin with a statement learned about their environment or the habits of a particular dinosaur. The next student “links” any part of that statement with another bit of information gathered within the new lesson or prior lessons. It is followed by the next student linking with them until they cannot think of any previous or newly learned fact that links to the last student in the chain.

BROWSE, BORROW AND BUILD – This exercise gives students an opportunity to retrieve information learned and add new facts through data gathering.

Students take newly learned material and create a memory map or graphic organizer around the central theme of a unit. These are displayed around the room and students are given an opportunity to walk around and look at other organizers (browsing) and then gather some of their ideas (borrowing) into their maps or organizers (building). This expands their own base of learned material with others.

—Colleen Politano and Joy Paquin, *Brain-Based Learning*

Part II of our series will focus on the impact of threat or stress in the classroom and its negative effect on the ability to learn in the classroom. Examples of activities and exercises will be explained that help to keep stress at a moderate level within the classroom.

Strategies that are based on these and other brain-based principles will be presented in

future issues of *PSIdelines*. If your school is interested in brain-based educational applications and strategies, contact Karen McKelvey (Ext. 230) 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

Another Busy Year

Another busy year is about to get underway in the Speech/Language and Therapy Department, and we want to thank you in advance for the enthusiastic work you do in your schools! Please review the School Timeline for 2008–2009 which you received with your Work Assignment. I am hopeful that many of our forms will soon be available through the PSI website. I will let you know by e-mail when they are posted. Be sure to consult the website on a monthly basis, as much of our information will be readily available to you there. Here's to a successful 2008–2009!



PHOTO COURTESY OF
EMILY ROSENBERG

Speech Only IEP Is there such a thing?

Are you under the notion that if a child qualifies for Special Education Services under the disability category of Speech/Language Disability, that only Speech/Language goals and services can be offered on an IEP? **WRONG!**

At the 2008 OSLHA Annual Conference, Ann Guinan, from the Ohio Department of Education, was available to answer questions from a group of Speech/Language Pathologists and Audiologists. The implication of what she shared has

led to a series of e-mail communications and some discomfort on the part of SLPs.

Question: *Can a school-aged student who is identified as having a "Speech or Language Impairment" receive services from an Intervention Specialist as well as a Speech/Language Pathologist if the IEP team determines that the student needs those services? I assume that Speech/Language Therapy services would then become the related service. Could you please provide some guidance on this issue? As you can see, the implications are significant.*

Answer: *We have been saying, probably for the last seven years at least, that the federal law requires all educational needs of a child to be addressed that are a part of FAPE regardless*

of which category they are identified under. So, yes, children identified under the speech/language category would have to have an IEP that confers FAPE and all services that are required to provide FAPE must be provided to the child. IF those services included the services of an IS, then the IS would have to be provided. — Ann Guinan, Assistant Director of the Office for Exceptional Children, Ohio Department of Education.

So, for example, a student's suspected disability was Specific Learning Disability, but there was a lack of qualifying data after assessment. This same student may then qualify under Speech Language Disability, but may still need more extensive supports than the SLP can offer (which was predictable from the initial suspected disability.) Why wouldn't the student be offered more scheduled time for intervention and additional supports from a variety of school personnel? After all, the object is to serve students and see educational success and growth, not to develop a territorial philosophy dictating who can legally work with a given student.

Of course, the SLP serves the language underpinnings needed to succeed, but other professionals can assist the student in relating those goals to the specific curriculum the student deals with all day in the classroom. When writing the IEP with the Special Education Team, under *Step 5: Identify services* and *Step 6: Determine least restrictive environment*, all school staff and even parents who will assist with that particular goal and its benchmarks should be listed. Only when everyone works on the student's needs will we see the most efficient and complete accomplishment for that student.

Let's welcome this information and develop new frameworks for serving students most efficiently and effectively.

—Rochelle Shotwell, M.A., CCC-SLP, is PSI's Clinical Coordinator for Speech and Therapy Services. You can reach her at Ext. 234 or e-mail her at rochelleshotwell@psi-solutions.org. ✕✕

ALL SERVICES




Pedestrian Safety

Approximately 5,900 pedestrians are killed by automobiles every year... 84,000 suffer nonfatal injuries. Almost one-third of these victims are children under the age of 15 yet they represent only about 15% of the U.S. population.

- By following the few safety tips listed below, you can protect yourself and your children.
- It is critical to teach children to look left-right-left before crossing streets.
- Cross only at designated crossings. Entering traffic mid-block or from between parked cars is dangerous.
- Teach children to never dart out into traffic.

For your information:

- A growing number of communities are implementing measures to make their environments more walkable, ranging from including sidewalks on all newly constructed streets, to implementing widespread traffic-calming measures.
- The physical environment does impact how much and how safely residents can and will walk. In research comparing communities with suburban sprawl (few sidewalks and inaccessible pedestrian destinations like large malls surrounded by parking lots) to traditional communities (with plentiful sidewalks and inviting downtown commercial areas), it was found there were three times as many pedestrian trips in the communities designed with pedestrians in mind.

—http://www.nsc.org/resources/Factsheets/road/pedestrian_safety.aspx 

Calendar of Events August-September 2008

For PSI Counselors, School Psychologists, Speech/Language Pathologists and Educational Specialists

All PSI staff are invited to attend any of the listed activities/programs.

Date/Time	Program
August 13, 9:00 - 3:00 Hilton Garden South, Twinsburg	<i>New Employee Orientation.</i> Northeast Ohio. Mandatory for all PSI School Psychology and Speech Staff. Educational Specialists — a.m. only
August 14, 9:00 - 12:00 Hilton Garden South, Twinsburg	<i>New Employee Orientation.</i> Continues. Northeast Ohio. Mandatory for all PSI School Psychology Staff.
August 19, 9:00 - 3:00 Life Skills Center of Dayton, 1721 N. Main St., Dayton	<i>Charter School Staff Orientation.</i> Southern Ohio. Mandatory for all PSI School Psychology, Speech/Language and Educational Specialists Staff Working in Charter or Public Schools (Dayton, Columbus, Cincinnati)
August 20, 6:00 p.m. Harry's Steakhouse, 5664 Brecksville Rd. Independence	<i>Psychology Supervisors Dinner.</i> Mandatory. RSVP patdoolan@psi-solutions.org
August 25, 9 - 12:00	<i>Charter School Inservice for Speech/Language Staff</i>
August 27, 9:00 - 3:00 Hilton Garden South, Twinsburg	<i>Prevention/Intervention Fall Meeting & Training.</i> Mandatory for Prevention Staff
September 5, 8:00 - 3:30 Doubletree Hotel, 6200 Quarry Lane, Independence	<i>Annual Fall Meeting</i> (5.5 Contact Hours). See website for speakers' info.
September 22, 2:45 - 3:15 Bahama Breeze, 3900 Orange Place, Beachwood	<i>Gifted & Talented Roundtable</i> (G/T Teachers) Lunch provided. Beginning of the year tips for success. Bring 2 ideas/activities to share. Casual attire. RSVP prevention@psi-solutions.org