



PSI delines

February 2012

The Kids Are More Than All Right

By Tara Parker-Pope

This column appears in the Feb. 5, 2012 issue of The New York Times Magazine.

Every few years, parents find new reasons to worry about their teenagers. And while there is no question that some kids continue to experiment with sex and substance abuse, the latest data point to something perhaps more surprising: the current generation is, well, a bit boring when it comes to bad behavior.

By several noteworthy measures, today's teenagers are growing increasingly conservative. While marijuana use has recently had an uptick, teenagers are smoking far less pot than their parents did at the same age. In 1980, about 60 percent of high-school seniors had tried marijuana and 9 percent smoked it daily. Among seniors today, according to the University of Michigan's Monitoring the Future survey, which has tracked teenage risk behaviors since 1975, 45.5 percent have tried the drug and 6.6 percent are smoking it frequently.

Adolescent use of alcohol, tobacco and most illegal drugs is also far lower than it was 30 years ago. In 1980, about a third of 12th graders had smoked in the past month; today that number has dropped to fewer than 1 in 5. Teenage alcohol use has reached historic lows. In 1980, 72 percent of high-school seniors said they had recently consumed alcohol, compared with just 40 percent in 2011. In 1981, about 43 percent of 12th graders had tried an illegal drug other than pot; in 2011 that number fell to 25 percent.

Today's teenagers are also far less likely to have sex or get pregnant compared with their parent's generation. In 1988, half of boys 15 to 17 had experienced sex; by 2010 that number fell to just 28 percent. The percentage of teenage girls having sex dropped to 27 percent from 37.2 percent, according to the latest data from the U.S. Centers for Disease Control and Prevention.

To read the complete article go to: <http://well.blogs.nytimes.com/2012/02/02/the-kids-are-more-than-all-right/>

Current Economy and Next Year Allocations

Schools are beginning to plan for next year's services. This impacts everyone from the children we serve to the schools we are supporting. All PSI staff should talk with their PSI supervisor about the role and function provided to the schools you serve. In today's very difficult economic environment it is critical that all PSI staff make sure that we are providing every possible appropriate service. This helps the students and schools we serve. PSI's services are essential to our client schools, helping them serve students and to attract and maintain parents. Be sure to talk with your supervisor and your building principals about your services and ways your role can be expanded.

Workplace Safety

Please take a few minutes to review your work environment. Slips and falls are painful. All of us need to be aware and vigilant of any workplace situations, especially during these winter months, that could cause us injury. If you have any concerns about the safety of your work environment, contact your supervisor immediately. Your safety is our highest priority!



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A Periodic Newsletter for PSI's Professional Staff



PSIdelines | February 2012
Vol. 23, No. 1

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

From the Desk of:

Karen McKelvey
Prevention/Intervention Services &
Special Projects Coordinator

Suicide and Bullycide: Insights, Prevention and Intervention 4.5 CEU's and Contact Hours Available

Register Now!

SUICIDE AND BULLYCID: Insights, Prevention, and Postvention SEMINAR



Numerous high profile cases of tragic suicides of students have highlighted the need for bullying prevention and suicide prevention in schools. A new term bullycide has developed and a number of parents have sued school systems charging that their child died by suicide as a result of bullying at school. Dr. Poland has represented schools in lawsuits charging that schools acted with malice or deliberate indifference to the bullying. These tragic cases highlight the need for effective and best practices bullying prevention and suicide prevention programs in schools.

Students who do not feel safe cannot learn at an optimal level, and students themselves hold the key to increasing school safety and reducing bullying. Practical strategies to reduce bullying and increase safety and build better connections between students and their school will be shared in this presentation. Specifics will also be provided as to how staff can best support the student being victimized and provide consequences for the bully. A comprehensive program for suicide intervention in schools will also be outlined that includes prevention, intervention and postvention best practices.

Thursday March 1, 2012

Educational Service Center of Cuyahoga County
5700 West Canal Road, Building B
Valley View, OH 44125

8:30 A.M.: Registration/Breakfast snack & beverages

9:00 A.M. - 3:30 P.M.: Seminar

12:00 P.M. - 1:30 P.M.: Lunch on your own

Download the complete brochure [here](#).



Scott Poland, EdD
Speaker



From the Desk of:

Karen McKelvey
 Prevention/Intervention Services &
 Special Projects Coordinator

PSI in the AM

The next PSI in the AM is scheduled for March 14, 2012 at St. Columbkille School. Please inform your building principal(s) about this complimentary event:

Diversity Support for Non-public Schools

If one of your school goals is to increase diversity among your students, this presentation is for you. Or if you are aiming to increase enrollment and are now accepting students on vouchers, special education scholarships, or financial aid, the makeup of your student population may be changing. When equipped with the right tools and knowledge, these changes can have positive impacts on school culture, student achievement, and enrollment.

This action-oriented presentation kicks off PSI's Diversity Support Program for all non-public schools. Topics covered during this presentation include the following:

- **Preparing school staff** for students in poverty
- Managing specialized **health needs** of diverse populations
- Tools for a smooth **referral process**
- Planning school-wide **behavioral supports**
- Working with **parents in poverty**
- The **Jon Peterson Scholarship** and other financial programs for students

PSI's expert speakers, including Dr. Layla Nelson, Coordinator of Educational Specialists, Meredith Bookwalter, School Health Services Manager, Nancy Brewer, Educational Consultant, and Karen McKelvey, Coordinator of Prevention/Intervention, will give this presentation.

For registration information and details go to: <http://psi-solutions.org/psi-in-am-mar14.html> or contact Brenda Anderson at 800-841-4774, ext. 237.

New Ohio Law on Cyber-Bullying Expected to Be Signed by Kasich

(Contributions by Molly Bloom)

A bill that advocates say would strengthen efforts to prevent online and offline bullying in Ohio schools is now heading to Gov. John Kasich's desk. HB 116, the Jessica Logan Act, requires school districts to establish cyber-bullying policies and to annually teach students and teachers and inform parents about their overall bullying policies. It's named for a Cincinnati teenager who committed suicide after being harassed over nude photos she sent to a former boyfriend. HB 116 would

require school districts to include bullying committed using a cell phone, computer or other electronic communication device in their anti-bullying policies.

The Ohio House approved Senate amendments to the original bill on a 91-4 vote. Cincinnati TV station WLWT reports that Kasich plans to sign HB 116 into law as of January 26, 2012.

Nationally, 28 percent of students age 12 through 18 reported being bullied at school in the 2008-09 school year, according to the National Center for Education Statistics under the definition of bullying described in this presentation. About 6 percent reported being the victim of online bullying.

The national statistics showed that students who reported being bullied at school were more often the victims of name-calling or rumors rather than of threats of harm or actual physical attacks. And reports of bullying tended to decrease as students got older.

Ohio state law defines bullying as "any intentional written, verbal, or physical act that a student has exhibited toward another particular student more than once and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student." Violence within a dating relationship is also considered bullying.

Students who are bullied are more likely to be absent, perform poorly, have trouble making friends, have declining mental and emotional health and act violently, according to the Ohio Department of Education.

Under existing state law, Ohio school districts must adopt policies prohibiting bullying, as well as harassment and intimidation. State law also requires districts to have formal procedures for investigating and reporting complaints about these behaviors. Each school district is supposed to post an annual report on all reported instances of bullying and related behaviors on its website.

Read the bill:

http://www.legislature.state.oh.us/bills.cfm?ID=129_HB_116

Foreign Language and ESL Staff

- You will soon receive Tentative Plans for 2012-2013 in the mail. Be sure to indicate any changes you desire as well as what you would like to remain the same.
- The last Time Remaining Notices to be mailed out in late March
- Check your License: It's time to renew it if it expires on 6/30/12



Five Tips for Writing Excellent IEPs and ISPs

While many students receive new IEPs (public schools) and ISPs (non-public schools) throughout the school year, spring tends to be a busy season for IEP/ISP reviews. To make sure that your plans are the best they could be, please note the following tips:

1. Make sure that goals are measurable and data-driven. All goals and objectives should be based on data that can be observed and measured. Also, the goals and objectives should be clear to anybody reading them—avoid using acronyms and names of school-specific documents. A poorly written goal might read, “The student will respond with increased accuracy to multiplication problems on QPPs.” A better goal could be, “When given written quarterly progress probes, the student will respond with 80% accuracy to multiplication facts for numbers 0-10.”

2. Relate the present levels directly to the goal. Present levels should include data on student performance, and the goal should reflect the teacher’s prediction of how far the student will move in a year’s time. For example, the present level could include the fact that, “When reading letters presented on flashcards aloud, the student can independently name 12 lower-case and 16 upper-case letters in 4 out of 5 trials.” The related goal might state that, “When reading letters presented on flashcards aloud, the student will independently name 22 lower-case and 26 upper-case letters in 4 out of 5 trials.” The goal is really a re-statement of the present level with a prediction thrown in.

3. Be sure the present levels include a “comparison to grade-level peers.” How will parents know whether the present level is appropriate for a specific grade level? I always include a statement based on discussions with general education teachers, observations of peers in the classroom, or standardized results printed by researchers or assessment companies. For example, I might write at the end of a reading fluency present level, “Grade-level peers are expected to read 86 words per minute according to AIMSWeb assessment values.” Also, your goal should not be equal to the grade-level peer value unless you are expecting to dismiss the student from special education services. In the example above, the student’s goal should not be 86 words per minute or higher. If it were, why is the student in special education? This is the goal for all students, and for a student to continue to qualify for special education services, the goal should be expected to be below the general education goal.

4. Involve parents, teachers, and if appropriate, students in the IEP/ISP-writing process. When a student’s plan is coming due, the case manager should make an effort to involve the parents/guardians several weeks before the meeting. This involvement could take several forms, including phone calls, questionnaires, and draft IEPs/ISPs sent

home for review and comment. While this kind of involvement requires that educators be well organized, the end result is a happy parent, a well-written plan, and a collaborative approach. In addition, be sure to involve the teachers before the actual meeting—there are few things more embarrassing than being corrected by a general education teacher in front of parents/guardians.

5. Always treat the IEP/ISP like a “draft” during the meeting. Too often, intervention specialists approach the IEP meeting as merely a formality to review the new IEP. Rather, the meeting should be viewed as an opportunity to discuss and improve the IEP as written. I cringe when an intervention specialist defends an inaccurate or unclear component of the IEP. When the parent or teacher suggests a reasonable change, we should find a way to accommodate the suggestion if possible. If a suggested change is too large to edit into an existing IEP, ask that the meeting be reconvened after the changes have been made (such as adding an entirely new goal). Also, remember that you do not need to re-print the IEP with corrections typed in. IEPs with hand-written editing marks are fine for the school files. When files are audited by ODE, it is preferred that IEPs show changes that were written in during a meeting.

Gifted Corner

Does your school use gifted plans for students receiving enrichment? If not, consider using the Ohio Department of Education’s WEP (Written Education Plan) as a template for your gifted students. To see ODE’s WEP, go to the ODE website and type “WEPs” into the search bar. The same webpage has an excellent “Modifications” sheet that can be used to communicate gifted student needs to the general education teacher. Also, remember that slipping documents into a mailbox or take-home-folder can’t substitute for a face-to-face meeting with teachers and parents to discuss students’ WEPs and recommended modifications.

ESL Corner

Ohio students with LEP (limited English proficiency) do not have a specific Ohio form for documenting student goals. Some schools and teachers have developed their own forms for goals and objectives based on scores on the OTELA (Ohio Test of English Language Achievement). If you teach LEP students, it can be helpful to create a document for each student that tracks just a handful of specific goals in reading, writing, speaking, and listening. This document communicates goals to parents, students, and classroom teachers. In addition, it is recommended that ESL students create a few personal goals to help drive their achievement in school. For example, a student might write, “I want to be able to listen better to English so that I can enjoy watching American TV more.” Remember that clear goals lead to deliberate instruction and student achievement.



From the Desk of:

Laura Sheeks

Health Services

Welcome to 2012! Hopefully, you were able to enjoy a much needed rest over winter break. Here are the latest health updates:

Scoliosis:

There is a slight change to the way we will handle referrals for scoliosis screenings. An initial screen is recommended for students in 5th, 6th and 7th grade performed by a nurse or a MA/HA trained by an RN. The rescreening and referrals will be done by the RN, as in past years. However, we will no longer be providing a nurse practitioner to come to school for a second screening, but rather you will send the letter and referral/medical report form to the student's parents advising them to seek further evaluation by their family physician, pediatrician or orthopedist. The parent letter can be found on page 49 and the referral/medical report form on page 51 in the Screening section of the Health Resource guide. Also, remember you can access an excellent PowerPoint presentation on Scoliosis Screening for Health Professionals. The link to the website can be found on pg. 47 in the Screening section of the Health Resource Guide.

Tentative Plans:

You will soon receive Tentative Plans for 2012-2013 in the mail. Be sure to indicate any changes you desire as well as what you would like to remain the same. Also, let us know on the form if you are interested in summer camp work.

Health Staff Evaluations:

Please remember if you are a registered nurse with HA's, MA's or LPN's in your building's to complete the Health Staff Evaluation Form located on pg. 19 in the Evaluation Tools section of the Health Resource guide and send them into the PSI office before year's end. Be sure to have the staff member sign form as well.

Equipment:

Just a reminder to those of you with borrowed videos or equipment: Once you have viewed tapes or finished with equipment to please return it to the PSI Office as we often have waiting lists throughout the school year. Some of you have already received a call from us.

Snow Days:

If your school is closed due to the weather... Lucky you! If you wish to use this as one of your allotted paid leave days, circle the date on your timesheet and submit along with yellow form. Otherwise just write "snow day" in the timesheet box for that day.

Medication Administration Training for School Personnel:

For those of you RN's who have or will be providing this training there are a few points we would like to reiterate. Although the training video is the most up to date, it does have some points that need clarified to staff. The Epipen information pertains to the older pens which some of you still have in your clinics, which is fine. There is a new version being phased in that has a protective needle cover. One of the differences in the old vs new literature is that the cap is blue vs. gray. The "trainer" provided in the kits is this newer version. Just be sure to point out this difference- ideally during the hands on portion if this time is provided, but at the very least just an explanation while showing the group the trainer provided in the kit.

PSI's Elementary School Wellness Program: Healthy Choices - Be a Health Hero!

Give your students the opportunity to be a "Healthy Hero."

- First view the Power Point presentation about the program on the PSI website/partner log-in in the document library.
- Request the new "Train the Trainer" video via email at marilynquercioli@psi-solutions.org to see an example of how to present this program at your school.

You must have your principal's approval before implementing this program. If your school is interested in participating in this elementary school wellness program, please contact Marilyn Quercioli at the email address above. For those schools already participating and in need of more supplies, you can contact Marilyn for these as well.

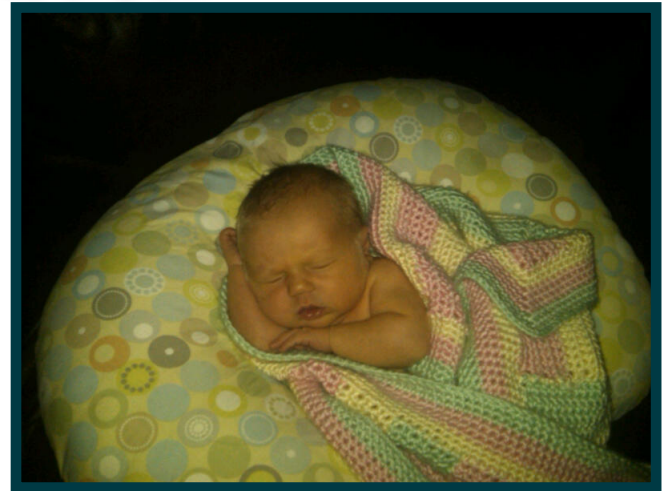


From the Desk of:
Colleen Lorber
Educational Support Services Director

Colleen Lorber has been out of the office for maternity leave, but as you can see by the photos, she has been hard at work! In her absence, a big THANK YOU goes out to the psychology and speech supervisors for their work, dedication and expertise. Thank you also to the office staff for supporting everyone in this effort!

If you have not already registered for the Ethics workshop, see the details on the following page.

Welcome Mackenzie!



Big Sister Carly



Ethics

A workshop sponsored by PSI



Speaker: Kathy McNamara, Ph.D.

March 12, 2012 ♦ From 1:00 - 4:00 p.m.

Educational Service Center of Cuyahoga County

5700 W. Canal Road - Building B ♦ Valley View, OH 44125

Registration Fee for Non-PSI Employees: \$50

License renewal requirement for clinical and school psychologists. This program provides 3 contact hours (3 CEUs) of continuing education. Approved by the Ohio School Psychologists Association (OSPA credit accepted by OPA). Counselor and Social Worker CEUs pending. Participants desiring credit must sign the attendance list and complete a written program evaluation.

R.S.V.P.

Please return completed Registration Form and payment of \$50 payable to PSI as soon as possible.

Questions?

Call or e-mail
Brenda Anderson at
330.425.8474 Ext. 237 or
brendaanderson@psi-
solutions.org

PSI

2112 Case Pkwy. S., #10
P.O. Box 468
Twinsburg, OH 44087

ETHICS WORKSHOP REGISTRATION FORM

Name _____ Amount Enclosed [Made Payable to PSI] _____

Address _____ City/State/Zip _____

E-Mail to Confirm Registration _____