



# THE TEXAS SCHOOL PSYCHOLOGIST

Newsletter of the Texas Association  
of School Psychologists

<http://www.txasp.org>

Affiliate of the National Association of School Psychologists

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## School Psychologist of the Year

Michael C. Dixon, Ph.D. was the recipient of the 1997 Outstanding School Psychologist of the Year Award. He began working as a School Psychologist more than twenty years ago. For the last eleven years he has been Director of Psychological Services in Fort Worth Independent School District. He has been instrumental in promoting the provision of psychological services to students in a number of ways. LSSP's in Fort Worth ISD provide a variety of services to each school. Consultation with administrators, teachers, and parents is provided regarding instruction, classroom management, student behavior, mental health issues, and program effectiveness. Direct services such as assessment, counseling, and referral assistance are also provided.

One program Dr. Dixon has spent considerable energy on is the Challenge Course. This course is located at the district Outdoor Learning Center and includes both low and high element activities. These activities allow the person to experience physical, cognitive, and emotional challenges that promote greater self-awareness and personal development.

Another program that Dr. Dixon has encouraged and assisted in the development of is the new After School Counseling Center. His department also coordinates the district Crisis Team.

Dr. Dixon was instrumental in initially assisting Suzanne Spindler, Ph.D., and more recently, J. Luebbehusen in obtaining APA Accreditation for the School Psychology Internship. The APA Accreditation of the internship documents how successful the department has been in providing quality training opportunities. In addition to the APA internship training he has provided a site for NASP interns.

Dr. Dixon's areas of interest include Autism, Crisis Intervention, Play Therapy, Family Dynamics, Parent Training, and Experiential Education/Adventure Based Counseling. Present responsibilities include overseeing the work of thirty Masters and Ph.D. level Psychologists, directing a predoctoral and specialist internship program and overseeing a mental health project in fifty-four elementary school for primary grades utilizing community volunteers.



*Dr. Michael Dixon, Fort Worth ISD, accepts the award as Outstanding School Psychologist in Texas from Award Committee Chair Mae Fjelsted*

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## Outstanding Service to the Profession of School Psychology

C. Sue Mc Cullough, Ed.D. is the recipient of the 1997 Outstanding Service to the Profession of School Psychology Award.

Dr. Mc Cullough has worked under many titles during her professional career. She began her professional career as a kindergarten teacher in 1966 in Cambridge, Massachusetts. Since her initial experience as a kindergarten teacher, she has worked as a Headstart



*Dr. Sue McCullough is presented the Outstanding Service to the Profession Award by TAPT President Ed Scholwinski*

teacher, first grade teacher, preschool teacher in a language development program for deaf and normal-hearing children, a graduate teaching assistant, a school psychologist, adjunct instructor at a university, an assistant professor, associate professor, full professor, consultant, third party evaluator, supervisor and director of a Day treatment program for emotional disturbed children, director of two different school psychology graduate training programs, and most recently a chairperson of a university department.

In addition to these many professional roles, Dr. McCullough has unselfishly served the profession of school psychology well. She has served on the Executive Board of three different state school psychology associations (Indiana, Oregon, and Texas; and is a past-president of the Oregon state association). She is a past-president of the Trainers of School Psychologists (TSP), past Executive Board member of the Council of Directors of School Psychology Programs (CDSSP), a founder of the computers and technology users group within the National Association of School Psychologists (NASP), a member of the Continuing Professional Development Committee for APA's Division 16, and a charter member of TASP. Within TASP, she has been a dominant force behind the scenes as an informal consultant to several of the TASP presidents. She has served as chair of the Trainers Committee and Professional Development committee.

In 1986, Dr. Mc Cullough came to our state to teach at Texas Woman's University in Denton. The following year she became the Director of the School Psychology Program at TWU and served in that capacity until 1995. In 1995, Southwest Texas State University lured her away from TWU to become the chairperson of the Department of Educational Administration and Psychological Services, which is her current position. One of her most enduring legacies is the large number of practicing school psychologists that she played a major role in training and supervising over the years.

## Best Student Poster Award

Suzanne C. Manning-McGallian, M.A. was presented with the Best Student Poster Award at the 5<sup>th</sup> Annual Professional Development Conference in Houston. Ms. Manning-McGallian is a third year doctoral student in the Behavioral Medicine program at the University of North Texas. She is working in the area of child neuro-psychology with Dr. Dan Miller at Texas



*Suzanne Manning-McGallian, from North Texas State University, accepts the Outstanding Poster Award from Alicia Paredes Scribner as Mae Fjelsted looks on*

Woman's University. The poster presented involved the identification of ADHD children using the Teacher and Parent Rating Scales from the Behavior Assessment System for Children (BASC). Results indicated that all scales (excluding Somatization) were significantly higher in the ADHD population, and teacher and parent agreement fell within the At-Risk range on the five most definitive scales of ADHD (Behavioral Symptoms Index, Externalizing Behaviors, Attention Problems, Hyperactivity, and Adaptability).

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# February

**Mark Your Calander  
1999 TASP Professional  
Development Conference**

**February 25-27 at the Austin Capital Mariott.**

**The Texas School Psychologist** is published three times a year. Articles, announcements, advertising, employment notices, and letters should be submitted to the Editor:

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*Deadline for receipt of material by the Editor*

No. 1	Fall	August 15
No. 2	Winter	November 1
No. 3	Spring	April 1

## Techniques: Helping Kids by Helping Teachers

Roberta L. Slavin, Ph.D.

The difficult relationships between teachers and students, teachers and teachers, and teachers and administrators, is often experienced and referred to as “stress.”

Some conditions that evoke anxiety in school settings can be summarized as follows:

1. Differences in behaviors, attitudes, and beliefs of the children and their families, such as religious beliefs and practices, goals of education, dissimilar language, ethnicity, and others.
2. Exposure to problems for which they can offer little direct assistance, such as extreme poverty, illness of students, child abuse and neglect.
3. Feelings of inadequacy in that they occupy a very small place in a very large structure.
4. Classroom management, trying to balance discipline and academics, and trying to teach a mandated curriculum for which the children may not be ready.
5. Internal emotional pressures relating to their own mental and physical well being.
6. Unresolved conflicts with very important persons in and out of the school setting.
7. Isolation and lack of contact with adult colleagues.

All of the above mentioned conditions whether personal or work related can be addressed in a special format which would ultimately improve relationships between teachers and students. School psychologists could be instrumental in helping teachers resolve stress related problems. The road is not easy and involves overcoming some special challenges. A major challenge is that of time. James Lennon (1997) has suggested a balance for school psychologists, “a third of one’s time in individual and group counseling, a third in assessment, and a third in consultation and collaboration.” Again Dr. Lennon points out that “if you allow yourself to become overloaded in one area, your role will eventually become diminished, or perhaps irrelevant.” Group work with teachers may be taken either from the third of counseling, or the third from consultation and collaboration, or from both.

In keeping with Dr. Lennon’s tenets, it is of utmost importance to enlarge the school psychologist’s image so that he or she is perceived as more than that of a test giver. Spending many hours testing, interpreting, and consulting may have little meaning to teachers who are struggling with other aspects of children’s problems which have little to do with intelligence or aptitude. Because the evaluation process may take several months, and a placement process even longer, some connection must be made with teachers to indicate that psychologists are attentive to their needs. Some methods of improving and enlarging the psychologist’s image with teachers are described below.

One method that would lend itself to the improvement of relationships between school staff and psychologist is the use

of group dynamic techniques. Through the use of these techniques, school psychologists would begin to feel more affectively related to school staff and visa versa.

Group dynamics would help teachers understand the many roles assumed by pupils in the classroom group. For example, there is the time keeper, the scapegoat, the teacher’s pet, the rule keeper, and of course, many more. The teacher often assumes that the overt role assumed by the child, is the child. But the role may really represent something going on in the class which the children are reluctant to talk about openly. The school psychologist would be essential in helping teachers develop this insight.

Glasser (1969) talks about the use of classroom meetings in which the teacher leads the class in discussions regarding what students feel about each other and class activities. The school psychologist could help the teacher develop such a program and then act as a consultant.

School psychologists could offer stress workshops for teachers, to be held at lunch times or prep time (Slavin, 1996). This type of meeting, voluntary for psychologists and teachers utilize only one period of time, and therefore is both useful and economic in terms of time demands. The writer has found that such groups encouraged cohesion and cooperation among the group members, and built greater trust between the disciplines of teaching and school psychology. It was also noteworthy that the teachers were able to bring their emotional learning back into the classroom and use them positively with their pupils.

As a result of leading groups of teachers, the writer observed that teachers were able to understand the multiplicity of the roles assumed by both the leader, a school psychologist, and themselves. The writer “led” the group, but was bound as they were to follow the school rules set by the principal. In that sense, leaders and members were also peers. Teachers realized that they too were the leaders and set boundaries within their classrooms. The differing expectations of psychologist and teacher, rather than being competitive, were viewed as enlarging vistas, and giving a broader perspective on how to be helpful to the children. The above named dynamics led to the building and furthering of basic trust (Yalom, 1995).

The key to success in the development of any program, whether with teachers or children, lies in the development of basic trust and cooperation between the school psychologist and the school principal. The more positive this relationship, the greater the chances for building basic trust and cooperation with the teachers. In turn this will lead to greater success in the remediation of the children.

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*Summarized from The School Psychologist, Spring 1998, vol.16, no.2, p.10 & 23.*

## Outstanding Delivery of School Psychological Services (Award to a School District)

Fort Worth Independent School District is the recipient of the 1997 Outstanding Delivery of School Psychological Services. The Psychological Services Department's mission is to improve the school climate and instructional services to students utilizing knowledge and information from the field of psychology. This department follows the scientist practitioner model of service delivery with an emphasis on early intervention/prevention and consultation to increase the impact of each staff member. Services are provided to the total population of regular and special education students and staff. Staff engage in direct service delivery as well as indirect services. Approximately one-half of staff time is spent with special education students and staff. The primary activity with that population is the determination of eligibility for special education services. With the regular education students and staff, the most frequent services provided are consultation, pre-referral assessment, counseling, crisis intervention, and program evaluation.

The Psychological Services Department has worked closely with the staff of one of their high schools to develop an "on-site" alternative education program for at-risk students. This program serves students who tend to be over age, below grade level, and have a history of attendance/discipline problems. Students receive provision of direct services from a psychology staff member on a weekly basis.

The Psychological Services Department provides Crisis Intervention Teams to schools or programs that may need assistance for students and/or faculty. They also assist the school in the development of Pre-Referral or Student Assistance Teams. In addition the department staff provide a variety of group interventions within schools based upon needs of schools and requests for services. Group formats may include social skills, anger management, conflict resolution, and experiential learning for regular or special education students as part of needed intervention.

Innovative programs include the mental health prevention program called The Growth Center Project. This program has been a part of the Psychological Services Department for over twenty years. It uses community volunteers who meet with children in primary grades for one hour a week sessions as a "Special Friend." During the 1996-97 school year, some 44 elementary schools participated with over 550 children who were matched with a volunteer. Recently, The Growth Center Project has begun to involve high school students from various programs such as Natural Helpers and gifted programs. Another program is the Experiential-Ropes Learning Program. The Psychological Services Department has increasingly become an integral part of the development and provision of learning opportunities created by the utilization of the Challenge Course with secondary students. The staff assist students with examining their personal challenges, self-perceptions, comfort zones, behavior, attitudes, team skills, or interactions with other students. A variety of students are brought to the Challenge Course including at-risk students, special populations, and student enrichment programs. In addition to services provided to students, school faculties are



Fort Worth ISD received the award for Outstanding District for School Psychological Services

requesting to participate as a faculty in this program. The Psychological Services staff is being asked to lead them in these activities in order to promote team functioning. A third program is the After-School Mental Health Services for students and their families. Extensive efforts are targeting not only the expansion of services but the development of resources and collaboration with community agencies. In addition, the Psychological Services doctoral internship program has recently been granted APA Accreditation. Training opportunities are provided in a multitude of sites including regular and special school, clinical training in a medical facility, and special program.

The Psychological Services Department includes 27 Licensed Specialists in School Psychology, including 9 Ph.D., and 17 Masters level staff members. In addition, there are 4 predoctoral APA School Psychology Interns, 4 Growth Center Coordinators, and 3 support staff.

**As of March 15**  
**TASP Has a New Address:**  
**PO Box 141023**  
**Austin TX 78714-1023**  
and  
**The TASP Web Site Moved to a New Address**  
**Please Bookmark as the New Address:**  
**<http://www.txasp.org>**  
and  
**TASP Added New Phone Numbers**  
**1-888-414-8277 (Toll Free)**  
**1-512-836-1001 (Austin Area)**

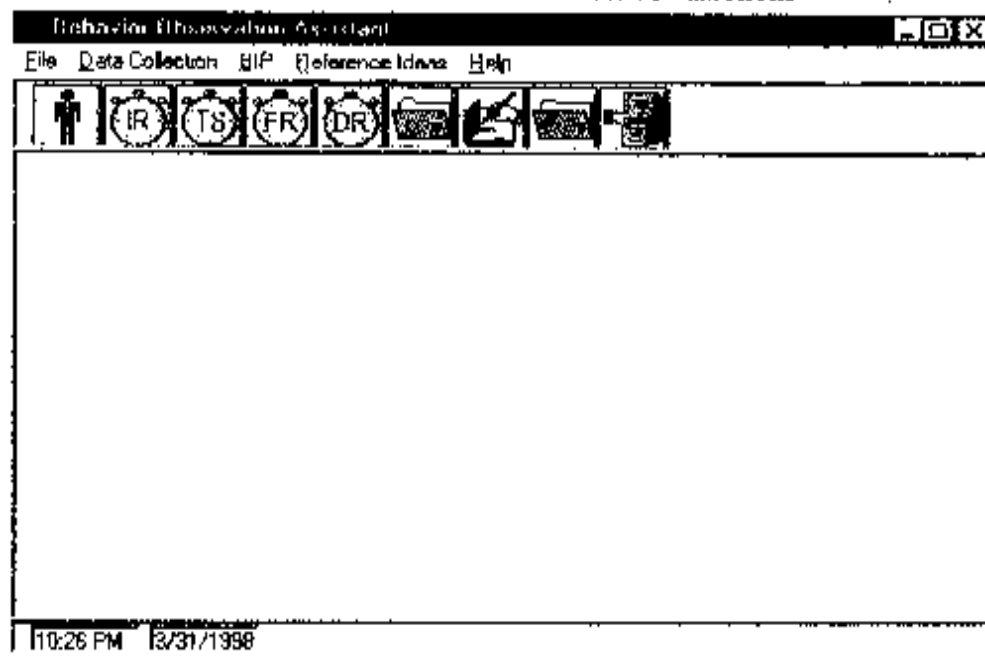
# Behavior Observation Assistant™ (BOA)

David Bunger, M.S., Michael Bunger, BSEE, Jerry B. Hutton, Ph.D.  
Copyright © 1998, Bunger Research

Behavior Observation Assistant is a computer software program designed to assist in the collection of behavioral data using direct observation. BOA offers four types of data collection: Interval Recording, Time-Sampling, Frequency Recording, and Duration Recording. Parameters for data collection are easily defined by the user. BOA makes it easy to record narrative information as well as quantifiable data. Using BOA lessens the need for paper and pen for the collection of behavioral information.

BOA is compatible with Windows 3.x or Windows 95. BOA affords easy management of data for printing reports. BOA assists in generating a Behavior Intervention Plan (BIP), consistent with the reauthorization of IDEA.

Screen shot of Behavior Observation Assistant's main screen. \*



\* Behavior Observation Assistant's screens may differ from ad, at time of release

- BOA is simple to use
- BOA increases accuracy and efficiency of collecting behavioral data
- BOA allows user to setup and define program parameters
- Data are stored and retrieved easily
- Behavior Intervention Plans and Reports are easily printed with BOA

E-Mail Bunger Research @ [lssp@micro-net.com](mailto:lssp@micro-net.com)  
Visit Home Our Page at : [www2.micro-net.com/lssp](http://www2.micro-net.com/lssp)  
For more information call : 903-873-3738

For more information about Behavior Observation Assistant™ please fill in blanks below and send to:  
Bunger Research, P.O. Box 453, Wills Point, Texas 75169.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

## Join the New Global Computer Network for School Psychologists

The purpose of the Computer-Mediated Consultation Project is to develop a global, computer network of school psychologists who are dedicated to providing one another with problem-solving assistance and peer support in a collaborative community. Our hope is that this community will serve as a model for how computer-mediated collaboration can be used to enhance professional development and empower educators and psychologists to solve problems.

### Project Goals

The goals of the project are to provide school psychologists, graduate students in school psychology, and field and university supervisors with....

- consultative assistance with respect to difficult or challenging work-related problems.
- peer support in regard to their consultative work with other professionals, such as teachers.
- skills and confidence they need to meaningfully integrate computer-mediated communication into their daily work.
- opportunities to share successful strategies of solving problems.
- a supportive and collaborative community that facilitates their continuous professional development.

In addition, we intend to evaluate the implementation and outcomes of the project and publish relevant findings.

### Design of the Network: The Neighborhoods

Although the number of participants will increase as the computer-mediated community matures, we will maintain the intimacy and continuity of the on-line discussions by placing all participants in small problem-solving groups, referred to as "neighborhoods". At present, there are three types of problem-solving neighborhoods:

#### 1) School Psychologists (Practitioner) Peer Support

This neighborhood is only for professional school psychologists and focuses on peer support / consultation with respect to difficult or challenging cases, as well as for sharing information on a variety of topics related to school psychology.

#### 2) Graduate Training

This neighborhood is composed of graduate students in school psychology and their field and university supervisors. This neighborhood is intended to enhance the training of graduate students as well as provide them with peer support.

#### 3) Teacher & School Psychologist

This neighborhood is for teachers and school psychologists who are from the same school system. This neighborhood augments and complements ongoing face-to-face contacts between school psychologists and teachers and support school-based consultation efforts.

### Participation Requirements

Participants are required to:

- make a one year commitment to the project (November to June)
- have daily access to the Internet
- read and send messages at least twice-a-week (approximately 15-20 minute time commitment each week).
- read guidelines for using the computer network and contact the research team if they have questions
- complete questionnaires and allow their on-line messages to be used as research data (confidentiality will be protected)

To join the network, contact the project director, Louis Kruger, Psy.D, and provide him with your name, mailing (street) address, and the type of computer (Macintosh or IBM-compatible) you will use in the project. He can be contacted at:

E-Mail: [counsel@neu.edu](mailto:counsel@neu.edu)

Voice Telephone: (617) 373-5897

Postal Mail: 203 Lake Hall; Northeastern University; Boston MA 02115

Please visit our world wide web site at: [www.dac.neu.edu/cp/consolt](http://www.dac.neu.edu/cp/consolt)

Support for the project is provided by the Massachusetts School Psychologists Association, SoftArc, Inc., and Northeastern University.

*Reprinted from The School Psychologist, Spring 1998, vol. 16, no. 2, p. 4.*



## 1999 TASP Professional Development Conference

**Mark your calendars now! The 1999 TASP Professional Development Conference will be February 25-27 at the Austin Capital Marriott. Plans are already being made for spectacular workshops and lots of fun. Registration information will appear in the next newsletter.**

## Medication: Antidepressants in Children

Richard M. Adams, M.D., Director of Health Services, Dallas Public Schools

Currently, no medications are approved by the Food and Drug Administration (FDA) to treat depression in patients under 18 years old. Yet, estimates place the number of depressed children in this age range between three and four million. Tofranil, an older generation antidepressant, gets in through the back door since it is approved for treatment of enuresis in children.

Despite lack of FDA approval, an increasing number of psychiatrists and other physicians are prescribing Prozac, Zoloft, Paxil, and other antidepressants to children diagnosed with moderate to severe chronic depression (physicians may legally do so). For this reason, the FDA is encouraging studies to evaluate the antidepressant drugs currently effective with adults. The National Institute of Health is funding similar research.

Prescribing Antidepressants to the young raises thorny issues. There is not an objective test for depression, forcing parents and physicians to decide whether a child is clinically depressed or simply riding the roller-coaster emotions of growing up. Critics worry about aggressive marketing tactics and consequent overuse. Antidepressants often are used daily for many years, yet researchers haven't conducted long-term studies to see how the chemicals affect still-growing bodies.

Approval of drugs to treat other pediatric mental disorders is further along. Recently, Luvox, sold by Solvay Pharmaceutical Inc. won FDA approval to treat obsessive-compulsive disorder (OCD) in children. Luvox is a "serotonin-reuptake inhibitor" in the same class as Prozac, Zoloft, and Paxil. Pfizer has submitted data on the use of Zoloft in children with OCD to FDA regulators, SmithKline Beecham is testing Paxil for the same purpose.

Regarding short term side effects one study identified three children on Prozac who developed mania or excessive euphoria. Experts warn that even when an antidepressant works, it must be accompanied by therapy or counseling. (Tanouye, E. Wall Street Journal. ppB1, B6, April 4, 1997)

Reprinted from *The School Psychologist*, Winter 1997, vol. 15, no. 5, p.11.

## School Psychologists: The Secrets of Their Success

- 1989: I learned never to say "viable alternative" at faculty meetings.
- 1990: I resisted the temptation to prorate WISC IQ's just from Coding.
- 1991: I never claimed that a child's test score was an overestimate of his ability.
- 1992: When I was feeling depressed, underpaid, overworked, and underappreciated, I never brought a gun to school.
- 1993: I always understood that a job not worth doing was not worth doing well.
- 1994: I never abbreviated the word "assessment" in my reports.
- 1995: I learned how to overcome my self-doubts with pretense and ostentation.
- 1996: Parents appreciated my high school celibacy support group, "Guilt without Sex."
- 1997: I was always able to make firm recommendations from the most tenuous of data.
- 1998: I never tested ADD students in the small engines workshop.

Reprinted from: *School Psychology Minnesota*, midwinter/early Spring 1998, vol. 30, no. 2, p. 15.

### TASP 1998 Election Results

The slate of candidates for positions on the 1998-99 TASP Executive Board was approved by the nominations committee and submitted to the membership in February. Members were given the opportunity to vote at the TASP Professional Development Conference held in Houston, February 26-28. Those members not voting at the conference were mailed election ballots and given 30 days to return their votes. The following individuals were elected to the 1998-99 TASP Executive Board:

- President-Elect:** Phyllis Hamilton  
**Treasurer:** Susan Riordan  
**Region I Representative:** Michael Dixon  
**Region III Representative:** Carol Booth  
**Region V Representative:** Wende Jones  
**Graduate Student Representative:** Francis Chen

TASP would like to express its appreciation to all individuals who were nominated and ran for office in this election, and its congratulations to those candidates who were elected.



Check out our new  
WEB SITE  
<http://www.tasp.org>

## Associate Webmasters Needed For TASP Web Page

Dan Miller, TASP Webmaster

Do you have good computer skills? Do you have access to a computer at home with a modem? Have you done any web page development already? Are you interested in getting involved with TASP? The TASP Web Page is growing to meet the needs of our membership. If you answered yes, to any or all, of the questions above then here is an opportunity for you to get more involved with our professional organization.

It is proposed that the maintenance of the TASP Web Pages be facilitated by Associate Webmasters. These associate webmasters would be given the responsibility of maintaining certain aspects of the web site including soliciting new information, deleting old information, and updating the site at least monthly. The following is a brief job description of each Associate Webmaster's duties.

### Associate Webmaster for Job Listing Service

- Coordinate with the Public Relation Committee Chair an annual surface mail campaign to solicit job listings for school psychologists.
- Post new job listings as they come in.
- Delete old job listings as they are filled.

### Associate Webmaster for Legislative Updates

- Post NASP Legislative Updates to the TASP Web site weekly.
- Post TASP updates when required.
- Coordinate with the TASP Government and Professional Relations chair the dissemination of legislative information to members.

### Associate Webmaster for Public Relations

- Post CEU workshops which are relevant to school psychologists.
- Coordinate activities with the Public Relations and Professional Affairs Chairs of TASP.

### Associate Webmaster for Related Web Sites

- Maintain a related web page site as a resource for our membership.
- Post new URLs of interest.
- Periodically check to make sure links are still valid.
- Delete old links as needed.
- Perhaps even offer a TASP Rating System to those sites of particular interest.

If you are interested in serving as an Associate Webmaster please contact Dan Miller, TASP Webmaster at [webmaster@txasp.org](mailto:webmaster@txasp.org) or call 940-898-0533.

Look forward to the following additions to the TASP Web Site for the 1998-99 year:

- Renew or join TASP on-line and charge it to your Mastercard or VISA credit card.
- Register for the Annual Conference on-line and charge it to your Mastercard or VISA credit card.
- Change your address/phone numbers/email address on-line.



Current, future and past presidents of TASP "line up" during the Presidential Reception. Pictures from the left are Dan Miller, Jean Tanous, Gail Cheramie, Ginger Gates and Ed Scholwinski

## Outstanding Graduate Student Award

Student and Intern, Jennifer Esposito Lage is the recipient of the first Outstanding Graduate Student Award. She has exhibited strong leadership skills at Trinity University and at San Antonio Independent School District.

Jennifer began her internship in January 1997. She was the first paid intern hired in the San Antonio Independent School District. Future paid internships would be influenced by her performance, and her placement was viewed as a "test" to determine if the arrangement would meet both District and the intern's needs. Because of her exceptional performance, the District funded five additional internship positions. Jennifer has helped to establish a tradition in the District that school psychology interns make a cost effective contribution to the attainment of the school district's mission. Her work was always high quality, and she was able to adapt the high standards of her profession in a complex urban school system.

Jennifer has consistently received outstanding performance reports from campus administrators, counselors, teachers (both regular and special education), and Special Education Department staff. She interacts well with children of all ages, ability levels, and socio-economic status. She is compassionate, understanding, and respectful when communicating sensitive information to parents. Jennifer is able to help parents understand their child's abilities and assets as well as their disabilities. In crisis intervention situations, her compassionate nature has helped to calm students.

Jennifer consistently follows the "Best Practices" model when assessing students, interpreting results, writing reports, and helping to develop IEP goals and objectives to fit the student's special needs. She has worked closely with the Pre-School Program for Children with Disabilities Specialists to help with developmental/emotional assessments.



## Good Times at the Conference



*TASP Conference participants take a chance to visit with freinds at the luncheon on Friday*



*Kim Ogonosky, a most talented twelve year old, entertains during the Presidential Reception*



*TASP Legislation Liaison, Brad Shields, and Government and Professional Relations Chair, Jean Tanous present State Representative Scott Hochberg with a plaque after his Keynote Address at the Conference*



*Dr. Frank Gresham addressed the TASP Conference on the Lovaas Controversy and Social Skills Assessment and Interventions*



*Chris Scholwinski and husband, TASP President Ed Scholwinski, enjoy a break in the action with Public Information and Relations Chair, Andrea Ogonosky, during the Conference*



*Dr. Eric Hartwig presented the Pre-conference Workshop, "Manifestation Determination and Developing Appropriate Behavior Intervention Plans"*

## Test Review: Why Not The Woodcock-Johnson Cognitive Battery?

Steven R. Shaw, NCSP, Department of Developmental Pediatrics, The Children's Hospital Greenville, SC.

The WJ-R Cognitive Battery is rarely used in most school districts, independent practice, or hospital settings. Many school districts will not even accept the WJ-R as a test of general cognitive ability for purposes of special education placement. A reasonable case can be made that the WJR is not only an appropriate measure of cognitive ability but may be the best measure of cognitive ability currently available.

Dr. Jeffery Braden of the University of Wisconsin at Madison points out that there are three major reasons that the WJ-R does not receive appropriate respect.

The first is marketing history. The WJ-R was first published by DLM, and they tended to produce educational materials and market all of their products to teachers and other non-psychologists. School psychologists assumed that a "real" test of intelligence would be available only to psychologists. Then DLM made millions of dollars producing the infamous "Barney the Dinosaur" and sold their testing interests to Riverside. Riverside is a more traditional publisher of tests and has placed restrictions on sales of the WJ-R, but the legacy of open sales of tests continues to damage the reputation of the WJ-R.

The second reason is scoring and administration. Scoring the WJ-R is tedious, error prone and generally aversive to clinicians. The WJ-R has overcome many of these problems with development of a computer scoring program. Even the test manual strongly recommends computerized scoring.

The third problem is professional inertia. School Psychologists tend to administer the same test over and over. It is time consuming and expensive to learn and become proficient at new tests that are much different from the familiar battery. And the WJ-R does not resemble any other test of cognitive ability. However, the novel features of the WJ-R (tape administered tests, complex batteries and selective test selection) are being implemented by several new tests under construction.

There are several reasons why the WJ-R is an outstanding test of general mental ability that school psychologists should consider.

The WJ-R is co-normed with the WJ Tests of Achievement. If discrepancy models are to be used for learning disabilities diagnosis, then the cognitive and academic tests must be co-normed (or else differences may be due to sampling error or cohort differences). The WISC-3/WIAT is another example of a co-normed battery.

The WJ-R has outstanding psychometric characteristics (i.e., reliability, construct validity and standardization sampling). WJ-R age range is from preschool to late adulthood.

The WJ-R is most consistent with modern theories of intelligence. The WJ-R nearly mirrors John Carroll's (1993) synthesis of theories of intelligence. A hierarchical model of intelligence, a variation of the HornCattell model, is well measured by the WJ-R.

The WJ-R is the only test of intelligence for which the use of profile analysis is an appropriate practice. An exception may be the new Cognitive Assessment System, although the jury is still out. Most school psychology training programs and several textbooks (e.g., books by Kaufman and Sattler) support the use of profile analysis of the WISC-3 and other measures of intelligence. However, profile analysis of the WISC-3 has minimal empirical support. There is a large body of empirical research demonstrating the possible misleading nature of profile analysis for aid in diagnosis or development of interventions (e.g., Macmann & Barnett, 1994; McDermott & Glutting, 1997; McDermott et al., 1997).

Next time you are considering intelligence tests, think about the WJ-R. A full chapter of the next revision of the classic Sattler text is being devoted to the WJ-R. Hopefully, this attention will help address the lack of respect received by the WJ-R. Our clinical practice is only as good as our tools.

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## **DOTS for Motivation: The Gates' Program to Motivate Nonmotivated Students**

*William R. Jenson, Deb Andrews, and Ken Reavis*

They drive its crazy. Kids who are capable of doing academic work, but they will not. We blame them. They are called nonmotivated, passive, or lazy. But are they really? Most of these students have never been rewarded for academic performance in their early years. In fact, they may have been punished when they were learning too slowly; they were inattentive; or they simply could not keep up with the class. Calling them unmotivated or lazy is counter productive. The majority of these students may feel stupid and are unsure of their capabilities. Often they pretend not to care, or that the academic work is beneath them. In reality, academic work for them is a chore and a stimulus for past punishing or humiliating experiences. It is sort of like a puppy who has had his nose repeatedly pushed in it, and hit with a newspaper. In the future, they are going to avoid newspapers no matter what you do.

Nonmotivated students are especially frustrating to teachers who use positive techniques and care about their progress. However, nothing seems to motivate them. There appears to be no effective positives, and they are immune to most punishers.

Nonmotivation is one of the most commonly complained about problems by teachers.

Dr. Ginger Gates, a school psychologist in Houston, Texas, has developed an effective motivation program for many of these students. She had an extremely difficult, nonmotivated fifth grade boy who would do nothing. She remembered an adage from one of her education classes, "Watch what a child does and it will tell you what he likes." She watched. The student did nothing. She correctly surmised that he was reinforced by doing nothing and would probably work to do nothing. However, working for a free homework pass was too delayed and involved too much bookkeeping. She decided to use "dots."

The dots are the little dots used to mark folder files. They are colored, sticky on one side, and come in packages of 20. Ginger cut up the dots so that each one was separate. She also taped an envelope on the side of the student's desk to store the dots. She started with small steps. She would give him a dot when he was on-task and working. When he came to a problem he could not or did not want to do, he could use one of his dots which he stuck by the problem. This meant a free problem he did not have to do. Within a week, this student was completing more work than he had ever completed in three years. In essence, he was working more now to get out of work. Soon Ginger had to cut the dots in half and finally into quarters because he was working so much.

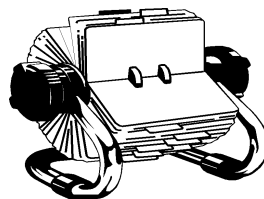
There are several variations on this program. First, different colored dots can be used for different subjects. Second, two dots can be used for a test question. Third, the program can also be

used with a Mystery Motivator (envelope with a reward inside). After you earn twenty-five dots, you also get a mystery motivator. Dots can be used as a shaping procedure for being on-task and working, and then expanded to the number of problems completed. For example, for the first couples of weeks, dots are given for being on-task and working, and then about the third week, for the problems the student completes (after every five problems you get a dot). Then it can be expanded to ten problems and so on. Dots can be give to teams in cooperative learning situations. Each team has a different color and each student has to do so many problems before the team gets a dot. Or, dots can be given on a larger scale. After you complete so many assignments, you get a dot that will get you out of a future assignment or test.

The pitfall of the program is that some students work until they get out of all of their work. Then you have to do what Ginger did and go to half dots and then quarter dots. Making students wait too long for a dot or doing too much work (particularly at first) kills this program and motivation. Ginger also warns, secondary students know where to buy dots. If this happens, initial each dot when you give it.

The Gates Dot program is probably one of the most effective motivation interventions I have come across in years. It uses as a reward the very thing nonmotivated students want the most to get out of work. It is also an excellent approach for reducing assignment size when a student's agreement calls for a reduction in the amount of work given to a disabled student. In a sense, the student reduces his own assignment by working.

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# Five Ways to Increase Your Knowledge of the Regular Curriculum (And Become a More Effective School Psychologist)

Many Ann Rafoth, Ph.D. - Indiana University of Pennsylvania

Increasingly school psychologists are finding instructional consultation a new and critical role function. Even in traditional roles of assessment and identification of student eligibility for special education, school psychologists find that new legal mandates require discussion of the student's functional level relative to expectations in the regular classroom and that student IEPs require consistency with regular curriculum objectives for all students. Many school psychologists, however, were not trained in curriculum development, general instructional strategies, classroom management approaches, or historical trends in the instruction of content areas. How can school psychologists become familiar with their school's curriculum as well as current trends in instruction? Here are a few suggestions:

## 1. Start connecting with the broader research base in education

Because many of the new trends in school psychology imply that we see ourselves as educational as well as school psychologists, we need to become more knowledgeable of the broader research base of effective teaching and learning. A good way to "catch up" and refresh knowledge in this area is to review a recent undergraduate educational psychology text. Most current texts offer excellent and readable reviews of the literature in educational psychology as a foundation for teaching, developmental theory, learning theory, effective lessons, constructivist approaches to teaching and learning, direct instruction models, individualization, motivation and classroom management, and learning environments. Popular text authors include Robert Slavin (Allyn & Bacon), Ernest Goetz, Patricia Alexander, and Michael J. Ash (Merrill), Anita Woolfolk (Allyn & Bacon), Paul Eggen and Don Kauchak (Merrill), and Tom Good and Jere Brophy (Longman) just to name a few. The texts also offer great reference sections for expanding your reading into the original literature.

## 2. Review position statements and standards developed by educational groups at the national level

Many national groups in the content areas have developed standards and benchmarks for their discipline. Of particular interest are those in the core subject areas of language arts and mathematics. Many of these documents were developed amid great controversy in the discipline. Talk to teachers you know to be knowledgeable in their content area and active professionally. They should have a copy of recent standards in their area. How many times have you circulated a NASP position statement among teachers and asked them to read it and consider its implications for their classroom? How many times have you read a position statement from a content area and tried to incorporate it into your practice?

## 3. Review the curriculum guides from your district

School systems in Pennsylvania and elsewhere are asking teachers to critically evaluate and revise their curricula from kindergarten to twelfth grade within and across discipline areas. Make it your business to review copies of these often extensive curriculum guides which list objectives, materials, scope and sequence of content, often suggested classroom activities, and increasingly, benchmarks for student achievement. If a work team currently exists to revise a particular content area ask to sit in and observe their work. You might even become a working member, adding specific expertise about developmental concerns, individual student needs, and learning and assessment strategies.

## 4. Attend in-services for teachers in specific curricular areas

School districts often sponsor workshops and in-services for teachers to update them in recent trends and to familiarize them with new curriculum materials. Often publishing companies sponsor these to introduce new text series, especially in math and reading. Ask to be a Part of these and to receive copies of the materials teachers receive. You're probably not on "the lists" to be invited so you'll have to speak to principals and your superintendent about the importance of your attendance. One plus—you don't need a sub!

## 5. Take or teach a graduate course or workshop from a local College of Education

Think about enrolling in a course you wouldn't normally consider—many colleges and universities offer courses at convenient times (Saturdays, evenings, and summer) which cover recent trends and research in instructional methods, curriculum development, and classroom management. Go back and learn what you didn't originally or update your knowledge. There's a lot of excellent research in basic education—go Read All About It! (like we tell the kids). Teaching a course in educational psychology or a related area at a local college may also help get you in touch with current work as you upgrade your knowledge to teach the course more effectively. Think about offering to team with teachers in presenting a workshop on effective instruction within a particular area within your district or intermediate unit. as well.

The pay-off for engaging in even one of these activities will be great as you find yourself thinking about classrooms in new ways and applying your knowledge base of assessment, child development, and personality theory to the knowledge base on classroom instruction. You'll also find that as your knowledge about the regular curriculum increases so does your ability to act as a change agent in your school system. Moreover, you'll be able to more effectively help plan for students who are identified as in need of special services by maintaining them in the regular curriculum, allowing them to re-enter as appropriate, or developing a plan which parallels the objectives and benchmarks of the regular curriculum. Finally, I think you'll find you have even more respect for the educators who work along side you and they, in turn, will view you as a colleague who knows and respects their work.

Reprinted from *Insight*, vol. 18, no.2, Winter 1998, p. 11.

# Texas Association of School Psychologists Position Paper

## Use of Computer-Generated Psychological Reports by School Psychologists

Ronald S. Palomares (Chair), Art Hernandez, Chris Ninness, and Nancy Singler

This document outlines the Texas Association of School Psychologists' (TASP) position on the use of computer-generated psychological reports by school psychologists. This position is based upon each individual's ethical and professional responsibility to act in a manner that shows respect for human dignity and assures a high quality of professional service. Furthermore, school psychologists are advocates for their student/clients and will do no harm. This position has been approved by the Texas Trainer's of School Psychologists Committee and the Executive Board of TASP (4/26/98).

### TASP's Position

The position of TASP on the use of computer-generated psychological reports is that appropriately cited use of outside information, as well as the use of computer-generated reports to aid in interpretation, are proper. Computer-generated psychological reports are not to be used in lieu of a psychological report. It is furthermore the position of TASP that unattributed sections (paragraphs, sentences, or phrases) of a computer-generated psychological report should not be placed within the body of the psychological report without the appropriate citation of sources.

### Ethical Foundation

How computer-generated psychological reports are used within a psychological report is clearly an ethical issue addressed by the National Association of School Psychologist Principles for Professional Ethics (National Association of School Psychologist [NASP], 1997). In Section IV - Professional Practice, Part C (Use of Materials and Technology), Standard 5 states "School psychologists do not promote or encourage inappropriate use of computer-generated psychological test analyses or reports...They select scoring and interpretation services on the basis of accuracy and professional alignment with the underlying decision rules" (NASP, 1997). Furthermore, Standard 6 states "School psychologists maintain full responsibility for any technological services used. All ethical and legal principles regarding confidentiality, privacy, and responsibility for decisions apply to the school psychologist and cannot be transferred to equipment, software companies, or data processing departments" (NASP, 1997). Finally, Standard 7 goes on to claim "Technological devices should be used to improve the quality of client services" (NASP, 1997).

In Part E (Reporting Data and Conference Results), Standard 3 states "School psychologists prepare written reports in such form and style that the recipient of the report will be able to assist the student or client. Reports should emphasize recommendations and interpretations; unedited computer-generated psychological reports, pre-printed "check-off" or "fill-in-the-blank" reports, and reports which present only test scores or brief narratives describing a test are seldom useful..." (NASP, 1997).

Since the use of computer-generated psychological reports are addressed by the ethical principles of NASP, it is the position of the Texas Association of School Psychologists to agree that all members must subscribe to these ethical principles and employ them as one engages in the practice of school psychology. (Note: all members of NASP and those certified through the National School Psychology Certification Board are bound by the NASP principles for professional ethics).

### Rationale

It is clear that the use of an unmodified computer-generated psychological interpretative report as the sole psychological report is in violation of several NASP and other professional ethical principles. When presenting an unmodified computer-generated report as a psychological report, the school psychologist is offering the report as their own work (plagiarism). It is also important to note that neither techniques nor the technology is capable of exercising professional judgment. This is clearly the role of the school psychologist. School psychologists must maintain the responsibility for interpretation of the data. This is not to say that the responsible use of computer-generated feedback or narrative is unethical. However, the inclusion of an entire computer-generated output or any piece of the output which is unattributed is clearly contrary to professional and ethical standards.

Assuring the accuracy of computer-generated psychological information including the data, the underlying interpretive decision rules, and the theoretical frameworks is the ethical responsibility of the school psychologist. Signing one's name to a psychological report is taking full and complete responsibility for all the information within that report. This would include all decisions made by the school psychologist, including those made through the interpretation of computer-generated data and reports. It is incumbent upon each school psychologist to know and understand how the data and interpretations are made. In order to reach this understanding, the school psychologist must investigate and completely understand the source and data used to create any computer-generated report they use, prior to using the information provided by the various programs. For example, one must determine the method the computer-generated report author(s) used to select strength/weakness within a cognitive/academic profile analysis program



to ensure it coincides with the professional perspective of the school psychologist using it. If not, the school psychologist's interpretations may be based upon information that is contrary or even in direct opposition to their own understanding and professional practices.

An additional example of the questionable validity of computer-generated interpretive reports being used in a psychological report is when a report fails to take in account additional details besides the scores for the tests. When a psychologist inputs the scores from a protocol, behavioral and background information is crucial to the interpretative process. When two sets of identical data are obtained from two different children, the resulting interpretative reports are identical in many programs. However, there are numerous areas in each of those children's individual lives that impacts the interpretation of the results. Some of those areas impacting the interpretation include, but are not limited to, family variables (e.g. SES, custody, family size, abuse, etc.), physical impairment, and academic strengths/weaknesses. Thus, the interpretation of the data can often be different even if the two children have identical raw data!

One additional example of questionable ethics is using computer-generated interpretive reports in a psychological report is when the output is used in the absence of relevant clinical information and without the obvious application of professional judgment. The psychological report author must write reports in a manner which allows the recipient of that report to provide appropriate assistance to that individual student/client. This is seldom possible from the sole use of computer output.

### **Conclusion**

Ethical principles are designed to ensure psychological reports are the product of sound professional decision making based on appropriate levels of training and experienced assured through the credentialing process. Ultimately, the psychological report by a school psychologist is the author's complete responsibility for the information contained therein, as well as the methods of gathering and the interpretations of the information. Ethical principles are designed to insure that psychological reports by school psychologists are interpreted in a manner to allow the recipient help the student/client through the language used in the communication of results and recommendations. The Texas Association of School Psychologists strongly support the position that neither the sole use of computer-generated psychological reports nor unattributed partial use represents ethical professional practice.

### **References**

National Association of School Psychologists (1997). Principles For Professional Ethics. <http://www.naspweb.org/kitchen/eps/ethnics.html>

## **Disciplining Students With Disabilities**

*by Kevin P. Dwyer, NCSP - Assistant Executive Director - National Association of School Psychologists*

A child runs out-of-control down the busy school hallway and punches another child who is quietly waiting in line outside her classroom. She starts to cry while the disruptive child continues down the hall, not responding to the teacher aide's commands to stop. Another adult says, "He's special ed. There's nothing that we can do. You can't send him to detention. I'll tell his teacher." The aide is frustrated and upset as she comforts the crying child.

A child, who is labeled seriously emotionally disturbed, sets a trash fire. When brought to the principal's office the security specialist is told that it is a manifestation of the child's disability and the usual disciplinary procedures will not be followed. The security specialist leaves muttering, "Those kids get away with murder!"

Both examples are serious, wrongful misunderstandings of the procedural safeguards of the Individuals with Disabilities Education Act (IDEA). Procedural safeguards were designed to assure that students with disabilities (receiving special education and related services) were not arbitrarily removed from their parent-approved program without consent and were guaranteed a free and appropriate public education (FAPE) within the least restrictive environment (LRE).

There is nothing in IDEA which restricts schools from disciplining children with disabilities. In fact, some would say that by not addressing these dangerous behaviors the student with special needs is not receiving an "appropriate" education. Both of these children may need specialized services to change the disruptive and dangerous behavior to make sure whatever discipline is used works in preventing a reoccurrence of that behavior.

This article is designed to provide a set of practical concepts which are believed to improve the chances that positive behaviors will increase and negative behaviors will decrease among children with disabilities who warrant special education and related services under IDEA. Some of these concepts may also be applied to other troubling students. Regardless of classification of student, all interventions should be evaluated as to their effectiveness. We know, for example, that expulsion may result in a positive behavioral change for some students but that it may be ineffective or increase negative behavior in others. Research shows that when education is disrupted by long absences (such as expulsion) the likelihood of dropping out increases dramatically and that children with special needs are more likely to drop out and never complete a diploma, remain unemployed and economically dependent. Expulsion may be a deterrent for many and may be one small component of a comprehensive discipline plan. However, there is little known research as to the actual effectiveness of expulsion in improving school discipline.

The materials contained in this article are based upon several resources and the author's 30 years experience as a school psychologist. Many of the steps noted below are found in the practices of several school districts. A "best practices" example which this document follows is the policy of the Parkway School District in Missouri (Contact person: Randy King 314-576-8509).

It is hoped that these principles will increase positive behavior conducive to learning and reduce the need to use expulsion and suspension as interventions for behavior problems and to increase prevention strategies and parental support for actions taken to improve school discipline and safety.

### **School's Responsibility to Maintain a Safe Environment Conducive to Learning:**

1. School systems have the responsibility to maintain safe, violence free schools. Part of that responsibility includes the establishment of a code of conduct including consequences for violations of the code of conduct. School authorities have the right and responsibility to discipline children (including the removal of children from their present school) when those children violate school rules, by engaging in conduct which materially and substantially disrupts the rights of others to be physically safe and to be educated. When conduct endangers the student, or other students, removal may become imperative. Schools also have these rights and responsibilities when students with disabilities violate school rules, causing disruptions or danger to themselves or others.

All students have the right to know the rules of conduct and to learn to master school rules. All children learn differently. Many children learn intuitively through observation, experience and encouragement. Many other children need further assistance and instruction in order to master developmentally appropriate behavior enabling them to attend, learn, share and cooperate with other children and adults.

Students with disabilities who are in need of special education and related services have, by definition, problems in learning and, unlike their non-disabled counterparts, may, in some cases, have difficulty demonstrating socially appropriate behaviors. Unlike their non-disabled peers they also have a continued right to a free and appropriate public education within the least restrictive environment even when their behavior violates a discipline rule or code.

When any child has been found to violate a code and disciplinary action is proposed that child has rights under such circumstances to challenge the reason for the action, including the right to prove that the accusations are false, distorted, exaggerated or based upon racial, ethnic, gender or disability bias. All students have the right to challenge the severity of the consequent disciplinary action recommended by the school authorities.

### **Responsibility to Teach Code of Discipline to All Students:**

2. Schools have the responsibility to make sure that all children attending, including those receiving special education

and related services, are familiar with the discipline code and that their families also have the opportunity to know and understand the code. Parents of children with disabilities should be given the opportunity to discuss the discipline code when it is a concern for their child and to be partners in finding effective ways of assisting in maintaining the code and its intent.

### **The IEP as Vehicle for Effective Behavior Management:**

3. Children who have disabilities which cause them to be unable, as a result of those disabilities, to understand or respond appropriately to components of a discipline code or school rule should have those exceptions incorporated and addressed in their IEP.

Examples of IEP discipline issues:

A student with Tourettes syndrome may repeat vulgar, obscene words or bark over and over. Obscene language may violate the discipline code but in this child's case is out of the control of the child. The special education and related service program should, working with the child, family and physicians, determine the best possible plan to reduce and compensate for the disruption that this syndrome causes. Another child may be extremely cognitively challenged and need very concrete examples of what the school discipline code means, just as a child who is deaf or visually impaired needs special accommodations. Children with attention deficit disorder, generally, should not be suspended for inattention but their IEP should contain goals, support and specialized help in increasing attention and sustained effort. The same can be true for a child who is severely depressed or withdrawn and therefore inattentive. This behavior should also be comprehensively addressed to increase learning and productivity. A child with autism who bangs her hand on her desk over and over cannot be treated the same as a child or group of children who are doing the same thing to deliberately disrupt the class. A child who cannot speak clearly or communicate feelings or ideas can become extremely frustrated and may stomp out of the class or toss his pencil across the room. Training in finding alternative methods for communicating and for coping with frustration must be in place before the disruptive behavior becomes routine and results in disciplinary action which may increase the disruptive behavior.

All of the above examples require an effective individualized intervention plan documented in each child's IEP. If such a plan did not exist and a disciplinary action were taken resulting in a suspension, expulsion or removal from FAPE it could be a violation of the child's rights.

### **Responsibility of the IEP Team to Address and Prevent Behavior Problems:**

4. It is the responsibility of the IEP team to review the discipline code and determine what specialized help and instruction the child may need to understand the code and consistently demonstrate the appropriate classroom and school behaviors conducive to learning. The team should identify and address the difficulties which may occur that may be related to the child's disability and to establish plans that will reduce the

chance that such infractions will occur. The team should plan to provide adaptations and compensations for those behaviors which require an intervention plan and also address those behaviors which may remain unchanged due to the complexity of the disability.

### **Behavioral Goals, Parent Involvement and Services:**

5. A child with a disability and the family or parent surrogate should be aware of the discipline code and the consequences for violating each component of the code. They should participate in the IEP to help determine what exceptions to the discipline code are necessary and the behavioral goals designed to progressively address those exceptions. These plans should include the special education and related services interventions designed to assist the child in maximizing her/his social responsibility. Behavioral goals, as with academic goals, should be measurable, reviewed and modified as needed.

### **Problematic Patterns of Behavior and Prevention:**

6. Children who begin to demonstrate a pattern of behavior which may result in behavior problems leading to suspensions should cause the school to initiate an IEP meeting to assist in determining if additional interventions or modifications in the IEP are needed to change that pattern of negative behavior. Such interventions may reduce the chances of the child accumulating a series of suspensions which may, over time, constitute a change in placement. Any behaviors which block learning and the success of the educational program should be addressed. When the behaviors are not related to the disability it remains important to both address the problems and to restate the pattern of code violations and the consequences for those violations to the child and parent. School and parents should work cooperatively to change the pattern of negative behavior. The school should support the parent in securing other resources to assist in positive behavioral change and work cooperatively with those resources.

### **Weapons:**

7. Weapons violations require quick and deliberate administrative action. When a child with a disability violates a rule involving weapons, safety should be the priority both for the child and others. If the rules mandate "automatic" expulsion and notification of the police, a written notice of such action must be made available to the parents. An expulsion recommendation constitutes a change in placement and invokes procedural rights under IDEA. The IEP team should become involved in assisting in developing the most effective disposition as soon as possible. Removal from special education for more than ten days violates the child's right to FAPE.

### **Manifestation Review:**

8. When the IEP has addressed behavior the team has valuable information about the relationship between the child's disability, the behavioral concerns and the services provided. When a suspension or expulsion constitutes a change in placement

the IEP team should determine if the student's behavior is related to the disability and whether the current placement is appropriate by evaluating all factors related to the student's behavior and IEP. This should include the review of the interventions tried and services provided to prevent the presenting problem.

The determination of a behavior being a manifestation of the child's disability can be a complex process. It must be determined by qualified professionals on an individual, case-by-case basis. It is not determined by the child's label or category. It is not determined by the "ability of the

child to determine right from wrong." It must include an analysis of the child's program as well as the child's physical, cognitive, developmental, mental and emotional challenges.

### **When a Manifestation of the Child's Disability:**

9. When the dangerous behavior is the result of the disability, expulsion is an inappropriate action. The child cannot be expelled for that behavior. However, this does not mean that the child must remain in the present placement. When it is determined that the placement or the IEP is not meeting the child's behavioral needs modifications should be made to IEP and, if necessary, the placement, as well as needed services, to assure that the behavior will be addressed and to prevent its reoccurrence. When dangerous behavior, such as weapons violations continue, a controlled, secure placement may be necessary. Any placement should continue FAPE as well as addressing the behaviors of concern. When parents have been involved in the development of the IEP, and the behavioral goals and services, agreement is more likely to occur between school and family regarding modifications in the program.

### **When Not a Manifestation of the Child's Disability:**

10. A child with a disability whose dangerous misconduct is found to be not related to his/her disability and whose IEP and program are appropriate may be subject to the regular discipline code of consequences provided that the child continues to receive FAPE. The local school system may seek a court injunction when a child and parent refuse to accept a change in placement and invoke the "stay-put rule." However, the changed placement should guarantee FAPE, even when the behavior remains a perceived threat or danger to the child and/or others. In other words, FAPE should continue but may need to be provided within an alternative center where control reduces danger. Restrictive alternatives may include, for example, a juvenile detention center, residential treatment center or other secure facility. It is not in the child's, the school, community or family interest to maintain a child using an existing IEP and placement when the weapons or dangerous behaviors are not effectively addressed within that placement. It is in no one's interest to terminate FAPE to a child with a disability who is in need of special education and related services.

*Reprinted from Insight, Newsletter of the Association of School Psychologists of Pennsylvania, Vol. 18, No. 1, Fall, 1997, pp. 8-9.*

## Job Preservation Through Role Expansion:

### School Consultation Entry Skill

Edward S. Marks, Ph.D.

A presentation made at the Association of School Psychologists of Pennsylvania Annual 1997 Spring Conference

School psychologists can do effective consultation by becoming aware of school culture and tuning into staff needs. The premise is that one's own job security depends on becoming valuable to the people with the power in the schools, namely principals and administrators, and considering the motives and needs of teachers, support staff and parents, who are our real "supervisors".

Because of downsizing and privatizing of school psychology work, psychologists must make it known that they can be more than gatekeepers for special education. This is easier said than done because many of us prefer predictable tasks such as evaluating or counseling, and we all have tight schedules.

Effective consultants must first "target" where to apply one's efforts. Using the "level" approach, developed by Joel Meyers, (and Caplan), one tries to solve the problem by first changing the organization (Level IV). If that is not feasible, then work with the teacher directly (Level III) or indirectly (Level II). Finally, intervention with the student (Level I) is considered the LAST resort, in contrast with typical practice which targets the student in need first.

In this holistic approach, when a student is referred with a reading problem, first look at Level IV to see what can be changed in the district's reading program: e.g., sequence and scope of the curriculum. Then evaluate the teacher's effectiveness (Level III) in organizing for instruction, supporting the student and giving feedback. At Level II, the teacher could give Curriculum-Based Assessments to assess progress. Finally the student could be evaluated, a Level I effort.

People targets are principals, supervisors, teachers, support staff, and parents. Principals and supervisors have the power to make consultation succeed or fail because they enforce "regularities" and have much to say about whether you keep your job or not. Regularities make for a predictable environment, but they also get in the way of change. They include many things we take for granted, such as rigid mastery sequences (learn grammar before exposure to good literature).

Principals' motives include controlling the school and teachers, while both principals and supervisors have to cope with administrative pressure. Principals are task-oriented and need to see results, and also need to have ownership of projects.

One can help such principals by protecting them from hostile parents, giving them credit for innovative approaches the psychologist develops, and increasing their control in the school by tackling problems of discipline, absenteeism, and low test scores.

Psychologists need to save supervisors by helping them deal with team conflicts and by helping make special education more effective. Documenting progress in consultation can help.

Targeting teachers involves knowledge of school culture. Psychologists are trained to question the status quo, while many teachers and schools prefer to maintain it. We deal with case studies, while teachers deal with controlling groups. Many teacher groups are self-contained and do not communicate with or work with other departments. Teachers often feel isolated. School psychologists can ease that isolation by consulting with teachers and helping various groups to communicate. Successful intervention occurs if teachers' needs for a sense of community, professional growth, efficacy and performance investment are met. Consultants must relieve teacher burdens and smooth relationships with administrators.

Support staff (secretaries, custodians, lunch and class aides, nurses, security and attendance officers) are important as a constituency to maintain consultation efforts. They are gatekeepers who need a sense of belongingness and esteem, and they should be given recognition and status.

One can target parents through systems approaches such as Bronfenbrenner's adapted by Knoff, and Marks, and through the conjoint behavioral approaches of Susan Sheridan. Parents are valuable constituents whose backing can help you keep your job. Give them support, information, and help in connecting with teachers and administrators, and you will help yourself, as well as serve the students better.

At the individual level, resistance occurs when the costs of interventions are less than the payoffs, when staff feel that "this too shall pass,"(they've seen other interventions which were not followed through with training and support), or where interventions do not make sense to the teacher or violate school or individual norms (ignoring cursing when teacher cannot tolerate it at all). Initiatives such as inclusion in special education can cause resistance when there is insufficient training or staff input.

Consultant issues around resistance include lack of awareness, resistance from team workers, ignoring the need to build a base of support, or being authoritarian or omnipotent.

Consultants need to know interventions like Projects LINK and RIDE; Johnson and Pugach's Peer Collaboration method to help teachers support each other; and Maher's teaching time management to help principals be more effective leaders. Consultants also need to know how to help teachers to lead and become reflective about their practice, so they begin to take ownership of their teaching, classroom organization and planning.

A big problem for consultants is finding the TIME to consult. One can block off only one period per week and still have an impact:

- Week 1: Meet with teacher to define the problem.
- Week 2: Observe the class.
- Week 3: Feedback and intervention planning.
- Week 4: Intervention.
- Week 5: Feedback and restructuring.

*Continued on page 25*

## Brief Synopsis of P.L. 105-17

IDEA is divided into four parts (A, B, C & D) —the most critical part being Part B, which provides federal funds to the states and requires them to ensure a free and appropriate public education to all children with disabilities who need special education and related services. Much of this synopsis will, therefore, focus on Part B. Part A provides the definitions used within the law and the law’s purpose. Two changes will be highlighted. Part C is now the “Infants and Toddlers” program (formerly Part H) and Part D titled, “National Activities to Improve the Education of Children With Disabilities” contains all of the other discretionary programs including state improvement grants, personnel preparation, research, technical assistance, parent training and dissemination.

### Part A.

*Section 602. Definitions.* (3) Child with a Disability - changes emphasis of the term “*serious* emotional disturbance” to, “hereafter referred to as emotional disturbance.”

The definition under (3) Child with a Disability is amended so that ‘child with a disability’ for a child aged 3 through 9 may, at the discretion of the state education agency (SEA) and the local education agency (LEA), include a child experiencing developmental delays previously prescribed to the 3-5 age group. NASP supported the CCD recommendation that the U.S. Department of Education establish an expert panel to define the term developmental delay during this calendar year.

*Section 607.* Limits the power of the U.S. Department of Education to draft “policy letters” which are used to monitor compliance with the law without providing an official notice for public response.

### Part B.

#### *Section 611 Authorization.*

Distribution of IDEA federal funding is based on “child count” and this will continue until the total federal contribution reaches about \$5 billion. Once beyond that level, additional funds will be allocated on a census formula, corrected for poverty. The state continues to be able to keep 25% of the federal funds but must send at least 75% to the local education agencies. Some of the state funds may be used for developing a mediation system, meeting local personnel shortages and statewide interagency coordinated services.

#### *Section 612 State Eligibility.*

State Plan. The state is required to identify every child with a disability. “Child find” includes children in private schools and this section also was amended to state that nothing in the law requires classification by disability as long as the child is eligible under the federal definition.

Unilateral parent placement. LEA is not required to pay for unilateral parent initiated private school placement.

Interagency agreements and Medicaid. Governor shall ensure interagency agreements and financial responsibility, including “*State Medicaid agency and other public insurers...*” precedes the financial responsibility of the LEA and SEA. But SEA remains “payer of last resort.”

Personnel standards continue to require “highest qualified standard” (such as school psychology certification). *Trained and supervised paraprofessionals can assist* in providing services and SEA can require LEA to diligently recruit qualified personnel and, when shortages occur, permit the LEA to hire persons who will reach that highest standard within three years.

State Plan requires accommodations for children to ensure inclusion in all SEA and LEA assessments. State budget cannot reduce financial support below the amount of preceding year.

#### *Section 613 Local Educational Agency.*

Local Educational Agency Plan must conform to the requirements of the State Plan. LEA can only reduce financial support for special circumstances including *voluntary departure* of personnel or decrease in enrollment. When Federal contribution reaches \$4.1 billion LEA may reduce a percentage of its funds.

Formula allowing school-wide programs combining Title I and Part B funding. Permission to have *incidental benefit* from services for children who are not disabled.

Children with disabilities in public charter schools must be served and funded by LEA.

State approved school-based improvement plans with significant parent/professional approval (including related services) can be developed with Part B funding.

Discipline records may be required by state to be transferred with student when relevant to the child’s safety or safety of others.

#### *Section 614 Evaluations, Eligibility Determinations, Individualized Education Programs & Educational Placements.*

Section 614 contains significant amendments to evaluations, reevaluations, eligibility determinations, IEP and placement decisions critical to school psychological practice. The law requires that the initial evaluation be a *full and individual* evaluation and that it include *technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors*, and that the child initially be assessed in *all areas of suspected disability*. Greater protections are included such as addressing the child’s educational experience and primary language. Non-biased protections are also included as well as parental notice, consent, and participation in the assessment, including *information provided by the parents*. Reevaluations, moved from a regulation into the law, do not require any additional testing to reconfirm the disability. The

IEP team and appropriate *qualified professionals* shall, with the parents approval, determine what constitutes the three-year reevaluation for each child. Existing data, including classroom-assessments, observations by related service professionals and others can be sufficient and additional requirements may need to be justified by the team. Parents continue to have the right to request more frequent and comprehensive evaluation. A new provision mandates that children exiting eligibility from IDEA must be evaluated to make that determination.

Eligibility shall be determined by a team of *qualified professionals and the parent of the child*. A copy of the evaluation report and documentation of determination of eligibility will be given to the parent.

### **IEP Teams**

IEP team includes, as appropriate, one regular teacher of the child in addition to the current requirements of a special educator, parent, person who provides or supervises special instruction and is knowledgeable of general curriculum and LEA resources, an individual who can interpret evaluation results (who may be one of above, or hopefully a school psychologist), and others including related service providers, as requested by parent or LEA, and the child, when appropriate.

### **IEP Goals**

PL 105-17 IEP goals focus on *involvement* and measured *progress in general curriculum*. IEP *statement of special education and related services...to be provided to or on behalf of the child* and *...supports for school personnel that will be provided for the child*.

The IEP must also include a rationale for any segregation from education with non-disabled peers. For example, psychological counseling must be provided in regular setting rather than moving the child to a segregated setting to get the service. And the necessary modifications to participate in school-wide, LEA, SEA assessments of achievement must be provided. Transition plans will begin at age 14 instead of 16. IEP must consider child's strengths, concerns of parents and results of initial or most recent evaluation.

### **Special Consideration for Behavioral Needs**

Sec. 614 mandates a new *special considerations* section including goals for behavioral needs to: *consider, when appropriate, strategies, including positive behavioral interventions, strategies and supports to address that behavior*. This may become one of the most critical factors to help children whose social/emotional and behavioral problems interfere with their learning. It is a critical area for school psychological services.

### **Section 615. Procedural Safeguards.**

This is the civil rights, parent/child protection section of the law which enables the parent to appeal any decisions that they do not agree with including changes in the IEP, eligibility, or placement. The term "stay-put" meaning that

the child cannot be moved from one class or program to another without parental approval is a critical Sec. 615 right. Parents' rights are extended to access to *all* educational records as well as an independent evaluation, and clear notice about this and all other rights. Voluntary mediation procedures are required by all SEAs along with facilitation from a disinterested party when parent are unsure about seeking mediation.

### **Alternative Educational Settings**

Section 615 (k) Alternative Educational Setting. "Stay-put" can be overridden. *School personnel* can change a child's placement for up to 45 calendar days, without parental consent, if the child brings a weapon to school, or, possesses, uses or sells drugs in school. Within 10 days the LEA must conduct a *functional behavioral assessment and implement a behavioral intervention plan or review and revise the existing plan*. The alternative educational setting (AES) must continue the IEP, services and access to the general curriculum, as well as include any additional services to address the behavior.

A *hearing officer* may order a change in placement for 45 days when a *preponderance of evidence* shows that maintaining a child in the present placement is *substantially likely to result in injury to the child or others*.

### **Manifestation Determination**

A manifestation determination must be carried out in all discipline situations beyond a 10 school day suspension. The *determination* is made by the IEP team and *other qualified personnel* and must include review of *diagnostic results, observations of the child*, placement and IEP to determine if appropriate and consider if the disability *impaired understanding* of consequences or *impact* or the *child's ability to control behavior*. If the behavior is not a manifestation of either the disability or inadequate services the child may be disciplined under the general code of conduct but must continue to receive **Free And Appropriate Public Education** (FAPE). Parents have the right to appeal any part of this process. Children with disabilities cannot be more harshly treated than their non-disabled peers.

### **Section 618 Program Information**

Reporting Suspensions and Expulsions by Race and Ethnicity SEAs are required to determine if significant discrepancies are occurring in suspensions and expulsions by race and ethnicity. SEAs must also gather and report information about placement, disability category, etc. by race and ethnicity.

### **Part C**

Includes "at-risk infants and toddlers" in definition of those eligible. Increases funding. Services maximally provided in *natural settings*. Also includes the same language for highest qualified standards as in Part B.

*Reprinted from SPAN Update, July 1997, pp. 2-4*

## Membership Report

*Melanie A. Belcher, M.A., NCSP, LSSP - Membership Committee Chair*

I am pleased to report that as of April 26, TASP has 518 members. One of the membership goals for the 1997-98 year was to increase membership and we have succeeded! In late May, members will receive renewal notices for the 1998-99 term. Please continue to support TASP website, on-line services, MasterCard/Visa accepted for conference and membership fees, a membership directory, a TASP toll free number for questions, and regional workshops. Your executive board is working hard to increase your membership benefits.

The TASP Executive Board approved the following new members at the Board meetings on January 17 and February 25, 1998. Welcome to TASP!

### January 17, 1998

#### Regular Members:

Iris Anderson	Josephine Arredondo-Holden
Cynthia Bailey	Martha Blanton
Patti Borgman	David Bunger
Johnny Burkhalter	Ronie Chew
Celeste Conlon	Lana Fry
Julie Galindo	Aitza Galarza-Hernandez
Mary Garver	Mark Goldman
Kimberley Gurry	Melissa Hernandez
Floyd Hill	Don Jackson
Kevin Jones	Julie Landis
Betty Lanier	Ronald Livingston
Mary McVea	Teresa Nezworski
Ann Prewitt	John Roberts
Wallace Ross	Rebecca Robles-Pina
Steve Smith	Jane Schenck
Robert Sperry, Jr.	Barbara Steel
Gretchen Stuth	Sharon Thomasson
Devora Trainor	John Villarreal
R. David Watson	Carolyn Wade
Andoni Zagouris	

#### Affiliate Members:

Martha Bloodgood	Elise Page
Rose Iovannone	

#### Student Members:

Anne Barr	Jill Bartlett
Ganel Caldwell	Megan Ellis
Tim Gusey	Tina Michels
Curtis Meddleton	Susan Miles

### February 25, 1998

#### Regular Members:

Gerald Angerstein	Simin Azalea
Leta Barry	Fabiana Bezerra
Martha Boye	Tara Butterworth
Anne Cameron	Nicolas Carrasco
Irene Castaneda	Kenda Childes
Hermes Cervantes	Robert Conlon

Nancy Conoly	Richard Eiles
Paul Hamilton	Jeanne Hardy
Ivan Hemphill	Laura Hix
Annette Jerome	Kathleen Keene
Deborah Kinter	Halcy Martin-Dean
Ana Masbad	Jamie Leubbenhusen
Leslie Mellenbruch	Gloria Moore
Roy Morgan	Kristin Nethers
Sharon Novion	Jennifer Ortiz
Elizabeth Poland	Suzanne Rabushka
Bobbie Reynolds	Denise Rogers
Thomas Russian	Joyce Sosa
Nolan Terrill	Victoria Tracy
Sandra Tunnell	Cynthia Welch
Patricia Weger	Mimi Wright
William Yeats	Juanita Zepeda

#### Affiliate Members:

Connie Chesire	Robert Codina
Mary Johnson	Virginia Drauskopf
Cheri Zacharias	

#### Student Members:

Christopher Afford	Deanna Braghini
Caren Brown-Smith	Maggie Burk
Amber Callahan	Sonya Davis
David Daugherty	April Day
Juli Garner	Jennifer Hankins
Jeffrey Gradman	William Hatcher
Alaina Haub	Susan Hill
Lew Huck	Andrea Krebs
Christine Koch	Susan Luft-Wilson
Albert Mayo	Linda McMacken
Gloria Moody-Kury	Karyn Munson
Jennifer Oatman	Rolando Ocanas
Shelley Omelis	Rhanda Raike
Layla Samaha	Madeleine Sawaya
Maryin Sines	Holly Smith
Heather Stanley	Branda Tatro
Shannon Wallace	Julianna Weaver
Stephen Wong	

## Region IV Report

*Submitted by Janice L. Opella - Region IV Representative*

I hope you all found the conference useful, and maybe a little fun. We exceeded our attendance expectations and we hope to see all of you again next year in Austin. It was great to see so many Central Texans at the Bayou City. I was also pleased to see so many student members at the conference. It was fun trying to guess how many graduate students can fit in one room. I think SWT gets the prize. One thing that I took away from the conference was an increased awareness of the need for school employees to make personal contact with our legislators. Representative Scott Hochberg gave us information in his Keynote Address that I found quite interesting. He told us how the dentists in Texas affected the legislation on their board of examiners by making personal contact with their representatives. The clever dental association sent letters to the legislators and asked them to list their personal dentist in their home town and gave them lists of dentists in Austin. Then, when the association needed that personal touch, they had the dentists call their legislator and tell them about how the bill affects the dentist's ability to provide services. What a neat idea; and quite effective. Whose going to say no to the guy with a drill in your mouth? We now have a quite effective legislative liaison in Brad Shields and he can be even more effective with a little voter participation. I encourage you to find out who your representative is and call or write them. Tell them how you feel about Special Education funding and what our needs are. Some of these legislators have very little knowledge about what we do and the quality of services that we provide. We are approaching a legislative year and we will be monitoring proposed bills and committee meetings. Watch our web page for more information and you can monitor bills and meetings through the state legislature pages.

Because our conference was so successful, we are planning to hold regional workshops. I would like some suggestions from our members about who you would like to speak. I am thinking about having the meeting in Austin, unless you have another suggestion. I am also planning to establish a speakers bureau. I am looking for TASP members out there who are interested in doing workshops for other districts. I talked with our "web master", Dan Miller, and he said we can provide a list on our web site. Districts can access our list and find one of our many talented LSSP's to provide workshops. We have a lot of talent and expertise in our organization and I think it is important for us to be seen as experts. Send me your name, phone number and a list of the areas of your expertise. You can contact me by snail-mail at PO Box 698, Bastrop, 17t 78602 or e-mail me at JLOpel@aol.com.

On a personal note, I would like to give a hearty thank you and well done to our departing newsletter editor Bill Masten. Dr. Bill has been with TASP since the beginning and has given mightily of his time and experience. We are a better organization because of him and we will miss him at our board meetings. But, we are not letting him get away and hope to continue to use his expertise in the future.

## Employment Notice

### EDUCATIONAL DIAGNOSTICIAN LICENSED SPECIALIST IN SCHOOL PSYCHOLOGY

Beginning Salary: \$36,500 - \$41,000 (depending upon experience)

Beginning Date of Employment: August 6, 1998

Contact: Bobby Kimball  
Assistant Superintendent  
1301 Live Oak  
Bay City, TX 77414  
409-245-5766  
or  
Sandra Kimball  
Director of Special Education  
1301 Live Oak  
Bay City, TX 77414  
409-245-6318

### SCHOOL PSYCHOLOGY INTERNSHIPS

Fort Bend Independent School District, located in suburban southwest Houston, has 2 full-time master's level internships available for the next academic year (1998-1999). Internship experience covers the full range of school psychology and pays \$10,000. Supervision is received individually, in a group, and in a group of peers. Interested parties should contact:

Dr. Bob Conlon  
Director of Student Support Services  
Fort Bend Independent School District  
P.O. Box 1004  
Sugar Land, Texas 77487-1004  
Phone: (281) 634-1131

### POSITION: LSSP

Keller ISD  
Contact: Genni Laplante, Director  
Special Education  
Department of Instruction  
Keller IDS  
304 Lorine St.  
Keller, TX 76248  
Phone: 817 337-3240  
Fax : 817 337-3678  
Pager:: 817 337-3744  
Web site: <http://www.kellerisd.net>



## Graduate Student Representative Report

Serving as the representative for school psychology graduate students has been such a great experience. I'm sure that we all have learned a tremendous amount over the year. Between my activities on the TASP board, and all of the brand new and challenging experiences that one faces as an "Intern", I have not had a dull moment yet. I've found that I am continuously learning that there is more I need to learn.

I want to "thank" all of you who attended the conference in February. We had a really good turn-out of graduate students. It was nice to see so many students from different places around the state. The graduate student meeting provided us an opportunity to discuss some concerns and issues that students commonly face. From the survey that was passed out at this meeting, it appears that the general aspects of internship and the TSBEP jurisprudence and NCSP exams and applications were the top concerns. After these, the three other issues that concerned students the most were: the pay for internships; equal pay for LSSPs and Diagnosticians; and general aspects of job requirements.

At the conference, the first Outstanding Graduate Student Award was presented. Congratulations go to Jennifer Esposito Lage, a student from Trinity University and an intern with San Antonio Independent School District. I would also like to congratulate the students who were nominated to serve as next year's representative. My term of office as Graduate Student Representative ends July 1 and I will then begin serving as the committee chair for Public Relations and Information. I hope all of you are having a great spring semester and are looking forward to an even better summer.

Best Wishes!

Nancy Schill



**1999 TASP**

**Professional Development Conference**

**February 25-27, 1999**

**Austin, TX**

## Texas Woman's University School Psychology Graduate Programs

TWU offers a Doctoral and Master's graduate programs in school psychology. Both programs are accredited by the National Association of School Psychologists (NASP). The doctorate in school psychology leads to licensure as a Psychologist or a Licensed Specialist in School Psychology (LSSP) and certification as a Nationally Certified School Psychologist (NCSP). The Master's in school psychology leads to licensure as an LSSP and certification as an NCSP. TWU also has a Respecialization program intended for those professionals who have a previous Master's degree in a related field and want to get the national NCSP and the Texas LSSP.

### For more information contact:

Daniel C. Miller, Ph.D.  
Director, School Psychology Graduate Programs  
Texas Woman's University  
P.O. Box 425470  
Denton, Texas 76204  
(940) 898-2303 (Department Phone)  
(940) 898-2301 (Departmental Fax)

### Visit our new Web Page at:

[WWW.TWU.EDU/AS/PSYPHIL/SPPC/](http://WWW.TWU.EDU/AS/PSYPHIL/SPPC/)

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Continued from page 20

Hence, in 5 hours one can impact 15 to 150 students. Another way to save time is to combine evaluations with consultation by, for example, doing curriculum-based assessment in the classrooms.

Lakein's (1974) time management techniques can be of great help by planning time daily, setting priorities for each task, and doing the highest priority task first. The phone is ignored except for pre-set time slots.

Finally, the consultant needs to get involved in school projects, do public relations, and work to improve his/her individual and group interpersonal skills.

### **REFERENCE:**

Marks, E. S. (1995). *Entry Strategies for School Consultation*. New York: Guilford Publications.  
Dr. Marks is employed as a school psychologist at the Trenton Central High School in Trenton NJ. He can be contacted at 400 Chambers Street, Trenton, NJ 08609, by phone at (609)-989-2748 or by e-mail: 74507.503@compuserv.com

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## 1998-1999 TASP Executive Board

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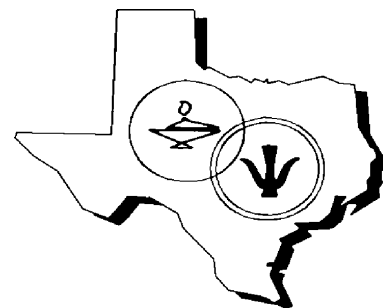
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