



# 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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## President's Corner

*Robb Matthews, LSSP*

### Where Do We Go From Here? Looking Toward The Future Of School Psychology In Texas....

As public schools have evolved into the complex systems we serve today, school-based professionals have seen dramatic changes in the last few decades. When public education moved to the acceptance of compulsory attendance, it also moved toward the segmentation of students. With increasing differences among the students in attendance also came the employment of professionals to assist in the assessment of those differences. The process undertaken to meet the ever-increasing demands on the educational system has resulted in programs such as Gifted and Talented, Title I, free and reduced lunches, and multiple categories of special education, to name a few.

Early approaches to assessment were often disjointed as each professional practiced in his/her area of competence, many times without interdisciplinary consultation or collaboration. Early assessment efforts also focused only on the individual student. This process resulted in the separation of students as schools attempted to meet individual needs in "specialized" environments. Over the course of time however we have realized the most effective model of service delivery is one of inclusion rather than exclusion. Just as schools have shifted directions, so has the role of school psychology practitioners. Whereas school psychology was previously predominately psychometric in focus, legislation, litigation, and enhanced training standards have contributed to broadening roles for school psychology practitioners in public schools.

Today school psychology practitioners are equipped to address school safety, effective discipline practices, comprehensive mental health services, prevention, direct and indirect interventions, individual and school-wide crisis interventions, and non-traditional assessments. We have the necessary knowledge of assessment as well as educational and instructional methods/objectives to serve as the IDEA mandated assessment representative during ARD committee meetings. We have training and supervised experience to evaluate the effectiveness of

academic programs, research based behavioral interventions and other services provided in the school setting. We assist others in better understanding child development and its relationship to learning and behavior.

These expanded roles have also made school psychology practitioners valuable members of the IDEA mandated multidisciplinary teams (MDTs), in which a comprehensive approach to assessment and intervention is undertaken. This is not to say school psychology practitioners should view themselves as the "primary" MDT member. Effective teams involve a variety of professions, with each member recognizing the importance of other professions in providing services to children, their teachers and families. While our roles in public education have certainly gone beyond the unidisciplinary psychometric focus of the past, we must continue to look forward.

*Continued on page 2*

## What's Inside

Advertising Policy .....	16
Area Reports .....	12
Awards and Honors .....	5
Call For Nominations	
Outstanding Delivery of School Psychological Services .....	9
Outstanding Graduate Student Award .....	10
Outstanding School Psychologist Award .....	8
Outstanding Service To The Profession .....	7
Classified Rates & Advertising Deadlines .....	16
Government & Professional Relations Committee .....	5
Membership Report .....	2
Newsletter Policy .....	12
President-Elect .....	4
President's Corner .....	1
Proposed TASP Constitutional Change - VOTING RESULTS ..	4
Rules for the Training, Hiring, and Supervision of LSSPs .....	6
Small Group Statistics For School Psychologists: .....	11
TASP Executive Board .....	15
TASP Membership Application .....	13
Treasurer's Report .....	3
Web Report .....	3

## Membership Report

Jeralyn Barta, M.A., LSSP, NCSP

Greetings from the Membership Chair,

I am excited to announce that TASP gained 202 new members since our conference in October! Area I (Dallas/Fort Worth and East Texas) gained 4 Affiliate members, 17 Regular members, 22 Student members, and 7 Trainee members. Area I accumulated a total of 50 new members. Area II (Midland and El Paso) increased with 6 Regular new members. Area III (Houston, Victoria, and Beaumont) gained 3 Affiliate members, 21 Regular members, 13 Student members, 8 Trainee members, a total of 45 new members. Area IV (Austin, Waco, and Huntsville) accumulated 1 Affiliate member, 19 Regular members, 19 Student members, and 6 Trainee members, a total of 45 new members. Area V (San Antonio, San Angelo, and South Texas) gained 5 Affiliate members, 21 Regular members, 13 Student members, and 5 Trainee members, a total of 44 new members. Last, but not least, Area VI (Amarillo, Lubbock, Abilene, and Wichita Falls) accumulated 1 Affiliate member, 6 Regular members, 4 Student members, and 1 Trainee member, a total of 12 new members.

TASP has a grand total of 665 members, which is more than ever before!

The following is the break down by areas and categories:

	Number of Members in each Category					Total
	Affiliate	Retired	Regular	Student	Trainee	
Area I	5	0	111	34	8	158
Area II	0	1	11	0	1	13
Area III	6	1	132	28	9	176
Area IV	3	1	125	46	8	183
Area V	11	0	71	19	4	105
Area VI	2	0	22	5	1	30
<b>Totals</b>	<b>27</b>	<b>3</b>	<b>472</b>	<b>132</b>	<b>31</b>	<b>665</b>

As you can see, we are continually growing as the demands for our profession are increasing. TASP is not only accumulating regular LSSPs, but affiliates as well. The student and trainee categories are also growing. TASP welcomes our new members and to our continuous members, we are glad you are back, as we strive to meet your needs.

Continued from page 1 - President's Corner

As the public educational system and our roles and responsibilities have developed over time, so should our approach to professional issues within the schools. The various professional organizations must engage in an open, collaborative dialog concerning how we can work together rather than continuing to be at odds over guild issues. We must move toward a more inclusive view, rather than uphold the exclusive ideas that continue to plague us today. This is not to say LSSPs do not or should not feel strongly about certain issues, but that the way we approach them requires careful thought and planning. We are truly some of the most highly educated and skilled professionals within Texas public schools; however, to make that the sole reason presented to support a position, does not put forth the positive image we all strive to maintain.

TASP continues to monitor and intervene in issues important to the practice of school psychology and the children we serve. However, it is the *individual LSSP working in an educational environment* who will continue to expand roles and assist others in seeing the value of access to well trained and experienced providers of school-based psychological services. LSSPs must strive to maintain nationally accepted professional standards and ethics as well as work effectively with other school-based professionals, even in those instances when our training overlaps or we have differing views on certain issues. When others see our professionalism and dedication *in practice*, they will be more

likely to develop and maintain positive attitudes and hold high expectations for school psychology. There will also be far fewer reasons to disagree when we focus on our common goal: *providing a quality comprehensive program for children*. There is no reason why all school-based professionals cannot work together to enhance the lives of children in Texas.

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

**The Editor:**  
 Donna Black, LSSP  
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 Santa Fe Independent School District  
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*Deadline for receipt of material by the Editor*

No. 1	Fall	July 15
No. 2	Winter	Dec. 1
No. 3	Spring	April 1

## Web Report

Francis Chen, Webmaster

Hello, everyone. I am happy to report that our website is visited approximately 200 times per week. We had a peak of 368 visits at the end of February. The website is visited mainly by folks within our great state, but through emails to the webmaster and other members of the board, we get a number of "hits" from outside of Texas.

A number of websites related to School Psychology, had an incorrect web address for TASP. I have asked for and received corrections as I have found them and, thankfully, as they are pointed out to me. If you ever come across a website, say, in another state association of school psychologists, please let me know. The correct web address is: [WWW.TXASP.ORG](http://WWW.TXASP.ORG). As the Conference Planning Committee solidifies the upcoming Houston Conference, the information will be posted on the website. Finally, I would like to ask the members of TASP what you would like to see on our website? Please let me know and I will do my best to accommodate your requests.

Any of you want to volunteer your computer skills? It takes about thirty minutes to an hour to do an update and you would be responsible for only one page from the following selections: job opportunities, related links, and government and professional relations. I would enjoy working with you! You can contact me at [TASPweb@wireweb.net](mailto:TASPweb@wireweb.net).

### **Texas Woman's University School Psychology Graduate Programs**

TWU offers three graduate programs in school psychology, Doctoral, Master's, and Respecialization. All 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 a LSSP and certification as an NCSP. The Respecialization program is 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/)

## Treasurer's Report

Phyllis Hamilton - Immediate Past-President, Interim Treasurer  
7/1/00 through 3/31/01

The following are the totals for the working account for TASP. Thank you to all who have been patient with this "Interim Treasurer" as she tries to fit this added duty into her schedule. We have done well this year from a financial standpoint and hope to continue this in the years to come. The TASP Executive Board hopes to accomplish many things with the funds available.

### INFLOWS

Convention Registration, Sales Exhibitors	\$ 103,068.65
GPR Donations	265.00
Interest Income	686.08
Membership Dues	29,240.00
Miscellaneous Income (Refund for overpayments)	354.16
Newsletter Advertising	<u>100.00</u>
<b>TOTAL INFLOWS</b>	<b>\$133,713.89</b>

### OUTFLOWS

Awards	\$ 334.75
Clerical	7,199.95
Fees	19,941.35
Miscellaneous Expense	620.95
Operating Expense	59,600.65
Convention	51,018.34
Meeting Exp	7,375.44
Phone	901.57
Web Site	166.40
Operating Expense-Other	138.90
Postage	4,109.44
Printing	8,687.11
Supplies	11,098.14
Travel	<u>9,440.12</u>
<b>TOTAL OUTFLOWS</b>	<b>\$121,032.46</b>

### OVERALL TOTAL

**\$12,681.43**

The total for the TASP "Reserve Fund" (or savings account) as of February 28, 2001 is \$33,043.00. The Reserve Fund was established by the TASP Executive Board to be used to support the organization through any financially "poor" years. At the end of each fiscal year (June 30), the Board determines the amount to be moved to the Reserve Fund from any carryover (unexpended) money. The typical amount is \$10,000-15,000. The goal of the fund is to reach an amount equivalent to fund one year of operation for TASP. This year's annual budget is approximately \$140,000.

Respectfully submitted,  
Phyllis Hamilton  
Immediate Past-President & Interim Treasurer



## Government & Professional Relations Committee

Margaret Kaltman, NCSP, LSSP, GRP Chair

The Commissioner's Rules, published in the March 2, 2001 issue of the Texas Register, are now effective. You can view and print them by following these steps:

- Go to <http://lamb.sos.state.tx.us/texreg/issues.html>
- Select Issues (on the left)
- Select Back Issues, PDF file (on the right)
- Select March 2, 2001
- Select March 2 Issue-All Sections

The effective rules are formally listed as Title 19. Education, Part 2. Texas Education Agency, Chapter 89. Adaptations for Special Populations, Subchapter AA. Commissioner's Rules Concerning Special Education. Beginning on pages 1837-1855 are the public comments that were submitted via spoken or written testimony. These are interesting to read and include the comments as well as TEA's response. Following the comments are the Commissioners Rules on pages 1855-1863.

According to the comments published in the Register, fifty-two individuals stated that the diagnosis of emotional disturbance should be done by an LSSP and conform to the TSBEP rules and best practices. Thirty-nine individuals stated that the diagnosis of Autism should be done by an LSSP with specific training in Autism. Sixty individuals stated that the diagnosis of Autism, ED and ADD/ADHD should be done by an LSSP and not educational diagnosticians. For a more complete explanation on the comments made and TEA's response, please go to the comments section of the published rules (pages 1837-1855). Thanks to all who responded to the TASP alerts sent in the mail, posted on the web and included in the conference materials.

The legislative session is underway and one of the many bills that TASP has been monitoring is HB 692 relating to the use of seclusion in the schools. TASP members are encouraged to look this up when you receive this newsletter to read it and determine if it has passed all the necessary hurdles to become law.

If you would like to be on the TASP GPR distribution list, please e-mail me at [mkaltman@inetport.com](mailto:mkaltman@inetport.com). GPR volunteers have received notice regarding the Commissioner's Rules and copies of pertinent bills affecting children in Texas public schools.

**TASP's**  
**9th Annual Professional Development Conference**  
**October 4-6, 2001**  
**Adam's Mark Hotel**  
**Houston TX**

## Awards and Honors

Mae F. Fjellsted, NCSP, LSSP - Awards and Honors Chair

### CALL FOR NOMINATIONS

This school year is rapidly coming to a close and I'm sure that you are actively involved in completing those initial evaluations, doing triennials or reevaluations, and getting the promotional ARDs finished.

In this edition of *The Texas School Psychologist* are the Call for Nominations Forms. Please use these forms when placing a nomination and remember that all required documentation must accompany the nomination. I hope you will take time to nominate a deserving individual or school district so they can be considered for these prestigious awards. Awards will be presented at the annual Professional Development Conference in October 2001.

**Celebrate!!**

**School Psychologist's Week**

**April 22-28, 2001**

**Southwest Texas State University**  
**School Psychology Program**

SWT offers a specialist level, Master of Arts Program in School Psychology, accredited by the National Association of School Psychologists (NASP). The program endorses the scientist-practitioner training model and leads to institutional recommendation for certification as a Nationally Certified School Psychologist (NCSP) by NASP and for licensure as a Licensed Specialist in School Psychology (LSSP) from the Texas State Board of Examiners of Psychologists. SWT also offers a Respecialization Program for individuals who already hold a Master's degree in a related field and wish to re-specialize in the area of school psychology.

**For more information, please contact:**

Alicia Paredes Scribner, Ph.D.  
Coordinator, School Psychology Program  
Southwest Texas State University  
601 University Drive  
San Marcos, TX 78666  
(512) 245-8682  
(512) 245-8872 (Fax)  
Visit our web site at: [www.schooledu.swt.edu/](http://www.schooledu.swt.edu/)



# Outstanding Service To The Profession of School Psychologist Award Call For Nominations Texas Association of School Psychologists

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in October 2001.

This form *must* be used to submit your nomination of the individual you feel is the most deserving of this award.

The Outstanding Service To The Profession Award is designed to recognize an individual who has contributed to the profession of school psychology by making contributions through publications and conference presentations, and by demonstrating leadership in helping to promote school psychology in Texas. This individual may be an administrator, university professor, public official, or practicing school psychologist.

On separate sheets of paper please include the following information and attach a Resume or Vita of the individual being nominated:

Name of Nominee: \_\_\_\_\_

Nominee's Job Title: \_\_\_\_\_

Employed by: \_\_\_\_\_

Nominator: \_\_\_\_\_

**Write a brief description of the nominee's outstanding service to the profession in the areas of:**

- **Publications and Conference Presentations, Training, and Development of Procedures & Policies**
- **Leadership in promoting school psychology at state level/Membership in State and National associations**
- **Other areas which you feel show exemplary service to the profession such as community involvement, participation in task forces or other groups to promote school psychology**

**Send completed packet by September 1, 2001 to:**

Mae Fjelsted, NCSP, LSSP  
Awards & Honors Committee Chair  
9707 Berryville  
San Antonio, Texas 78245-1903

**Outstanding School Psychologist Award  
Call For Nominations  
Texas Association of School Psychologists**

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in October 2001.

This form *must* be used to submit your nomination of the individual you feel is the most deserving of this award.

On separate sheets of paper please include the following information and attach a Resume or Vita of the individual being nominated:

Name of Nominee: \_\_\_\_\_

Nominee's Job Title: \_\_\_\_\_

Employed by: \_\_\_\_\_

Nominator: \_\_\_\_\_

Write a brief description of the nominee's qualities in each bulleted category below. If a category is not applicable to the individual being nominated please indicate with n/a.

- **Direct Service**: This area relates to providing school psychological services to students and parent(s)/ guardian(s) (i.e., assessment, counseling, parent training, etc.)
- **Indirect Service**: These services are those which involve consultation with teachers, parents, administrators, and other school and non-school personnel. In-service training would also fall in this category.
- **Supervision or Administration**: This category involves supervision of other school psychologists and related personnel and administrative responsibilities such as coordination of programs.
- **Leadership in School Psychology**: This area includes work done in professional organizations and/or the community, public lectures and/or workshops given, membership on advisory boards, membership in professional organizations, etc.
- **Research**: This area includes both empirical and applied research work carried out either as part of the job or outside the job. The research should be related to school-aged children with respect to psychological and/or educational issues/practices. Publications, project reports, presentations at professional conferences and similar activities would be included here.

Send completed packet by September 1, 2001 to:

Mae Fjelsted, NCSP, LSSP  
Awards & Honors Committee Chair  
9707 Berryville  
San Antonio, Texas 78245-1903

**Outstanding Delivery of School Psychological Services  
Award to a School District  
Call For Nominations  
Texas Association of School Psychologists**

We are attempting to obtain nominations of school districts which recognize and implement the best practices or innovative practices of school psychology. This award will not be granted based on geographic location, or size of the district. Please nominate the district of your choice, regardless of its size.

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in October 2001. It will be presented to an administrator from the district which receives the award.

This form *must* be used to submit your nomination of the individual you feel is the most deserving of this award.

On separate sheets of paper please include the following information and attach a Resume or Vita of the individual being nominated:

School District: \_\_\_\_\_

Contact Person: \_\_\_\_\_

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

Telephone: \_\_\_\_\_

Write a brief description of the nominee's qualities in each bulleted category below.

- **Model of Service Delivery**: This relates to the model by which school psychological services are delivered within the district. Include the number of psychological service personnel employed by the district and in what capacity they are employed.
- **Programs**: This category involves programs for special students (i.e., At-Risk, ADHD, ED, LD, etc.) or regular education students.
- **Direct and Indirect Service**: This area relates to providing school psychological services directly to students and parent(s)/guardian(s) (i.e., assessment, counseling, parent training, etc.; and/or indirectly through consultation, in-service training, etc.). Include the primary activities performed by psychological service personnel.
- **Research, Grants, and/or Projects** : Please list program evaluation activities, any special projects being conducted, and/or any grants which have been awarded to the district regarding the provision of school psychological services.

Send completed packet by September 1, 2001 to:

Mae Fjelsted, NCSP, LSSP  
Awards & Honors Committee Chair  
9707 Berryville  
San Antonio, Texas 78245-1903

**Outstanding Graduate Student Award  
Call For Nominations  
Texas Association of School Psychologists**

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in October 2001.

This form *must* be used to submit your nomination of the individual you feel is the most deserving of this award.

**Eligibility: The graduate student must be enrolled in a school psychology program and have the status, "Intern." The student must also have a minimum overall grade point average of 3.75 and be a student member of TASP.**

**Criteria:** Two recommendations, one from each of the following: school psychology professor and field-based supervisor.

On separate sheets of paper please include the following information:

Name of Nominee: \_\_\_\_\_

University Attending: \_\_\_\_\_

GPA (at time of nomination): \_\_\_\_\_

Date Degree will be Awarded: \_\_\_\_\_

Internship Site(s): \_\_\_\_\_

Nominated and Verified by: \_\_\_\_\_

**Write a brief description of the nominee's qualities in each bulleted category below, demonstrating evidence of impact of graduate education in school psychology after entering the program. If a category is not applicable to the individual being nominated please indicate with n/a.**

- Leadership skills
- Creative endeavors
- Observed Personal Growth

**That which sets this student apart from other students, regarding:**

- Interpersonal Skills
- Professional Competencies
- Presentations At Conferences

Recommended by: \_\_\_\_\_

**Send completed packet by September 1, 2001 to:**

Mae Fjelsted, NCSP, LSSP  
Awards & Honors Committee Chair  
9707 Berryville  
San Antonio, Texas 78245-1903

## Small Group Statistics For School Psychologists: On-line Randomization and Permutation Tests

Chris Ninness, PhD, Robin Rumph, PhD, Anna Bradfield, PhD  
School & Behavioral Psychology  
Stephen F. Austin State University

In many of our graduate research classes we were frequently reminded that good psychological research requires large sample sizes. I recall being told and reading that in the absence of true random sampling, inferences regarding subjects who did not actually participate in a study must be severely restricted (e.g., Hopkins, Hopkins, & Glass, 1996; Edgington, 1995). Sowell (2001) notes that “samples of at least 30 or more participants” (p.131) are necessary to employ traditional parametric tests. This, of course, is true—as far as it goes. But in this age of high-speed computers it does not go nearly far enough.

Nevertheless, this all too popular perspective has dissuaded many applied researchers (and particularly school psychologists) with interesting research methods and outcomes from testing the statistical significance of their investigations. However, the ironic truth is that very few published studies in biology, sociology, education, and particularly psychology actually fulfill the mathematical assumptions of true random sampling procedures (Edgington, 1995; Good, 1994).

True random sampling requires that each and every element in the entire “relevant population” have an equal and independent opportunity of being selected for participation. Nevertheless, most of us appreciate the fact that when subjects are selected for most psychological experiments, they are drawn randomly from a rather limited pool of “available subjects” within a particular university or community. Indeed, most of us realize that most subject pools are further “facilitated” on the basis of only obtaining subjects who are “willing to participate in order to partially fulfill course requirements.” This tradition of gathering fairly large but unrepresentative and restricted samples and making inferences to wider populations remains a pervasive but arcane strategy throughout much of academia and most of psychology (see Hays, 1972, for a discussion). However, there is a body of sophisticated and conservative statistical procedures that do not entail any assumptions regarding random and independent sampling, homogeneity of variance, or sample size. Indeed, these procedures have been understood and appreciated by generations of mathematical statisticians; however, prior to the development of and access to high speed computers, these procedures were far too time consuming, inefficient, and expensive for most practical applications.

All of that is changing very quickly. Now we are developing on-line procedures for applied researchers who would like to compare the differences between groups with sample sizes as small as four per group. Presently, we are developing and refining an

elegant, if largely unknown, set of nonparametric statistical algorithms based on Randomization Theory.

As described by Edgington (1995), a randomization test is a permutation test that precludes all assumptions regarding how data are collected. Randomization tests are a series of mathematical operations that provide a test statistic to be repeatedly computed for all possible permutations of a given data set. The proportion of outcomes that occur with as large a probability as those that are actually obtained determines the statistical likelihood of group differences, or trend changes, occurring by chance. According to Edgington (1995), “For testing hypotheses about experimental treatment effects, random assignment but not random sampling is required. “ The size of the sample is completely irrelevant to the internal validity of the test statistic; however, as with other statistical procedures, external validity can only be gauged by addressing the *logical probability* that other populations share the relevant characteristics of the sample.

Edgington points out that the null hypothesis for a randomization test states that the obtained outcome for any data set will be equal to those of any other data set that could have been collected by a fair random assignment procedure. As in standard traditional procedures, P-values obtained by randomization tests describe the likelihood of finding differences between group means by chance. However, unlike traditional statistical procedures, the probability of obtaining a randomized t- or F-value is directly computed rather than indirectly obtained by looking at figures generated from a normal curve table. And, unlike traditional statistical procedures, the validity of the outcomes does not rest on fulfilling the assumptions of normal curve theory. Rather, the central assumptions are derived from randomization theory. Using these conservative but mathematically precise systems, a researcher who calculates probability outcomes on a small number of subjects need not speculate as to whether his or her data base is of a sufficient sample size or whether it has been randomly obtained. The randomization test looks at all the results that could have occurred (given the particular data at hand) and determines how likely it is that the obtained differences could have occurred simply as a matter of chance (Good, 1994).

Initially these strategies were designed to run in Fortran; however even on modern PCs, Fortran is a very slow moving language for

**Renew Your  
TASP Membership  
TODAY!**

**All Memberships Expired On June 30th!**

Use the Membership Application  
on Page 13

running the enormous number of permutations that are generated during various randomization tests. Fortran programs must be interpreted, line-by-line, as the software runs. However, a compiled program such as C++ is read directly by the operating system. Following the algorithms developed by Edgington (1995) and Good (1994), we have written a series of randomization and permutation tests in C++ for our graduate students and faculty at Stephen F. Austin State University. Our first generation of these applications soon will be available on line at <http://www.lcsdg.com/psychstats>. When the process is completed, this software will run very quickly and accurately and it will be freely accessible to all applied researchers.

At this point, our general concerns for placing this statistical process on the Internet are accommodating a large number of users as well as providing reasonable response times regardless of concurrent users or specific tests being performed. One approach to overcome these concerns is development of a statistical application server. By the end of this semester, our statistical application server would provide an n-tiered architecture whereby processes responsible for data collection/presentation (GUI) would be separate from processes performing calculations. This new architecture will provide scalable solutions for running t-tests and various ANOVA models.

Given the common objection that small n studies lack internal validity due to their inability to fulfill the critical assumptions of traditional sampling techniques, the various types of randomization tests we are developing on [psychStats](#) should prove to be a particularly appealing alternative for school psychologists who are interested in determining the precise probability of small group applied research. In closing, we feel compelled to point out that none of the on-line software we are developing could have been conceivable without the brilliant algorithms originally developed by Edgington and his colleagues.

#### References

Good, P. (1994). *Permutation Tests: A practical Guide to Resampling Methods for Testing Hypotheses*. New York: Springer-Verlag.

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Hays, W. L. (1972). *Statistics for the Social Sciences* (2<sup>nd</sup> ed.). New York: Holt, Rinehart and Winston

Hopkins, K.D., Hopkins, B.R. & Glass, G.V. (1996). *Basic Statistics for the Behavioral Sciences* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Sowell, E. J. (2001). *Educational Research: An Integrative Approach*. Boston, MA: McGraw-Hill.

## Area Reports

### Area II Report - Tomas A. Wood, NCSP, LSSP

The *Fourth Annual School Psychology Conference* held in El Paso on January 11<sup>th</sup> and 12<sup>th</sup> was a huge success! Over 55 LSSPs, Diagnosticians, Counselors, and other related services personnel attended. Andrea Ogonosky did a superb job presenting information on assessment and intervention with students diagnosed as having ADHD. She received rave reviews and was asked to return to conduct additional workshops for individual districts. The second day, which involved breakout sessions with local presenters, was also a great success. Smaller groups allowed for more individual participation on timely topics such as bilingual assessment, curriculum based measurement and school violence. This new format will be utilized for all future conferences. The fifth annual conference will be held next year in late January or early February to balance the TASP Conference, which has been permanently moved to the month of October. Some discussion occurred at the meeting regarding a regional conference that would invite participants from New Mexico, Arizona and Colorado.

Other Area news: Tom Wood, Area II Representative, along with TASP President Robb Matthews, attended the TASP annual training program on political action held in Washington, D.C. on February 10, 11, and 12. This training program is designed to prepare individuals at the state levels to become more politically active regarding issues at the national level. Part of the training involved a visit to the "Hill" to meet with participants' Senators and Members of Congress. Tom Wood is currently serving as the Texas Health Care Coordinator representative to NASP.

### Area III Reprint - Carol Booth, Ph.D., LSSP

I know this is an April's Fool joke! "Please submit newsletter articles by 4/1/01." Our newsletter editor has quite a sense of humor. Here in Area III the day to day world of the school psychologist seems to involve the increasing referral rates, the severity of students' behavior, violence prevention and safety issues. Although salary is an ongoing issue in the supply and demand for school psychologists, many of the LSSPs in this area seem to be more concerned about the quality of the work environment and the degree to which we can maintain our mental health amidst the stress of today's schools. Many of you may remember the time when April meant Annual ARD Season. Unfortunately, it has now become known also as MDR season. While I may not be the poster child for stress reduction, I urge all of you to take a moment to breathe, shut off the phone, and grab some quiet time before we depart for the summer.

### Area IV Report - Francis Chen

Spring in Texas is a guarantee of three things: allergies, many ARDs, and the Spring issue of *The Texas School Psychologist!* I know this is a busy time of year for all of us. TASP is preparing for the upcoming conference in Houston. It is a great experience working on the conference planning committee.

This is also a legislative year. I have been watching with great interest the goings on in our state capitol. Our Government and Professional Relations Committee Chair, Margaret Kaltman, has been keeping track of the legislative movement. I urge everyone to communicate with us and with your local representatives about those areas that have the greatest impact on you and your community.

*Continued on page 14*

## Newsletter Policy

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THE TEXAS ASSOCIATION OF SCHOOL PSYCHOLOGISTS

(Federal Tax ID # 74-2673792)

Initial and Renewal Membership Application

Dues are for July 1 to June 30 Annually

Street Address: City: State: Zip:

Telephone Home: Work: Fax:

E-Mail Address: Place of Employment:

Please do not print my address and phone number in the Texas Association of School Psychologists membership directory.

I am a current member of: (Circle all that apply) NASP APA TPA TPA-Div of Sch Psych TAPA

Please list the county in which you reside: and in which you work:

I am applying for membership in the following category (Circle choice): Renewal New Member

Please check the appropriate category of membership:

Professional Member

1. Regular Member (voting member) \$55.00

- (a) Currently functioning as a school psychologist
(b) Trained as a school psychologist and working as a consultant, supervisor or administrator
(c) Primarily engaged in training of school psychologists at a college or university

2. Retired (nonvoting member) \$40.00

- (a) One who was a regular member in good standing and has retired from the field of school psychology

3. Affiliate (nonvoting member) \$40.00

- (a) One who is trained or employed in a closely related field or profession, but does not meet the requirements for regular membership

Provisional Member

1. Trainee (voting member) \$25.00

- (a) has met the training requirements for the Texas school psychology credential and has been designated by the Texas State Board of Examiners of Psychologists to be of trainee status. To be eligible under this category the trainee does not hold the NCSP credential or other license to practice school psychology. Copy of letter from TSBEP Trainee designation required.

2. Student (voting member) \$20.00

- (a) One who is actively engaged (minimum of six semester hours or its equivalent per semester) in a program of psychology

Student Advisor's signature required: University:

I wish to donate to the Government Professional Relations Fund Amount:

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## The Texas School Psychologist

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TASP is a volunteer organization. If you would be willing to serve as a committee member on one of the following committees (check all that apply):

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> <b>Convention Planning</b>                     | <input type="checkbox"/> <b>Membership</b>               | <input type="checkbox"/> <b>Nominations &amp; Elections</b>   |
| <input type="checkbox"/> <b>Government &amp; Professional Relations</b> | <input type="checkbox"/> <b>Professional Development</b> | <input type="checkbox"/> <b>Newsletter &amp; Publications</b> |
| <input type="checkbox"/> <b>Public Information and relations</b>        | <input type="checkbox"/> <b>Awards &amp; Honors</b>      |   |

If you would be willing to be a candidate for an office for next year please check all that apply:

- President-Elect**    **Treasurer**    **Secretary**    **Area Representative**    **Graduate Student Representative**

Please send completed form, check, and all supportive materials as necessary to:

**TASP**  
**PO Box 141023**  
**Austin TX 78714-1023**

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*Continued from Area Reports - page 12*

Our Area IV, made up of ESCs VI, XII, and XIII, consist of many good folks working in various capacities within school districts, service centers, and in training programs. I am asking for those with a little bit of spare time to consider volunteering. There is always a need for your assistance, whether it be as a board member, committee chair or helping with the conference.

### **Area V Report - Wendé Buchanan Jones, LSSP**

TASP Area V had another first. . . . Our first Area meeting in San Angelo. Dr. Joe Jeffers of The West Texas Psychological Associates organized the event and Marsha Lindahl, Director of the Small Schools Cooperative, hosted the first Area V meeting in San Angelo, on Tuesday, January 30<sup>th</sup>. Attendants of the meeting included members and those interested in discussing state issues, TASP, service projects and planning future meetings. Several excellent suggestions were made to begin local continuing education programming as early as this summer. Dr. Jeffers and Ms. Lindahl made this event possible by volunteering to coordinate and organize the meeting in the San Angelo Area. Thank you both. I would also like to thank fellow board member and TASP Area IV Representative Jo Ann Campbell and her husband and all of you in San Angelo who were able to attend and make this first organizational meeting such a success. We are all looking forward to future meetings in San Angelo!

For more information about upcoming events or to help with planning, please contact Dr. Joe Jeffers at 915-942-7531, Marsha Lindahl at 915-947-0939, or myself at the numbers below. I hope all of you have a fantastic School Psychology Week and your school year ends well.

If you have area news you would like to share, suggestions for area workshops, would like to host a workshop in your local area, or would like to participate in local service project activities please contact me at [wendejones@satx.rr.com](mailto:wendejones@satx.rr.com) or call (210) 637-6612.

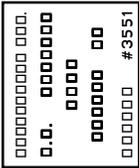
### **Area VI Report - Jo Ann Campbell, LSSP**

The thrill of the countdown to summer is muddled by a tremendous amount of work to do, but it has been encouraging this year to see so many positive changes. The Region Service Centers have provided exceptional programming and enrichment this year throughout Area VI. It is encouraging to gather with other professionals at these workshops and to have Service Center consultants assist with specific areas of need or referral. Thank you for your help LSSPs in the Region Education Service Center. There continues to be a tremendous need for psychological services in rural school districts. The university interns and practicum students have been solicited to assist in the local cooperatives and have been rewarded with very global experiences. Two of our TASP members will be leaving this area at the end of the school year — one to join her husband in California and the other to enter a Doctoral program in School Psychology. These are positive moves, but they will be missed. Other TASP members report busy schedules, success in using the Special Education Manager and growing numbers of difficult referrals in assessment and counseling. Small groups have met throughout the Area. I especially enjoyed meeting with professionals from the San Angelo area and, as always, I am inspired by the university students and professionals in this local area. We plan to join in celebration and support during School Psychology Week.

Hope you have a marvelous summer of renewal and rest.

Visit the TASP website at:  
**<http://www.txasp.org>**





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