The Texas School Psychologist

Newsletter of the Texas Association of School Psychologists

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Affiliate of the National Association of School Psychologists

Vol. 6 **No. 1** **Fall 1998**

President's Corner

Ginger Gates, Ph.D., LSSP

I was sitting by my grandfather's catfish pond recently, pondering (excuse the pun…) life as we know it. As you can guess, my mind quickly skipped to the topic of school psychology. I reminisced through the course of the past 12 years since I have been in Texas and changes in our profession that I have witnessed. In those "early years", I remember having to explain to people what a school psychologist was and convince them that I could do more than test students for ED eligibility. In many ways, we have come so far since then that it is truly frightening. In other ways, our profession still has a distance to travel.

It occurred to me (in the "brilliance of the moment" on that pond) that school psychologists are like fishermen (fisherpersons?). As we strive for acceptance in the world of education we must follow the rules of fishing:

•*Use the right bait*
As school psychologists, we must examine our worth to a school system. In this day of shrinking budgets, support staff is often the first to be considered "expendable." Ask yourself, "What does the system need? How can we provide a service in meeting that need?" This means that as professionals we may stretch far beyond our traditional training, but we can't be shy about jumping in. Our rigorous training in both the psychological and educational needs of children allow us to provide a unique perspective. Examples of service opportunities might include:

- •Serving on district level committees that address program development
- •Providing staff development training for teachers and other staff
- •Participating on campus problem-solving teams
- •Providing parent training classes
- •Implementing school/district-wide programs that are research based and will address the needs of a continuum of at-risk students

•*Pull gently on the snags*
Changing opinions of school professionals regarding the role and usefulness of school psychologists may not be an easy task. We often have to start with baby steps. I heard a quote that said, "Think big, start small, go slow!" That describes our task—stay persistent even in the face of adversity. Remember, trust will be built with each positive experience. Keep offering suggestions that go beyond your expected role. By taking on responsibilities with enthusiasm and tenacity, we will increase our visibility and effectiveness. Keep on tugging!

•*Wait patiently*
Finally, we need to remember that change is slow. Neither individuals nor systems change overnight. Slow change is still better than no change at all!

TASP is committed to facilitating role expansion for school psychologists to promote better services to kids. Be watching in upcoming newsletters and at the convention for useful information. Enough "pondering" for now… Have a great school year!

What's Inside

Curriculum-Based Assessment

by Jean Cottingham, Ph.D., NCSP, LSSP & Andrea Ogonosky, Ph.D., NCSP, LSSP

Curriculum-based assessment (CBA) is often described as a relatively new approach to educational assessment. However, Tucker (1985) maintains the basic concept of CBA "is as old as education itself" (p. 199); and the terminology, as currently employed, was formally introduced in print almost two decades ago. The phrase was reportedly used in the title of a presentation by Ed Gickling to Texas pupil appraisal personnel in 1977 (Coulter, 1988), with its subsequent introduction in professional literature occurring with the publication of a training module by the National School Psychology Inservice Training Network (Tucker, 1985). CBA procedures have also been an integral part of the prereferral and assessment processes in two states, Louisiana and Pennsylvania, since the early to mid 1980s.

Definition

As defined by Gickling (1981), CBA is "a procedure for determining the instructional needs of a student based upon the student's on-going performance within existing course content" (p. CBA/R4). Deno (1987) provides a broader definition describing CBA as "any set of measurement procedures that use direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions" (p. 41).

Examination of these two definitions suggests the philosophy of CBA is quite simple and based upon an underlying assumption that "one should test what one teaches" (Shapiro, 1989, p. 14). From this perspective, assessment is grounded in instructional curricula (Shapiro, 1989) and provides data germane to the process of making relevant instructional decisions (Rosenfield & Kuralt, 1990).

The term CBA, as indicated in the Gickling and Deno definitions, is rather generic in its use and represents a broad array of assessment strategies. In fact, there is no one established set "of agreed upon assessment practices" (Shinn, Rosenfield, & Knutson, 1989, p. 299) constituting the practice of CBA and a number of models exist.

The single commonality across all CBA models is the use of instructional curricula for testing. Variability will be found, however, with regard to the manner in which curriculum materials are presented and used (e.g., test format) as well as the type of decision(s) which can be appropriately drawn from resulting data. CBA, however, is conceived and designed for use with students of all ages to assess for deficits in basic academic skills (i.e., reading, writing, spelling, math).

Applications and Advantages

Traditionally, academic performance has been assessed using published norm-referenced measures. Data gleaned from administration of such instruments are often limited for the purpose of instructional planning. Resulting information does not adequately align with state or local curriculum standards (Gickling, 1998; Shapiro, 1989). There is generally poor test-text overlap, and the number of items sampled is limited. A number of other disadvantages have been addressed, some of which suggest that a heavy reliance upon such assessment approaches perpetuates the focus on within-child variables as the principal cause of academic difficulties (Gickling, 1998; Gickling & Rosenfield, 1995; Shapiro, 1998). Purchase of these published instruments can also be expensive.

CBA is a cost- and time-effective process that directly links assessment to instruction and intervention. More specifically, this assessment strategy yields relevant data to plan and guide instruction so that instruction is aligned with student needs (Rosenfield & Kuralt, 1990).

CBA is particularly germane for preplacement assessment and intervention (Shapiro, 1990). It is accomplished in a manner that provides immediate feedback to teachers and assessment personnel; and CBA procedures yield ongoing, longitudinal data which can help (a) parcel out the effects of inadequate instruction and program ineffectiveness, as well as (b) differentiate students who are casualties of their curricula from those who experience academic deficits associated with a student-centered disability (Gickling & Rosenfield, 1995; Shapiro, 1989). Data regarding the manner in which a student learns (e.g., acquisi-

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No. 2	Winter	November 1
No. 3	Spring	April 1

tion rate, retention) can be gleaned from CBA (Gickling & Rosenfield, 1995); thus, the practice also yields relevant information that can be used to support eligibility decisions.

Limitations

CBA was not intended to replace current service delivery systems with regard to eligibility determination (Shapiro, 1990). Although, as just noted, CBA data can help support such decisions, administration of norm-referenced instruments remains a legal requirement for initial eligibility. Standardized comparison provided through norm-referenced testing can also be beneficial when making decisions about eligibility; and CBA practices were not designed to provide comparative information regarding a child's relative standing with grade- and age-mates (Shapiro, 1990).

Salvia and Ysseldyke (1988) identified five educationally-relevant decisions professionals are called upon to make (i.e., referral, screening, eligibility, instructional planning, progress monitoring); and Shinn el al. (1989) suggested the concept of instructional planning actually represents two distinct determinations (i.e., the where and what to teach). There is no single CBA model appropriate for making all of these decisions, and selection of a particular model must be linked to the type of decision one must make (Shapiro, 1990).

As previously noted, CBA is both cost- and time-efficient overall. There is, however, an initial investment of time associated with the preparation of materials (e.g., selection & adaption of curriculum materials).

Models

Four models have generally been presented in the professional literature, and the reader is referred to Shapiro and Derr (1990) and Shinn et al. (1989) for more comprehensive descriptions of each as well as comparisons across the models. The four models described by these authors are:

1. Curriculum-Based Assessment for Instructional Design (CBA-ID) developed by Gickling and colleagues (Gickling & Havertape, 1981; Gickling, Shane, & Croskery, 1989; Gickling & Thompson, 1985)
2. Criterion-Referenced-Curriculum-Based Assessment (CR-CBA) which resulted from the work of Blankenship (1985) and Idol and associates (Idol, Nevin, & Paolucci-Witcomb, 1986)
3. Curriculum-Based Evaluation (CBE) presented by Howell and colleagues (Howell, 1986; Howell & Kaplan, 1980; Howell & Morehead, 1987)
4. Curriculum-Based Measurement (CBM) developed by Deno and associates (Deno, 1985; Fuchs, Deno, & Mirkin, 1984) and expanded upon with regard to assessment of children with special needs by Shinn (1989).

Three of the models (i.e., CBA-ID, CR-CBA, CBE) share similar purposes relative to determination of curricula level and instructional content. CBM differs substantially, however, and focuses upon evaluating outcomes (e.g., effectiveness of instructional decisions, monitoring pupil progress).

CBA procedures developed by Gickling and colleagues (e.g., Gickling & Havertape, 1981) are particularly noteworthy with regard to their emphasis upon controlling the curriculum for intervention. The overall process is three fold and designed to eliminate instructional mismatches between curricular demands placed upon a student and the student's actual skill level (Shapiro & Derr, 1990). In doing so, both the (a) instructional demands associated with course assignments and (b) a student's entry skills relative to the coursework are determined so the degree of task difficulty can be modified to match the abilities of the student.

The Shapiro-Lentz Integrated Model

Shapiro (1989, 1990) describes the integrated model advocated by he and Lentz as a "direct" (Shapiro, 1989, p. 14) or "behavioral assessment of academic skills" (Shapiro, 1989, p. 53), which incorporates CBA-ID and CBM methodologies as part of a broader "assessment of the instructional ecology" (Shapiro, 1989, p. 16). The overall process involves four steps and provides for (a) assessment of the academic environment, (b) determination of appropriate placement level in the curriculum, (c) instructional modifications, and (d) progress monitoring (Shapiro, 1989).

CBA, in general, moves assessment beyond a within-child-problem paradigm to examine the impact of curricula variables on a student's performance. The ecological component of the Shapiro-Lentz integrated model broadens the scope of data collection to also consider the interplay between environment and student skills when exploring possible causes of academic difficulties (Shapiro & Derr, 1990). Thus, environmental factors that may contribute to a child's academic problems (e,g,, Academic Engaged Time, classroom contingencies, instructional presentation, performance feedback, class structure) are examined.

The comprehensiveness of the Shapiro and Lentz integrated model is appealing as the system is designed to provide a wealth of data that can facilitate effective instructional programming for children with academic difficulties. For specific details associated with implementation of this integrated model, the reader is referred to presentations by Shapiro (1989, 1990) and Shapiro and Lentz (1985, 1986).

Summary

Growing interest in CBA is indicated through increased attention given the topic in the literature (Gickling & Rosenfield, 1995) since the mid 1980s and may be attributed, at least in part, to its appeal as an evaluation process directly linking assessment to instruction and intervention. The 1997 reauthorization of IDEA provides greater impetus for school psychologists to become knowledgable about CBA and its applications as this assessment strategy yields valuable information which can facilitate (a) the process of determining a child's educational need and standing within the general education curriculum, as well as (b) systematic data collection for monitoring and quantifying progress toward IEP goals and objectives.

Note
This is the first of a two-part series on Curriculum-Based Assessment. Procedures for the conduct of CBA and CBM will be presented in Part 2 with particular emphasis on applications for (a) prereferral assessment and intervention and (b) support for eligibility determinations.

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Treasurer's Report
Susan Riordan, LSSP

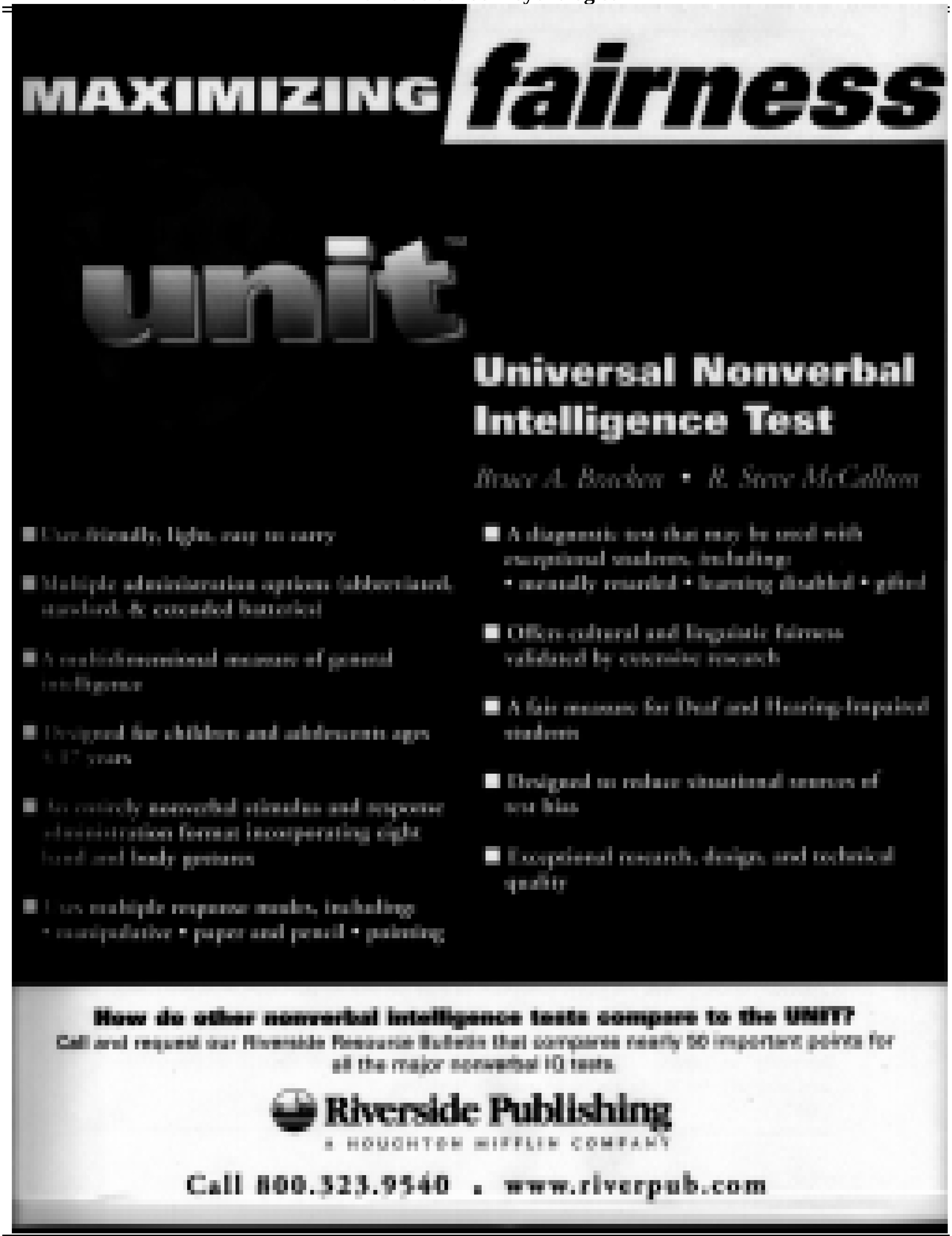
7/1/97 through 6/30/98

Dear TASP *Members,*
As your new Treasurer, I would like to commend Phyllis Hamilton for the excellent management of our financial records over the past two years. Thanks Phyllis!

Financial highlight for the fiscal year ended June 30, 1998, are presented below.

TASP
Financial; Highlights
For the Year Ended June 30, 1998

Revenues			
	Convention Income	$ 84,923	
	Membership Dues	21,045	
	Other	3,144	
	Total Revenues		$109,112
Expenses			
	Convention Expenses	58,976	
	Travel and Meeting Expense	13,504	
	Supplies, Postage and Printing	5,250	
	Professional Fees	5,000	
	Other	5,855	
	Total Expenses		88,585
	Revenues in Excess of Expenses		20,527
Beginning Cash			32,184
Ending Cash			$52,711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unit
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A multidimensional measure of general intelligence
Designed for children and adolescents ages 5-17 years
An entirely nonverbal stimulus and response administration format incorporating eight hand and body gestures
Uses multiple response modes, including • manipulative • paper and pencil • pointing
A diagnostic test that may be used with exceptional students, including: • mentally retarded • learning disabled • gifted
Offers cultural and linguistic fairness validated by extensive research
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Region III Project for LSSPs: Training, Mentoring, & Peer Consultation

In rural settings there has been little opportunity for continued professional development, especially on topics of relevance to the broad spectrum of school psychological services. In such areas, there are relatively few school psychology personnel and often there is a lack of a supportive mechanism by which such professionals come together to share ideas and receive assistance on cases. This was the case in Region III, which serves the Victoria geographic area, including many small rural districts. In this area, as well as throughout our state, the public schools contracted with private practice clinicians or mental health agencies to conduct emotional/behavioral assessments. With the creation of the LSSP credential, both an opportunity and a challenge presented itself to rural school psychology. The opportunity: For the LSSPs within these districts to begin to assume the roles and functions of school psychological specialists, including emotional/behavioral assessment. The challenge: Many of the LSSPs in the districts had been functioning as diagnosticians, thus their training was “rusty” from lack of use or simply outdated. Region III Education Service Center created a peer consultation or mentoring model for “retraining” LSSPs that was relatively easy to implement and cost effective.

The first step in the process was to secure the support of the special education director (or other appropriate administrator) for the intensive staff development required. All districts that employed LSSPs agreed to participate in the series of trainings by allowing staff release time and by committing (at least to some level) to allow participants more flexibility in terms of job responsibilities and functions.

Phase I - Training: This consisted of a three-day summer institute that focused on “Best Practices in the Assessment of Emotional Disturbance.” This was designed to review the eligibility criteria and issues in the educational classification of emotional disturbance, address procedures and instruments used in assessment, discuss interpretation issues, and review basic report writing procedures. This served as the initial preparation workshop for LSSPs to begin conducting evaluations for emotional disturbance eligibility.

Phase II - Mentoring: The next series of workshops involved a one-day session every two months and consisted of LSSPs coming together to present cases they were currently working on. Initial sessions were quite structured and informational, reviewing and reinforcing the concepts learned in the three-day training. The LSSPs would present the case material and discussion would follow regarding assessment procedures, data interpretation, eligibility issues, and recommendations. A trainer from a NASP-approved school psychology program assisted the regional service center education specialist (who is also an LSSP) in conducting the mentoring sessions.

Result - Peer Consultation: At the initial sessions of mentoring, the participants were not well acquainted with each other and represented varied philosophies and management styles. As individuals began sharing experiences and receiving support and feedback from each other, peer consultation became more prominent. The different backgrounds as well as philosophies of the participants contributed greatly to providing varied feedback. By the end of the year, participants were calling each other for peer review of difficult cases and for support and guidance in other areas between scheduled mentoring sessions.

The participants reported increases in skill level and self-confidence. Special education directors have reported satisfaction with the skill level of their staff and with having assessments and intervention strategies handled “in-house” as opposed to contracting services. LSSPs have requested that mentoring sessions continue to be sponsored by the Region Education Service Center during the next school year. At the last mentoring session of the 1997-98 school year, an educational diagnostician attended and provided feedback regarding their role in this process. The feedback received was very positive, and the program will be expanded during the 1998-99 school year to allow educational diagnosticians to attend mentoring sessions with LSSPs in order to promote a multi-disciplinary approach and to upgrade skills for all assessment and intervention staff.

This model can be replicated in other rural areas with co-operation between the regional service center and school districts, or with a consortium of several rural districts or co-ops. If you are interested in beginning this kind of mentoring in your area and want additional information on how to get started, contact Phyllis Hamilton at Region III Education Service Center, (512).573-0731. TASP salutes Phyllis for designing and carrying out such an innovative model to address the needs of rural LSSPs in our state.

BEYOND ASSESSMENT...
SPOTLIGHT ON INTERVENTION

Mark your calendars for February 25-27, 1999 and set your sights on Austin!!! Plans for the Sixth Annual TASP Professional Development Conference are being finalized, with this year's focus on interventions. The Austin Marriott at the Capitol will be headquarters for the Conference, which is packed with techniques and strategies in the areas of linking assessment to interventions, positive behavioral supports, functional behavior assessment, behavior intervention plans, manifestation determination, counseling, and much more! Complete conference programs and registration packets will be mailed by the middle of November.

Here's a preview: For the first time, a full day pre-conference workshop will be offered from 8:00 a.m. to 4:00 p.m. on Wednesday, February 25, 1999, featuring Randy Sprick (co-author of numerous behavior management and discipline programs, including Interventions and CHAMPs). Dr. Sprick's workshop entitled, "Behavioral Interventions for At-Risk Students", is filled with take-with-you skills and strategies.

The Welcome, Awards Presentation, and Keynote will officially open the Conference on Thursday evening, February 25, 1999. Stay tuned for who will lead with the keynote, but I guarantee a blockbuster. Posters and exhibits will be displayed throughout the Conference.

Friday, February 26, 1999 will be loaded with invited speakers and presentations. Participants will choose from four dynamite sessions, with such topics as, "Life Space Crisis Interviewing" (Tom Ray), "Positive Behavioral Supports" (Brenda Scheuermann), "Functional Behavior Assessment" (Rose Ivonnone), and "Interviewing Strategies" (Jerome Sattler). There will be an additional charge for Dr. Sattler's presentation but all of his workshop participants will receive a copy of his most recent book, Clinical and Forensic Interviewing of Children and Families (which retails for $70). A luncheon will follow, with an address by Scott Poland on "'The School Psychologist's Response to School Violence". A plenary legal session is scheduled next. Cynthia Buechler, Attorney, will address a wide variety of timely issues, emphasizing behavior and discipline. Friday afternoon will feature another Conference first, sessions highlighting Innovative Practices. A separate call for these presentations will be mailed out to TASP members by the end of September, so get ready to boast about yourself and your great programs and practices! Optional Friday night festivities are in the works, and it will certainly live up to past fun and merriment!

Five powerhouse sessions are set for Saturday morning, February 27, 1999. Dr. Sattler's session will be repeated again on Saturday for those who didn't want to miss a Friday session. The choice will again be a hard one, with sessions including, "Curriculum- Based Assessment" (Jean Cottingham and Andrea Ogonosky), "When Kids Who Can Won't: Oppositional Defiant Disorder" (Jim Sutton), "Conducting Manifestation Determinations" (Ginger Gates), and "Counseling Strategies and Techniques" (Anita Horton).

YOU CAN"T AFFORD TO MISS THIS ONE...**The Sixth Annual TASP Professional Development Conference -**
February 25-27. 1997
Austin, Texas.

Phyllis Hamilton - President-Elect

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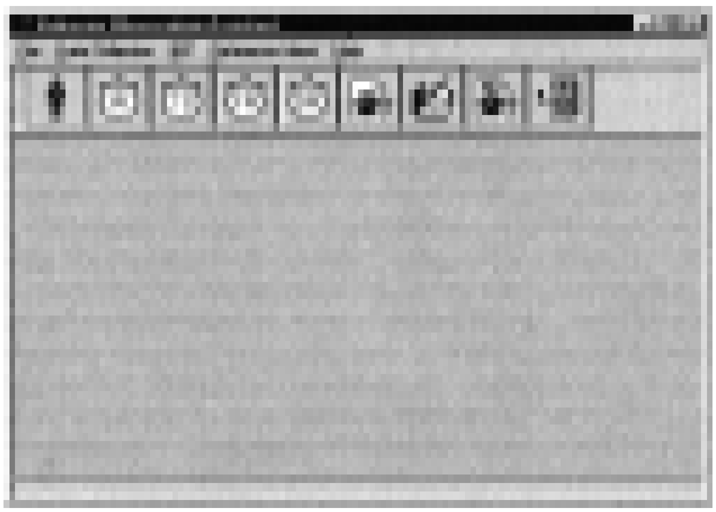

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Order Form

Behavior Observation Assistant is available at an introductory price of $99.00 plus shipping and handling. Introductory price is good thru January 1, 1999.

Name: ______________________ Qty: ____ X $99.00 plus $5.00 S/H ea. Total: $________

Address: ______________________ Method of Payment: Check/ Money Order/ Purchase Order

City: __________ State: ____ Zip: ________ Purchase Order #: ______________

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Put the Kids in Charge

Harnessing the power of peer pressure

(Reprinted with permission from Advocate,Texas State Teachers Association,. Aug/Sept 1998) The following article was written by the Texas Teacher of the Year, Joe Farley. The article emphasizes the need for behavior management in the classroom, describes the use of a group contingency system, and presents a teacher's perspective with innovative strategies. Share it with a teacher.

How To Have a Really Bad Day

One year I had the worst class I have ever had in my entire career. There were very few "well-behaved" students, and they were easily overwhelmed by students who seemed not to care and loved the attention their inappropriate behavior gave them. As soon as I got one kid settled down, another would "start up" on his "I'll show the teacher" routine. I was truly shaken - and I was definitely not a first-year teacher!

Out of desperation one day, I told the class that I was immediately dividing them down the middle of the room and that whichever side was the better behaved would leave on time. The students on the other side would remain for one minute of their break time so that we could discuss how they could do better tomorrow. I asked a "ringleader" on each side to be a captain/ floor manager for their team.

Instantly things got better. All of a sudden, anyone who tried to show off was frowned on by the rest of his teammates. It was no longer cool to bug the teacher, because no matter how insignificant school work might seem, missing even a minute of break time was indeed significant.

I slowly refined the system so hat the students had increasing ownership. I also learned to keep it simple so that I would keep using it. I named the two teams the Door team and the Window Team, which was incredibly uncreative, but extremely easy to remember from lass to class.

Why This System Works for Teachers

This is a very powerful behavior management system using the psychological principles which make peer pressure so powerful, no matter what our age. These principles make us the social creatures that we are: (1) we want to be liked, (2) we want to be respected, (3) we want to be proud of ourselves. This is just as true of kindergarten students as it is of you and me. The only thing that changes is the level of sophistication through which we seek the above.

This system also works because it no longer means "the class versus the teacher." Rather it is now "team versus team" with the teacher as both coach and umpire.

Behavior Management: Your Ultimate Challenge

Most of us have seen a teacher near tears, distraught at how to manage a student's behavior. It's easy not to have a behavior management plan in the midst of all our other classroom demands. Often when I am explaining this system to a fellow teacher, it will sound so complicated and time consuming that she will say to me, "But I just want to teach!" And of course that would be fine if all students "just wanted to learn." But they don't.

Once, while talking with another teacher, I asked, "What if I'm a student in your room and I throw paper at someone. What would you do?" The teacher looked at me and said, "I'd tell you to stop!" I then asked, "What if I did it again?" He hesitated for a moment and said something similar to before, only much sterner.

"What if I did it a third time?" I asked. He replied, "I'd write a referral and send you to the office."

Realistically, that teacher is teaching students that for the first two incidents there is no real penalty, and that they can get by with a lot as long as they only do it twice. Often any real effectiveness of the above warnings depends on how mad the teacher gets. The teacher has paid a high price in terms of emotional stress and has demonstrated to students that anger "solves" problems.

At times, a teacher may be told that "If your lessons were only good enough, you wouldn't have any real behavior problems." That's not true.

Too often students with behavior problems are looking for entertainment, rather than education, or may be too needy of the attention their misbehaving brings. Misbehavior is inevitable. It should be expected, and routinely dealt with, just as our society does with parking or speeding violations.

When and How To Begin

This system can be implemented anytime during the year, but ideally during the first weeks of school, before the newness of the year starts to wear off. I easily spend a good part of the first month of school integrating this into my curriculum. Every lesson is a chance to practice.

What To Do about Inappropriate Behavior

This system is very simple. A student does something inappropriate? He is given a warning. He does something else? Then he is given a second warning. Two warnings during the same class period equals one demerit.

A demerit must be "worked off" by copying a list of rules for solving behavior problems, or a list of textbook definitions, or whatever might be useful for a student to become more mindful of. It's much like copying sentences, only a little more educational. It needs to be about equal to the front and back of one page of paper so as to be somewhat labor intensive.

This is a very mundane, non-creative penalty and purposely so. It's like a traffic fine. I don't have to give it a second thought. The students know that I won't get upset; it's so simple that I can concentrate on teaching. "Here's your ticket, have a nice day."

Things To Remind Yourself As You Use This System

1. I am in charge, not the students. I am not domineering or dogmatic, but I am in charge.

2. My mental health, and my ability to enjoy my teaching, are more important that any single student in my room. I must care about my needs as a teacher first, so that I can then care about my students' needs.

3. I must have a systematic behavior management plan. Without it I rely on emotion (stern looks, threats) which drives a wedge between me and my class. My class is a mirror: what I do is reflected back at me through my students.

4. I will be consistent and unemotional in using my plan so students know what to expect. Much like a courteous policeman: "Here's your ticket, have a nice day!"

5. My ultimate goal is not for students to like me, but for them to respect me and their classmates. (Liking usually comes naturally when students see that you are consistently fair and firm.)

Why It's Hard To Be Consistently Firm

Even with a good plan in place, we are often our own worst enemy by not being consistent in its use. Too often we want "to be nice" and overlook little infractions, but that only leads to bigger infractions. It's the certainty of the penalty, not the severity, that changes behavior.

How To Issue a Warning

Each team has a Floor Manager with a clipboard and a Daily Team Report Form. Only the teacher can give a warning, but when that happens, the Floor Manager writes it down. Any warning I give is in an informational tone of voice, rather than a scolding voice.

If Sue is a Floor Manager that day, and her teammate, Bob, yells "shut up" at someone, I stop my teaching only long enough to calmly say, "Sue, Bob, shut" and I keep teaching. His entire team realizes that Sue is writing down the words "Bob, shut" showing that Bob got a warning. I use the word "shut" as a neutral reminder of why the warning was given and I use words or phrases designed to minimize attention.

I don't say, "Sue, write down that Bob yelled 'shut up' at the top of his lungs," because that would give Bob center stage. If Bob starts to complain, I say, "Please tell me after class. I can always review it." Students quickly learn that I am willing to listen after class, and that further protest could earn another warning.

How To Control Movement

Each Floor Manager has one green 4x6 card which is called a "Floor Pass" and students may not be out of their seat without getting that pass, or else they get a warning. Thus movement is controlled by giving the power to the team.

How To Honor Appropriate Behavior

At the end of the class, both Floor Managers come to the front and tell of three "nominees" on their team whom they noticed doing something helpful. Teams clap after each person is named. Often I give bonus points to the team that claps loudest.

From the three nominees, the Floor Manager names one as the winner of the team's LT Award (Little Things Mean A Lot Award). If the winners bring their LT Awards to me to sign, they can turn them in later for extra credit points on any daily assignment. The fact that the award is coming from a peer gives it a validity that it would not have coming from the teacher. Thus a total of six students are being recognized publicly, every day in every class. It's built into the system. The students don't let me forget.

How To Keep Track of Demerits

At the end of each class, I file the Daily Team Reports in a "Big Red Notebook." Each day any student who has not yet worked off her demerit is listed on the board, causing her team to lose 10 points per demerit.

How To Keep Score

Each day should be a new beginning and each team starts with 100 points. If they got only one warning on Tuesday, it does not carry over to Wednesday. I do take off 10 points for each demerit not yet worked off from previous days. At first I thought students might be too hard on teammates who earn demerits, but instead they are almost always supportive and encouraging, and can earn a warning if they are not.

What To Do If a Student Refuses To Work Off His Demerit

Occasionally a student has a need to show the class that the teacher, can't make me work off that demerit." I don't get emotionally involved or feel personally confronted. I simply write on the board each day which students haven't worked off their demerits yet.

Thus the Window Team might have a lower score because one of their teammates still has a demerit due. It doesn't take long for his team to let him know that not only does he need to get it done, but he also needs to avoid demerits in the future. It's incredibly effective.

In a very rare case, when I might have to ultimately call a parent or write an office referral, the "Big Red Book" gives the documentation I need.

How To Help the Student Own the Problem

At the end of class, the losing team stays behind for a minute or two so that we can "'strategize" how to beat the other team. I never refer to staying behind as "punishment" because it would then become "me against them."

I put on the overhead a list of questions to be answered, aloud, by anyone who earned any warnings/ demerits. The student has to complete the following sentences which apply to his situation:

1. I got a warning because ...
2. That's not good because ...
3. I can help my team by...
4. My team can help me by ...
5. I haven't worked off my demerit(s) because...
6. I plan to turn in my demerit(s) on...

As a student is reading this aloud, the class is often noticeably impatient and annoyed with him for causing the team to have to wait. They are not upset with me for "making them stay." The focus of the blame has shifted to where it should, and those students causing problems do not like this. It is also a wonderful time to encourage and motivate the team to pull together. I become the kind-hearted coach and not the irritable disciplinarian.

How To Reinforce Good Behavior

This system makes it so easy to reward students and their team. A team could win bonus points because:

- someone on the team asked a good question
- someone loaned a student a pencil
- someone reminded a teammate of appropriate behavior
- their team clapped best for a presentation
- their team brought the most textbooks
- their team had the most homework ready to turn in
- their team performed the best educational skit
- etc., etc., etc.

All of a sudden, good students are valued by their team and seen as a useful commodity. Often I have asked students to tell me what they don't understand about a given concept and I have kept track of which team asked the most questions. Rather than a rash of silly questions - for which I wouldn't give points - I have instead gotten an outpouring of real questions. The opportunities for rewards and fun are endless.

Things To Remind Students As You Use This System

1. No teacher is strong enough to control a class all by himself and teach effectively at the same time. If I become too busy managing behavior, I will not be able to teach, and you will not be able to learn. We must work together to have a strong class.
2. I am strong in my absolute commitment to making sure that no one keeps us from learning.
3. In this class we use positive peer pressure to help each other behave, as we might use cooperative learning to help each other learn. It's not fun to deal with a peer's behavior problems, but we are a team and we must help one another.
4. My job is not to react emotionally to problems, but simply to calmly issue a warning when appropriate. (The class will happily remind you of this part!)
5. One of my jobs, and yours, is to point out all the little things that people do to help our class each day.
6. Sometimes I may move you to a different seat. It may be that you can provide strength to that table or team. I will keep our two teams balanced, with both leaders and followers.

Little Things Mean A Lot

Awarded to:

- accepted disappointment
- apologized skillfully
- asked a good question
- encouraged someone
- followed instructions
- handled a penalty well
- joked thoughtfully
- laughed appropriately
- lined up quickly
- planned ahead
- remembered a rule
- reminded someone
- requested nicely
- showed sportsmanship
- smiled just right
- solved a problem
- stayed calm
- talked very softly
- tried hard
- tutored willingly
- waited patiently
- worked diligently
- other:

How To Discuss Behavior with the Class

Students need to know that we all operate at different levels depending on the situation: explaining the rules of a game = adult level, playing the game = child level, telling someone not to play the game in the street = parent level.

I often refer to this if I need to discuss behavior with the class: "When I was standing up here giving instructions, at what level was I? (adult) And at what level were you? (adult) And when someone threw that paper across the room, at what level was that person? (child) And what level did I have to go to when I gave them a warning? (parent) And while I am telling you this and you are listening, what level are we both at? (adult)"

Students often think that because of their age, they are always at child level. The levels have nothing to do with one's age, merely one's responses. Also child level is not inherently bad. If a family goes to an amusement park, hopefully everyone will be at child level, young and old - that's how we have fun. This concept teaches students to move easily to whatever level is appropriate.

This concept is especially powerful for analyzing misbehavior in front of the class. Problem students often love the attention they get from disrupting the class. By analyzing their disruption publicly, as above, I am able to discuss the situation in very "scientific" terms, without even mentioning any students by name. Very quickly they get the unpleasant message that, "If you are going to be disruptive - in front of the class - it is very possible that the situation may be analyzed - in front of the class."

How To Organize the Two Teams

Students rarely pick seatmates based on productivity. Social considerations are far more important. Students must understand that you use a seating chart to make sure that both teams are productive and competitive, and that students who are strong or weak, in terms of behavior, are equally spread between the two teams so that the former can be leaders and the latter are relatively isolated from each other. Telling students up front that this is your procedure and rationale helps students to accept the procedure.

From time to time you can show the class what a "wonderful" person you are by allowing free seating as long as they don't strike out. "Bobby's not working; that's strike one. Someone's passing a note, strike two. One more strike, and we have to move back to assigned seats." Or you could let the team with more points have free seating.

A Final Note

This article is meant to be easily readable. Many details have been omitted in the interest of brevity, and only you can best adapt this system to meet your individual teaching needs.

Remember: if you're having trouble with behavior management, you are not alone! Too often, we teachers suffer in silence, thinking that everyone else has it all under control. We must reach out to one another. Please e-mail me via pjfarley@texas.net with any comments and questions, or, if you don't have a computer, write to me in care of TSTA.

Joe Farley, the current Texas Teacher of the Year, taught for 22 years before retiring in May from Fulmore Middle School in Austin ISD. He is a lifelong member of TSTA and NEA. Farley intends to remain very active in the field of education, and he is available to talk with individuals or groups.

Regional School Psychologists Are Invited to OSPA Fall Conference

"Functional Behavior Assessment," a hot topic currently in the field of education, will be the topic of the Fall Conference of the Oklahoma School Psychological Association (OSPA) on Friday, October 23rd, in preparation for the new requirements of IDEA law this school year. School psychologists from surrounding states are invited to this very important professional conference to become more aware of the ramifications of this specialized type of behavioral assessment and what it entails. Dr. Diana Browning Wright from the California State Department of Education, who is recognized nationally for her expertise in behavioral analysis, will be the speaker for the one-day conference, to be held at the Tulsa Marriott Hotel, 71st and Lewis. The conference is co-sponsored by the Oklahoma State Department of Education and OSPA.

Catered lunch and a special 40-page resource handout from Dr. Wright will also be included in the cost of the conference, which is only $70 with advance registration. Registration forms for the conference may be obtained from: Helen Copp, OSPA Executive Secretary, P. 0. Box 1553, Norman, OK 73070-1553, or by e-mail to: *hcopp@worldnet.att.net*, by October 5th. Please register early or by October 15th. Conference attendees may also secure advance hotel reservations for the night of October 22nd, if needed, by calling Marriott nationwide reservations at 1-800-228-9290 or by calling the hotel direct at (918) 493-7000. Hope to see you there!

Games Played in Supervision

Ronald S. Palomares, Ph.D. - Texas Womans University

The new Licensed Specialist in School Psychology (LSSP) in Texas has increased the amount of supervision required by individuals, as well as increased the number of supervisors. One area often overlooked in the supervisory relationship is the games played by both participants. This article attempts to detail some of the games played and their profound impact upon the both the supervisor and the supervisee. First, I will discuss a possible rationale as to why games are played and how they are perceived to benefit either or both of the participants. Next will be an outline of several of the more common games played in supervision, as well as the rationale behind the particular game. Following this portion is a discussion on the negative effects games in supervision have. Finally, I will discuss how an awareness of these games will assist communication and restrict the degree to which games are played in a supervisory relationship.

Why does a mature adult, in a professional field need to play games when they are supervising or being supervised? In a supervisory relationship, one's actions and thoughts are examined and critiqued. Also, all individuals want to maintain their own self-esteem and level of confidence. When someone plays a game, they do so with the expectation of winning. "Winning" in supervision means that one can protect his or her actions and thoughts, or obtain results that may then enhance self-esteem and confidence.

Games for the individual being supervised are often important and vital supplements to the supervision process. Supervision often generates anxiety, threatens one's already fragile perception of their own level-of-confidence, evokes "parent-child" relationship issues, and other related aspects. For the supervisor, he or she too may often engage in games wittingly or unwittingly. The supervisor's role of authority often creates anxiety relative to their own self-doubts or lack of confidence. Responsibilities of observing, reviewing, and evaluating the supervisee, with the possible impact on that person's employment, promotion, and other career influences, can also be overwhelming for a supervisor. Thus, when a supervisee or supervisor engages in various games during supervision, he or she engage in a type of self-preservation or a form of avoidance. However, the games undermine both parties and can sabotage the whole process, often resulting in more detrimental effects for both.

One game that often has a direct impact on both the supervisee and the supervisor, is the "Persuasion by Praise." In this game, the supervisee praises the supervisor with undue amounts of flattery and praise. Such as "I am so lucky to have such a wonderful person as you supervising me," "If only I could be half as good as you, I would be a great success," "You are so perceptive and I am really privileged to have you teaching me," etc. Once the supervisee has laid this groundwork of praise and flattery, the supervisor struggles and seldom finds it possible to sanction or to confront the supervisee. The supervisor's difficulty arise in the gratification they receive by hearing praise and positive things about themselves, and the subsequent struggle not to "let down" the supervisee's expectations of the supervisor. The narcissistic desires are fanned by the supervisee and only when one can see through this game do the rationale and falsehoods come through for the supervisor.

Another game often played is 'Us Against the Forms." In this game, the supervisee is often very talented and intelligent, with strong clinical skills but has a lack of organization or a general distaste for the mundane. The supervisee will often begin this game by demonstrating his or her strong clinical skills, insight into problems of the students worked with, and a general desire to place the needs of the students first. Then they complain about how the forms and reports are holding them back from the actual provision of services, how deadlines and due dates are meaningless when it comes to the reality of the world in which the students they serve live in, etc. The supervisor identifies with the supervisee's concern for the students and often has his or her own resentments against forms, deadlines, and the bureaucracy found in the school district. The game then commences and supervision period becomes a time to commiserate and complain about bureaucracy and the injustices that result in the delay or lack of services to students. Often the supervisee is allowed more leeway or even immunity towards the completion of forms or following deadlines, thereby hindering the supervisee and the students served, as well as placing the school district in jeopardy with the State.

A third game often found in supervisory situations is the game of "Supervision of Peers." This game commences with supervisees placing themselves in an equal position with their supervisor. This may be through the discussion of personal issues (including beliefs, morals, family or financial problems, common interests, etc.) during supervision periods, or through the gradual process of having the supervision evolve into a social relationship. The socialization process reduces the balance of power into an equally shared relationship. This game often heads in one of two directions; either the supervisor struggles with evaluation and objective critiques of the supervisee, or the supervisor allows the supervisee to set the supervision agenda. In either case, the supervisee assumes control and is unable to reap the benefits of true supervision.

Finally, a game common not only to supervision, but also in schools amongst teachers and students, is the game of "Remember when..." In this game, the supervisee will subtly, or sometimes not so subtlety, shift the direction of the discussion away from himself or herself towards an area of expertise or an area of particular interest to the supervisor. Being only too glad to discuss his or her own memories or views on the topic, the supervisor gets caught in the trap and then before anyone knows it, the supervision period is over and supervision did not occur.

There are many other games played in supervision. However, these four are among the more commonly found games occurring in supervision amongst school psychologists. In each game, it is clear that the supervisor relinquishes control to the supervisee in some manner. It may be very obvious or extremely subtle, but it occurs and undermines the whole process of supervision. The supervisory period ends and it may be another week before the two sit down for supervision again. The supervisee is continuing to work under similar circumstances, and is not adequately supervised; the supervisor is not providing appropriate feedback and critique to the supervisee, but the "required" time in "supervision" is accomplished. Although the "required" time in supervision is accomplished, the supervisee has not grown through the guidance of an experienced practitioner, nor has the supervisee received adequate feedback on true abilities and skills. Ultimately the lack of "true" supervision then affects the students with whom the supervisors are entrusted.

How then can these games be avoided? The first thing that can assist in eliminating games in supervision is the awareness of such games. Through awareness, supervisors can begin to confront or choose to not "play" the games. Supervisees may choose to use this article as a blueprint to "play games" in supervision, but they must also confront their own professional values and ethics by knowing that the games not only hurt themselves, but also those they are entrusted to serve, i.e. the children and adolescents in their schools. Additionally, supervisors can use their understanding of such games to work with the supervisee to determine why there is a need for games to be played. Games, as stated earlier, may be played because of the individual's lack of self-confidence, need to be seen as perfect, or for control. Communication of the types of games, their source or rationale, and the decision by either party to participate in the game resolves the issue of games found in supervision. It is important to relay to supervisees how they "lose" when they engage in games. Furthermore, the ultimate responsibility lies with the supervisor to not participate. The supervisor is charged with overseeing the professional development and growth of the supervisee and this does not occur when they play games in supervision.

Supervision is an important period of growth for both the supervisee and the supervisor. Games appear as one way to shield one's low level of self-confidence or inadequacies. However, they can exacerbate the problems that required the game, continue to reinforce poor decisions, and also harm those for whom the supervisee is responsible. I suggest an open discussion of these and other game scripts that may be appropriate in one of the first few supervision sessions. At that point it allows the supervisee to be aware that the supervisor is there to help the supervisee continue to grow, but also knows about the various games and will not play. From that point, the supervision can continue to occur and develop into a true period of guidance and growth for all involved.

Biographical Sketches of New Board Members

Treasurer - Susan Riordan, M.Ed., NCSP, LSSP

Susan's educational background consists of a Bachelor of Business Administration degree in Accounting from the University of Oklahoma and a Master of Education in School Psychology from Southwest Texas State University. She is presently employed by the Comal Independent School District in New Braunfels, and has provided psychological services in a variety of settings including secondary, residential treatment, and day treatment programs. Susan lives in New Braunfels with her husband, Steve, and my two-year old daughter, Sydney.

Membership Committee Chair - Susan Logan, Ph.D., NCSP, LSSP

Dr. Susan Logan is the lead school psychologist and LSSP supervisor for Grapevine-Colleyville Independent School District. She has been an educator in public and private schools for 18 years serving as music teacher, kindergarten teacher, principal intern, school psychologist, administrative designee for special education compliance, and co-leader of the GCISD Autism Assessment Team. Dr. Logan currently serves as a School Board Trustee for Carroll Independent School District and is also a member of the Metroport Teen Court Advisory Board.

Graduate Student Representative - Francis Chen

Francis Chen is the 1998/1999 TASP graduate student representative. He is enrolled in the NASP -approved School Psychology Program at Southwest Texas State University. He is currently in his final year of coursework. Francis is participating in his second practicum at Comal ISD. He also works for Neuropsychology Services of Austin, PC. He hopes to do his internship in a setting that offers neuropsychological services.

As current student representative to the Board, my projects for the year are:

1. Networking with other school psychology programs' student organizations.
2. If a student organization does not exist, encourage the creation of one; otherwise, ask for student delegates of the program.
3. If school psychology program does not exist, address needs of the students that are taking pertinent coursework.
4. Create a web page that is dedicated to student needs and issues (to be added to TASP website).
5. Maintain a regular column in the TASP Newsletter that is written by and for students.

Region V Representative - Wende Buchanan Jones, M.Ed., LSSP, NCSP, LPA

Wende has a M.Ed. in School Psychology from Southwest Texas State University (SWT), an A.B. in Mass Communications and a B.S. in Recreation (Therapeutic, Emphasis) from Western Kentucky University (WKU). Wende is currently the LSSP for the Northside Children's Center in San Antonio, a therapeutic school for children in PPCD through 5th grade. The Children's Center is a joint partnership between the Southwest Mental Health Center and Northside Independent School District. She is also the consulting LSSP for the Health Careers High School magnet school for San Antonio area students. Her current responsibilities include individual and group therapy assessment, classroom consultation and support, administrative duties and coordinating communication between school, families and outside agencies. Past experience includes: program specialist for Bexar County MHMR Parent and Child Education Services and a recreational therapist in a hospital setting. Wende was honored by the medical community as an Outstanding Young Women of America for her volunteer work with the Kentucky State Special Olympics and Big Brothers Big Sisters while a recreational therapist. She has been employed by Northside I.S.D. since graduating from SWT in 1992.

Continued on page 33

Texas Association Of School Psychologists (TASP) 1998-1999 Legislative Priorities

The Legislative Priorities of TASP should be consistent with the mission statement, purpose, and goals of the organization. These priorities seek to sponsor legislation to meet these goals and support existing/proposed legislation that is consistent with TASP legislative priorities. The Legislative Priorities are outlined below:

1. Enhance school psychological services for all students
(a) All children have a right to comprehensive services from school psychologists.
(b) TASP supports an integrated system which will produce a continuum of service delivery ranging from regular education to special education.
(c) TASP supports inter-agency collaboration among professionals to increase accessibility and effectiveness of mental health services in the schools.
(d) TASP supports staffing practices which ensure that all children in schools in Texas have access to services from appropriately qualified professionals.
(e) TASP promotes recognition by the Higher Education Coordination Board of the Specialist level of training as an advanced degree which meets national standards.
(f) TASP recognizes the Specialist in School Psychology license as the appropriate credential for providing school psychological services.

2. Full implementation of IDEA 1997
(a) TASP endorses funding initiatives which would support full implementation of IDEA amendments (P.L.105-17).
(b) TASP supports continuing commitment of providing free, appropriate public school education to all children with disabilities.
(c) TASP wants to work collaboratively with TEA and the regional ESCs to develop rules and regulations for the implementation of IDEA.

3. Education funding
(a) Insure that educational professional salaries reflect adequate compensation which are consistent with national trends.
(b) TASP supports reliable and equitable funding to all districts in Texas.
(c) TASP supports special funding measures reflective innovative programs and current needs.
(d) TASP supports use of funds available through the Children's Health Insurance Program (CHIP) to provide school access to Medicaid funds for comprehensive mental services to eligible students.

4. Safe schools with effective discipline
(a) TASP supports efforts to promote safe and drug-free schools and to curb juvenile crime and violence.
(b) TASP supports the use of proactive, positive, and preventative student disciplinary practices.
(c) TASP supports continued adherence to due process procedures in disciplinary measures for children with disabilities.
(d) TASP promotes inclusion of qualified professionals, such as Specialists in School Psychology, as members of the IEP teams in the development of prevention and intervention strategies.

5. Value diversity
(a) TASP endorses the use of effective bilingual programs which assist students in making the transition from bilingual to English instruction.
(b) TASP promotes effective practices for culturally and linguistically diverse students.
(c) TASP promotes creating tolerance and awareness of individual differences.
(d) TASP supports recruitment and retention of minorities and culturally diverse professionals in education.

6. Build partnerships between parents/families and schools.
(a) TASP supports collaborative efforts between parents and educational professionals in developing educational plans for students.
(b) TASP supports legislative efforts in providing support to parents and families in need of mental health services.
(c) TASP supports quality, affordable child care before and after school.

Draft prepared by Legislative Committee task force members Jean Tanous, Gail Cheramie, Ed Scholwinski and Michael Dixon and approved by the TASP Executive Board on August 30, 1998.

1999 TASP Professional Development Conference

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

TSBEP Revised Rules Regarding Continuing Education - Effective 8/98

Continuing Education.

(a) Requirements. All licensees of the Board are obligated to continue their professional education by completing a minimum of 12 hours of continuing education during each year that they hold a license from the Board regardless of the number of separate licenses held by the licensee.

(b) Relevancy. All continuing education hours must be directly related to the practice of psychology. The Board shall make the determination as to whether the activity or publication claimed by the licensee is directly related to the practice of psychology. It is the responsibility of the licensee to engage in activities which provide demonstrated relevance to the practice of psychology. In order to establish relevancy to the practice of psychology, the Board may require a licensee to produce, in addition to the documentation required by subsection (d) of this section, course descriptions, conference catalogs and syllabi, or other material as warranted by the circumstances. The Board does not pre-approve continuing education credit. The Board shall not allow continuing education credit for personal psychotherapy, workshops for personal growth, the provision of services to professional associations by a licensee, foreign language courses, or computer training classes.

(c) Permitted activities.

(1) Continuing education hours may be obtained by participating in one or more of the following activities, provided that the specific activity may not be used for credit more than once:

(A) attendance or participation in a formal continuing education activity for which continuing education hours have been preassigned by a provider;

(B) teaching or attendance as an officially enrolled student in a graduate level course in psychology at a regionally accredited institution of higher education;

(C) presentation of a program or workshop; and

(D) authoring or editing publications.

(2) Providers include:

(A) nationalv regional, state, or local psychological associations; or

(B) other formally organized groups providing continuing education that is directly related to the practice of psychology. Examples of such providers include: public or private institutions, professional associations, and training institutes devoted to the study or practice of particular areas or fields of psychology; professional associations relating to other mental health professions such as psychiatry, counseling, or social work; state or federal agencies; and regional service centers for public school districts.

(3) Credits will be provided as follows:

(A) For attendance at formal continuing education activities, the number of hours preassigned by the provider.

(B) For teaching or attendance of a graduate level psychology course, four hours per credit hour. A particular course may not be taught or attended by a licensee for continuing education credit than Once.

(C) For presentations of workshops or programs, three hours for each hour actually presented, for a maximum of six hours per year. A particular workshop or presentation topic may not be utilized for continuing education credit more than once.

(D) For Publications, eight hours for authoring or co-authoring a book; six hours for editing a book; four hours for authoring a published article or book chapter. A maximum credit of eight hours for publication is permitted for any one year.

(4) When obtained, any submitted continuing education hours other than hours banked pursuant to subsection (g) of this section, must have been obtained during the 12 months prior to the renewal period for which they are submitted.

(d) Documentation. It is the responsibility of each licensee to maintain documentation of all continuing education hours claimed under this rule and to provide this documentation upon request by the Board. Licensees shall maintain documentation of all continuing education hours claimed for at least five years. The Board will accept as documentation of continuing education:

(1) for hours received from attendance or participation in formal continuing education activities, a certificate or other document containing the name of the sponsoring organization, the title of the activity, the number of pre-assigned continuing education hours for the activity, the signature of an official representative of the sponsoring organization, and the name of the licensee claiming the hours;

(2) for hours received from attending college or university courses, official grade slips or transcripts issued by the institution of higher education must be submitted.

(3) for hours received for teaching college or university courses, documentation demonstrating that the licensee taught the course must be submitted; and

(4) for presenters of continuing education workshops of programs, copies of the official program announcement naming the licensee as a presenter and an outline or syllabus of the contents of the program or workshop.

(5) for authors or editors of publications, a copy of the article or table of contents or title page bearing the name of licensee as the author or editor.

(e)Declaration form. All licensees must sign and submit a completed Continuing Education Declaration Form for each year in which they are licensed by the Board specifying the continuing education received for the preceding renewal period. Licensees wishing to renew their license must submit the declaration form with the annual renewal form and fee no later than the renewal date. Licensees who do not wish to renew their license must submit the declaration form along with a written request to retire the license on or before the renewal date. Licensees shall not submit documentation of continuing education credits obtained unless requested to do so by the Board.

(f) Audit. The Board conducts two types of audits. Licensees shall comply with all Board requests for documentation and information concerning compliance with continuing education and/or Board audits.

(1) Random audits. Each month, 10% of the licensees will be selected by an automated process for an audit of the licensee's compliance with the Board's continuing education requirements. The Board will notify a licensee by mail of the audit. Upon receipt of an audit notification licensees pIanninq to renew their licenses must submit requested documentation of compliance to the Board with their annual renewal form no later than the renewal date of the license. Licensees wishing to retire their licenses should submit the requested documentation no later than the renewal date of the license.

(2) Individualized audits. The Board will also conduct audit of a specific licensee's Compliance with its Continuing Education requirements at any time that the Board determines that there are grounds to believe that a licensee has not complied with the requirements of this rule. Upon receipt of notification of an individualized audit, the licensee must submit all requested documentation within the time period specified in the notification.

(g) Banking. Continuing education hours obtained after December 31, 1997, cannot be banked. Continuing education hours accrued prior to December 31, 1997, received from formal continuing education programs as defined under formal Board rule 461.11 (a) (1) of this section (relating to Continuing Education) in effect prior to November 10, 1997, in excess of four hours during any one-year period may be banked for no longer. than an additional two years provided that all other required additional continuing education hours are also completed each year by the licensee.

Obituary

Tona Jo Harte, Ph.D. (1944 - 1998)

Tona Jo Harte was born November 21, 1944 in Gainsville, Texas. She received the Bachelor of Arts degree from the University of Texas at Arlington, the Master of Arts degree from the University of North Texas and her Doctor of Philosophy degree from Texas Women's University in 1980. She joined the staff of the Psychological Services Department of the Ft. Worth ISD in 1972, following her graduation from U.T. Arlington, and remained there until 1988, when she left to begin private practice. In 1990, she left full-time private practice to resume her career in public schools with the Arlington ISD, where she was employed at the time of her death. She was diagnosed with cancer in July, so her death came as a blow to friends and colleagues who had known her as a vibrant and very involved person. At the time of her death, Tona had agreed to supervise pre-doctoral interns and was preparing for a full-year of involvement with the students and staff of Arlington ISD. She was a member of several professional organizations including NASP, TPA, Ft. Worth Area Psychological Association, and the D/FW Regional Association of School Psychologists. She was devoted to her family and was especially proud of her granddaughter, Cheyanne. She is survived by her daughter, Lisa Ruddick, son-in-law Wesley, granddaughter Lynzi Cheyanne, mother Lucy Lois Fuller and brother Charles D. Fuller III. She will be greatly missed by her friends and coworkers and the many people whose lives she touched during her career as a school psychologist in the Fort WorthArlington area.

Best Practices Hotline

This column is designed to address practice issues in the field of school psychology. Questions should be sent to: Dr. Ginger E. Gates; 7145 West Tidwell; Houston, TX 77092.

Question: I am so confused about CEUs for my LSSP! I don't understand the TSBEP CEU policy. Who has to approve CEUs? Which workshops count? Please help!

Because I work at a Regional Educational Service Center, I am often asked this question, As a matter of fact, Texas State Board of Examiners of Psychologists (TSBEP) has recently changed the rules regarding continuing education credits (effective 8/98). My interpretation is that the change is a positive one. Among other things, the new rules clarify and expand the options for "providers" of CEUs. Following are the significant points in the updated rules:

All licensees still need **12 hours of continuing education** per year regardless of the number of separate TSBEP licenses they hold.

All continuing education hours must be **directly related** to the **"practice of psychology"**. Note that this does not include personal therapy, foreign language or computer classes.

It is still your responsibility to maintain documentation of all continuing education activities even though the actual documentation certificates are not submitted with your renewal pocket. TSBEP does conduct both random and individual audits. At that time you would be asked to produce your documentation.

The new rules expand the list of **providers** of formal continuing education activities:

Psychological associations

- Formally organized groups directly related to the practice of psychology
- Professional associations related to other mental health professions
- Regional educational service centers (ESCs)
- State or federal agencies

The updated rules should make the obtaining of CEUs an easier process. Remember, it is your responsibility to monitor your number of CEUs throughout the year so that you don't come up short the week before your license renewal is due!

Note: See the complete TSBEP continuing education rule revision which is printed in this newsletter.

Governmental and Professional Relations Committee

Jean Tanous, GPR Chair

TASP is pleased to announce that Bradford Shields of Shields Legislative Associates has been contracted to provide legislative consulting services for the 1998-1999 year. Mr. Shields has previously worked with TASP to provide services as legislative monitor. He also provides consulting services to other professional organizations, including the Texas Association of Health System Pharmacists and National Multiple Sclerosis Society. During the 75th Legislative Session, he represented the Texas Speech-Language-Hearing Association. Mr. Shields is also a member of the School Board in Eanes ISD.

During the upcoming 76th Legislative Session, Mr. Shields will provide TASP a variety of consulting services. TASP is presently in the process of developing long range strategies to define the association's public affairs goals for the future. In addition to his support in this effort, Mr. Shields will provide guidance for TASP's Legislative Committee in establishing "grass roots" public policy efforts, including efforts to increase membership involvement in the legislative process and to establish contacts and relationships with key elected officials. Mr. Shields will aid TASP in communicating to the legislature all priorities of TASP, work with TASP to determine the impact of proposed legislation and communicate TASP's position to the legislature. Mr. Shields will attend legislative hearings and meetings pertinent to the goals and strategies of TASP, assist TASP representatives to provide written commentary and testimony to legislative committees and agencies, and will represent TASP when necessary during negotiations and planning sessions on pertinent issues.

TASP will continue to receive monitoring services which have included information regarding legislation introduced, as well as updates on evolving legislative issues and agency proposed rules and regulations which may have potential impact on TASP.

The TASP Executive Board again welcomes Bradford Shields. The TASP membership will have the opportunity to meet their Legislative Consultant at the President's Reception during the TASP Convention in Austin.

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

Name: ____

Last First M.I. Title (Mrs/Mr/Dr etc.) Professional Title (i.e. LSSP)

Street Address: ______________________________ City: ______________________ State: ____ Zip: __________

Telephone Home: (______)__________________ Work: (______)____________________ Fax: (______)________________

E-Mail Address: ___________________________ Place of Employment: ____

☐ *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:

_____ **Regular Member** **Dues: $55.00**

_____ Currently functioning as a school psychologist. (Please check all credentials that you hold and their expiration date). ***New Members must send a copy of current licenses/certificates.***

_____ Nationally Certified School Psychologist certification Exp. Date: ___________

_____ TSBEP Licensed Specialist in School Psychology Exp. Date: ___________

_____ TSBEP Psychologist's license Exp. Date: ___________

_____ TSBEP Licensed Psychological Associate Exp. Date: ___________

_____ Trained as school psychologist and working as a consultant, supervisor or administrator. ***New Members must send a letter on school stationery confirming worker status.***

_____ Primarily engaged in training of school psychologists at a college or university.

New Members must send a letter on school stationery and signed by the Department Chairperson confirming trainer status.

_____ **Affiliate Member** **Dues: $40.00**

One who is trained or employed in a closely related field or profession, but does not meet the requirements for Regular Membership.

_____ **Student Member** **Dues: $20.00**

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: ____________________

Have you ever been found guilty of unethical or unprofessional conduct by a local, state, or national ethics committee, professional organization, or licensing board? **Yes:** ____ **No:** ____

Has your license or certification to practice ever been suspended, revoked, or limited by a state board? **Yes:** ____ **No:** ____

Have you ever been convicted of a felony? **Yes:** ____ **No:** ____

If you answered yes to any of the above questions, please attach a detailed explanation.

Applicant's Signature: ______________________________________ Date submitted: ____________________

(Please fill in other side)

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):

___ Convention Planning **___ Membership** **___ Nominations & Elections**

___ Government & Professional Relations **___ Professional Development** **___ Newsletter & Publications**

___ Public Information and relations **___ Awards & Honors**

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

___ President-Elect **___ Treasurer** **___ Regional Representative** **___ Graduate Student Representative**

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

TASP
PO Box 141023
Austin TX 78714-1023

Thank you for joining TASP!

LSSP Corollaries

Submitted by Jan Opella, Region IV

1. If you write it on your calendar in ink, the appointment will be changed.
2. The farther ahead you plan to test a referral, the more likely it is that the student will be absent that day.
3. You will receive the Parent Questionnaire after you have written the report.
4. The longer you spend writing a "good" report, the less likely anyone is to read it.
5. The person you need to talk to will either return your calls when you are out of the office or will call back at 3:59 p.m. on a Friday.
6. If you hurry to get to a school to test a student, you will be out of forms or you will have the wrong tests with you.
7. If you describe a student as a "good kid" to a teacher, he will end up in the office for a major offense within the week.
8. If you dress up for an ARD, it will rain and the ARD will be canceled.
9. If you test a particularly tough case, the family will move from the district after you have written the report but before you have the ARD. (If they move before you test the student, the family will move back before the end of the year.)
10. A parent will come into the office when you have a fever, headache, and nausea.
11. If you have been remarkably healthy, you will test four sick kids in a row.
12. If you schedule a testing room in advance, an administrator will be using it when you get there.
13. A supervisor, auditor, superintendent, or consultant will stop by to see you late one day when you are winding down and goofing off after a hell-week.
14. If you are real proud of one of your reports, the computer will "eat" it before you have it printed and it won't be saved.

Advertising Policy

The publication of any advertisement by the Texas Association of School Psychologists Newsletter is neither an endorsement of the advertiser, nor of the products or services advertised. TASP is not responsible for any claims made in an advertisement. Advertisers may not, without prior consent, incorporate in a subsequent advertisement or promotional piece the fact that a product or service has been advertised in the TASP newsletter. The TASP newsletter is published to enhance communication among school psychologists in a manner that advances the general purpose of the Texas Association of School Psychologists. The acceptability of an ad for publication is based upon legal, social, professional, and ethical considerations. All advertising must be in keeping with the generally scholarly, and/or professional nature of the publication. Thus, TASP reserves the right to unilaterally reject, omit, or cancel advertising which it deems not to be in the best interest of the scholarly and professional objectives of the Association, and/or not in keeping with appropriate professional tone, content, or appearance. In addition, the Association reserves the right to refuse advertising submitted for the purpose of airing either side of controversial social or professional issues. Permission is granted to all other school psychology associations' newsletters to reproduce any article, providing the original source and author are credited.

Check out our new WEB SITE http://www.txasp.org

TEXAS ASSOCIATION OF SCHOOL PSYCHOLOGISTS

February 25-27, 1999 Conference in Austin, Texas

CALL FOR PRESENTATIONS OF INNOVATIVE PRACTICES

Presentations of innovative practices in school psychological services will be presented by their authors at the February TASP Conference. Presentations should be practice-oriented rather than theoretical in nature. Research or literature review formats would best be achieved through the poster presentations. Formal papers will not be required and the format or style of the presentation is left to the authors. While all proposals will be reviewed, special consideration will be given to presentations submitted covering the following topics: 1) Preschool assessment leading to intervention; 2) Prereferral or intervention assistance teams; 3) Specific counseling strategies; and 4) Unique techniques for the provision of services. An overhead projector and screen will be provided for each presentation. (Additional A/V equipment may be available on a limited basis. Attach a statement of request and justification for the additional equipment to this Call for Presentations Form.)

Presentation proposals must be postmarked no later than **December 1, 1998** for consideration. **A 300 word narrative description of what will be contained in the presentation and a brief statement of the purpose or goal of the presentation should be submitted.** One stamped, self-addressed postcard, with author and title information on the postcard, should be included and will be used to indicate receipt of the proposal for innovative practice presentation. The primary author will be notified of the disposition of their presentation, using the stamped, self-addressed business envelope, by January 15, 1999. **All presenting authors must register for the conference.**

Title of the presentation (not to exceed 12 words): ____

____

Primary presenter's name: ________________________________ Affiliation/Title: ________________

Address ____

Additional presenters (List affiliations/titles following each name): ______________________________

____

Submission Checklist:

______ Completed Call for Presentations Form with A/V request attachment, if appropriate

______ Six (6) copies of the title, a 300 word narrative description, and a brief statement of the purpose or goal of the presentation (**without author's name or institutions**, for blind review)

______ One (1) stamped, self-addressed postcard (type author and title information on postcard)

______ One (1) stamped, self-addressed business envelope

Mail postmarked no later than** December 1, 1998* ***to:

Phyllis Hamilton
425 Padre Lane
Victoria, Texas 77905

TEXAS ASSOCIATION OF SCHOOL PSYCHOLOGISTS

February 25-27, 1999 Conference in Austin, Texas

CALL FOR POSTERS

Posters will be presented by their authors at the February TASP Conference. Presentation will be considered in the areas of: 1) school psychological research; 2) innovative school psychological practices; 3) case studies; 4) multicultural/bilingual assessments or interventions, or 5) intervention or prevention programs.

Summaries must be postmarked no later than **December 1, 1998** for consideration. **All submissions must include a summary that should not be more than 300 words**. One stamped, self-addressed postcard, with author and title information on the postcard, should be included which will be used to indicate receipt of the call for posters. The primary author will be notified of the disposition of their presentation, using the stamped, self addressed business envelope, by January 15, 1999. An award will be given for the best student poster at the conference. **All presenting authors must register for the conference**.

Check one (1): ____ Poster Presentation
_____ Student Poster Competition **(primary author must be a student)**

Name and Signature of Faculty Sponsor (Required for student poster competition)

____

____

Title of the presentation (not to exceed 12 words):______________________________

____

Primary (presenting) author's name: ______________________ Affiliation/Title:______________

Address: ____

Additional presenters (List affiliations/titles following each name):

____

____

____

Submission Checklist:

_____ This Call for Posters
_____ Six (6) copies of the title and 300 summary or the poster (**without author's name or institutions, for blind review**)
_____ One (1) stamped, self-addressed postcard (type author and title information on postcard)
_____ One (1) stamped, self-addressed business envelope

Mail postmarked no later than December 1, 1998 to:

Ron Palomares
2900 Westminster
Dallas, Tx 75205

Outstanding School Psychologist Award

Call For Nominations

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in February, 1999.

Please use this form to submit your nomination of the individual you feel is the most deserving of this award. *Nominations must be received by December 1, 1998***.**

Criteria for individuals nominated are as follows:
1. Employed and working primarily as a school psychologist.
2. Regular Member of TASP
3. Considered exemplary in the provision of school psychological services.

On separate sheets of paper please include the following information and attach a resume of the individual being nominated.

Name of Nominee:______________________________

Nominee's Job Title: ______________________________

Employed by:______________________________

Nominator:______________________________

Write a brief description of the nominee's qualifications in each category below. If a category is not applicable to the individual being nominated please indicate by placing N/A.

1. **Direct Service:** This area relates to providing school psychological services to students and parents/guardians (i.e., assessment, counseling, parent training, etc.).

2. **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.

3. **Supervision Or Administration:** This category involves supervision of other school psychology and related personnel and administrative responsibilities such as direction or coordination of programs.

4. **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.

5. **Research:** This area includes both empirical and applied research work carried out either as part of the job or outside of 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 Nomination Form by December 1, 1998 to:

Mae Fjelsted
Award & Honors Committee Chair
9707 Berryville
San Antonio, TX 78245-1903

Outstanding Delivery of School Psychological Services Award to a School District

CALL FOR NOMINATIONS

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.

Please use this form to submit your nomination of the district you feel is the most deserving of this award. ***Nominations must be received by December 1, 1998.***

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in February, 1998. It will be presented to an administrator from the district which receives the award.

On a separate sheet of paper please include the following information:

School District: ______________________________

Contact Person: ______________________________

Address: ______________________________

Telephone: ______________________________

Write a brief description of the District's qualifications in each category below:

1. **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.

2. **Programs:** This category involves programs for special students (i.e., At-Risk, ADHD, ED, LD, etc.) or regular education students.

3. **Innovative Programs:** This category includes any programs or services which the district considers innovative (i.e., crisis intervention, prevention programs, etc.).

4. **Direct and Indirect Service:** This area relates to providing school psychological services directly to students and parents/ guardians (i.e., assessment, counseling, parent training, etc.) and/or indirectly through consultation, inservice-training, etc. Include the primary activities performed by psychological service personnel.

5. **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 Nomination Form by December 1, 1998 to:

Mae Fjelsted
Award & Honors Committee Chair
9707 Berryville
San Antonio, TX 78245-1903

Outstanding Service To The Profession Of School Psychology Award

Call For Nominations

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in February, 1999.

Please use this form to submit your nomination of the individual you feel is the most deserving of this award. *Nominations must be received by December 1, 1998.*

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 Nomination Form by December 1, 1998 to:

Mae Fjelsted
Award & Honors Committee Chair
9707 Berryville
San Antonio, TX 78245-1903

The Role of Language in the Assessment of Second Language Learners

Alicia Paredes Sctibner, Ph.D., Southwest Texas State University
Reprinted with permission from The Dialog, Journal of the Texas Educational Diagnosticians' Association. Spring/Summer 1998 Vol. 27, No.2

Although the last decade has seen increased professional dissemination of important practices in assessment (Alvarez, 1990; Cummins, 1984; Figueroa, 1990; Valencia, 1997), the field of school psychology has been slow in translating these practices to unbiased assessment of second language learners and limited English proficient (LEP) students. It remains a fact that low incidence language and ethnic groups continue to be misidentified and misdiagnosed across the various exceptionalities. This article will address best practices for the psychoeducational evaluation of second language learners, looking at the continuum of assessment for instructional purposes to assessment for special education placement.

Continuum of Assessment Procedures

There are four kinds of assessments commonly used with second language learners: (1) English proficiency testing, (2) language proficiency testing, (3) language assessment for special education, and (4) psychoeducational assessment (Alvarez, 1990). In the aforementioned assessments, standardized testing plays a major role. Other procedures that would facilitate understanding of the students' skills, such as informal assessment procedures in the student's native language, are rarely used because of the lack of trained bilingual professionals who can administer such assessments in the student's native language.

Language Proficiency Assessment

Upon entering school, second language learners new to U.S. schools are typically tested to determine level of language proficiency in the second language. Proficiency testing looks at general oral communication skills in English. A broader understanding of language proficiency, on the other hand, is conducted when students need to be identified for monolingual or bilingual instruction. Language proficiency should be conducted in the native language as well as English, and in both oral and written skills. However, due to a lack of bilingual personnel that understand the process of acculturation and second language acquisition, few districts conduct language proficiency assessments effectively (Baker, 1990).

At the oral level, language proficiency examines both comprehension and production, while at the literacy level, reading and writing are tested . The problem with these assessments may lie in the information rendered by the procedures used. For example, in evaluating oral communication, only discrete language elements are considered (phonology, morphology, and syntax). Some researchers (Cummins, 1984, 1989; Hakuta & Garcia, 1989; Langdon, 1989; Scribner, 1995) consider discrete language elements as surface level structures, which give us only partial information about the students' abilities. What is preferable is examining the deeper dimensions of language, semantics, and pragmatics. Information regarding both surface and deeper levels of language is important because they are interdependent and, thus, give a more complete picture of the full range of language capabilities students need to function successfully in the classroom. Damico, Oller, and Storey (1983) found that pragmatic criteria (i.e., nonfluencies, revisions, timing of responses appropriateness of responses, use of nonspecific vocabulary, topic maintenance, and need for repetition) were better predictors of linguistic and academic performance than surface-oriented criteria based on morphological or syntactic structures.

Language Assessment in Special Education

More detailed assessment for special education referrals addresses oral language competencies and is usually performed by a trained speech language therapist. This type of assessment incorporates both structural and pragmatic criteria. Langdon (1989) found, however, that the heaviest diagnostic emphasis was placed on discrete-point tests. Ideally, language assessment for special education referrals should look at a range of structural and pragmatic criteria. Procedures to assess structural criteria should include an analysis of mean length utterance, syntactical and semantic errors, subject-verb agreements, use of possessives, irregular verb forms, past tense markings, analysis of articulation, receptive and expressive vocabulary, and listening comprehension. Pragmatic criteria would include conversational skills (topic maintenance, selection, and changes) and conversational requirements (turn-taking, initiating, responding, pausing, giving feedback to speakers) (Fradd, Barona, & Santos de Barona, 1989).

Psychoeducational Assessment

Since psychoeducational assessment is associated with special education placement, appropriate language information is very important. Language is dynamic, linguistic competencies change rapidly, and because language is so closely related to cognitive ability, a current language assessment is critical in psychoeducational assessment. Ideally psychoeducational assessment entails an analysis of broad data (linguistic, cognitive, perceptual, motor, emotional, social, behavioral, and academic). It also assumes that the student's background of experience, educational history, learning style, and other characteristics have been addressed prior to referral to special education. Traditionally, the information gathering relies mostly on tests. Figueroa (1990) stresses that interviews, observations in multiple settings, and modifications of instruction and the learning environment also should be considered. Since the second language learner is part of a larger system, we also need to look at the interaction between the "identified" student and the ecological setting in which he or she is expected to learn. In short, psychoeducational assessment should look at "the multiplicity of factors underlying school learning and personal-social adaptation of children in the various environments in which they live and learn" (Alvarez, 1990, p. 305).

It is particularly important, then, to begin a psychoeducational assessment by obtaining current, comprehensive language information in the native language as well in English. Language ability permeates all aspects of the academic curriculum. In the case of bilingual or LEP students, there are added reasons to know the student's skills in his/her native language and in English. It is now widely recognized that the degree of intactness in oral and written skills in the native language will rule out learning disorders in the second language. A bilingual-biliterate evaluation will more accurately represent the range of skills of the bilingual/LEP student. Such a comprehensive evaluation may need to be carried out with the assistance of bilingual paraprofessionals. The scope of this article does not allow for a detailed discussion of use of ancillary examiners when a bilingual school psychologist is not available. Suffice it to say that when using ancillary examiners in the assessment of second language learners, such individuals must be trained to administer native language oral and written assessment and should clearly understand the scope of their responsibilities in the assessment process. Equally as important is the fact that the school psychologist remains the individual responsible for data collection and interpretation, the report, and the instructional recommendations relative to the evaluation results.

Another important component of a psychoeducational assessment for second language learners is cognitive functioning. Although in theory researchers agree and recommend that "range of functioning" be reported instead of IQ score, school district personnel often have to weigh professional requirements versus ethical standards in rendering such decisions. In many states, the "discrepancy model" still reigns for special education placement. A learning disability is considered when there is a discrepancy of 16 points or more between cognitive functioning and academic achievement. A bilingual/biliterate evaluation may refute a learning disability profile of a second language learner when the discrepancy model is applied to determine level of cognitive functioning.

New Trends in Assessment for Second Language Learners

Assessment for second language learners needs to be advocacy-oriented - we need to broaden our understanding of assessment to look beyond the learning problem of the child (Cummins, 1989). Advocacy-oriented assessment considers the student's opportunity to learn, background of experience, relevancy of the instruction being offered the student, and the student's potential to learn. First and foremost would be considering what strategies and modifications are recommended for implementation in the regular education curriculum. Modifications in procedures that should be used with culturally and linguistically diverse populations are described below.

Psychometric potential cognitive assessment (Gopaul-McNichol & Amour-Thomas, 1998) consists of four procedures that provide supplementary information on the student's cognitive functioning. These procedures are (1) suspending time, (2) contextualization versus decontextualization, (3) paper/pencil on arithmetic tests, and (4) test-teach-retest assessment measure.

Suspension of Time. Jensen and Whang (1994) state that the more practice an individual has on something, the greater the speed he or she will show in carrying out the task. Gopaul-McNichol (1993) found that most Caribbean children have difficulty completing tasks under time pressure because this represents the antithesis of what their culture dictates. DeAvila (1974) noted that assessing culturally different children on timed tests confounds the measurement results because they are not used to working under timed conditions. When administering timed tasks, it is recommended that the examiner tabulate two scores - one timed and one with time suspended.

Contextualization Versus Decontextualization. Not only are there distinct vocabulary differences among Spanish speakers from different countries, but how language is learned also differs from English speaking habits. Words have different meanings in different cultures. For example, the word "tostones" means a quarter to a Mexican American, but it means a fried banana to a Cuban or Puerto Rican child (Gopaul-McNichol & Armour Thomas, 1998). Given this and many similar situations, it is best to ask the student to use the vocabulary word in a sentence to be sure that the student's understanding of the word is the same as that on the English IQ test. Armour-Thomas and Allen (1993) found that the vocabulary words of 32 ninth graders was elevated when unknown words were presented in context. The soon-to-be-available Bilingual Verbal Ability Test (Mufioz-Sandoval, Cummins, Alvarado, & Rueff, 1998) was developed to assess a student's cognitive verbal ability. In this test, the student is given credit for items failed in English, but answered correctly in the native language. The score is first tabulated in the usual manner, a second "gain" score for those items answered correctly in the student's native language is added, and a total score for bilingual verbal ability is obtained. This test will be available in English and 17 languages to assess verbal cognitive ability of second language learners. The use of ancillary examiners who are proficient native speakers is necessary to administer this test in the correct manner.

Paper/pencil on Arithmetic Subtests. Artzt and Armour-Thomas (1992) have studied problem-solving in mathematics from a cognitive-information processing perspective and have found that a major problem lies in the student's ability to monitor and regulate the cognitive process engaged in during problem solving. On most IQ tests, arithmetic tasks tap skills, memory/attention, and speed. Under timed conditions and without the use of paper/pencil for calculation, it is difficult to tell which processes are operating. By making modifications that allow to test for potential, the examiner can request the student to use paper/pencil on those items he or she had missed. The "difference" score will give more accurate information of the student's ability with numerical concepts and math operations.

Test-Teach-Test. Many of the tasks we ask of students in U.S. IQ tests are culture specific. Most children that come from rural areas in Third World countries have had little exposure to blocks, puzzles, or manipulative toys. Sternberg (1984) suggests that "as useful as the tests may be for within-group comparisons, between group comparisons may be deceptive and unfair for nonverbal subtests" (p. 10). What would render the field an equal playing field would be for the culturally different students to have equitable degrees of familiarity and strategies to problem solve such tasks. Feuerstein (1980, 1990) contends that the best way to predict learning efficiency is to assess it in an actual learning and teaching situation. The results of a test-teach-test strategy give information about how much intervention the child needed, how much training it will take to raise performance to an appropriate level, how well does the child retain the skills, and how well does child generalize to other situations.

Conclusion

Assessment of second language learners requires careful attention. Second language learners continue to be misidentified and misplaced in the various exceptionalities in great numbers. Although it is evident that positive change is occurring in the area of assessment of second language learners, the field is not yet keeping up with new understanding of the process of second language acquisition, the depth of language testing necessary to better assess linguistic competence, and the importance of language development in the instruction of this population of students. Best practices in assessment of second language learners also means best practices in assessing linguistic competence, and best practices in the instruction offered this population of students.

References

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Learning the ROPES:

The use of Experiential Education techniques with or without access to a challenge course.

by Michael Dixon, Ph.D. - Fort Worth ISD

As those of you who attended the 1998 TASP Workshop know experiential educational activities are fun by nature, therapeutic by design and a useful way of learning and teaching in a group setting. In that workshop we demonstrated some of the ways in which these activities can be used to work with groups of students and as a part of a facility inservice. However my impression is that many people do not know about this area and others who are aware of experiential learning or experiential counseling think you have to have a challenge course or ROPES facility or a lot of equipment to do these types of activates. Not so! Many of these activities can be carried out in a classroom although some would require a more open space such as a gym, playground or cafeteria area or empty class room. In this article I will share some ideas and resources for using Experiential Education (EE) in the day to day work of school psychologists.

Experiential education is an outgrowth of Outward Bound which came to this country from England in the early 1960's. As a direct result of that program Project Adventure, a company offering catalog equipment sales, training workshops, direct service to at risk youth and book publishing was formed in 1971. It has become the premier source of training and equipment for Challenge courses and experiential or adventure based learning in the United States. An organization for enthusiasts and/or practioners of experiential education "Association for Experiential Education", was formed in 1972. This organization hosts an international convention each year as well as regional conventions. Within the state of Texas two organizations, *Texas Experiential Ropes Association* and *Texas Outdoor Education Association* both hold annual meetings where participants can learn and practice EE techniques and activities.

Just what are we talking about here? What are experiential education techniques? The answer is they are many things, ranging from simple problem solving activities or communication games to the use of a challenge or ROPES course for group or personal growth experiences. They include the following:

New Games: These are games where the rules or playing situation is unfamiliar to the participants. The objective of New Games is to have everyone participate on an equal basis thus making the game fair and enjoyable for everyone. No one person can dominate the outcome of the game. The games are designed to emphasize cooperation or achieving goals through group efforts, and to experience social interaction, physical awareness and enjoyment.

Icebreaker/Acquaintance Activities: These are designed to provide opportunities for group members to get to know each other and to begin feeling comfortable with each other. Primarily fun, non-threatening and group based. Example: The M&M game. Players are seated in a circle and each takes several M&M's. For each piece of candy they must tell something about themselves. Designate the type of thing shared for each M&M color (proud, embarrassing, funny event, favorite hobby, vacation etc.)

Communication Activities: These are used to enhance abilities and skills to communicate thoughts, feelings and behaviors more appropriately. Activity should emphasize listening, verbal and physical skills in the group decision making process. Example: Blind Polygon - Participants can simply close their eyes or wear blindfolds. The object is to have the group, standing in a circle holding a rope form a simple shape (square, triangle) using the rope to establish the boundaries. Alternative is to hold hands and form the shape without using a rope. The rules are once a person is holding the rope they cannot let go. This can be done sighted or sighted but mute (no talking). The important thing is to process the activity afterwards (more about processing later).

Trust building activities: These activities provide an opportunity for the group members to trust their physical and emotional safety with others by attempting a graduated series of activities which involve taking some perceived physical and/or emotional risk. Example: Three person trust fall - in groups of three one person stands with back to other two and keeping body stiff falls (leans) backward where the other two "catch" them after a few inches. This activity requires instruction on "spotting" and demonstration in order to insure complete safety.

Team Building Activities: These activities provide an opportunity for the group to cooperate, communicate and develop leadership within the group. Many incorporate deliberate frustration in order to build ability to listen and compromise to reach a solution or solve the problem. Example: Shoe Twister - This would be good for elementary level students. Each person removes one shoe and places it in a pile. Everyone picks up a different shoe and then join hands in a large circle. Each player then locates the owner of the shoe and all children exchange shoes without breaking their joined hands. Think of the ways you could vary this game for example by making every other child silent or allowing only one child to have a voice.

Group problem solving/social responsibility: Here group members are building on pervious gains in trust, communications and decision-making skills in assessing and working effectively with the strengths and weaknesses of the members of the group. Emerging leadership becomes an important dynamic. Example: Circle the Circle - Group stands in a circle with hands joined. Place one or two hula hoops between 2 people (resting on their grasped hands). See how quickly the hoops can be passed around the circle (opposite directions for two hoops) and back to the original starting position.

Ground Initiatives: Group activities that can be designed with a variety of objectives e.g. get acquainted, problem solving, that involve movement, physical activity and often the use of materials or props. Some activities are simply deinhibitors designed to help people become more comfortable and relaxed and thus better able to take advantage of the learning that is to take place later in the day. Example: Hospital Tag - group members must stay within designated boundary. Participants must place their hand over the spot where they were touched. At the second tag they are to remain in the spot were they were last tagged still holding the places on their body where they were tagged until all but one member has been tagged. Variation - to slow the game down require all participants to take baby steps when they are trying to tag or escape being tagged. Rule, no tagging on the face or other sensitive areas of the body. Tags are to be light touches not hits!

Low Elements: Activities which require the use of specific props or materials such as wooden platforms, secured logo, wire cables etc. Example: All Aboard - group members must all place some part(s) of their body on a small wooden platform at the same time. The platforms are typically constructed of weather treated 2x6 lumber and range from approximately 14" square to 24" square. Depending on the size of the platform and the size of the group this activity can progress from first requiring each person to place a finger and a toe on the platform to each person having at least one foot on while the group sings one verse of a selected song.

PROCESSING

Processing during and/or after the EE experience is perhaps the most critical part of the entire experience and cannot be overemphasized in terms of its importance. Whether it is called processing, debriefing, or reflection it is the means by which the specific activity is tied to the underlying principles (such as Trust, Communication, Divergent Thinking, etc.) and the things learned are generalized and applied to the lives of the participants. The goal of an EE activity is to help the participants in their own discovery of knowledge and understanding such that they can relate new skills and behaviors to their life situation. In most cases this will not happen without the skilled guidance of the group leader/facilitator.

Here is one brief outline of how to accomplish this. Use the three keys; “What?”, “So what?” and “Now What?” to guide group discussion as you process the EE experience. Begin with “What?” Literally asking the group to recount what has just happened. What did they see? Hear? Move on to “So What?” How was the activity experienced by group members? Who emerged as leaders? What did someone do that was helpful? How did cooperative behavior lead to the successful solution of the problem? Next comes “Now What?” What can you take from this activity to the next one? What needs to be changed to make the group more effective? What were some examples of useful feedback? How did you feel during this activity? How does any of this relate to your classroom? What did you learn about yourself? How can you take this knowledge home with you. How can you use what you learned today in other situations? These and dozens of other questions might be appropriate for a given group. Regardless of the questions asked the process of debriefing can be the most critical part of the learning experience for the group members. The art of processing requires practice and knowledge of the variety of ways to reflect upon an experience. Processing can also be done via another activity such as asking participants to make a collage reflecting their experiences of the day or to paint or draw something that illustrated the most important thing they learned that day. Refer to the listings at the end of this article for sources of information on processing.

The use of EE activities to enhance facility inservices or as the basis of a counseling group can be a fun and powerful way to induce learning in the participants. It is my hope that many more school psychologists will add the use of Experiential Education activities to their list of skills they bring to the role of being some one who makes a difference in the lives of the students and school personnel with whom they interact.

Sources for information about Adventure Based Therapy, Experiential Education Activities and Games

Islands of Healing: A Guide to Adventure Based Counseling published by Project adventure, Jim Schael, Dick Prouty, and Paul Radcliff

Adventure Therapy: Therapeutic Applications of Adventure-Programming Edited by Michael A. Gass, by the Association for Experiential Education.

Cowstails and Cobras by Karl Rohnke. Project Adventure Inc.

Cowstails and Cobras II by Karl Rohnke. Project Adventure Inc.

Silver Bullets: A Guide to Initiative Problems Adventure Games, and Trust Activities by Karl Rohnke. Project Adventure Inc.

Bar, of Tricks by Jane Sanborn, Search Publications

Bag of Tricks II by Jane Sanborn, Search Publications

Adventure Education by John C. Miles and Simon Priest, Venture Publishing, Inc.

Women in Experiential Education Available from Kendall/Hunt Publishers.

Project Adventure Inc.:
(1) PO Box 100
Hamilton, MA 01936
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NASP STATE DELEGATE REPORT

Daniel C. Miller, Ph.D., N.C.S.P., L.S.S.P.

Welcome back to the start of the new school year!

Membership Update

Thanks to all of you who renewed your NASP membership last year and special thanks to those of you who joined NASP last year for the first time. At the start of 1998, the NASP leadership set a target membership for Texas by the end of 1999 of 614 members. I am pleased to announce that at the 1998 membership year Texas had 658 members (a 12% increase from 1997). Help Texas have a stronger voice in national polices by continuing to support NASP. Renewals have been sent out for the 1998-99 year – please take time to send in your renewals. Members and new members may now pay their membership fees on-line via the NASP Home Page at http://www.naspweb.org . Encourage your colleagues who do not belong to NASP to join this year. Let's try to have 700 NASP members in the state by the end of the year.

30th Annual NASP Conference

NASP will be celebrating its 30th anniversary at the annual national conference. Typically, between 60 and 80 Texans make the annual pilgrimage to the national conference each year. There has never been a better year to plan ahead and come to the national conference. This year the conference will be held in Las Vegas where lodging and airfare is generally inexpensive. The conference will be held on April 6-10, 1998 with the main hotel be Balley's in Las Vegas. There are many special events planned for this 30th anniversary conference which you will not want to miss. If you do not receive conference information from NASP check out the NASP Home Page at http://www.naspweb.org .

NASP launches major PR campaign in September

In the September issue of the *Communique*, President Alex Thomas will be announcing a major public relations campaign. One of the activities that we as school psychologists do not do enough of is public relations. Many school personnel, parents, and community resource personnel still do not have a clear understanding of what the practice of school psychology is all about. The NASP PR initiative starting in September will ask NASP members working in the schools to sign a pledge card. By signing the pledge card participants will receive a free PR kit from NASP designed to help participants promote the professional practice of school psychology in their schools. Participants will also receive free monthly PR activity updates via the NASP Web pages on the Internet. Participants will receive all of these materials free of charge and will be given CEU credit for the NCSP renewal just by participating. At the delegate assembly this summer, President Thomas indicated that he would be happy if 1000 school psychologists participated in this PR initiative. It is my hope that we get a large participation from Texas school psychologists in this project. Going into a legislative session this year, TASP needs you to go out of your way to positively promote the practice of school psychology in your district. NASP is giving us a wonderful set of PR materials at no cost --- can't beat that! Look for the announcement in the September *Communique* and plan to sign up.

Bilingual School Psychologists Directory

NASP has recently published a *Bilingual School Psychologist's Directory* which lists school psychologists by state who are proficient in another language other than English. The Directory is free for the asking by calling NASP at 301-657-0270. Also if you are bilingual and your name does not appear in the directory, notify NASP and it will appear in the next revision.

Your NASP State Delegate's Involvement

I have been asked to co-chair the NASP Research Committee this year, and if re-elected as a NASP Delegate I will chair that committee next year. I have also volunteered to serve on a committee that is in the process of rewriting questions for the NCSP exam and a committee whose charge is to rewrite the NASP Training and Ethical Standards.

This year will be by last year of my term as the Texas Delegate to NASP. I am interested in running for re-election and would like your support in the nomination and election process.

I am planning on hosting a Texas size party at the NASP conference– so make plans on coming to Las Vegas!

Regional Reports

Region II - Thomas A. Wood

Region II continues to be concerned about increasing membership and encourages all LSSPs to become members of Texas Association of School Psychologists. In addition, diagnosticians in Region 11 are cordially invited to become affiliate members. This fall, Region II of TASP will cosponsor along with Region XIX Education Service Center and the University of Texas at El Paso, the Second Annual West Texas School Psychology Conference. The conference will be held on November 12 and 13 (Thursday and Friday) on the UTEP campus. Dr. Gail Cheramie, professor of school psychology at University of Houston-Clear Lake and a former TASP president will present a workshop on WISC III profile analysis. Gail will use case materials and participants will be invited to bring their own cases for analysis on the second day. For information on the workshop or any other school psychology issue, contact your Region II representative, Tom Wood at 747-5572 or <twood@utep.edu>.

Region IV - Jan Opella

Well, the new school year has started. Are we having fun yet? The TASP Board has been working on our plans for the conference and long-range plans for the organization. I hope that some of you are planning on submitting proposals to share your talents with us at the conference. We would like to hear about innovative programs that you are using. I am still trying to get names of people who would be interested in being part of a speaker's bureau. Here in Bastrop we are always looking for interesting speakers for our district in-service and I often get calls from other districts asking for referrals.

It has come to my attention that many of our members, and other interested readers of our newsletter, are not currently working directly in the public school. So maybe some of you don't exactly know what all we LSSP's are doing out there. Well, the short version is that we are doing a lot. But let me elaborate.

So I start out my day at about 7:30 am. When I get to the Co-op office, the phone is usually already ringing, (Our Co-op serves four different districts in four different towns, in two counties.) Today I have an ARD, that's Admission, Review and Dismissal, meeting at nine about 20 miles from the office. On the way, I stop at our self-contained campus. One of our students has taken some unknown pills from another student on the bus. The nurse is there, we call the parents, send her to the hospital, and complete documentation. She will be fine, probably just vitamins. After the hour and a half meeting, I get back in my trusty Subaru and motor about thirty-five miles to my next ARD meeting. It's a double header. I explain my test results to the parents of students that I have tested. One qualifies for our Preschool Program for Children with Disabilities, one does not qualify for Special Education. We make recommendations to the teachers and parents of the student who did not qualify and design an Individual Education Plan for the one who does qualify. At about 1:30 I get back into my trusty Subaru, 167,000 miles and counting, and head back to the office. After about ten minutes of quality time on the computer writing a report, the ever present phone rings. It's the high school, one of our students with Autism has thrown a chair and broken a mirror. So, in my capacity as Behavior Specialist, I head over to the high school. The teachers and staff have done an excellent job in calming the student down and he is now doing a little dance in his new shoes and seems happy. I try to determine what caused his outburst through interviews with the staff. We are going to have to call an ARD meeting to modify his Behavior Intervention Plan to address this behavior. As I start out the doors of the high school, a parent stops me in the parking lot. He wants to tell me the "latest thing" his son has done. I listen attentively, or as well as anybody can in a parking lot. Actually, the story is pretty funny. The parent and I laugh together, then I give him some suggestions to try at home. Now, I'm back in the trusty Subaru, heading for the office. Again, I spend a few quality minutes with my computer, and again the phone rings. It's a parent of a student with mental retardation who wants me to help her complete forms so that her son can get SSI when he graduates. I set up an appointment. Then I remember I have to set up that ARD on the high school student. I go and get the two page ARD notice, parent rights booklet, two envelopes, and the student folder. After I check the high school ARD schedule, to make sure there are no conflicts, I set the ARD date and time. Now I am back with the computer. Guess what? The phone again. A counselor at the elementary school wants to talk to me about this little five year old who kicked the assistant principal in the ....uh.... office, I set up a time to go observe this child on Wednesday. (Usually when I set up an observation more than two days in advance, the kid will be sick and out of school when I get there.) As I again try to write a report, I smell popcorn and remember that I didn't eat lunch. I follow the smell; microwave popcorn is the best thing since sliced bread. Since I now think that my computer has a curse that causes my phone to ring, I check my calendar for tomorrow and prepare to test a kid who has been assigned to our Alternative Education Campus for misbehavior. After checking the pre-assessment ARD in his folder, I decide what tests to give and go on the "protocol hunt". It's kind of like a scavenger hunt, since we haven't been able to order new supplies yet this year. After I fill out the forms, it's about 4:30 and time to head home. That night I work on the workshop that I am giving later in the week for teachers working with children with Autism and other Pervasive Developmental Disorders. That workshop will take two days and put me behind in testing. But, I like giving workshops. I feel that if I give teachers some skills they can help up to 30 kids, whereas I can only help one kid at a time. The rest of the week includes: testing, ARDs, parent conferences, teacher conferences, writing, writing, and writing. Does this sound familiar to anybody? Well I am looking forward to seeing ya'll at the conference in Austin.

Region V - Wende Buchanan Jones

I hope everyone had a relaxing Sumner and is rested and rejuvenated for the new school year. It is with great excitement I begin this school year and my term as the representative for the San Antonio, Edinburg, Corpus Christi and San Angelo areas. I ;am looking forward to being your Region V representative at a time when the needs of our students and families are rapidly changing.

As the role of the school psychologist changes to meet evolving needs, it is crucial for all of those practicing in the field to work together and be proactive in providing quality services to children in our Stare. I believe membership and involvement in TASP is an opportunity for us to promote the profession of school psychology and share promising practices and ideas which benefit the children. I hope to be a resource for promoting communication between members in my region, other professionals and professional organizations. I also hope to contribute to better public understanding of students academic and mental health needs by making school psychology a more integral part of the school system. What would you like to see happen? How cam I best serve your needs as the Region V Representative? Please call me at home (210) 637-6612 or at work (210) 692-6105.

New Board Members - Continued from page 14

Region I - Michael Dixon

Michael C. Dixon, Ph.D., is the newly elected representative for Region I (ESCs X, XI, VII, VIII). He will serve until July 2000. Employed by Forth Worth ISD, Michael is currently the Program Director of the Psychological Services Department. He started with Fort Worth in 1976 as a staff psychologist and became program director in 1987. Prior to this, he was on the faculty at George Peabody College as part of the staff of the Center for Community Studies. He obtained his doctorate from The University of Texas at Austin in 1970, and did a two-year post-doctoral internship in New York with Dr. Robert Reiff of Yeshiva University in the Bronx.

Among other interests, he is an enthusiastic supporter of Experiential Education and the principles of Adverture Based Counseling. He is also interested in autism spectrum disorders and has received training from the TEACCH program at the University of North Carolina. A trained ROPES facilitator for the FWISD Challenge Course, he has led workshops in experiential education techniques at TPA and TASP conferences (see article elsewhere in this newsletter).

"I strongly encourage all LSSPs and others who work in schools or with LSSPs to become members of TASP. It is the ONE professional organization that best represents the interests of school psychologists and the field of school psychology in Texas."

Secretary's Report

Kaye Cummings, M.S., LSSP Secretary

The TASP Executive Board Meeting, held August 29 and 30, 1998, at Camp Balcones Springs was called to order by the President, Ginger Gates. Phyllis Hamilton was appointed as Parliamentarian and approved by the Board. Dan Miller shared highlights of the history of TASP and reviewed the five guiding principles of TASP: (1) Maintain high professional and ethical standards in our interaction with the public and other professional organizations; (2) Present the practice of school psychology in a positive light to our colleagues and all others with whom we come in contact; (3) Help promote the profession of school psychology; (4) Deliver quality membership services to retain current members and recruit new members; and (5) Deliver quality professional development conferences for continued educational experiences.

The TASP membership has increased by 50% and there has been an 84% increase in attendance at the annual conference. Challenges for the new year were discussed. The minutes of the July, 1998 board meeting were presented and approved. The Past President, Ed Scholwinski, presented the accomplishments for the past year, which included the conference in Houston in February 1998; increased membership and increased managerial efficiency with Your Third Hand; the toll-free phone number; increased professional liaisons; and inclusion in stake-holders groups. The Board voted to accept membership in the Texas Mental Health Group.

The Treasurer's Report was presented by Susan Riordan. TASP has $32,280 in our checking account, with $20,430.68 in our savings account. Ginger Gates, President, reported that she, Phyllis Hamilton, Ed Scholwinski, and Chris Scholwinski are serving on the Statewide Assessment Task Force. The purpose of the Task Force is to write an assessment manual.

Phyllis Hamilton, President Elect, gave information about the 1999 TASP Professional Development Conference to be held at the Capitol Marriott in Austin, Texas, on February 25-27. The Board discussed reducing the cost of the pre-conference workshop for student members. New members were presented for approval by Susan Logan, Membership Chair, and were approved by the Board. It was noted that the membership directory should be ready by the end of the fall semester. Jean Tanous, Government and Professional Relations Chairman, reported on the legislative priorities which were approved by the Board. She also noted that she has been appointed to the National School Psychology Certification Board. Graduate student and regional representative reports were given, as well as working committee reports. Constitutional changes were approved by the Board.

The next Board meeting will be October 24 in Houston.

Membership Report

Dr. Susan Logan, LSSP, NCSP

Regular Members:
Margaret Allan
Maria del Carmen Barajas
Gloria Beckham
Deborah Blackmon
Ron Boney
Nancy Bray
Kelley Burgin
Shari Davis
Patricia Deane
Byron Dodd
Susan Durchholz
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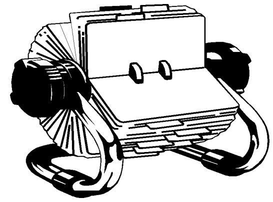

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so that you will continue to receive the Newsletter and other important mailings.

Renew Your TASP Membership TODAY!

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Use the Membership Application on Page 19

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There is no charge for Employment Notices. The rate for any other advertising is $2.00 per line. The minimum order is four lines and each line contains about 60 characters. The charge for a full page ad is $100.00. All advertising must be prepaid. No frequency or agency discounts apply. To submit copy, and/or for other classify/display advertising rates and information, contact: Alicia Paredes Scribner, Ph.D., Department of Educational Administration & Psychological Services, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666. Phone: (512) 245-8682. Fax: (512) 245-8345.

Advertising Deadlines

Camera ready artwork or Employment Notices must be received prior to deadline date for desired publication. All camera-ready artwork and notices must be on 8 1/2 by 11 inch paper. It is recommended that response deadlines in advertisements be no earlier than the 15th of the month following the month of publication.

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