



THE TEXAS SCHOOL PSYCHOLOGIST

Newsletter of the Texas Association
of School Psychologists

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President's Corner

Ginger Gates, Ph.D., NCSP, LSSP

School Psychologists and Stress: Put on Your Own Mask First

A mother goes in to wake up her daughter, "Get up, honey, it's time to go to school". The daughter replies as she pulls the covers over her head, "I'm sick! I have a headache and a stomachache. I can't go to school today!" "Now, sweetie", the mother encourages, "You know you're not sick, you have to go to school". From under the covers the daughter whines, "People there don't like me! They fuss at me, give me too much work, and are never satisfied!" The mother pleads, "Honey, you have to go to school, you're the school psychologist!"

Sound familiar? Being a school psychologist is a very stressful job! Often those of us in helping professions tend to overextend ourselves and put others' needs before our own. Are you experiencing any signs of stress? Are you irritable? (more so than usual!). Are you having difficulty remembering things? (Though this comes in handy at Easter when you can hide your own eggs...it really is a pain when you forget which student you are observing!)

Remember the last time you flew on a plane? The stewardess (I mean "flight attendant"...boy, this PC stuff is hard!) always assures us that in case of an emergency the air mask will drop. This, of course, always makes me feel more comfortable! We are then advised to put on our **own** mask first before we help others with theirs. (Of course, they also tell us that in case of a water landing the seat cushions can be used as a flotation device. What are the chances of a water landing on a flight from Houston to El Paso? Oh, well, I do digress!) The point of the plane story is to remind us that we must take care of ourselves first so that we are better able to take care of others. I offer the following suggestions:

1. Resign from the "Burn Out Club"

Membership criteria include:

- Never accept anything less than perfection
- Work at least 10 hours per day; work as many holidays as possible

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Documenting The Need For Accommodations For Individuals With ADHD After Graduation

Edward J. Scholwinski, Ph.D. NCSP, LSSP

Attention-Deficit Hyperactivity Disorder (ADHD) is one of the most prevalent childhood disorders reported by schools and diagnosed by mental health professionals. It is estimated that three to five percent of the total school population suffers from ADHD symptoms severe enough to warrant intervention (Barkley, 1998). Characterized by an inability to sustain attention along with impulsivity, and hyperactivity, ADHD has become one of the most researched childhood disorders in the

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- Never delegate
- Never say "no"
- Never waste time relaxing
- Never take anytime off for yourself; if you are forced to do so, feel guilty

2. Turn in your crown as "Queen (or King) of the World"

Some of us seem to run out and grab stress. When in the express lane at the grocery store, do you count the number of items in the person's basket in front of you? If it makes you mad when they cheat...**don't look!** Since we spend 1/3 of our lives at work, it is imperative to make sure that there are people and places in our lives that make us happy and reduce stress. Working in education is hard work, we need to seek balance in our lives and spend time doing things we enjoy. Remember, time waits for no one:

Yesterday is history;
Tomorrow a mystery;
Today is a gift;
That's why it's called the present!

3. Have fun at work!

Find humor in everyday situations. When you think about it, the situations we find ourselves in are often quite humorous! Have fun with your kids and colleagues. Don't forget to stop and laugh. (I know several people who haven't smiled since the Dead Sea was just sick!)

Why did you choose to be a school psychologist? (My guess is that it is more than because of June, July, and August) The writer Leo C. Rosten said:

"I think the purpose of life is to be useful, to be responsible, to be honorable, to be compassionate. It is, after all, to matter; to count, to stand for something, to have made some difference that you lived at all."

I interpret this to mean that the purpose of life is a life of purpose. Our profession is, in fact, an honorable one. We have the potential to make a difference in the lives of students, families, and educators. To do this, however, we must also take care of ourselves.

I challenge each one of us to write on a "Post-it Note" one way in which we plan to reduce stress in our lives. Put this note on something you will see everyday (refrigerator, Day Timer, etc.) and check yourself on your progress. It is only when we take care of ourselves that we can take care of others. Until we do something differently, we can't expect things to change. On that note, I leave you with the thought, "If you find that the horse you are riding is dead...GET OFF!"

Review of Policy Statement for Documentation of a Learning Disability in Adolescents and Adults by Educational Testing Service (Jan. 1998)

*Cindy Plotts, Ph.D.
Southwest Texas State University.*

In 1997, Educational Testing Service (ETS) published a policy statement describing guidelines for documenting learning disabilities (LD) in postsecondary settings. This statement was derived from a document developed by an ad hoc committee established by the Association on Higher Education and Disability (AHEAD). Copies of this publication can be accessed from the website www.ets.org/disability.html.

ETS is to be commended for setting forth a comprehensive, lucid description of criteria for documenting learning disabilities in adolescents and adults who are seeking reasonable accommodations on tests administered through ETS. That criteria for documenting LD are not uniformly recognized and applied in institutions evaluating or serving postsecondary consumers is no surprise to those professionals who work in the

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Deadline for receipt of material by the Editor

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

field of adult learning disabilities. The policy statement clearly describes ETS requirements for LD documentation, including the qualifications of the evaluator, recency of documentation, appropriate clinical documentation to substantiate the disability, and evidence to establish a rationale supporting the need for accommodations. Additionally, appendices provide recommendations for finding and working with qualified professionals and a listing of recommended standardized tests for assessing LD in adults and adolescents.

This document should be of particular interest to school psychologists who are responsible for initial comprehensive evaluations or reevaluations of secondary students who may be transitioning to college or work settings where they could be eligible for test or course accommodations. While IDEA allows for limited reevaluations where appropriate as determined by the Admission, Review and Dismissal (ARD) committee, ETS states clearly that all testing must be *current* (within 3 years for high school students, 5 years for adults) and *comprehensive* (including a full interview, along with comprehensive aptitude, achievement, and processing testing). For a student seeking accommodations through ETS, a reevaluation consisting of intellectual and/or achievement screening tests would not suffice and further testing would be required. This guideline is reasonable, given that any accommodations should be based upon information that establishes a need for such accommodations that is clearly related to the learning disability as currently manifested.

While most of the documentation requirements laid out in the policy statement would be considered best practice in evaluating adolescent and adult learning disabilities, a few points of concern should be noted. First, among the qualified professionals who must conduct the evaluation are included “medical doctors with training and experience in the assessment of learning problems in adolescents and adults.” At issue is whether or not medical doctors who diagnose learning problems are appropriately trained in the administration, scoring and interpretation of the standardized tests recommended for use in such evaluations. Such training would be necessary to either conduct or supervise assessments. Similarly, the term “learning disabilities specialists” as another category of professionals considered qualified to evaluate specific learning disabilities is vague and could be interpreted to include special educators or other professionals who are not appropriately trained in the use of standardized tests of intelligence, achievement, and cognitive processing. The use of many of these recommended tests should be restricted to professionals with appropriate training, supervision, and experience. ETS recommends that the diagnostic interview address issues of “dual diagnosis, alternative or co-existing mood, behavioral, neurological, and/or personality disorders along with any history of relevant medication use that may affect the individual’s learning”; clearly, professionals in

the fields of school psychology or neuropsychology would seem most likely to have the requisite training in both assessment and psychopathology to conduct such an assessment.

A related second concern is that while ETS requires that documentation must include a specific diagnosis, the diagnostic classification source and associated criteria are not specified. While IDEA diagnostic criteria and terminology (e.g., learning disabled) apply in public education settings through high school, postsecondary institutions do not fall under these regulations. Section 504 and Americans with Disabilities Act (ADA) do not specify diagnostic criteria and terminology for learning disabilities and disorders. The DSM-IV, which is widely used by professionals who diagnose learning disabilities, employs slightly different terminology and less specific criteria for diagnosing learning disabilities than does IDEA. Further, clinical terms, such as dyslexia, dysgraphia, and dyscalculia, carry different meanings in different settings, with diagnostic criteria varying greatly. Evaluations completed in educational settings while applicants are still in high school will probably employ IDEA terms and criteria, while those completed in private practice or medical settings, especially if completed after high school, may well use DSM-IV or clinical criteria and terminology that are not identical to those required by IDEA. The policy statement does not address the “significant discrepancy” issue that is a cornerstone of most diagnostic formulations of LD. The significant discrepancy criterion for LD is clearly not uniformly applied and is often disputed by laypersons as well as professional evaluators and researchers. For these reasons, a “specific diagnosis” of LD may actually reflect wide variation with respect to criteria used to make the diagnosis. How will ETS respond to the variation in criteria when a specific diagnosis is provided?

A last point of concern relates to the expectation that evaluators include *specific recommendations for accommodations*, supported by a rationale *based on specific test findings or clinical observations*. Evaluators who are considered qualified based on the ETS policy statement, including school psychologists, may not have specific knowledge regarding the nature and range of accommodations available in postsecondary settings and may not have been trained to link assessment findings to specific recommendations for accommodations for adult populations.

Despite these concerns, the ETS policy statement is a welcome addition to the growing body of literature about and guidelines for diagnosing and accommodating learning disabilities in postsecondary settings. These guidelines should be of great value to secondary level school psychologists, counselors, teachers, and administrators who are responsible for transitioning high school students into college, training, or employment settings.

DFWRASP



Objective Assessment of Children & Adolescents Using Parent, Teacher & Self-Description

David Lachar, Ph.D., Professor & Director of the Psychological Assessment Lab of the UT-Houston Medical School and Co-author of the PIC, PIY and SBS, will discuss his multidimensional scales, profile interpretation and application in the school. Dr. Lachar will draw on 20 years use and more than 45 published works on these instruments.

Friday, April 16, 1999
8:00 AM to 3:30 PM

Agenda

8:00-8:30 AM	Registration & Continental Breakfast	
8:30-8:45 AM	Welcome, Opening Remarks	Dr. Marian Clinton, Director, Special Education
8:45-10:00 AM	Speaker	Dr. Lachar
10:00-10:15 AM	Break	
10:15-11:30 AM	Speaker	Dr. Lachar
11:30-1:00 PM	Lunch on your own (see map)	
1:00-3:00 PM	Speaker	Dr. Lachar
3:00-3:30 PM	DFWRASP Business Meeting	President, DFWRASP

Special notes: Approved for 4.5 CEU's
Sponsored by The DFWRASP & Hosted by the Hurst-Euleless-Bedford ISD
Cost: \$10.00 for DFWRASP members, \$20.00 non-member and late registration
REGISTRATION MUST BE RECEIVED BY April 9, 1999!

Registration Form

Name: _____ Organization: _____
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Daytime Phone: _____ e-mail: _____ Member? (circle one) Yes No

Send form and a check for \$10.00 or \$20.00 payable to DFWRASP to :

Stephen M. Allie, Ph.D.
HEBISD-Transition Center
1849 Central Dr.
Bedford, TX 76022

Best Practices Hotline

Ginger Gates, Ph.D., NASP, LSSP

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 have a student who was referred for a special education evaluation several weeks ago. Unfortunately, he got in a fight at school since then and has been sent to our alternative discipline campus. What do we do?

Response: Several issues are important in this question. The first issue is the fact that the student has been referred for special education. According to IDEA '97 [20 U.S.C. 1415(k)(8)] a student may assert any of the protections provided in the statute if the district “had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.” Because this student has been referred for an evaluation, the case could certainly be made that the district suspected that the student has a disability. Below is the exact wording from the statute that defines “basis of knowledge” (sufficient knowledge to suspect that a child has a disability):

BASIS OF KNOWLEDGE—A local educational agency shall be deemed to have knowledge that a child is a child with a disability if—

- i. the parent of the child has expressed concern in writing (unless the parent is illiterate or has a disability that prevents compliance with the requirements contained in this clause) to personnel of the appropriate educational agency that the child is in need of special education and related services;*
- ii. the behavior or performance of the child demonstrates the need for such services;*
- iii. the parent of the child has requested an evaluation of the child pursuant to section 1414; or*
- iv. the teacher of the child, or other personnel of the local educational agency, has expressed concern about the behavior or performance of the child to the director of special education of such agency or to other personnel of the agency.*

The other issue salient in this scenario would be the length of time the student is to “serve” in the AEP (alternative educational placement). If it is under 10 days and the student has not been removed from school for disciplinary reasons previously in this school year, then the procedures outlined in the discipline section of IDEA are not applicable. The student can be removed, serve his term in the AEP and continue with the special education evaluation. If, however, the “sentence” is for more than 10 days or would add to 10 cumulative days with previous removals, then it would be considered a change of placement and the procedures in 20 U.S.C. 1415(k)(1) should be in place.

A good course of action in this case would probably be to not send the student to the AEP until the evaluation was complete.

Other disciplinary consequences could certainly be used that did not involve a change of placement. Once the evaluation is complete, follow the procedure outlined in the statute which involves conducting a manifestation determination and a functional behavioral assessment and designing a behavior intervention plan. (Remember that an ARD must be held within 10 days of the disciplinary decision being made.) Depending on whether or not the behavior was related to the student’s disability the student may or may not be sent to the AEP. This process is not the most expeditious, but certainly the safest.

Editor’s Note: Dr. Gates will be conducting a workshop on Manifestation Determination at the TASP Professional Development Conference in February.

Parts of Texas Ravaged by Recent Flooding

Daniel C. Miller, Ph.D., NCSP, LSSP

Just when we thought the long hot summer was behind us, and it was safe to go outside, many parts of central and southeastern Texas have been recently ravaged by severe flooding. In San Marcos, one school psychologist was quoted as saying that the rain was coming down in biblical proportions. Many businesses and homes with all possessions inside were destroyed.

Representatives from the NASP Children’s fund have contacted our state association and are willing to provide some financial support for those schools, which were damaged or destroyed.

If test kits and testing materials were destroyed or other educational materials, please identify your needs by calling Dr. Dan Miller at (940) 898-2251.

Thanks, Bill

As we bring the second edition of the TASP newsletter for 1998-1999 to print, I want to express my appreciation and that of the TASP Executive Board and membership to Bill Masten for the years of dedication as the first editor of the TASP newsletter. Bill was one of the founding members of TASP and has worked diligently putting out the newsletter in a professional and timely manner for the past five years. As TASP has grown, we now have the benefit of assistance in formatting and printing the newsletter. We all owe a great deal of gratitude to Bill for the efforts he undertook in TASP’s first few years when he worked hard at recruiting and finding articles, submissions, did the formatting, took the newsletter to print and mailed it to the growing membership. We all appreciate his efforts and hard work on behalf of TASP.

Alicia Paredes Scribner, Editor

A Quick Q & A on ED Assessments

by Jim Walsh

Walsh, Anderson, Underwood, Schultz and Aldridge, P.C.

Many school districts across the state have pondered and some have even asked about the law concerning assessments for emotional disturbance. To make it easy, here is a quick Q & A on the most asked about issues regarding ED assessments.

1. Who is qualified to perform the basic ED assessment on a student suspected of having an emotional disturbance?

Answer: In Texas, the basic “ED Assessment” relied on by a school district to establish eligibility for special education must be done by a person who is qualified and licensed as a Licensed Specialist in School Psychology (LSSP). In 1995, The Psychologists Certification and Licensing Act was amended to include the following language:

The Board by rule shall adopt the license classification of “licensed specialist in school psychology.” A license issued under this section constitutes the appropriate credential for a person to provide psychological services in a school in this state as required by Section 21.003(b), Education Code.

That rule has been adopted in 22 TAC § 465.38 (2) which states:

School psychological services may be provided in Texas public schools only by individuals authorized by this Board to provide such services. Individuals who may provide such psychological services include licensed specialists in school psychology, interns or trainees as defined in § 463.32 of this title (relating to Licensed Specialists in School Psychology) and individuals holding a temporary license issued by this board to provide such services under § 463.32 of this title (relating to Licensed Specialists in School Psychology).

2. Can a school district contract with other psychologists for certain types of services?

Answer: Yes, special types of assessments beyond the basic eligibility report can be done by psychologists who are not LSSPs. 22 TAC § 465.38(2) states:

Nothing in this rule prohibits public schools from retaining licensed psychologists and licensed psychological associates who are not licensed specialists in school psychology to provide psychological services, other than school psychology, in their areas of competency.

The rule acknowledges that school psychology is a different type of practice from a private psychological practice. It further states:

This rule acknowledges the unique difference in the delivery of school psychological services in the public schools from psychological services in the private sector. The Board recognizes the purview of the State Board of education and the Texas Education Agency in safeguarding the rights of public school children in Texas. The mandated multi-disciplinary team decision making, hierarchy of supervision, regulatory provisions, and past traditions of school psychological service delivery both nationally and in Texas, among other factors, allow for rules of practice in the public schools which reflect these occupational distinctions from the private practice of psychology. 22 TAC § 465.38.

BOTTOM LINE: Let’s say a school district wants to obtain a neuropsychological assessment of a student. The district could contract with a psychologist who is qualified to provide such an assessment, even if that person is not an LSSP. However, the basic statement of eligibility relied on by the ARD Committee must be done by an LSSP.

3. What kind of credentials must a person have to provide programming and counseling for ED students at school?

Answer: The provision of “counseling” as a related service can be provided by any licensed counselor. The counselor need not be a psychologist. If a district chooses to contract with a psychologist to provide behavior programming and/or services, it appears that the service provider should be someone with an LSSP.

4. Who can declare a student to be emotionally disturbed?

Answer: Only an Admission, Review, and Dismissal Committee, relying on a report from a Licensed Specialist in School Psychology, can declare a student emotionally disturbed.

In sum, the law is pretty straightforward as to what a school district needs to do with regards to assessment of students who are suspected of being emotionally disturbed. Just remember, an. . . .

LSSP is needed by an ARD to declare a KID as an ED.

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Day in the Life of a School Psychologist

*Francis Chen TASP Graduate Student Representative 1998/1999
Southwest Texas State University School Psychology Program*

Hello and welcome to the “Day in the Life of a School Psychologist” column. A school psychologist is trained to be competent in a variety of roles, among them assessment, behavior management/change, counseling and consultation. The role of assessment frequently becomes THE recognized role of our pro-

fession. The purpose of this column is to showcase as many of the different roles that school psychologists perform. Students in school psychology programs often shadow professionals in the field to get an in vivo experience. The following narrative is one such perspective. More will follow.

Recently, I was cordially invited to observe the delivery of psychological services at * Independent School District in the Gulf Coast of Texas. This department has received the prestigious American Psychological Association (APA) Division 16 National Association of School Psychologists (NASP) Award for Excellence and is approved as an APA Professional Psychology internship site.

I was paired with V., a school psychology intern nearing the end of her doctoral work in the University of Texas at Austin School Psychology Program. V. earned an undergraduate degree in psychology at the University of California, Santa Barbara.

This day at * High School began at 7:30 a.m. with introductions. After making several phone calls and arranging her materials, V. began scheduling the day’s counseling sessions. She worked through some scheduling changes. The morning hours consisted of two group counseling sessions, an unexpected Admissions, Review, and Dismissal (ARD) meeting, and an individual counseling session. Lunch was spent eating and updating records. V. facilitated two more group counseling sessions later that afternoon. At 2:30 p.m. V. traveled to * High School for a supervision meeting scheduled for 3:00 p.m. The day ended at 6:30, in the district central office. V. remarked that on some days she would normally use this time writing reports and updating records.

During my visit and interview with V., I found that the position of school psychologist requires an enormous amount of variation in activities, as well as dedication and time. V.’s weekly schedule includes four campuses, each scheduled on a different day. Fridays are spent at the central office in development and training sessions as well as personal time for producing and updating various paperwork. Time outside of work may be spent with record keeping and report writing. Preparation is performed outside of the work place to prepare for the next day.

This brief view of school psychology in practice proved to be insightful and inspiring. V.’s performance, intensity, and competencies shine through as she negotiated various dilemmas during the course of one day. This demonstrates the essential and responsible nature of the school psychologist’s role. Although this model of delivery of psychological services is often the exception to the rule, it is comforting to know that programs of such caliber exist in the continuing attempt to achieve the most beneficial outcomes for those serviced.

Christopher Alford
Southwest Texas State University School Psychology Program
Fall 1998

For those students who are shadowing school psychologists or will be shadowing in the future, feel free to submit a column giving a unique perspective of this multifaceted profession. If you have any questions, feel free to send email to

fc04834@swt.edu - Send submissions to:
Francis Chen
PO Box 100
San Marcos, TX 78667

Graduate Student Representative Report

Francis Chen, the Graduate Student Representative for TASP 1998/1999, has taken the first step of the networking project. The programs and universities listed on the TASP web site were contacted via US mail, outlining the goals of the networking project. The project is two part. First, to organize the student organizations, second, to facilitate the creation of a student organization if one does not exist.

The first entry of the One Day in the Life of a School Psychologist column is in this issue of the TASP Newsletter. The column is intended to highlight the many roles that the school psychologist plays. The entries will be reactions to the shadowing process that first year students participate in.

Framing the student web page of the TASP site is a task that should be shared by as many of the student members as possible. The following are items that will be included on the page:

1. Student Organization Officers and Contact Phone Numbers
2. Issues for discussion by network of organizations
3. Research Bulletin Board/Research Forum to ask for assistance or input
4. Forum for Practica/Intern experiences

Any suggestions for additional items are welcome. Please contribute your ideas!! Thank you.

To all program directors and/or faculty sponsors of student organizations, if you have not received the letter regarding the networking project, please contact Francis Chen, via email -- fc04834@swt.edu or through US mail:

Francis Chen
PO Box 100
San Marcos, TX 78667

Help a Colleague Stay Informed

Give Them a TASP Membership Application

Minutes of the TASP Executive Board Meeting

Kaye Cummings - Secretary

The TASP board meeting of October 25, 1998 was held at the Education Service Center in Houston and was called to order by President-Elect, Phyllis Hamilton, Ginger Gates, President, was ill. The agenda was reviewed and the minutes of the previous meeting were accepted with corrections. The regional representatives gave reports of activities within their regions. Ron Palomares, Chairman of the School Psychology Trainers committee, gave highlights of the Trainers' meeting which was held on October 24th. Attending were 11 people from 9 universities. The board approved sending of a TASP letter, along with the TASP position paper, to the Higher Education Coordinating board supporting a specialist degree. Gail Cheramie, Chairman of the Constitution Committee, reported a ballot along with cover letter giving a synopsis of the proposed changes will be mailed to members. Art Hernandez, Chairman of the Professional Development committee is researching a continuing education needs survey. TASP is also researching the possibility of home study courses. Nancy Schill, Public Information and Relations committee chairman, updated the board about getting a date for School Psychology Week. The Governor's office will only issue the Proclamation one month before the date. Possible dates were discussed and the need of a Public Relations packet was noted. Nancy will put together a packet for the next board meeting. Nominations for awards and new officers will be in the next newsletter.

Phyllis Hamilton, President-Elect, is still searching for a key note speaker for the TASP conference. Jerome Sattler will be doing a workshop at the conference and Randy Sprick will do the pre-conference workshop. Marketable items to sell at the convention were brainstormed as well as giveaways.

Membership chairman, Susan Logan, reported TASP has 313 members. New members were submitted and approved by the board. She also handed out sample membership cards. The development of a membership directory was discussed. Dan Miller, NASP State Delegate reported that our President, Ginger Gates, will submit Michael Dixon's name as Outstanding Psychologist to NASP as he was the TASP Outstanding Psychologist. A nominee for the NASP Lifetime Achievement was discussed. The NASP conference will be April 6-10 in Las Vegas. Dan will host a Texas Hospitality Hour.

The need for a LSSP Representative on the Texas State Board of Examiners of Psychologist was also discussed. A motion was approved that TASP supporting that and authorized the Government and Professional Relations committee to pursue that.

The meeting was adjourned at 4:07. The next board meeting will be January.

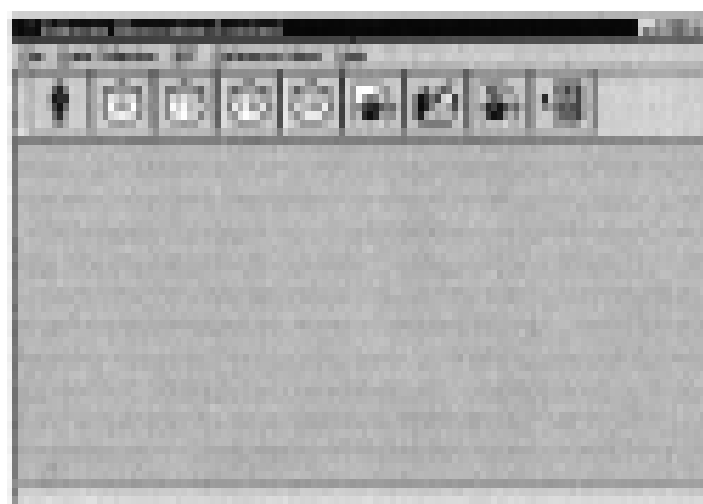
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David Burger, Michael Burger, Amy R. Hunter
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NOMINATIONS FOR TASP OFFICES

The 1999-2000 TASP election process is under way with a call for nominations. You are encouraged to participate in the nomination and election process as it provides you the opportunity to be directly involved in the selection of leadership of your state professional organization. The Nominations and Elections Committee asks you to submit names for the office of President-Elect, Secretary and Graduate Student Representative. You may also submit a name for the office of Regional Representative, if your region is listed as electing a Regional Representative this year (Regions II, IV, and VI). Nominees should be chosen on the basis of their potential for effective leadership and willingness to serve TASP and the field of school psychology. Any current regular member of TASP may be nominated. Please contact your nominees and secure their consent prior to placing their names in nomination.

Nominations and Election Procedures:

Once you have the consent of the person you wish to nominate, complete the nomination ballot (next page) and return it postmarked by January 15, 1999. The Nominations and Elections Committee will contact all nominees and the slate of nominees will appear on the ballot.

Ballots will be available at the TASP Conference and ballots will be mailed to all members not voting at the Conference by April 1. Members who receive ballots by mail will have 30 days to vote. As soon as the ballots are counted, candidates will be notified of results. Newly elected officers will take office July 1, 1999.

Elected Positions:

The President-Elect is elected to a one-year term of office. The Treasurer and Regional Representatives are elected to two-year terms. All offices require attendance at four or five state meetings annually, one of which is held at the Annual Conference. Executive Board members are reimbursed for travel and other expenses related to operating the association.

You may nominate a candidate for Regional Representative only from the region where you are employed. **Region II:** Educational Service Centers 18 and 19; **Region IV:** Educational Service Centers 6, 12, and 13; **Region VI:** Education Service Centers 9, 14, 16, and 17.

Call for Nominations

In accordance with our Constitution and By-Laws, nominations are due for the 1999-2000 officers. Nominations are due by January 15, 1999. The nominations committee will prepare a slate of candidates for each vacancy and the membership will be able to vote at the February conference in person, or later by mail.

Please nominate a colleague or yourself for one of the following positions which are available for the 1999-2000 TASP Executive Board:

President-Elect (1 year term) - A voting member of the Executive Board who works closely with the President on association matters and chairs the annual conference.

Secretary (2 year term) - A voting member of the Executive Board who maintains a written record of the Executive Board Meetings and other official business meeting of the association. The secretary also assists the President in handling correspondence.

Regional Representative (2 year term staggered with other regions) - A voting member of the Executive Board who represents the interests of TASP to the members in their region and represents the members' concerns and interests to the Executive Board

- Region II (Education Service Centers 18 and 19)
- Region IV (Education Service Centers 6, 12, and 13)
- Region VI (Education Service Centers 9, 14, 16, and 17)

Graduate Student Representative (1 year term) - A voting member of the Executive Board who represents the graduate student members and makes recommendations regarding graduate student issues to the Board.

Mail nominations to:
Ed Scholwinski
Educational Administration and Psychological Services
Southwest Texas State University
San Marcos, TX 78666

TASP NOMINATION BALLOT

President-Elect:

Name: _____
Address: _____ City: _____ State: _____ Zip: _____
Telephone H: _____ W: _____

Secretary:

Name: _____
Address: _____ City: _____ State: _____ Zip: _____
Telephone H: _____ W: _____

Regional Representative (nominate only from your region):

Name: _____
Address: _____ City: _____ State: _____ Zip: _____
Telephone H: _____ W: _____

Graduate Student Representative:

Name: _____
Address: _____ City: _____ State: _____ Zip: _____
Telephone H: _____ W: _____

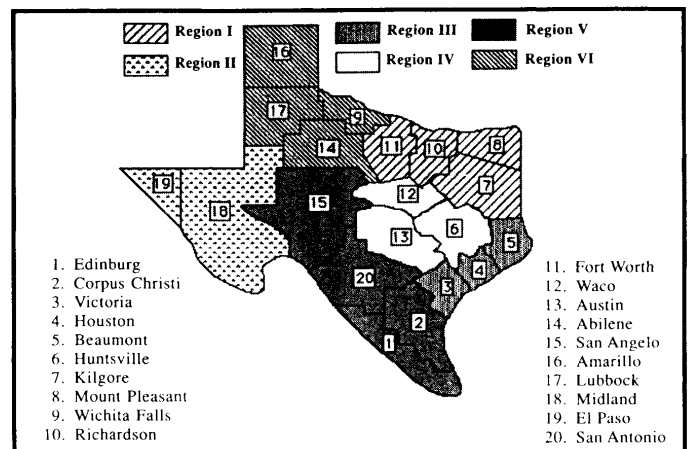
Name of Nominator: _____
Region: _____

Ballots should be sent to:

Ed Scholwinski, Chair
TASP Nominations Committee
Educational Administration and Psychological Services
Southwest Texas State University
San Marcos, TX 78666

Ballots must be postmarked by **January 15, 1999.**

Map of TASP Regions



NASP Delegate Report

Daniel C. Miller, Ph.D., NCSP, LSSP

In mid-November, Rob Matthews (Region VI Representative) and I attended the NASP Regional Conference in Savannah, Georgia. Representatives (delegates and state leadership representatives) from the 13 states in the southeast region of NASP gathered for a weekend of sharing and training.

On Friday evening, state-of-the-state reports were shared. Highlights include:

- Kentucky has recognized school psychologists as administrators rather than teachers.
- Louisiana has placed an emphasis on direct service model of delivery in schools and is trying to get career options for school psychologists as school administrators.
- South Carolina passed a private, independent practice law, which allows school psychologists to work as "Licensed Psychoeducational Specialists" in private practice.
- Florida established their own Emergency Assistance Team to response to statewide crises in their state.

On Saturday morning, Alex Thomas (NASP President) and Kathy Pluymer discussed public relations activities that states could engage in to promote the practice of school psychology (See column to the right for how you can get involved).

On Saturday afternoon, Scott Poland and Phil Lazarus presented the National Office of Victims Assistance (NOVA) crisis intervention model which was very useful. NASP leadership announced that 2 people from Texas will be selected to attend a full day training on the N.O.V.A. model at the NASP conference in Las Vegas at no charge excluding travel expenses.

If you are interested in being one of 2 TX representatives to attend the N.O.V.A. workshop at the national conference in Las Vegas, please contact Dan Miller (940) 898-2251 or f_miller@twu.edu as soon as possible.

Texas School Psychologists Urged to Sign-up for free NASP PR Campaign

Enroll in the free national public relations campaign entitled "*Practical Strategies for Expanding Services to Children and Families*" by completing the form on the next page. The deadline has been extended but **sign up** as soon as you receive this newsletter.

The practice of school psychology is still a mystery to many parents, administrators, teachers, and related services personnel. In Texas, the role and function of a school psychologist varies from district to district or even within a school district.

It is important that practitioners take the time to educate and inform parents and educators about what roles and functions they can play within the schools.

The President of NASP, Alex Thomas, is spearheading a campaign to promote the practice of school psychology at the local level across the country. Alex is looking for practitioners to agree to implement several public relations activities during this school year. In exchange for engaging in these activities and documenting them to NASP, participants will receive:

- ✓ Free public relations manual full of sample thank you letters, certificates of appreciate, handouts for parents and teachers, and outlines for inservice trainings.
- ✓ Access to monthly material updates on the NASP web site.
- ✓ Free promotion items from NASP.
- ✓ A certificate good for NCSP credit.
- ✓ A listing of your participation in an Honor Roll published in the *Communique*.

I hope you will sign up today to receive these free PR materials from NASP and help promote the practice of school psychology in our state. *Let's have a good participation in this project from Texas!*



Practical Strategies for Expanding Services to Children and Families

The purpose of this project is to provide all necessary support materials to expand services to children and families by making available resources to contribute articles for building, school system, or community newsletters or newspapers; to write letters of support or congratulations for students, parents, and/or teachers for accomplishments; to make presentations for parent, teacher, or community groups; and to provide handouts to parents, teachers, or community members on issues of concern to them.

By signing this agreement, you will receive a sizeable manual (three hole punched and tabbed) divided into sections for letters, articles, presentations, and handouts. Each section will contain an overview and a starter set of materials. Additionally, each month during the 1998/1999 school year, the NASP web site (www.naspweb.org) will contain at least three handouts, one letter, one presentation, and one article which can be downloaded, three hole punched, and inserted in the appropriate part of this manual. This project is designed to support your development of a professional notebook containing practical materials helpful for your use in your context. Or, you may choose to insert this provided manual in front of the NASP publication: Helping Children at Home and at School: Handouts From Your School Psychologist, which already has an expandable binder. This offer is limited until whichever comes first: December 18, 1998 or fifteen hundred practitioners, interns, faculty, or administrator NASP members who respond.

Additionally, you are encouraged to send NASP, at the address below, examples of materials that you have developed for possible dissemination to others. These may be included in updates to the manual, appear in the Communique, and/or be disseminated through the NASP Website.

Please make three copies of this completed agreement. Send in one to NASP. After completion of the agreement by the end of the school year, please send the second copy of this agreement completed with dates and materials attached. You will receive a NASP communications kit containing various items (pen, pin, notebook, etc.) with the NASP logo, a certificate good for NCSP credit, and you will be listed on an honor roll of participants.

Agreement

I agree to complete at least three of the following activities by June 4, 1999 and return a completed copy of this agreement by June 15, 1999. Please check the three areas that you agree to complete and return the second copy documenting completion by June 15, 1999.

1. I will provide at least two articles for a building, school system, or community paper.
documentation of articles
 Indicate date, article title, and in what it appeared (please attach a copy)
 1. _____
 2. _____
2. I will write at least two letters to congratulate achievement of a professional, community member, parent, or student.
documentation of letters
 Indicate date, achievement, and position of person to whom it was sent (attach copy)
 1. _____
 2. _____
3. I will make at least one presentation to a building staff, community organization, parent group, or other constituency.
documentation of presentation
 Indicate date, title, and group to which it was presented (attach copy of announcement and/or presentation)
 1. _____
4. I will provide at least three different handouts to at least three different consumers.
documentation of handouts
 Subject of Handout (attach copy if non-NASP handout) parent professional date
 1. _____ _____ _____
 2. _____ _____ _____
 3. _____ _____ _____

signed	name(print)	address	city	state	zip	e-mail
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Return to: Alex Thomas, NASP President, 4340 East West Highway #402, Bethesda, MD 20814. You will receive a manual with necessary materials to easily complete this agreement. Make 2 copies of this completed original prior to mailing to NASP: one for your records and one to return completed with accompanying documentation to the NASP address by June 15, 1999.

We are looking for a few good recruits!

The field of school psychology is starting to experience a worker shortage in general, and we particularly need to attract more minorities into our profession. Help Graduate Training Programs in Texas recruit potential students.

Do you know of someone who may be interested in the career of school psychology (e.g., an undergraduate psychology major, diagnostician, counselor, teacher, etc.)?

Fill out the form below and send it in today! The potential student will be sent recruitment information (e.g., brochures, catalogs, etc.) from the various School Psychology Graduate Training Programs in Texas.

The potential student is under no obligation to apply to any of these programs, but we would like for them to consider school psychology as a career.

As an incentive for the nominator, for each referral form that is received, the nominator's name will be entered into a drawing for a free TASP yearly membership. The free membership will be randomly drawn and announced at the TASP Annual Conference (winner does not need to be present).

..... Cut here

Potential Student Recruitment Form

Nominator Information:	Potential Student Information:
Name: _____	Name: _____
Street Address: _____	Street Address: _____
City, State & Zip: _____	City, State & Zip: _____
TASP Member (Y/N)? _____	Current Position (e.g., undergraduate, Diagnostician, etc.): _____

Send completed form to:

Dr. Arthur Hernandez
Chair, TASP Trainers Committee
6900 N. Loop 1604 W,
San Antonio, TX 78249

This form may be submitted at any time.

Treasurer's Report

7/1/98 through 9/30/98

Susan Riordan, LSSP

Financial highlights for the quarter ended September 30, 1998, are presented below:

**TASP
Financial Highlights
For the Quarter Ended September 30, 1998**

Revenues

Membership Dues	\$ 14,295
Other	<u>1,490</u>
 Total Revenues	 \$ 15,775

Expenses

Travel and Meeting Expenses	5,055
Supplies, Postage and Printing	4,064
Professional Fees	10,000
Other	<u>1,826</u>
 Total Expenses	 <u>20,945</u>

Revenues in Excess of Expenses (5,170)

Beginning Cash	<u>52,711</u>
 Ending Cash	 \$47,541

Membership Committee Report

Susan B. Logan, Ph.D., NCSP, LSSP

I am pleased to announce that as of November 20, 1998, TASP has 364 members. All members should have received membership renewal notices for the 1998-99 term. Please continue to support TASP by renewing your membership and by encouraging your colleagues to join. Beginning this Fall, new members will be receiving membership certificates and a membership card with a member identification number. If you were a student or affiliate member, or a trainee in the past, you must submit a copy of your current license in order to become a regular member. If you are a trainee, you must submit a copy of your official letter from TSBEP stating your trainee status.

At our upcoming conference, a membership list will be available for all members. Hope to see you there!

Welcome to our new and renewing members:

Regular Members:

Maxie Brooks
Judith Calloni
E. Hope Caperton-Brown
Linda Cox
Michelle Cunningham
Janet Gay
Melissa Giles
Joe Jeffers
Peggy Jenkins
Rebecca Martin
Claire McKay
Tina Michels
Suzan Miles
Chris Ninness
Rolando Ocanas

Elise Page
Erica Renger
Cary Roehe
Stephanie Sokolosky
Sharon Wernli
Renea Yowell

Student Members:

Judy Blackwell
Lori Detenbeck
Jody Fournier
Erica Guinn
Nichole Linderman
Julie Noble
Heather Pereira
Nicole Zwahr

Hastings Clinical Associates presents: John Stewart, Ph.D.

Managing Aggressive Behavior Within the Public School Setting

"What to do when nothing is working."

(Grades K -12)

Dallas, Tx., January 7th, 1999
(Adams Mark Hotel)

Houston, Tx., January 8th, 1999
(Holiday Inn - Astrodome)

This intensive 6 hour seminar, provides a useful integration of psychodynamic and behavioral theory in effort to understand and respond to aggressive children and adolescents in the public school setting. Topics covered in the program include: useful diagnostic categorization of aggressive children (attending to neuropsychological, psychodynamic and developmental issues), models for understanding the function and origin of aggressive behavior, use of medication within the school setting, teacher consultation, classroom management and risk for violence assessment.

Registration Fee \$110. Group discounts available - Lunch Provided

H.C.A. is approved by the A.P.A. as a provider of C.E.
Full day attendees at this seminar will earn 6 C.E. hours

For further information please contact
our office at: **207-839-6535** or visit our
home page at: www.nlbbbs.com/~hastings/

Trainers of School Psychologists Committee Report

Submitted by Ron Palomares, Texas Woman's University

The Committee met in Houston on October 23, 1998 and discussed several important issues. This was a very successful meeting, having 11 members present and nine institutions represented! The first item discussed by the Committee was the upcoming TASP Professional Conference and the review of research papers being submitted for presentation. There will be trainers and practitioners involved in the review process. Papers were due Dec. 1, 1998. A second issue discussed was the Specialist Degree movement that is beginning and the role trainers have in the State's approval of this degree. The TASP position paper and a letter further defining TASP's position were discussed and will be forwarded to universities through their Vice President of Academic affairs. Furthermore, the trainers will continue to educate their department heads and deans about the importance of having a specialist degree. Finally, the committee discussed technology and long distance learning initiatives. A subcommittee (chaired by Bill Masten, TAMU-Commerce) will draft a statement of policy in terms of best practices and present it to the committee. The next meeting of Trainers will be in conjunction with the TASP Professional Conference, meeting on February 24, 1999 from 1:30 to 4:30 p.m. at the Austin Marriott, Austin, Texas. These and several more issues of importance to the training of school psychologists will be discussed.

Dallas Public Schools Remember Dora Vela, Ph.D.

by John Dunkin

Dora Vela waged a courageous bout with cancer. She died September 14, 1998. Dora served the Dallas school system in many capacities for 15 years, most recently as a supervision specialist in psychology. Dora was born in Matamoros, Mexico, and raised in Robstown, Texas, just outside of Corpus Christi. She attended Del Mar College, Texas A&I University, and obtained a Ph.D. in school psychology from Texas Woman's University. She was a licensed psychologist, a licensed specialist in school psychology, and a member of APA, Texas Association of School Psychologists, Association of Dallas School Psychologists, and MENSA.

Dora was extremely accomplished within all facets of school psychology and made huge contributions to students and staff of the Dallas Public Schools. Her bilingual skills gave her versatility unmatched by most professionals. Dora is loved for the human qualities she brought to the job as much as her intellect and professional ability. Dora was one of a kind and cannot be replaced. She will be sorely missed by her friends and colleagues.

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.

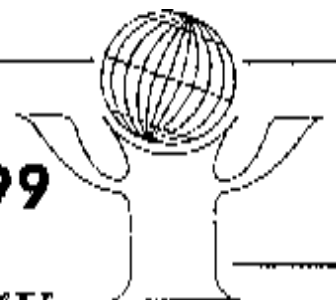
Southwest Texas State University School Psychology Program

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

For more information, please contact:

Alicia Paredes Scribner, Ph.D.
Coordinator, School Psychology Program
Southwest Texas State University
601 University Drive
San Marcos, TX 78666
(512) 245-8682
(512) 245-8345 (Fax)
Visit our web site at: www.schooledu.swt.edu/

international
SCHOOL PSYCHOLOGY ASSOCIATION



Leaning Tower, Pisa

ISPA STUDY TOUR 1999

SCHOOL PSYCHOLOGY IN ITALY AND SWITZERLAND

9-day Pre-Colloquium Study Tour
July 22 - 30, 1999

under the leadership of Dr. Liam K. Grimley
Indiana State University



Colosseum, Rome

**Rome - Pisa - Florence - Verona -
Padua - Venice - Milan - Como**



Bridge of Sighs, Venice

in conjunction with the
**XXII INTERNATIONAL
SCHOOL PSYCHOLOGY COLLOQUIUM**
KREUTZLINGEN (on Lake Constance), SWITZERLAND



Matterhorn, Switzerland

Included Features:

- Transatlantic flight NY - Rome,
Zurich - NY
- Transportation to and from airports
- 7 nights accommodations in first
class hotels in Rome, Florence,
Venice and Como
- Private motorcoach for entire tour,
with guided sightseeing tours in
Rome, Florence and Venice
- Buffet breakfast each morning
- Academic programs, with dinner in
private room in Rome, Florence
and Venice

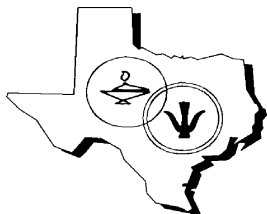
Estimated cost, including airfare, \$1995

Please send me more information about ISPA Study Tour 1999,
"School Psychology in Italy and Switzerland"

Name _____

Address _____

Mail to: Dr. Liam K. Grimley, School of Education,
Indiana State University, Terre Haute, IN. 47809



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: _____

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)

The Texas School Psychologist

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

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

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

- | | | | |
|--|------------------------------------|--|--|
| <input type="checkbox"/> President-Elect | <input type="checkbox"/> Treasurer | <input type="checkbox"/> Regional Representative | <input type="checkbox"/> 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!

<p style="text-align: center;">University of North Texas Department of Psychology And the Programs for School Psychology and Health Psychology/School Mental Medicine</p> <p style="text-align: center;">PROJECT COORDINATOR THE CENTER FOR SCHOOL MENTAL HEALTH ASSISTANCE DALLAS INDEPENDENT SCHOOL DISTRICT TEXAS DEPARTMENT OF MENTAL HEALTH & MENTAL RETARDATION DALLAS COUNTY DEPARTMENT OF MENTAL HEALTH & MENTAL RETARDATION</p> <p style="text-align: center;">PROPOSALS</p> <p style="text-align: center;">The National Conference on the Pediatric Behavioral Health Care of Hispanic/Latino Children and Youth</p> <p style="text-align: center;">March 29 & 30, 1998</p> <hr/> <p style="text-align: center;">RFP: Call for Presentations & Posters</p> <hr/> <p>Proposals must be postmarked by December 20, 1998. Please send a 2-3 page summary (including abstract) of your presentation to:</p> <p style="text-align: center;">Dr. Vincent Rumsos, UNT Department of Psychology P.O. Box 31128D Denton, Texas 76203 (940) 565-4715 rumvos@unt.edu</p> <p><small>The conference will be held at the University of North Texas in Denton, UNT is located 30 minutes from Dallas and Fort Worth</small></p>	<p style="text-align: center;"><i>Pediatric Behavioral Health Care, Folk Medicine and School Mental Health: Blending the Old with the New</i></p> <p style="text-align: center;">www.unt.edu/peiatric</p> <p>Speakers will present results of research and practice on various aspects of pediatric behavioral health, Hispanic folk medicine and spirituality, and school mental health. Presenters and participants will begin exploring how free clinical service delivery models and settings (genetic, community and school) can converge to provide a comprehensive approach to the mental health of Hispanic/Latino children. Research and models of service delivery from local, state, national and international perspectives will be discussed.</p> <table border="0" style="width: 100%;"> <tr> <td>Conference -----</td> <td>\$135.00 (2-day)</td> </tr> <tr> <td>after March 5th -----</td> <td>\$155.00</td> </tr> <tr> <td></td> <td>\$90.00 (1 day)</td> </tr> <tr> <td>after March 5th -----</td> <td>\$110.00</td> </tr> <tr> <td>student fee -----</td> <td>\$50.00 (total)</td> </tr> <tr> <td>after March 5th -----</td> <td>\$75.00</td> </tr> </table> <p>and \$10.00 in CEU Credit.*</p> <p><small>For conference registration information, please contact:</small></p> <p style="text-align: center;"><small>Debra Tucker, Program Manager Center for Continuing Education and Conference Management University of North Texas P.O. Box 311260 Denton, Texas 76202-0500 (940) 365-3497 or (940) 365-3927 dtucker@unt.edu</small></p> <p><small>* CEUs for psychologists, social workers, nurses, educators and physical therapists pending approval.</small></p>	Conference -----	\$135.00 (2-day)	after March 5 th -----	\$155.00		\$90.00 (1 day)	after March 5 th -----	\$110.00	student fee -----	\$50.00 (total)	after March 5 th -----	\$75.00
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after March 5 th -----	\$110.00												
student fee -----	\$50.00 (total)												
after March 5 th -----	\$75.00												

Regional Reports

Region I - Michael C. Dixon

Your Executive Committee is hard at work, having developed a comprehensive but focused legislation agenda (contact Jean Tanous - Govt. And Professional Relations Chair for more information), planned an excellent professional development conference in Austin for February 25th through 27th, and laid the groundwork for the continued growth of TASP via an update of the operating guidelines. I have to say that as a new board member I am very impressed with the energy and dedication of the members of the executive committee and their concern for the future of school psychology in Texas.

The words “manifestation determination,” “functional behavioral assessment,” or “behavior intervention plan” can cause a certain amount of anxiety for almost any LSSP. However, with a little preparation and a careful review of IDEA and some basic behavioral principals, these words need not be a cause for concern. The Fort Worth ISD psychological services staff recently spent some inservice time reviewing the pertinent information concerning these concepts. In brief, all LSSP’s need to:

1. review the appropriate sections of IDEA to be familiar with when and where Functional Behavioral Assessments, Manifestation Determination, and Behavioral Intervention Plans are called for
2. understand the basics of each of these areas
3. have confidence in their ability to carry out this part of their job.

To aid in these endeavors, I would like to offer the services of one or two of our staff to conduct a workshop covering these concepts to TASP members and their colleagues in Area I. If you would be interested in arranging for such a workshop please contact me. The proposed workshop would cover:

- current IDEA regulations concerning Manifestation Determination, Functional Behavioral Assessments, and developing BIP’s
- conducting a Manifestation Determination review
- the forms and the how to of Functional Behavioral Assessments
- developing Behavioral Intervention Plans

Interested parties should contact
Michael C. Dixon, Ph.D.
(817) 871-2483
Fax (817) 871-2491
mcdixon@tenet.edu

Region II - Thomas A. Wood, Ed.D., NCSP, LSSP

The Second Annual West Texas School Psychology Workshop was held at the University of Texas at El Paso on November 12 and 13, 1998. Over 70 participants attended and gave the workshop very high ratings. The participants included school psychologists, diagnosticians, special education counselors, and speech pathologists. Almost all of the school districts in El Paso county were represented as well as several agencies.

The topic: Issues and Interpretation in the Psychoeducation Assessment Process was presented by Dr. Gail Cheramie, director of the school psychology program at the University of Houston-Clear Lake. The first day of the conference included WISC-III profile analysis, error analysis, hypothesis testing and use of the general ability index. On the second day, participants brought in their own case materials for analysis. The conference was sponsored by TASP, Region 19 Education Service Center and the College of Education at UTEP.

Other Region II News

The University of Texas at El Paso has started planning for a School Psychology training program. The department of Educational Psychology and Special Services at UTEP has started preliminary work to establish a 60 semester hour program leading to the Licensed Specialist in School Psychology. Dr. Daniel Miller, professor and director of the school psychology program at Texas Woman’s University has agreed to serve as a consultant to the program. The initial planning for the program involves the exploration of the use of distance learning for certain courses. The intent of the program will be to focus on training school psychologists with an emphasis on bilingual/bicultural training issues.

Region III - Carol Booth

Many of us in the Region III area are experiencing a fast-paced year with an increased number of referrals and many questions about IDEA and TEA requirements. Everyone assures us that we will get a better understanding when the “regs” are actually published in December. My understanding about how, why, and when for functional behavioral assessments, behavior intervention plans, and manifestation determinations varies from workshop to workshop. Clarification seems to be a mighty important concept on our wish list this year.

Legal conferences and Regional Service Center workshops have been occurring in Houston, Beaumont, and Victoria. Special attention seems to be given this year to the IEP and ARD process, related services, and oppositional children. I hope everyone has the time to attend some of these worthwhile training sessions in their area.

I had the wonderful opportunity to attend my first executive board meeting in August. What an experience! We are very lucky to have such bright and dedicated individuals working on our behalf. I view myself as very fortunate to have this chance to be working with the TASP board members this year.

I am in the position of learning lots of new names, places, and procedures. As many of you know, I moved this past summer to East Texas. After more than twenty years in the Houston-Galveston area, it is exciting to learn something new. I am now working as a school psychologist for the South Jasper County Special Education Cooperative. Although our TASP region covers the Houston-Beaumont-Victoria areas, TASP is an unknown organization in the Beaumont area. This part of the state may be an area for

graduate students to explore for job opportunities in the spring. It is certainly an area where more information about the LSSP is needed.

Since I no longer have contact with other school psychologists during my work week, I look forward to hearing from Region III members about their activities, achievements, and problems. I can be reached at 2111 West Yupon, Orange, TX 77630, or P. O. Box 1087, Buna, TX 77612.

Home: (409) 882-9242, office (409) 994-4893, fax (409) 882-9274 or (409) 994-4896.

Regional IV - Jan Opella

As I told you last time, part of my job is as Behavior Specialist for the Cooperative. I also conduct inservice presentations at schools within my districts. At a recent inservice at Cedar Creek Elementary, a teacher approaching her wits end asked me for suggestions for dealing with an attention seeking second grader. This child, we'll call her Jessica, is constantly seeking attention in appropriate and inappropriate ways. She is often off task and bothering other students during independent work. She is in a multi-age first and second grade classroom and has a diagnosis of Learning Disabled. She is involved in the inclusion program with a modified Reading curriculum. Her teachers, Ms. Portillo and Ms. Soules, feel that Jessica's inappropriate behaviors are increasing in an attempt to get more of their attention. Jessica seems to have difficulty accepting

praise and often appears moody. She often has problems at recess and will threaten other children. I think that Jessica probably has more problems than just attention seeking, but this is where we decided to start because this is the behavior that is wearing out the teachers.

Inspired by the Ginger Gates' Dot Program, I designed a behavior intervention plan that we'll call the Opella Paper Clip Program. First Ms. Portillo did a baseline count of the number of times that she said Jessica's name and the number of times Jessica sought out the teacher. She conducted the baseline using the "paper clip method"; that is she had a handful of paper clips in one pocket and each time she paid attention to Jessica, she moved a paper clip to another pocket. At the end of the morning she had moved 68 paper clips! Yes, I think we can safely say that Jessica seeks a lot of attention. The Paper Clip Program we designed involved Jessica "paying" for attention with a paper clip. At the beginning of the day, Jessica is given a baggie with 68 paper clips in it. Each time she asks for attention, she has to give the teacher a paper clip. If Jessica seeks attention with inappropriate behavior, the teacher takes a paper clip as a "fine". When the paper clips are all gone, the teacher gently, but firmly, tells Jessica that she can't pay attention to her without the "payment" and redirects her to a task. She is still able to ask for assistance with work without paper clips. In addition, the teacher used the Precision Command method of giving directives. (I got the Precision Command idea from a Bill Jenson workshop and talk about it in my workshops). Jessica is also given additional time to comply with directives.

Ms. Portillo and Ms. Soules also added a component. When Jessica asked for attention appropriately, they would take her paper clip "payment" and clip it to their clothing so Jessica could see how many times she exhibited "good" attention seeking. Ms. Portillo also had an existing classroom discipline program that involved moving clothes pins on a chart that included: a warning, 5 minutes of time out, 10 minutes of time out, no recess, and a note home. This program had been tried with Jessica, but she usually ended each day with a note home, loss of recess, or placement in In School Suspension for disruptions. In order to keep Jessica involved in the classroom system, Ms. Portillo modified the criteria for movement of Jessica's clothes pin to one chart move for every ten "fines" that she had to pay for inappropriate attention seeking. This program was explained to Jessica and she was given her "baggie". On the first day Ms. Portillo was wearing 35 paper clips indicating "good" attention seeking, Jessica had lost 15 paper clips for inappropriate attention seeking and had 18 left. On the second day, she tested the system and used up all her paper clips before lunch time. When she was denied attention, she became disruptive and angry and was assigned to ISS for the remainder of the morning.

This pattern of alternating "good" and "bad" days continued. Both teachers noted that Jessica seemed more able to accept consequences for her behavior when she had the visual cues of the paper clips. She also appeared to be "saving" paper clips and engaging in some self-monitoring. In the afternoon, Jessica had PE, Art/Music, and a class in another room. The paper clip program was not used at these times, but teachers in these areas did notice a decrease in in-



1999 TASP Professional Development Conference

Mark your calendars now! The 1999 TASP Professional Development Conference will be February 25-27 at the Austin Capital Marriott. Plans are already being made for spectacular workshops and lots of fun. Registration packets have been mailed. For more information call Phyllis Hamilton at (512) 573-0731.

appropriate attention seeking. The teachers had expressed concern initially that other students may not be accepting of a different program for Jessica. However, as kids will do, they surprised us. The other students were not bothered at all by Jessica's modifications and in fact would bring paper clips to the teachers saying I found one of Jessica's paper clips". A few students asked when they could have paper clips and some of them are now on similar programs. Then, just as we were about to modify the program to reduce the number of available paper clips, she withdraws from school and moved to another district (I think I need to add another corollary to my list). Oh well, it's a program we will use with other students and we have started a new fashion rage for teachers...the paper clip accessory, it matches everything. Well that's the latest from Bastrop County. See ya' 11 at the conference.

Region V - Wendie Buchanan Jones

Hi! I hope your first semester was an enjoyable one. It is hard to believe it's already time for the second term. I would like to take this opportunity to say welcome to those new members who have joined TASP for the first time and thank you to those of you who have already renewed for this year. As providing a contact and opportunities for those in Region V to discuss local issues, concerns, professional development and successes is a regional and personal goal, a mini-regional membership drive was recently initiated. We will be attempting to contact members by newsletter, E-mail, letters and/or phone calls. If you would like to assist in this effort or discuss school psychology issues in our area please contact me at the numbers below.

This Fall, I had the pleasure of visiting with several people from Region V at the Conference on Learning Disabilities in Austin. It was a marvelous opportunity to share experiences and ideas. I would like to encourage everyone to mark your calendars to attend the upcoming '99 TASP Professional Development Conference February 25-27 in Austin and the NASP 30th Anniversary Conference in Las Vegas April 6-10. The TASP Conference at the Austin Capital Marriot would be a wonderful opportunity for people in our area to meet, discuss ideas and concerns and perhaps plan a trip to Las Vegas in April. If you would be interested in having a Region V meeting at the TASP conference please contact Wendie Jones at 210-692-6105 (work) or (210) 637-6612 (home).

Region VI - Robb N. Mathews

If you can't be an Athlete, at least be an Athletic Supporter

Recently, the NASP Southeast Regional Meeting was held in Savannah, Georgia. I was asked by TASP President, Ginger Gates, to be her representative at the meeting, as she had a prior engagement. During the meeting, each state was asked to review activities that they were using to further school psychology in their state. As I prepared a list of TASP activities to present to the group, I began to realize how far school psychology in Texas has progressed since the creation of TASP 6 years ago. The LSSP raised the standards for the practice of school psychology and in turn the status of school psychology within Texas. TASP is now considered a stakeholder

group by TEA. Thus, when a state education issue is being discussed or debated, school psychologists have an opportunity to influence the outcome. TASP representatives have served on the Commissioner's Stakeholders Groups for implementation of IDEA'97 and we have been asked to review the statewide assessment manual currently in development. The finest honor that has been given to school psychology in Texas was given by the TSBEP. When considering changes that affect the LSSP, they have contacted the TASP Executive Board for input.

Several excellent public relations programs were presented by representatives of the states in attendance. We then broke into work groups to answer fundamental questions of what activities can grassroots psychologists do to be more visible and what will motivate them to get involved. The Top Ten ways that an LSSP can promote school psychology are:

10. Use personal messages (cards, notes, etc.) to build rapport with school counselors and other professionals.
9. Volunteer for a TASP committee. If you have a desire to serve, contact your regional representative for more information.
8. Visit your local legislator's office; make yourself and your issues known.
7. Provide a dish during a teacher's luncheon or snacks for the work-room.
6. Inform teachers and administrators about the resources you have available for them.
5. Volunteer to make a school psychology presentation at a PTA/PTO meeting.
4. Purchase some TASP logo items at the conference to hand out in your school(s).
3. Provide articles for the district's newsletter on issues affecting all students (study skills, structure, etc.). Many prewritten articles are available from NASP.
2. Participate in a local career fair or other student meeting to foster interest in school psychology.
1. Fill in your own way to promote our profession and do it during school psychology week in the Spring.

Public relations is every school psychologist's responsibility. Every team has those who break the records, but it is those people behind the scenes who allow them to do so. Airforce jets cannot fly without a significant number of support personnel. Most of us will never testify before a legislative committee or publish an original assessment instrument, but we can all raise awareness regarding school psychology. Even if you eat lunch in the teacher's lounge just once a month to discuss generic student needs (remember confidentiality) or to network, you will contribute to school psychology as a profession.

Visit NASP at Their Web Site

<http://www.nasp.org>

Continued from Documenting on page 1

United States. School psychologists are generally well aware of the significant impact that ADHD can have on a child's development, family functioning and academic performance.

While ADHD often accompanies other behavioral disorders, learning disabilities, and emotional disturbances, research over the past fifteen years has clearly established ADHD as a syndrome most commonly described by criteria listed in the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV [American Psychiatric Association], 1994). However, ADHD has been primarily considered a childhood disorder with little research focusing upon adolescent and adult symptomology. Recent studies suggest that ADHD symptoms persist throughout adolescence with as many as one third of the diagnosed ADHD population having significant clinical problems well into adulthood (Barkley, 1998). It is well documented that children with ADHD have persistent difficulties, which frequently elicit negative reactions from peers, teachers, and the community. However, children diagnosed solely with ADHD are not presently eligible for special education services unless they also meet the IDEA/TEA criteria for disabilities such as learning disabled, and/or emotionally disturbed. Some districts interpret ADHD to fall under the special education classification of Other Health Impairment as determined by a licensed physician's statement addressing a student's "limited strength, vitality, or alertness due to a chronic or acute health problem that adversely affects educational performance." Other children with ADHD may receive educational modifications through the provisions of Section 504 of the Rehabilitation Act. Regardless, it is clear that children with ADHD often have significant problems that may require transitional services to post-secondary education and to the world of work.

Adolescents with ADHD have been found to be at greater risk for low academic achievement, peer rejection, social skill deficits, substance abuse, and anti-social behavior (Fischer, Barkley, Fletcher, & Smallish, 1993). While little research exists concerning adolescents and young adults with ADHD, such as college students, one study found that approximately twelve percent of ADHD subjects had completed a bachelor's degree or more (Mannuzza, et.al., 1993). Thus it appears that a significant percentage of the ADHD population may require continuing academic modifications after graduation from high school. The school psychologist may play a significant role in the assessment and evaluation of students with ADHD and in the development of an effective transition plan for these individuals.

A consortium of professionals, sponsored by Educational Testing Service (ETS), developed a policy statement for documentation of Attention-Deficit Hyperactivity Disorder in Adolescents and Adults (1998). The consortium's mission was "to develop standard criteria for documenting Attention-Deficit Disorder that could be used by post-secondary personnel, licensing and testing agencies, and consumers requiring documentation to determine appropriate accommodations for individuals with ADHD. The ETS document provides school personnel such as school psychologists, educational diagnosticians and other service providers with a common knowledge base of

the components of documentation that are necessary to validate the diagnosis of ADHD and the impact of ADHD on the individual's educational performance. The information and documentation suggested by the policy statement can be submitted for candidates needing accommodations when seeking to register with various ETS testing programs. These guidelines are generally consistent with the requirements of various offices for disabled students at universities and colleges for individuals with disabilities under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The ETS document provides information on the qualifications of the evaluator, recency of documentation, comprehensiveness of the documentation to substantiate the diagnosis, and evidence to establish a rationale to support the need for accommodations. This documentation helps to assure that ADHD demonstrates an impact on a major life activity to the extent that accommodations, academic adjustments, and/or auxiliary aides are needed.

Professionals conducting evaluations and suggesting recommendations for individuals diagnosed with ADHD must be qualified to do so. Comprehensive training and relevant experience in DSM IV differential diagnoses is essential. According to ETS, psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors who have comprehensive training in the differential diagnosis of ADHD qualify. A clinical team consisting of educational, medical, and counseling professionals with training in the evaluation of ADHD may also be considered qualified examiners. ETS requires the name, title, and professional credentials of the evaluator, including information about license or certification as well as the area of specialization to be included with the report.

Providers of accommodations must assess the current impact of a disability on academic performance. In most cases, a diagnostic evaluation should have been completed within the past three years. However, if the documentation in the report is inadequate in scope and content, or does not adequately address the current level of functioning, a reevaluation may be necessary. Typically, disability offices, ETS consultants, and other providers of accommodations will recommend the specific aspects of documentation needed to update or augment an ADHD evaluation.

Certain documentation is necessary to substantiate the diagnosis of ADHD. First, evidence of early impairment should be documented through objective historical information that establishes the symptomology of ADHD throughout childhood, adolescence and adulthood. This may include past psycho-educational testing, transcripts, report cards, teacher comments, tutoring evaluations, and third party interviews. Secondly, evidence of current impairment must be established. The policy statement (ETS, 1998) suggests that a statement of the presenting problem "be provided that includes evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings". In addition, the diagnostic interview should include information from a variety of sources and should include, but not necessarily be limited to, the following: history of ADHD symptoms that have significantly impaired functioning over time, developmental history,

family history for presence of ADHD, relevant medical and medication history, relevant psychosocial history and interventions, review of prior psycho-educational testing, description of current functional limitations, and relevant history of prior therapy.

Alternative diagnoses or explanations that may confound the diagnosis of ADHD need to be investigated and discussed in the body of the report. This should include the discussion of possible alternative diagnoses, medical and psychiatric disorders, or coexisting disorders provided through dual diagnosis. Educational and cultural factors that affect the individual must also be evaluated. The use of objective psychological data is also required. If grade equivalents are reported, standard scores and/or percentiles, and test scores must accompany them. Subtest scores should not be used as the sole measure for the diagnostic decision regarding ADHD. While measures of intellectual ability, memory function, attention, or continuous performance tests may be helpful in establishing an ADHD hypothesis, they do not in and of themselves establish the presence or absence of ADHD. Rather multiple sources of data, which include behavior checklists, surveys, and clinical observations can serve to supplement the diagnostic profile indicating substantial limitation to learning for which the individual with ADHD is requesting accommodation. The diagnostic report should include an historical and current review and discussion of the DSM IV criteria for ADHD and a specific diagnosis of the subtype of ADHD. It is important to note that documentation of individuals who have shown a positive response to medication or therapy neither supports nor negates the need for accommodations.

An interpretive summary based upon a comprehensive evaluation is a necessary component for documentation. Since the diagnosis of ADHD is based upon interpretation of historical data, observation, and other diagnostic information, it is essential that in the summary the evaluator has ruled out alternative explanations for the ADHD-like symptoms. An indication that the ADHD has occurred across the life span and across settings is also required. The summary should also include whether or not the candidate was evaluated while on medication and whether or not the prescribed treatment produced a positive response. An indication of why specific accommodations are needed and how the effects of the ADHD symptoms produce substantial limitation to learning must also be discussed. This includes a description of the impact of the ADHD on a specific major life activity as well as the degree of impact on the individual. The diagnostic report must include specific recommendations for accommodations with a rationale. This means that each accommodation that is recommended should be correlated with specific functional limitations documented by the evaluation. It should be noted that a previous school's individualized education plan (IEP) or 504 plan is considered insufficient documentation by itself but can be included as part of the rationale for the accommodation. Recommendations for accommodations must be ones that can be reasonably provided by post-secondary institutions or other providers.

Licensed Specialists in School Psychology who have experience and training in the evaluation and implementation of in-

terventions for individuals with ADHD are in a unique position to help facilitate the successful transition of students to post-secondary education and the world of work. For more information, the reader may request the policy statement from ETS, Office of Disability Policy, Princeton, New Jersey, 08541.

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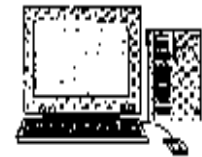
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Join the New Global Computer Network for School Psychologists



Overview

The Global School Psychology Network is an innovative Internet community dedicated to peer support, problem-solving assistance, and the professional development of school psychologists. Our hope is that this community will serve as a model for how the Internet can be used to enhance professional development, as well as empower educators and psychologists to solve problems.

Participation Requirements

We believe that the improvement of our professional development model must be based on research. Therefore, participants are expected to complete questionnaires and allow their e-mail messages to be used as research data (confidentiality will be protected). In addition, participants need to:

- Have access to the Internet
- Make a year commitment
- Read and send messages at least twice-a-week
- Read all guidelines for using the computer network and contact the research team if they have questions

Design of the Network: The Neighborhoods

Our community is dedicated to creating and maintaining a safe, supportive and intellectually stimulating environment. At the heart of these efforts, is small peer support groups, referred to as "neighborhoods". At present, there are two types of neighborhoods. **The School Psychologists (Practitioner) Neighborhood** is for professional school psychologists. **The Graduate Student Neighborhood** is composed of graduate students in school psychology and university and field supervisors.

Other Core Services

In addition to the peer support groups, participants have access to a community-wide discussion forum, an Internet-based professional development course, a database of the members' areas of interest and expertise, live text-based chats and interviews, a school psychology document exchange area, and other Internet discussion groups (listservs and newsgroups). The evolving nature of the services is the direct result of the feedback and creative ideas of the participants.

Joining the Network

You can join by either going to our web site, www.duc.neu.edu/cp/consult, or contacting the director, Louis Kruger, Psy.D., and providing him with your name, mailing (street) address, and your type of computer (Macintosh or IBM-compatible). He can be contacted at:

E-Mail: counsel@neu.edu

Telephone: (617) 373-5897

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

School psychology audio interviews can be heard at our web site: www.duc.neu.edu/cp/consult

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

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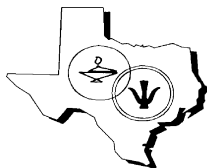
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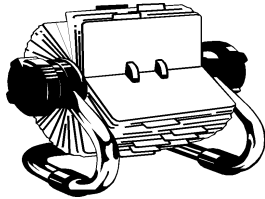
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