



THE TEXAS SCHOOL PSYCHOLOGIST

Newsletter of the Texas Association
of School Psychologists

<http://www.txasp.org>

Affiliate of the National Association of School Psychologists

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Fall 1999

President's Corner

Phyllis Hamilton, LSSP, NCSP

As I take over the reins this year, I do so with a mixture of apprehension, excitement, and uncertainty. I reflect back on the past seven years of our organization and I marvel at the seeming ease with which the previous five presidents (six if you count Dan twice) have led us through our often turbulent early stages. I realize these are very hard acts to follow and I wonder at my own ability to lead such a fine organization. But uncertainty and change bring with it new challenges and opportunities. I believe I am ready to face the challenge.

Change is hard. I have watched TASP grow from a small gathering of individuals to an organization that boasts almost 600 members, and is still growing. We burst at the seams with each Annual Professional Development Conference, and with this growth come many unique and not easily resolved problems. We are faced with challenges and pressures from many fronts, partly due to TASP's position in the "big league". We are now one of the top five largest NASP state affiliate organizations. It is important that we remain strong and focused as we face these changes and challenges. We, as individuals and as an organization, are integral in shaping our future. As Ghandi said, "You must be the change you wish to see in the world."

I see our roles as school psychology practitioners changing around the state --- some for the better and some for the worse. In part, we, ourselves, must shoulder some of the responsibility. We must actively, make that proactively, promote our profession and ourselves. It is not unusual to encounter individuals in the community who do not know what a "school psychologist" does, let alone what an "LSSP" does. Frequently, in my life at an Education Service Center, I am acutely, although subtly, reminded that I am but a "guest in the house of education." I am quite aware that I am shaped from a different mold. Many of my education colleagues would admit that having an LSSP on staff is beneficial, although most do not really know what one can or could do. Many see us in very narrow roles as "E.D. evaluators" or special education counselors. Yet others view us only as "crisis intervention specialists".

Our challenge is to step forward, to publicly advertise our profession and ourselves, and to force others to view us in the broad perspective of our training. We must educate not only our co-workers, but legislators, school boards, and the community at large. We must demonstrate the value and utility of our services. We must continually push the boundaries of our current roles, carving out new models and arenas for service delivery. We must prove that we really are a vital force in education for children. It is by persistently, but patiently, promoting school psychology that we will all be able to assume the broad roles for which we are trained.

Promotion of school psychology services (as well as other public relations activities) is a TASP priority for the 1999-2000 year. "School Psychology Week in Texas" has been set for April 24-28, 2000. But self-promotion is more than just celebrating this

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Board Members News

Your Board members are active in state and national initiatives on behalf of School Psychology. We want to share their involvement activities and professional recognition bestowed upon them.

Phyllis Hamilton, President

- Phyllis' Mentoring Project was featured in Today's School Psychologist (July 1999)

Art Hernandez, Chair, Professional Development

- TASP representative to the statewide Special Education Needs Task Force
- Member of NASP Standards Review Committee
- State Board of Education Certification (SBEC) Oversight Team Leader
- TASP observer at first meeting of the statewide Task Force on Prevention of School Violence
- Texas School Improvement Initiative District review team

Mae Fjelsted, Chair, Awards and Honors

- Liaison Officer for Education and Communication on the Texas Irlen Association Executive Committee.
- Serves on the District "AIM" Comprehensive Analysis Process Committee at San Antonio Independent School District.

Texas Woman's University

School Psychology Graduate Programs

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

For more information contact:

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

Visit our new Web Page at:

www.twu.edu/as/psyphil/sppc/

Margaret Kaltman, Chair, Government and Professional Relations Committee

- Named as NASP/SPAN Coordinator for Texas

Robb Matthews, President-elect

- Robb was interviewed on September 3, 1999 on radio station KRLD 1080 in Dallas on the subject of "bullies". During the 25-minute interview, Robb answered live call-in questions on the air. Robb provided the listening audience with the TASP web page address and was invited back by the show's producer to discuss other topics in the future.

Dan Miller, NASP Delegate for Texas

- Elected NASP Delegate for a second term

Cindy Plotts, Chair, Public Relations and Information Committee

- Tenure track faculty member at SWT's School Psychology Program.
- Awarded Research Enhancement Grant beginning January 1999 with Dr. Jovita Ross-Gordon to study assessment practices and services for adults with learning disabilities who attend SWT, or are served by adult basic education programs or high schools that are in the SWT catchment area.

Alicia Paredes Scribner, Newsletter Editor

- Coordinator of School Psychology Program at SWT
- Recipient of SWT's College of Education Award for Excellence in Scholarly/Creative Activities
- Coeditor and author: Reyes, P., Scribner, J.D., & Paredes Scribner, A. (1999). Lessons from High-performing Hispanic schools: Creating learning communities. New York: Teachers College Press. (ISBN 0-8077-3830-1).

Tom Wood, Area II Representative

- Chair, Department of Educational Psychology, UTEP

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

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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 |

New Board Members

Jo Ann Campbell, Area VI TASP Representative. I am the LSSP for Abilene Independent School District and have worked in school psychology for nearly 20 years. In addition to serving as adjunct faculty for Abilene Christian University and Cisco Junior College, I serve as a field trainer for the ACU School Psychology Program. I graduated from ACU with degrees in Education and Pre-Clinical and Counseling Psychology. I am a charter member of TASP and a past president of Abilene Psychological Association.

This school year promises to be exciting and I am pleased at the opportunity to serve as your TASP Area Representative. I would like to see our area grow in membership and to network more with one another. You will be hearing from me and I am eager to learn of your programs and schools. I hope you are having a tremendous year as you apply your knowledge and share your skills with others.

Francis Chen is the 1999/2000 Texas Association of School Psychologists (TASP) Webmaster. He is enrolled in the National Association of School Psychologists (NASP) approved, Southwest Texas State University School Psychology Program. He is currently in his internship as a specialist in school psychology intern at Seguin ISD, where he serves the middle school population. He served the 1998/1999 year as the Graduate Student Representative for TASP. Francis looks forward to an exciting year in the electronic frontier of school psychology. Please send comments, suggestions, and innovative ideas to him. You may contact him via e-mail: fc04834@swt.edu or through the US Mail – Francis Chen/P.O. Box 100 / San Marcos, TX 78667.

Penny Hampton - Graduate Student Representative - I would like to begin by thanking all of you who supported me in becoming the new graduate student representative for TASP this year. That said, I want to share with you a little about myself and some of my goals as the graduate student representative. I graduated in 1997 with a Bachelors of Science degree in Psychology from Tarleton State University in Stephenville, TX. Upon receiving my undergraduate degree, I enrolled in the School Psychology program at Southwest Texas State University in San Marcos. While attending Southwest Texas, I have been a member of TASP, NASP, APA, and served as president and vice president of the Association of School Psychology Students. Currently, I am employed at Comal Independent School District in New Braunfels, TX as a LSSP Intern and expect to graduate with my Masters in School Psychology from Southwest Texas in May of 2000.



Ginger Gates, TASP's past president, turns office over to Phyllis Hamilton at the TASP Board meeting, August 27-29, 1999.

Margaret Kaltman, LSSP - Government and Public Relations Committee Chair - I am a graduate from Southwest Texas State University's School Psychology program in San Marcos. I live in Round Rock and have been a member of TASP since 1993. In 1996, I attended the NASP-sponsored Legislative seminar in Austin. In February 1999, TASP sent Jan Opella and myself to the Public Policy Institute in Washington, D.C., where we received comprehensive public policy training and made visits to legislators. I have provided testimony at SBOE hearings, attended TSBEF hearings regarding LSSP licensure and now frequently make contact with state and national legislators. Please contact me if you would like to become involved in governmental relations with TASP at mkaltman@inetport.com

Andrea B. Ogonosky, Ph.D., LSSP, received her Ph.D. in school Psychology from Pennsylvania State University, her M.A. in Psychology from Marywood College in Pennsylvania, and her B.S. in Psychology from Pennsylvania State University. She has served as coordinator of Diagnostic and Psychological Services for Humble ISD. Currently, Andrea is an Education Specialist at Region IV Education Service Center in Houston. Andrea has been active in the organization serving as Public Information and Relations Chair from 1994-1998. She also has been a contributing author to the TASP Newsletter. She was named Outstanding School Psychologist of the year for 1997 by TASP.

Dr. Ogonosky resides in Humble, TX with husband Jim, two daughters, Kim (14) and Emily (7), and dog, Sugar.

Janice Opella - Area IV Representative - Hello again. I hope you all had a restful summer, because I know what it is like at your districts now, busy, busier, busiest. Thank you for electing me to my second term as your area representative. I look forward to working with our executive board; it's a great group of psychologists. For those of you who don't know me, I work as an LSSP in the Bastrop Special Education Co-op (Bastrop is just east of Austin). This is my 14th year in Bastrop. Prior to that I worked as an Associate Psychologist at Travis State School and the Brown Schools. Currently in our co-op we have seven LSSPs, two diagnosticians, two LSSP Interns and one Trainee. I also function as the cooperative's behavior specialist, working in all four of our districts (Bastrop, Smithville, Elgin, and La Grange).

For the next year my priorities include working on our convention and doing some grassroots politicking. I would like to increase the awareness and knowledge of school psychology, especially with our legislature and administrators. I think that's one of the reasons that our job title was not included in the teacher pay raise bill, because many people don't know who we are or what we do. Let's work to change that.

Dr. Cindy Plotts is an assistant professor in the School Psychology Program at Southwest Texas State University. Prior to coming to SWT, she worked as a special education teacher and school psychologist in Austin ISD. Dr. Plotts maintained a private practice in Austin through which she provided psychotherapy, psychological and neuropsychological assessment, and school contract services. She is a 1987 graduate of the School Psychology Program at the University of Texas at Austin and completed her internship in school/clinical psychology in Camden, Maine. Dr. Plotts also completed postdoctoral

Continued on page 11

Government & Professional Relations Committee Update:

Margaret Kaltman, GRP Chair

The past legislative year was an active one with many new laws being passed. Below is a recap of legislative events, provided by Brad Shields, TASP lobbyist, of the bills that did pass and some that did not. The next step in the process is to follow these new laws over to the various state agencies and participate in the rule making process used to implement the new laws.

New Texas Laws Passed This Session

Certification Status of Teachers - Currently, a school district is not required to report the certification status of teachers in the district. HB 618 provides that, if a course is taught by an inappropriately certified or uncertified person for 30 or more consecutive instructional days, the school district must at that time notify in writing the parents of each student enrolled in the course.

School Attendance of 18 year olds - HB 907 requires a person who voluntarily enrolls and attends school after their 18th birthday to attend school each day for the entire year. A school district may revoke for the remainder of the school year the enrollment of a person who has more than five unexcused absences.

Translated IEP - HB 1275 would provide, for non-English speaking parents, a written copy of the child's IEP translated into the parent's native language.

School Based Health Clinics - Currently, there are no school-based health clinics in Texas that provide primary health care to children based solely on the lack of provider availability or their ability to pay. HB 2202 set forth provisions for school districts to design a model for the delivery of conventional health services for students and their families. The model may include health care including immunizations, mental health services, dental health care, health education, preventative health strategies, and family and home support. If the school based clinics receive public funds or grant awards, they shall meet the standards established by the Texas Department of Health. The bill sets out numerous requirements for parental notification and consent.

AEP's Licensed as Chemical Dependency Treatment Facility - Currently, the Texas Commission of Alcohol and Drug Abuse may not grant a treatment facility license to an alternative education program administered by a school district. HB 3606 would allow an AEP to be licensed as a chemical dependency treatment facility if it met all of the standards set by TCADA. However, the AEP may not offer detoxification or residential services, and the district must employ the appropriate mental health professionals to administer the program.

Senate Bill 4 -The school Finance Bill - The school finance bill for the 1999-2001 school years turned out to be the bill where a lot of school issues were settled. In addition to pumping new funding of \$3.86 billion, the biggest increase in public school funding in Texas history, there were significant other provisions affecting Texas schools. The following is a brief listing of issues addressed in the bill:

- * Approximately 90 percent of Texas students will be in the equalized system, and 99 percent of revenue will be equalized.
- * Provides a \$3,000 salary increase for teachers, librarians, counselors, and nurses. The increase is in addition to the salary the employee receives under the districts salary schedule, including any local supplement. Counselors and nurses are placed on the minimum salary schedule. The commissioner of education is charged with providing a definition of "nurse" for salary purposes.
- * Provides \$100 million for "second chance" programs for ninth graders at risk of failing or who have already failed and who do not meet minimum skill levels established by the commissioner.
- * Includes the governor's social promotion plan, originally filed as SB 1, but limits class size for accelerated instruction to 10:1.
- * Prohibits placing students younger than 10 in an AEP with students not in elementary school, and prohibits students younger than six from being placed in an AEP.
- * Allows school districts to charge tuition for students in residential treatment facilities.

Expulsion for Assault - SB 260 adds to the list of offenses for which a student may be expelled, assault against a school district employee or volunteer, regardless of whether the conduct occurs on or off school property or while attending a school related activity.

Special Education Students defined as Special Needs Students - Currently, Texas law does not include special education students in the group of students included in special needs population. SB 476 ensured that in the future special education students will be defined within the special needs population and that they will be included in certain public education decisions designed to improve services.

Bills That Did Not Pass

HB 482 - Would have required districts to provide daytime supervision for students pending placement in an alternative education program.

HB 698 - Would have eliminated the exit level assessment required for graduation.

HB 726 - Would have provided grant programs for classroom teachers to develop measures that improve student performance.

HB 728 - Would have provided monetary rewards for teachers who continue to acquire additional education and skills.

HB 784 - Would have increased the multiplier for years of service to 2.25 when calculating annuities under the Teacher Retirement System.

HB 1122 - Would have created local school health education advisory councils.

HB 1612 - Would have required districts to provide notice to special education parents as to their rights to be represented at school disciplinary proceedings.

HB 3025 - Would have required districts to provide services to students with autism or pervasive development disorders beyond what they receive for special education.

HB 3025 - Would have created a new license classification for "licensed specialist in developmental psychology".

HB 3675 - Would have established an assessment system to evaluate the academic progress of bilingual students who are being instructed in English.

SB 42 - Would have authorized school districts to perform random drug tests on students, paid for by and results delivered only to parents.

SB 288 - Would have provided for an optional extended school year program.

SB 462 - Would have allowed school districts to require parental involvement after a student was suspended or expelled from school.

SB 1227 - Would have provided for a definition of "drop out" in the Texas Education Code".

Bills may be accessed at the Texas Legislature's web site: www.capitol.state.tx.us

Other Legislative News:

Attorney General John Cornyn and Education Commissioner Mike Moses formed "The Attorney General's School Violence Task Force" in May, which is comprised of state lawmakers, educators, law enforcement officials, and parents. The Task Force is responsible for creating recommendations to prevent violence and respond appropriately if violence occurs. Art Hernandez, Professional Development board member, and Brad Shields, TASP Lobbyist, attended the first meeting of the Task Force in July on behalf of TASP. TASP will provide testimony at the next meeting to be held in Lubbock on September 22nd and present information on a variety of research-based mental health programs.

The first organizational meeting of a second task force on youth violence took place the last week of August. This Task Force, called

"The Causes of Youth Violence Task Force", was created by legislation written by Senator Bivins and Representative Delisi. The focus of this task force is determining the incidence and causes of violence. Brad Shields is currently gathering more information on this task force, determining what type of information they need, and setting up an opportunity for TASP to provide testimony.

Brad Shields will keep TASP notified of any interim studies, usually announced in September or October after the legislative session, which may be of interest to our members. A report of these will be in the next issue of the TASP newsletter.

Treasurer's Report

7/1/98 through 6/30/99

Susan Riordan - TASP Treasurer

Dear TASP Members,

We have just completed our fiscal year and the TASP Treasury is in good shape. Once again, we had a successful Annual Professional Development Conference in February and membership has steadily increased. I look forward to serving as your Treasurer again this year. If you would like to have detailed accounting records, please contact me. Financial highlights for the fiscal year ended June 30, 1999, are presented below,

TASP
Financial Highlights
For the Year Ended June 30, 1999

| | | | |
|--------------------------------|----------|--|-----------|
| Revenues | | | |
| Convention Income | \$91,912 | | |
| Membership Dues | 28,015 | | |
| Other | 2,593 | | |
| Total Revenues | | | \$122,520 |
| Expenses | | | |
| Convention Expenses | 59,879 | | |
| Travel and Meeting Expenses | 25,994 | | |
| Supplies, Postage and Printing | 21,271 | | |
| Professional Fees | 10,400 | | |
| Clerical | 7,758 | | |
| Other | 2,684 | | |
| Total Expenses | | | 127,986 |
| Expenses In Excess of Revenues | | | (5,466) |
| Beginning Cash | | | 52,711 |
| Ending Cash | | | \$ 47,245 |

**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:

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Southwest Texas State University
601 University Drive
San Marcos, TX 78666
(512) 245-8682
(512) 245-8872 (Fax)
Visit our web site at: www.schooledu.swt.edu/

Membership Report

Susan Logan - Membership Chair

The 1999-2000 membership year began July 1. We currently have 262 members. At the end of the 1998-99 membership year we had 581 members. We hope to surpass that number by a wide margin this year! You can help. Encourage a friend or colleague to join! Area representatives and university trainers are planning incentives for our membership drive! Watch for notices in your area. Additionally, we may possibly be able to avoid an increase in membership fees if our membership base doubles from last year's total.

New members receive a TASP membership card and a TASP certificate suitable for framing. Renewing members receive a membership card. All members will receive the TASP newsletter three times each year and will receive a TASP membership directory at the annual conference or by mail, if they do not attend the conference. New membership application forms will be available by the first of the year. Two new membership categories will appear on the form: Trainee and Retired. Trainee dues are \$25 and an application must be accompanied by a copy of the TSBEP letter designating your trainee status. Dues for Retired status are \$40.

We are looking forward to a great membership year! Remember, ask a friend to join TASP and invite them to our conference which will be held at the brand new Grapevine Embassy Suites Hotel, adjoining the fantastic Bass Pro World and across the street from the famous Grapevine Mills Mall. Looking forward to seeing you there!

New Members as of 9/1/99

Affiliate Members

Terri Blair - Houston
Brenda Scheuermann - Wimberely

Regular Members

Maria del Carmen Barajas - Windcrest
Anne Barr Anderson - Houston
Ann Bergen - Needville
Reba Criswell - Durant
Diane Day - Longview
Marie Dowling - Fort Worth
James Freres - Pflugerville
Jeffrey Gradman - Terrell
Kenneth Grier - Spring
Vivian Harrington - San Antonio
Laurel Killgore - Houston

Nancy Kling - Friendswood
Andrea Krebs - Houston
Melinda Lang - N Richland Hills
Beverly McComas - San Antonio
Tiffany Moorhead - San Angelo
Jeremy Myers - Sherman
Sonya Oliver - Euless
Darlene Redclift - San Antonio
Christian Rewoldt - Austin
Carolyn Sasano - Carmichael
Traci Schluter - Spring
Holly Smith - Wimberley
Joyce Sosa - Humble
Rebecca Specia - San Antonio
Dianna Swanson - Austin
Michael Tambrella - Santa Fe

Cynthia Trew - Austin
Belinda Walker - Houston
Jim Walsh - Austin

Students Members

Madeleine Boskovitz - Houston
Jan Braun - San Antonio
Shawn Fleck - Houston
John Furness - San Antonio
Greg Howell - Houston
Anita King - Waskom
Winifred Kmiecik - Seabrook
Tawnya Kumarakulasingham - Houston
Heather Pereira - San Antonio
Christina Pissalidis - Houston
Andlen Pope - Commerce
Sarah Shibley - Tyler

TASP Survey Results

The tabulated results of the survey of school psychologists conducted in conjunction with last year's annual Professional Conference are available at the TASP website.

Information includes respondent characteristics, employment characteristics, critical issues, etc. Interested in additional information concerning the survey or results? Contact Art Hernandez at <ahemandez@UTSA.edu>



Are you moving?

so that you will continue to receive the newsletter and other important mailings please send a change of address to:

TASP

PO Box 141023

Austin TX 78714-1023

(512) 836-1001

(888) 414-8277 Toll Free

E-mail address: GarzaLouis@aol.com

Graduate Student Report

Graduate Student Representative: Penny Hampton

As the graduate student representative, one of my goals is for us to work as a team to form a network between the various training programs in the state for graduate students. I also hope to increase student membership and participation in the upcoming year. Another goal of mine is to have more student involvement in the annual conference in the way of poster presentations. Being involved as students helps heighten our awareness as future professionals. I am looking forward to an exciting year in working together with many new friends and colleagues.

Public Relations and Information Committee

Cindy Plotts, Ph.D., Chair

The committee's goal is to promote the practice of school psychology in Texas through the dissemination of information to TASP members, affiliates, colleagues and consumers about the training, services, endeavors and accomplishments of school psychologists. Current initiatives include placing informative advertisements in professional newsletters, promoting school psychology week, increasing dissemination of literature describing the role and function of the LSSP to relevant constituent groups, and enhancing the use of the media, including the TASP web site, to promote the field of school psychology.

Trainers of School Psychologists Committee

Ron Palomares, Ph.D., NSSP, LSSP, Trainers Committee Chair

TASP and the Trainer's committee are headed in an exciting direction this coming year. A major initiative the committee undertaking is to develop an accreditation program for the master and doctoral internship programs found throughout the state of Texas. This initiative is designed to gather information about all the various internship programs and developing standardized procedures that meet the state licensing requirements. The goal is for all internship programs accredited by TASP to be accepted by TSBEP without additional paperwork on behalf of the individual applying for licensure. In addition to the accreditation process, a yearly publication of accredited programs, will be published by TASP and distributed to internship programs and training institutions. This will allow students applying for internship to become better aware of various opportunities and locations of internship programs. Students and trainers have requested the communication and dissemination of information about internship programs for a long time. This initiative is exciting and will improve the training of future school psychologists for our state. The Fall meeting of the committee will be held October 8th in Dallas. All individuals involved in the training of school psychologists are welcome to attend and participate.

Awards and Honors

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

It is my pleasure to continue serving as the Awards and Honors Committee Chair. I hope that your school year will be enjoyable.

In this issue of the newsletter, are the nomination forms for the annual awards. Please think about those individuals and school districts that are deserving an award for enhancing school psychology in Texas and submit their names.

Best Practices Hotline

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

Question: I am a bit confused about the new reevaluation process. What are the time-lines for reevaluations? Do we have to go back to an ARD to review any additional assessment that was gathered? Please help!

Answer: What a "timely" question. TEA has just published a white paper on this very issue. As you know, IDEA and its implementing regulations require that a reevaluation be conducted at least once every three years. At this time, the members of the IEP team review existing data in order to determine the scope of the reevaluation. (TEA currently interprets this activity be done by an ARD committee, though IDEA does not require that.) Data gathered on the child must be able to answer the following questions:

1. Whether the student has or continues to have a particular disability.
2. The student's present levels of performance and educational needs,
3. Whether the student continues to need special education services, and
4. Whether any additions or modifications to the student's special education and related services are needed to enable the student to meet the goals set out in his/her IEP and to participate, as appropriate, in the general curriculum.

If the information brought to the ARD can't fully answer one of the questions above, then the ARD committee determines what additional data are needed in order to do so. TEA's position (as stated in the white paper) is as follows:

"If a student's ARD committee determines that additional data is needed as part of a reevaluation of the student, such additional data must be collected and completed within 60 calendar days after the date of the ARD committee meeting at which the ARD committee determined that such additional data is necessary. In addition, within 30 calendar days after the collection of additional data has been completed, a meeting of the student's ARD committee must be convened to review such data and revise the student's IEP as appropriate."

Editor's Note: This is a topic that continues to draw a great deal of interest. Anyone interested in sharing your current decision making guidelines for reevaluations (especially for Emotional Disturbance) is asked to send a copy to the editor for publication in the TASP newsletter.

The Global School Psychology Network

by Christine Fortman, MA, NCSP, LSSP

As many of us return to work this fall, we will begin to set professional and personal goals. Many of us will again set goals within the technology arena. While we may have learned to use computer software for scoring purposes and databases, how many of us have expanded our technology skills to include the Internet and computer consultation? While perusing my first edition of the TASP Membership Directory, I noticed that many of us have Internet addresses yet fail to connect with each other through that modality. Last fall I had the opportunity to join a research project that allowed school psychologist to consult and support one another via the Internet through a secured network specially designed for education and psychological personnel.

The need for support throughout the school year is felt by anyone in a helping profession, but especially by those of us in school psychology. Those of us in urban settings often are under intense caseloads or are assigned to very specialized projects that prohibit peer consultation (Perry, 1995). Those of us in rural settings travel great distances and serve several buildings simultaneously (Jacob-Timm, 1995). Additionally, budgets infrequently allow for peer consultation except in emergencies despite state and national guidelines. The Global School Psychology Network is a research project designed to create a peer support group across states where professionals and students can share ideas and receive assistance with problem solving (Kruger and Macklem, 1999).

The Network is designed so that participants feel comfortable sharing concerns, ideas, and information with one another in a fun forum. There are several features of this Network that the creators call neighborhoods. Every participant has access to the Community Forum and Theme of the Month neighborhoods. In the Community Forum, participants discuss legal issues, assessment concerns, upcoming training opportunities, and general cases. A feature I have not utilized includes on-line study groups. Last fall a new assessment instrument was examined and discussed by participants. The Theme of the Month neighborhood addresses a specific topic such as attention deficit hyperactivity disorder, behavior management, and special education issues (Kruger and Macklem, 1999). The group was very active during the Littleton crisis. Additionally, participants are given the opportunity to participate in smaller, specialized neighborhoods. My neighborhood includes other school psychologists and gives us the opportunity to discuss specific issues in more depth. Some topics have included psychotropic drug interactions and specific behavior management suggestions. Every participant is assigned a personal mailbox where they can communicate in a more private way with other participants as well. The Network offers a variety of ways to communicate with other professionals.

My interest in the Network started after reading a small article about it in this publication. When I requested internet access

from my special education director, it was in hopes of being able to connect with other professionals as I have been in a rural setting and been the sole provider for my district. Just having the equipment and the web site addresses for NASP and TASP was not enough. This project presented the opportunity for which I had been looking. I have enjoyed many aspects of this project including the sometimes humbling feedback I have received. Confidentiality is very high because student names, school names, or any other specific identifying information are not used in any situation. Participants are usually on-line at least twice a week, which has provided fast feedback from a variety of perspectives. Additionally, on those occasions when I felt particularly ineffective and voiced those concerns to the Network, participants were quick to point out things I had done well and to offer their own experiences and support. This group is truly a community.

The Global School Psychology Network is a new forum for sharing professional issues and ideas. Our state and national organizations advocate for increased understanding of new technology. This Network is a wonderful way to expand our skills and receive professional support. At this time I am the only LSSP from Texas involved in this project. This is a simple way to increase our ability to talk with one another as well as professionals from around the world. Interested LSSPs can contact Lou Kruger at counsel@neu.edu on the web or by phone at 617-373-5897.

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Continued from President's Corner - page 1

week with co-workers. TASP is developing several brochures and other "handouts" about the services of LSSPs. The TASP web page (www.txasp.org) is being revamped to include resources for promoting ourselves. Sample press releases and radio/TV spots are also in the works. Position papers are being formulated so that we can speak from a united platform. We are continually seeking new ideas and the manpower to see these ideas in action.

I challenge each of you to accompany me in being "the change that you wish to see" in school psychology in Texas. Join TASP or renew your membership. Volunteer to serve on a TASP committee. Be an active participant in your future!

On behalf of the TASP Executive Board, I wish you a professionally challenging but satisfying school year.

Area Reports

Area I Report - Michael Dixon, Ph.D., LSSP

Exciting changes are underway for the Psychological Services Department of Fort Worth I.S.D. and the LSSPs who work there. At this writing many things have yet to be decided and many details must be worked out or emerge from the change process but changes are coming! In summary the following are the major shifts that are occurring which directly affect the work of LSSPs.

- Most LSSPs will be assigned to two buildings and will be the only assessment person assigned to that building. Other buildings will have Educational Diagnosticians assigned as the only assessment person assigned to those buildings. This means that approximately 60% of the buildings will have no LSSPs assigned to them.
- A smaller group of LSSPs will be assigned as a "Crisis Intervention Team" and will provide crisis services district wide as well as "fill in the gaps" in services for buildings where no LSSP is assigned.
- Greater emphasis will be placed on interventions before any referral for Special Education is considered and every building will have a central referral committee that will coordinate interventions, 504 considerations etc.
- A new philosophy which emphasizes helping all students to achieve success both academically and behaviorally without resorting to punishments or rewards as major incentives.

Many of the ideas behind this change can be found in the writings of Dr. James Tucker, former head of special education in Pennsylvania and Dr. Ed Gickling a former education professor both of whom now consult extensively with public school systems around the country. These consultants along with Dr. Michael Valentine a school psychologist from California and Dr. Ruth Turner, former head of special education in Dallas have been hired by ESC Region XI to help plan and implement the reformation of special education and psychological services in Fort Worth. How well all this will turn out and what improvement will be made for the students of FWISD, only time will tell. The authorities cited above emphasize curriculum or instructional based assessment techniques and pragmatic interventions which are designed to help all students achieve basic success in the regular classroom. Under the system proposed by these experts students are rarely excluded from regular classrooms and students rarely have need for "special education" services. Their data show that when all elements of the change process are in place referrals to special education

decrease by 50% or more and grade retentions drop by as much as 67%.

Dr. Tucker advocates that school psychologists throw away their WISC-III kits and other norm referenced tests and instead concentrate on helping teachers and parents find practical solutions to students' problems. When students are successful in school then there is no need for special education referrals and little or no need for behavioral interventions. He and Dr. Valentine suggest that if students are taught properly and given clear and firm messages about what is expected of them most behavioral and academic issues will disappear. To quote Dr. Valentine, however, this must be done with love and style including humor.

It would be hard to argue that if school were a fun place where students were eager to be and where they were successful there would be few if any problems that would require special education intervention.

I will try and keep everyone posted on the evolving changes for the LSSPs in Fort Worth and perhaps in a year or two people will be flocking to our district to see how we cut our referral rates to special education by half or better and how we have reduced our need for behavioral interventions.

Area II Report - Thomas A. Wood, Ph.D., LSSP

This is my second (and last) term as the TASP representative for Area II which encompasses El Paso and Midland. Since my reelection in July, I have been reflecting on my last three years (I filled Sharon Dant's position for one year) on the TASP board. First of all, it has been an excellent experience, which has afforded me the opportunity to work with wonderful school psychologist colleagues from around the state. The primary issue on my mind has been to find a replacement since I cannot succeed myself. Even if I could, it is time for some "new blood" from Area II. I hope that during the next year or so, some of you will talk to me about running for this position in 2001.

The second issue on my mind is our low membership. There are many more LSSPs in Area II than TASP members. I sincerely hope that I can leave this office in two years with the membership significantly increased. We now have the opportunity to invite our diagnostician colleagues to join our organization.

A major benefit of TASP is the annual professional conference. Last year we had record attendance from Area II. I was so proud. But for those among us who cannot make the trip to central or Southeast Texas each February, we have implemented the West Texas School Psychology Conference cosponsored by Area II of TASP, UTEP and Region 19 ESC. This January (13 and 14) we will have our third regional school psychology conference. As with the previous meetings, workshops will be planned to be of

interest to both school psychologists and diagnosticians. The Conference will also provide the opportunity to earn 8-10 continuing education credits.

The third issue on my mind has been the dire need for a school psychologist training program in West Texas. A program based at UTEP in collaboration with Texas Women's University is currently under discussion. If we are able to implement a program, we will need the assistance of the LSSPs in the community. Program development, supervision and adjunct teaching will be important contributions that practitioners can make to the training program.

As I look to the future, I hope that we can work together to strengthen school psychology and its position in Area II. In my new role as department chair of Educational Psychology at UTEP, I hope to be better able to facilitate this effort. I would welcome any comments or questions you might have related to school psychology. Please feel free to contact me at (915) 747-5221 or twood@utep.edu.

Area III Report - Carol Booth, Ph.D., LSSP

Welcome to TASP and a new school year. It is hard to believe that I've been back at work for a month because the time is going so quickly. Many exciting things are happening in the area, but the most dramatic thing continues to be the demand for LSSPs in the districts. Many job openings were advertised for LSSPs this year possibly due to the districts that expanded their staff this year. The shortage of LSSPs statewide is a concern, but it does make the employment situation positive for those LSSPs who are job hunting. Since many districts in this area continue to have vacancies, please continue to recruit LSSPs and NCSPs to this area. Recruitment of new members for TASP will be one of my goals for this year. I will be planning several "social hours" throughout the area to meet TASP members and to recruit new members. If you know of LSSPs who are not members of TASP, please have them contact me.

At the same time that LSSP shortages exist, we are faced in many districts with increased demands for efficiency and questions about how to demonstrate accountability and worth to the district. Whenever demands for us "to do more with less" occur, the potential for "shortcuts" may surface. Please turn to your fellow TASP members for support and ideas about how to meet these challenges in an ethical and professional manner. Prepare "annual goals and evaluation plans" for school psychology services in your district to help answer these questions when they occur.

All districts are giving more attention to suicide prevention and intervention, violence prevention, and crisis intervention. This is a good time for school psychologists to demonstrate what else we can do in the schools. More opportunities exist for school psychologists to expand their job role and the model of psychological service delivery systems in districts. Excellent training activities will be occurring this year so please take advantage of these opportunities to expand your skills and job roles.

Area IV Report - Jan Opella, LSSP

Welcome back to a new school year! I hope all is going well with ya'll. Our executive board is working on plans for the next conference, wait until you see your rooms—all suites! We are planning to have sessions focusing on assessment and intervention strategies. I hope that many of you will use our conference as a basis for presenting your own workshops for your districts. I think it is important for us to stay visible in our districts. I also think we need to do a better job of promoting ourselves and the work that we do. There are many people out there that just don't know what we do and the types of services we perform in the schools. And, unfortunately, many of them are making rules and laws pertaining to us. I was very pleased to hear that one of our committee chairmen, Art Hernandez, has been attending and giving testimony to the youth violence task force. I wish our organization had been asked to be a member of that task force. I think they would have, if more people knew about our organization.

I am hoping that we can use this "off" legislative year to increase our visibility with agencies and legislators. As such, I may be calling on you to meet with your local representatives. We are in the process of identifying influential legislative committee members and chairpersons. We are hoping that many of you will volunteer to meet with your legislator and share information about our organization and about LSSPs in general. I will provide you with materials and any support you need. If you would like to volunteer now, call me at (512) 321-3709 or e-mail me at: JLOpel@aol.com.

Area V - Wende Buchanan Jones, LSSP

As the school year began, TASP Area Five and the South Texas School Psychology Network (STSPN) hosted the first annual dinner/mixer at Anne Marie's in San Antonio. The two and half hour get together included dinner, a social hour and a thought provoking, informative presentation by Deborah K. Knickerbocker, M.S., L.P.C., Director Client Services Program, Rape Crisis Center, San Antonio. In addition to administrative duties, Ms. Knickerbocker provides individual counseling and psychotherapy for survivors of rape, child sexual abuse and sexual harassment. She is also a licensed law enforcement instructor and a trained sexual assault victims advocate. The topic for the evening was the role of a psychological "first responder" when receiving a first disclosure of sexual abuse as opposed to that of the law enforcement or protective services response. The workshop also included an Introduction to the Rape Crisis Center and its services and an overview of legal definitions, myths about sexual violence, information about offenders and survivor and family concerns. Attendees included members of TASP, STSPN, School Nurses and School Counselors. CEU Credits and certificates for LSSP's were provided by TASP and STSPN and the Rape Crisis Center provided CEU's to R.N.'s and LPC's in attendance. The evening was a wonderful opportunity for professional development and networking with other professionals. On Behalf of TASP Area

V, I would like to say thank you to our speaker Deborah Knickerbocker, the Rape Crisis Center, STSPN and all of you who made this evening such a success!

I would also like to encourage your involvement in service projects currently under way in the South Texas area by members of TASP Area V and STSPN. In conjunction with the Rape Crisis Center workshop, donations (i.e. toiletry items, underclothes and other clothing) are currently being accepted. Local LSSPs are also accepting donations of suitcases, backpacks and duffle bags to provide to Child Protective Services Case Workers to use with their young clients. If you would like to participate in either service project please contact me at the e-mail address or phone number below.

After an exciting and busy Summer contacting hotels and making site visits for the San Antonio Search Committee, the San Antonio 2000 TASP Professional Development Conference is now set for the Omni San Antonio Hotel. I would like to say thank you to Mae Fjelsted, Arthur Hernandez, Phyllis Hamilton, Ginger Gates and Jean Tanous for their assistance with this endeavor. In other San Antonio Conference news, Dave Force of Sea World is scheduled to speak at the conference about anger management in killer whales and encouraging calm behavior through positive reinforcement...more conference news will follow in future editions of The Texas School Psychologist.

If you have area news you would like to share, suggestions for area workshops or would like to participate in local service project activities, please contact me at wendejones@satx.rr.com (all lowercase) or call (210) 637-6612 (h) or (210) 692-6105 (w).

Continued from New Board Members - page 3

training in neuropsychology in the Austin Neurological Clinic with Dr. Nancy Nussbaum. She lives in Austin with her husband Peter and their three children.

Thomas A. Wood was reelected representative for Region II. Tom is currently Professor and Chair of Educational Psychology and Special Services at the University of Texas at El Paso. A doctoral graduate of Peabody College of Vanderbilt University, Tom first worked as a school psychologist for Williamson County schools in Franklin TN. Later he served as a psychological consultant for Kentucky and then Alabama specializing in sensory impairment and low prevalence populations. In 1985-86, Tom completed a post-doctoral fellowship in pediatric psychology at the University of Texas Medical Branch. Tom also worked as a trainer at Auburn University and as a school psychologist in the AU Diagnostic and Evaluation Clinic for five years. More recently, he spent four years as a part-time psychologist/counselor at the Socorro Health Education Center in the Socorro Texas Independent School District. One of his research interests is stress and coping within families having children with disabilities or chronic illness.

Tom is an NCSP and LSSP. In addition to his work with TASP, Tom is president - elect of CEC's Division of Mental Retardation and Developmental Disabilities.

NASP DELEGATE REPORT

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

Welcome back to the start of another busy school year. I wish you all well in your endeavors.

In July, I started my second term as your state delegate to NASP; again, thank you for your support.

After my re-election as delegate I decided to get more involved with NASP so I ran for the Delegate Representative position on the NASP Executive Board. NASP has divided the country into 4 regions and the delegates from each region elect two delegates to serve a two-year term on the Executive Board (EC). Texas is in the southeast region and I was honored to be elected as one of the two Delegate Representatives for that region. The EC is the composed of the elected officers (President, Past-President, President-Elect, Secretary, and Treasurer) and the eight Delegate Representatives, and the four Program Managers. The EC is like the executive branch on NASP and the Delegate Assembly is like Congress. The EC works out the budget for NASP and presents it to the Delegate Assembly for approval.

In July, I attended my first EC meeting along with the delegate assembly in San Diego, CA.

What's new with NASP?

- The EC approved a \$3.8 million operating budget for the Fiscal Year 2000.
- Membership for 1999 was near 22,000 members. Texas had a tremendous increase in NASP membership....please renew your membership for this year!

Restructured Governance Completed!

- The restructuring of the NASP governance is complete with the election of the final Delegate Representatives. I am pleased with the reorganization of NASP. It is an important step having delegates serve on the Executive Council to help shape policy.

NASP Sponsored Activities

- The Hope Foundation with NASP as a cosponsor is offering a three-part video-conference called "*Lessons Learned: Breaking the Cycle of Violence II*". Schools or Regional Service Centers may pay for a downlink to these three workshops or may purchase videotapes for later inservice training. For more information call 1-800-698-8025.
- October, 1999 has been designated as the Month of the Young Adolescent by the National Middle School Association and is cosponsored by NASP. For more information on how you or your community could get involved in celebrating this event contact the National Middle School Association at 1-800-528-NMSA or visit www.moya.org/moya.htm

- NASP, in conjunction with the National Association of Elementary School Principals, published a special edition of the *Communiqué* entitled “Crisis and Loss: Information for Principals”. This publication was sent to all NAESP members. You may request a free copy by calling the NASP office at 301-657-4155.
- NASP also published two special editions of the *Communiqué* entitled “Crisis and Loss: Information for Families” and “Crisis and Loss: Information for Educators”. These publications may be requested from NASP as well.

Recently Revised Position Papers

- The NASP position papers can be very useful in shaping local policies. The position papers are published in the *Communiqué* and are also available on the NASP web site at www.naspweb.org
- The Delegate Assembly in July approved the following revised position papers:
 - Early Childhood Assessment
 - HIV/AIDS
 - Three-Year Reevaluations for Students with Disabilities

New Publications Available

- *Children's Needs II* has now been released on CD-ROM. You can search for keywords and print selected content for teachers and parents as needed. (Really cool!) The price is \$60 for NASP members and \$70 for non-NASP members.
- A Spanish version of “*What is a School Psychologist?*” is now available. NASP members may call the NASP office for free copies. This is an excellent resource especially for Texas School Psychologists.

National Conference Dates

Dallas Selected to Host National Conference in 2004

- March 28 - April 1, 2000 - New Orleans (Not too far from Dallas.....mark your calendars).
 - April 17-21, 2001 - Washington, D.C. (Come see the cherry blossoms).
 - March 5-9, 2002 - Chicago, IL (Bring a coat).
 - April 8-12, 2003 - Toronto, ON (Bring your passport).
 - **Dallas selected to host 2004 NASP Conference!** (TASP will be hosting the national conference in 2004 and I hope we can have a good turnout from Texas School Psychologists in support of this event).
 - The *International School Psychology* conference will be held in Durham, New Hampshire July 13-17, 2000. This is a rare opportunity to interact with school psychologists from around the world. Contact Peter Whelley at ptw@moultonborough.k12.nh.us for more information.
- #### *Professional Training Standards*
- The Professional Training Standards are being revised and will be implemented in 2002.
 - The NCSP exam is being revised and will be available in Sept. 2000.

These are the highlights of what NASP is doing to represent and serve school psychologists and their constituents. If you are not a member of NASP please join. Membership information may be obtained on the NASP Web site at www.naspweb.org or by calling NASP at 301-657-4155.

Have a good 1999-2000 school year!

Doing a Workshop on Schools?

Did you know that NASP has a
Powerpoint Presentation on their web site
that you can download?

See all the great information at:

<http://www.naspweb.org>.

A Guide to Safe Schools



Characteristics of a school that is safe and responsive to all children.

What to look for in a school that is safe and responsive to all children

Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and student, and promote meaningful parental and community involvement.

Effective prevention, intervention, and crisis response strategies operate best in school communities that:

Focus on academic achievement.

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual



differences. Adequate resources and programs help ensure that expectations are met. Students who do not receive the support they need are less likely to behave in socially desirable ways. Programs designed to accommodate student's learning styles and provide support services in least restrictive environments have been shown effective in decreasing behavior problems while increasing academic achievement.

Involve families in meaningful ways.

Students whose families are involved in their growth in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children—and they support families in getting the help they need to address behaviors that cause concern.



Emphasize positive relationships among students and staff.

Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help overcoming feelings of isolation and support in developing social skills and making good choices. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations—they encourage students to help each other and to feel comfortable assisting others in getting help when needed.

Discuss safety issues openly.

Children come to school with many different perceptions—and misconceptions—about death, violence, and the use of weapons. Schools can reduce their risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.



Treat students with equal respect.

Effective schools communicate to students and the greater community that all children are valued and respected. There is a deliberate and systematic effort—for example, displaying children’s artwork prominently throughout out the building, respecting students’ diversity—to establish a climate that demonstrates care and a sense of community.

Create ways for students to share their concerns.

It has been found that peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report such troubling behaviors that may lead to a dangerous situation. Students who report potential school violence must be protected. It is important for schools to support and foster positive relationships between students and adults so students will feel safe providing information about a potentially dangerous situation.

Promote good citizenship and character.

In addition to their academic mission, schools must help students become good citizens. School stands

for the civic values set forth in our Constitution and Bill of Rights. Schools also reinforce and promote the shared values of their local communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.

Identify problems and assess progress toward solutions.

Schools must openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with student, families, and the community at large.

Research has demonstrated repeatedly that school communities can do a great deal to prevent violence. Having in place a safe and responsive foundation helps all children—and it enables school communities to provide more efficient and effective services to students who need more support.

Adapted from: Early Warning, Timely Response, a Guide to Safe schools, US Departments of Education and Justice, the National Association of School Psychologists and other mental health and education groups.

The full text of this public domain publication is available at the Department of Education home page at <http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>.

Further information can also be found at the National Association of School Psychologists home page:

<http://www.naspweb.org> or Texas Association of School Psychologists home page: <http://www.txasp.org>



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1999, J. Opella, LSSP

A Guide to Safe Schools



Early Warning Signs

There are usually early warning signs in most cases of violence to self and others—certain behavioral and emotional signs that, when viewed in context, can signal a troubled child. Such signs may or may not indicate a serious problem—they do not necessarily mean that a child is prone to violence. Rather, early warning signs provide us with the impetus to check out our concerns and address the child's needs. Early warning signs allow us to act responsibly by getting help for the child before problems escalate.

Use the Signs Responsibly

It is important to avoid inappropriate labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Educators and parents—and in some cases, students—can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them:

- **Do No Harm.** The intent should be to get help for a child early. Early warning signs should not be used as a rationale to exclude, isolate, or punish a child.

- **Understand violence and aggression within a context.** Violent and aggressive behavior as an expression of emotion may have many antecedent factors (school, home, and community). Some children may act out if stress becomes too great, if they lack positive coping skills, and if they have learned to react with aggression.
- **Avoid Stereotypes.**
- **View warning signs with a developmental context.** Children may express their needs differently in elementary, middle, and high school.
- **Understand that children typically exhibit multiple warning signs.** It is important not to overreact to single signs, words, or actions.

What to Look For

It is not always possible to predict behavior that will lead to violence. However, educators and parents—and sometimes students—can recognize certain early warning signs.

We know from research that most children who become violent feel rejected and psychologically victimized. Research also shows that when children have a positive, meaningful connection to an adult—whether it is at home, in school, or in the community—the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. They should not be used as a checklist, rather they are an aid in identifying and referring children who may need help.

- **Social Withdrawal.** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child.
- **Excessive Feelings of Isolation and Being Alone.** Look for the reasons that a child is isolated or feels alone.
- **Excessive Feelings of Rejection.** Children who are troubled often are isolated from their mentally healthy peers. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- **Being a Victim of Violence.**
- **Feelings of Being Picked on and Persecuted.** The youth who feels constantly picked on, bullied, and humiliated may initially withdraw socially. If not given adequate support to address their feelings, they may vent them in inappropriate ways.

- **Low School Interest and Poor Academic Performance.** Poor school achievement can be the result of many factors. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- **Expressions of Violence in Writings and Drawings.** Many students produce work about violent themes that for the most part is harmless when taken in context. However, an over-representation of violence in writings and drawings that is directed at specific individuals consistently over time, may signal emotional problems and the potential for violence.
- **Uncontrolled Anger.** Anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior.
- **Patterns of Impulsive and Chronic Hitting, Intimidating, and Bullying Behaviors.** These behaviors may later escalate into more serious behaviors.
- **History of Discipline Problems.** These problems may set the stage for the child to violate norms and rules, defy authority, and engage in aggressive behaviors with others.
- **Past History of Violent and Aggressive Behavior.** Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior.
- **Intolerance for Differences and Prejudicial Attitudes.** Membership in hate groups or the willingness to victimize individuals should be treated as warning signs.
- **Drug Use and Alcohol Use.**
- **Affiliation with Gangs.** Gangs that support antisocial values cause fear and stress among other students. Gang related violence and turf battles are common occurrences tied to the use of drugs that often result in injury.
- **Inappropriate Access to, Possession of, and Use of Firearms.** Research not only shows that students with access to weapons have an increase risk for violence, but they also have a higher probability of becoming victims.
- **Serious Threats of Violence.** Steps must be taken to understand the nature of threats and to prevent them from being carried out.

Imminent Warning Signs

Imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. They are usually evident to more than one staff member—as well as to the child's family.

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately.

Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

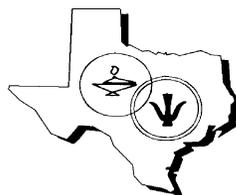
- Has presented a detailed plan to harm or kill others.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. Schools should adopt policies and procedures for responding to school violence and assure that all staff are aware of resources.

Adapted from Early Warning, Timely Response: A Guide to Safe Schools. Departments of Education and Justice, National Association of School Psychologists and other mental health and education groups.

The full text of this public domain publication is available at the Department's home page at <http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>

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J. Opella, LSSP, 1999

The Seventh Annual TASP Professional Development Conference:

Preparing For The Future

February 24-26 at Embassy Suites Outdoor World, Grapevine

This year's conference has a slightly different format that will surely appeal to everyone in attendance. Our change in format will allow each attendee to accrue 12 to 18 hours of continuing education credit at the conference. We will continue the tradition of a full-day pre-conference workshop, while adding a concurrent half-day pre-conference workshop to the schedule. "Preparing For The Future" will be presented in strand format, which will allow more comprehensive training in a particular area than has been available in the past. Attendees will have the opportunity to choose from any of the available strands when customizing their conference experience. Strands and topics scheduled for presentation Include:

| Neuropsychology Strand | Legal Strand | Assessment Strand | Intervention Strand |
|-----------------------------------------------|----------------------------|-------------------------------------|------------------------------|
| Introduction to the NEPSY | Cases Relevant to LSSPs | Autism Assessment Teams | Therapeutic Interventions |
| Clinical Interpretation of the NEPSY | Section 504 | Early Childhood | Crisis/Violence Intervention |
| Assessment of Memory and Learning in Children | Legal Question and Answers | Emotional Disturbance WISCIII:PI | Autism Interventions |

Mark these dates in you calendar and plan to attend. This is sure to be the one of the best training opportunities of the year!

Robb Matthews
President-Elect/Conference Chair

Attention Colleges and Universities

TASP will be offering a university recruiting service at the conference. Space will be available for colleges and universities to display information about their school psychology and related programs. Separate tables may also be available at a nominal fee.

Attention School Districts or Other Employers

TASP will be offering a job listing/recruiting service at the TASP 2000 Conference. Space will be available at no charge to those districts or others who are interested in listing a job opening or recruiting at the conference.

TEXAS ASSOCIATION OF SCHOOL PSYCHOLOGISTS
February 24-26, 2000 Conference in Dallas, Texas
CALL FOR POSTERS

Posters will be presented by their authors at the February TASP Conference. Topics of posters for consideration will be in the areas of: 1) school psychological research; 2) research with diverse populations; 3) innovative school psychological practices; 4) case studies, or 5) intervention or prevention programs.

Summaries must be postmarked no later than November 15, 1999 for consideration. All submissions must include a summary that is not more than 300 words in length. In addition, one self-addressed stamped postcard with poster's title should be sent to indicate receipt of the package. Furthermore, one self-addressed stamped business envelope with the address of the primary author must be included in order to notify the author of the disposition of their poster. They will be notified prior to January 10, 2000.

Student Poster Competition: Posters submitted for the Student Poster Competition must be the primary work of one or more students. Faculty and nonstudents may be advisors, but the work must be that of the student(s). An award will be given for the best student poster at the conference.

All presenting authors must register for the conference.

Title of presentation (not to exceed 12 words): _____

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

Address: _____

Additional presenters (list affiliation/titles following each name):

Check one (1):

- Poster Presentation
 Student Poster Competition (primary researchers must be students)

For Student Poster Competition:

Name and signature of faculty advisor (**required**)

Submission Checklist:

- This Call for Posters (all areas completed)
 Six copies of the title and 300 word summary (without author's names for blind review)
 One (1) stamped, self-addressed postcard (author's name and address, with title information on postcard)
 One (1) stamped, self-addressed business envelope

Mail postmarked no later than November 15, 1999 to:

Ron Palomares
2900 Westminster Ave.
Dallas, TX 75205

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

This Award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in February, 2000.

Please use this form to submit your nomination of the individual you feel is the most deserving of this award.

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

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

Name of Nominee: _____

University Attending: _____

GPA (at time of nomination): _____

Date Degree to be Awarded: _____

Internship Site(s): _____

Nominated and Verified by: _____

Recommendation Form

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

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

- Leadership Skills
- Creative Endeavors
- Observed Personal Growth

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

- Interpersonal Skills
- Professional Competencies
- Presentations At Conferences

Recommendation by: _____

Send completed Nomination form by December 1, 1999 to:

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

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

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in February, 2000.

Please use this form to submit your nomination of the individual you feel is the most deserving of this award.

Criteria for individuals nominated are as follows:

- Employed and working primarily as a school psychologist
- Regular Member of TASP
- Considered exemplary in the provision of school psychological services

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

Name of Nominee: _____

Nominee's Job Title: _____

Employed by: _____

Nominator: _____

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

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

Send completed Nomination Form by December 1, 1999 to:

Mae Fjelsted, NCSP, LSSP
Award & Honors Committee Chair
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San Antonio, Texas 78245-1903

**Outstanding Service To The Profession of School Psychologist Award
Call for Nominations
Texas Association of School Psychologists**

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in February, 2000.

Please use this form to submit your nomination of the individual you feel is the most deserving of this award.

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

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

Name of Nominee: _____

Nominee's Job Title: _____

Employed by: _____

Nominator: _____

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

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

Send completed Nomination Form by December 1, 1999 to:

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

Visit the TASP Web Page!

<http://www.txasp.org>

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

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

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in February, 2000. It will be presented to an administrator from the district which receives the award.

Please use this form to submit your nomination of the district you feel is the most deserving of this award.

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

School District: _____

Contact Person: _____

Address: _____

Telephone: _____

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

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

Send completed Nomination Form by December 1, 1999 to:

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



THE TEXAS ASSOCIATION OF SCHOOL PSYCHOLOGISTS

(Federal Tax ID # 74-2673792)

Initial and Renewal Membership Application

Dues are for July 1 to June 30 Annually

Name: Last First M.I. Title (Mrs/Mr/Dr etc.) Professional Title (i.e. LSSP)
Street Address: City: State: Zip:
Telephone Home: Work: Fax:
E-Mail Address: Place of Employment:

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

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

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

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

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:

Applicant's Signature: Date submitted:

Membership fees: Regular Member \$55.00
Affiliate Member \$40.00
Student Member \$20.00
I wish to donate to the Government & Professional Relations (GPR) Fund
Make checks, money order, or cashier's check payable to TASP Total: \$
Credit Card: (Visa & Mastercard ONLY) Name on Card:
Card Number: Expiration Date:

(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

Employment Opportunities

FACULTY POSITION - TEXAS WOMAN'S UNIVERSITY

School Psychologist. Assistant or Associate Professor, tenure-track. Starting date September, 2000. Ph.D. from APA or NASP approved school psychology program. Minimum of three years experience as a school psychologist practitioner preferred. Expertise in school-neuropsychology preferred. Successful extramural funding for research preferred. Duties include teaching consultation, learning, and neuropsychology, and directing research in the NASP approved Doctoral and Specialist-level programs in school psychology. Department also offers graduate degrees in APA approved Counseling programs. Review of applications will begin November 15 and continue until position is filled. Applicants should be able to integrate technology into teaching. Candidates selected for an interview will be expected to provide evaluations of teaching and course materials. Send letter of application, current vita, three letters of reference, and names, addresses, and telephone numbers of the three references to Dr. Dinah Graham, Department of Psychology and Philosophy, TEXAS WOMAN'S UNIVERSITY, P.O. Box 425470, Denton, Texas 76204-3470; (940)898-2318; dgraham@twu.edu; AA/EEO.

LSSP - Austin ISD

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Contact: Gloria Young
(512) 414-0007 or
gyoung@admin.austin.sd.tenet.edu

LSSP - Grapevine-Colleyville ISD

Contact: Pamela Carroll
3051 Ira E. Woods Avenue
Grapevine, TX 76051
(817) 251-5530

LSSP - Del Valle ISD

Contact: Mary Ann Rogalewski
(512) 389-7377

LSSP - Birdville ISD

Contact: Cordelia Thompson
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Halton City, TX 76117

LSSP - Lake Ray Hubbard

Contact: Sherry McIllwain
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jacksonv@spring-branch.isd.tenet.edu

LSSP - Santa Fe ISD

Contact: Neilia Weatherly
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LSSP - Katy ISD

Contact: Dr. Carolyn Greer
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So You Want To Start Presenting Workshops?

Jan Opella, Area IV Representative

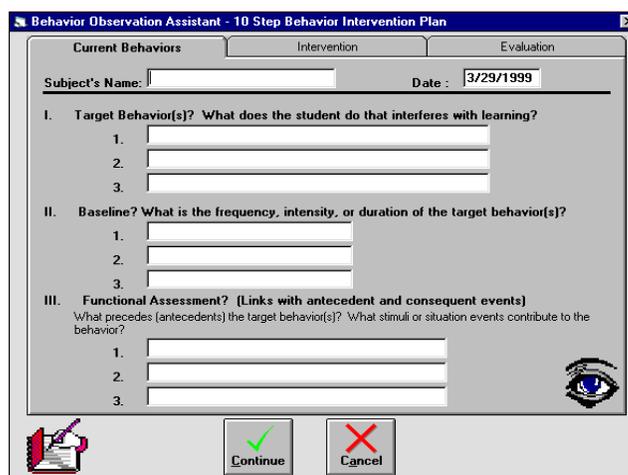
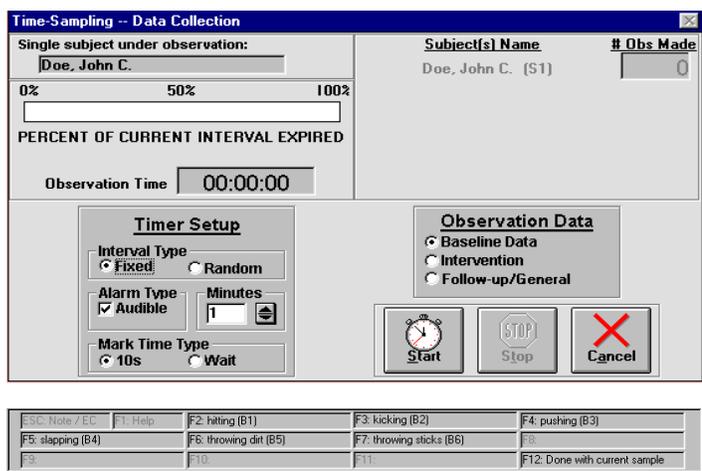
When I first started working in my co-op the districts didn't think about asking the school psychologist to do workshops. Now I get calls all the time from principals and superintendents wanting a specific topic presented to their staff. How did that happen? The first thing you need to do is make contacts on the campuses. Have a friendly chat with the principal, take your lunch to the teacher's lounge, or take some cookies to the secretaries (the real power on campus). Pretty soon somebody is going to ask your advice on dealing with a student. Now you're in. Give the teacher some of your time and listen to the problem. If possible, give a simple strategy or better yet, pull out one of your handouts and go over it with the teacher. I would offer to come to a faculty meeting and give some strategies for a problem I knew they wanted to address. I would ask the teachers and principals what their priority needs were in the areas of discipline, special education, and child development. I even did some presentations called "help 5 cents" where I would be in the teacher's lounge for short consultations once a month. As LSSPs we have a broad knowledge base and we need to share that with teachers and other educators. We may not be able to work directly with all students, but we can be a resource to our districts and therefore impact all students. If you help one teacher, you may impact 20-200 students. It's a good use of your time. Here are a few tips that I have learned over the years. I hope you will use them and get out there doing workshops.

- **Tip One: You Don't Have To Reinvent the Wheel.** Decide on topics that you feel comfortable presenting, or better yet, steal them. Use information you have learned from books, articles, and other workshops (like the TASP Conference). Go to Trainer of Trainers workshops at your local Education Service Centers and become the district "expert". Go to the NASP web page and download presentations, what a deal.
- **Tip Two: Give Handouts.** If you have important information that you want your audience to remember, write it down for them. I know I like a workshop with lots of handouts, and so do teachers. Always include practical strategies, not just theories or research results. One caution, do not read your handouts as part of your presentation. Boring. Use the handouts as "homework". Tell them if they will go home and read them, you'll let them leave early (always a teacher pleaser).
- **Tip Three: Use overheads.** Keep the information on the overhead short and make sure the font is big enough to read. Use color and cartoons when ever possible. I have a stash of cartoons that I use to illustrate different points. Pictures and graphics can hold an audience's attention. I just discovered PowerPoint this year, what a deal! You can make some powerful presentations with that computer program and you can import graphics and charts too.
- **Tip Four: Move around.** Your energy level sets the tone for the presentation. Be active, move around the room; it keeps people involved. I have even been known to throw candy out to the audience, now that keeps them awake. Eat a light lunch so you are not too full to stay energetic. I also like to have some hot tea with me; it helps me avoid hoarseness.
- **Tip Five: Don't show videos after lunch.** Videos can be great aides, but they can put people to sleep after a lunch break. Show the videos right before lunch, and then refer to them later.
- **Tip Six: Give frequent breaks.** Most people need a break after about an hour and a half, sooner after lunch. Tell your audience how long the break is, I use weird times ("take a break for twelve and a half minutes"). I also use music during the break and when the music stops, it's time to resume. Right after the break I start reading a short story (like those in the Chicken Soup books), that way the people coming in late don't miss important stuff.
- **Tip Seven: Model positive strategies.** Give reinforcement to participants who ask questions or make comments. Move toward them, give good eye contact, and acknowledge their contribution. When I do my "tough kids" or "cooperative discipline" workshops, I give tickets for asking questions, making comments, and arriving back from break on time. Each participant writes their name on the back and places the ticket in an envelope. Before lunch and at the end of the workshop, we have a drawing for a prize. Sometimes the prize is getting to sit in a comfortable chair for the afternoon; it doesn't have to be an expensive prize. The point is to show people that you can give positive reinforcement without having to take up teaching time.
- **Tip Eight: Give at least one practical strategy.** Make sure your presentation is useful, give them one idea to go out and try. Tell a story about how an idea was used in a classroom, and give credit and praise to teachers who have tried new things. Ask for suggestions from the audience about how they can use your information.
- **Tip Nine: Wear comfortable shoes.** Dress professionally, but keep comfortable. Your "dogs" can really start barking after three days in a row of workshops if you're not careful.
- **Tip Ten: Use Jokes.** Humor can really help retention. Tell a funny story or a joke to illustrate a point and your audience will remember it. You can steal jokes from other presenters, too. Here's one to end a presentation to teachers with: A teacher dies and goes to heaven. St. Peter meets him at the gate to usher him in. On the way in, St. Peter asks the teacher if he would like a tour, and off they go. They stop at a big oak door and St. Peter says that this is the doctor's lounge. He opens the door and the room is full of doctors lounging in expensive chairs in a beautifully decorated room. Wow, thinks the teacher, what a place! St. Peter then takes him to the lawyer's lounge. Again, a beautiful room with lavish decorations (maybe not quite as many people, but pretty full). Then St. Peter takes him to the door of the teacher's lounge. He opens the door to another beautiful room, but it is empty. Not a soul in sight. The teacher asks St. Peter "Where is everybody?" St. Peter looks at his watch and says "Oh, it's two o'clock, they're all in hell at a workshop". (I stole that joke from our former director, Verla Long)

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Classified Rates

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

Advertising Deadlines

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