



THE TEXAS SCHOOL PSYCHOLOGIST

Newsletter of the Texas Association
of School Psychologists

<http://www.txasp.org>

Affiliate of the National Association of School Psychologists

Vol. 10

No. 1

Fall 2002

President's Corner

Jan Opella, LSSP

Welcome Back To School! I hope you all had a restful summer. TASP has been busy this summer. I attended an Education Subcommittee hearing on safe schools this summer along with our GPR Chair, Margaret Kaltman and Legislative Liaison, Brad Shields. The topic was mainly about the use, and misuse, of AEPs. I have included a copy of my remarks in this edition. I was quite impressed that several of the legislators actually knew what an LSSP was and one complained that his districts are having a hard time filling those positions. The committee members spent a great deal of time quizzing TEA and reviewing information regarding the numbers of days students in Texas are suspended. They also expressed a desire to know more about the AEPs and how effective they are. The members wanted to know of districts that have effective AEPs and what kinds of services are offered in these settings.

This is a great opportunity for us. I strongly encourage you to contact your local legislators and offer your assistance and expertise. These people are really interested in finding out what works in our schools, and we are in a good position to give them that information. Many people in positions of authority just want to know what is wrong and how to punish it. We know that that is not an effective method to promote change. I would like us to focus on the programs that work and encourage best practices through example. So if you have an alternative program that is successful and promotes behavior change, let your legislator know—and let me know. I'll take that information and share it with committee members.

I am very excited about our Professional Development Conference in October at the Dallas Adam's Mark Hotel. Conference Chair Carol Booth has created an excellent program with lots of variety and top name speakers. One

thing that concerns me is the few nominations that we have received for awards. I know there are lots of school districts and LSSPs out there doing an excellent job and deserving of recognition. I want more nominations!

Our Executive Board has been working on our governance agenda, which includes both preparations for the next legislative session and for TSBEP Sunset. I would like more participation of our members on this. Have you read your Psychologist's Licensing Act? You should be receiving a new copy any day now and I encourage you to read it. I want you to let me know your areas of concern, either with the Act or with TSBEP Board policies and regulations. I also want to hear from you about areas of legislative

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Editor's Note

Loretta Allen, Ph.D., LSSP

The 2002-03 school year is off and running and so are those of us who are LSSPs working to improve education and the lives of children in Texas. This is the first issue of The Texas School Psychologist for this school year, and our hope is that you will find time to slow down long enough to read through it. We think you will find it informative, enlightening, and even entertaining. Those words could also describe our upcoming Professional Development Conference to be held in Dallas October 31-November 2. President-elect Carol Booth has planned a wonderful program for us and with such a broad range of topics to choose from, the only problem will be deciding which sessions to attend. Make your hotel reservations early and be sure to consider nominating an outstanding school psychologist or department for one of our distinguished awards to be presented at the conference. If the deadline for nominations has passed by the time you are ready to submit your nomination, contact our Awards & Honors Chairperson, Steven Coats, anyway to find out if he will take your nomination late.

Another important conference addressed in this issue of the newsletter is the School Psychology Futures Conference. We will keep you informed of the outcomes. The TASP committee reports as well as those from the area representatives provide information about the workings of our organization. Our president, Jan Opella, has once again represented us in the political arena by addressing an Education Subcommittee at a hearing on Safe Schools, and her remarks to that subcommittee are included. You will find a general overview of the newest acronym in our business – TBSI, and Dr. Gates addresses the latest Commissioner's Rules on the use of restraint and time-out in her "Best Practices Hotline." The article from Region 18 ESC will offer you a tremendous resource in the "Legal Framework" they have developed, and be sure to check out the "Bright Ideas." A message of hope is offered by one of our board members to help us reflect on the recent changes in all of our lives over this past year. And to give you a lift before you don your track shoes once again, our very own President Jan, offers a song that only folks familiar with special education could love (and understand!).

If you have ideas for other articles or would like to see some specific topic addressed in future issues, please do not hesitate to contact me. For now, I have to run, too, but I hope you will slow down enough to read the newsletter, and more importantly, to find joy in your life and in the very important work you do. See you in Dallas.

Treasurer's Report

Al Mayo, Treasurer-Elect

Financial activity for period from July 1, 2001 through June 30, 2002 are presented below:

Revenues

Membership Dues	32,885.00
Convention	85,253.00
CALC & GPR Donations	320.00
Interest	375.80
Miscellaneous Income	<u>300.00</u>

Total Revenues 119,133.80

Expenses

Awards	891.36
Clerical	6,350.48
Professional & Service Fees	20,910.26
Operating Expenses	66,122.14
Postage, Printing, and Supplies	14,626.00
Travel	7,958.85
Miscellaneous Expense	<u>455.00</u>

Total Expenses 117,314.09

Revenue in Excess of Expenses 1,819.71

Beginning Cash 24,973.56

Ending Cash 26,793.27

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	Aug. 15
No. 2	Winter	Jan. 15
No. 3	Spring	May 1

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, 1936 Portsmouth, Houston, TX 77098.

Question:

I am confused by what I am hearing about the recently adopted Commissioner's Rule regarding restraint and time-out. Are we prohibited from using restraint and time-out? If not, when **can** we use them?

Answer:

The new Commissioner's Rule you refer to (TAC 89.1053) went into effect August 1, 2002. First let's look at the definitions of the terms you asked about:

- **Restraint**

Restraint is the use of physical force or a mechanical device to restrict the free movement of all or a portion of the body.

- **Time-out**

Time-out is a behavior management technique used to provide a student with an opportunity to regain self-control. The student is separated from other students for a limited period in a setting that is not locked and one in which the student is not physically prevented from leaving.

Restraint can only be used in an emergency situation. An emergency is defined as, *a situation in which a student's behavior poses a threat of:*

- imminent, serious physical harm to the student or others;
or
- imminent, serious property destruction

If restraint is used with a student with a disability, there are significant documentation and notification requirements with which to comply.

No later than April 1, 2003, a core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint.

After April 1, 2003, personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraints.

Time-Out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's individualized education program (IEP) and/or BIP if it is utilized on a recurrent basis. You will notice that the legal definition of time-out (TEC 37.0021) is different than what is generally seen in the behavioral literature. Some of the time-out techniques currently being used in schools may not fit this legal definition (e.g., planned ignoring, time-out card, etc.)

Time-out can still be used by general and special educators as long as the legal requirements are met. Remember that Senate Bill 1196 (TEC 37.0021) prohibited the use of seclusion for students with disabilities. Therefore, if a separate room is used for time-out, it cannot be locked, the student be prohibited from leaving, nor can physical force or threat of physical force be used to place a student in time-out.

Not later than April 1, 2003, training on the use of time-out must occur for general or special education personnel who implement time-out based on requirements established in a student's IEP and/or BIP must be trained in the use of time-out.

After April 1, 2003, newly-identified personnel called upon to implement time-out based on requirements established in a student's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out.

Note that training requirements were mandated for the use of both restraint and time-out. The Texas Behavior Support Initiative (TBSI) was developed as a statewide training to provide educators with in-depth information on these rules as well as professionally accepted practices and standards regarding the full continuum of positive behavior interventions and supports.

For more information on the Texas Behavior Support Initiative, contact your Regional Education Service Center. Training is currently being conducted statewide.

Web Report

Francis Chen, Webmaster

A good Fall wish to you all! There has been an occasional difficulty with the job submission page. It seems that for a few folks, the page, once completed, does not come to me. I am grateful that those of you that have had the problems contacted me and we got your opening on our site! I think this is a good reminder that NO technical system is perfect and there are no perfect technicians (me)! During those occasions when technical problems do arise, good communication is the key. Thank you for your patience. Speaking of the JOBS web page, for those that may be moving or are interested in “what’s available” please take a look at it. I would ask the good people that are Directors or Coordinators of Special Education or work around school district human resources departments to use our web page.

The Texas School Psychologist is for the benefit of ALL members! I would like to remind the folks that read our newsletter that our website has a Calendar of Events Page. Please submit your education oriented trainings, workshops, and conferences to us. Do you have a suggestion? Please contact TASP!! We want your input. Thank you for your continuing membership with TASP and thanks, in advance, for any and all feedback about YOUR website. See you in October at the Conference in Dallas!

Continued from page 1 - President's Corner

concern. Come on, you remember the old saying “You can’t complain, unless you participate,” so let’s see some participation out there.

On a personal note, I want to express my gratitude and the gratitude of the TASP Executive Board to Phyllis Hamilton. After ten years on the Board, in just about every position, she will be leaving at the end of this year. Her service to this organization and to the profession of school psychology is immense and we will miss her. She assures me that she will continue to be an active member (like we would let her just fade away), but will enjoy the extra time that she can spend with her other family (including the animals that she provides a foster home for in her work with the Victoria animal shelter). When you see Phyllis at the Conference, give her a little thanks and follow her example by being more active in our organization.

Membership Committee Report

Nancy Huth

HI! My name is Nancy Huth and I am your new Membership Committee chairman. I am beginning my ninth year with the Bastrop Special Ed. Co-op (yes, my office is two doors away from Jan Opella, a.k.a. Baseball Jan).

Some things have changed with regard to membership dues this year and I wanted to remind you, especially before our October Conference in Dallas. I hope you noticed on the renewal applications mailed out this summer that the dues have gone up slightly: \$60 per year for a regular voting membership, \$30 for a trainee and \$25 for a student (other categories have not changed). We have received several renewals already from people who used the old form and, therefore, paid at the old rate. I am going to try to contact those members and bring their status up to date.

Please make sure that when you send in your renewal, you are using a form with the new rates. If you use an old form and send in the wrong amount, you are not considered to be up to date in your membership and will not be able to register early for the Fall Conference as a TASP Member. Also in the past, members have been able to renew their membership at the Conference registration and still get the member’s rate. Because of the problems this causes at the conference registration desk, there will now be a penalty. Membership must be established before conference registration in order to get the reduced Membership Rate. **THIS COULD COST YOU MONEY!**

I am looking forward to working with you and welcome any suggestions you may have to streamline the membership process. You can reach me at work (512-321-4488) or at home (512-303-1733) or e-mail (nhuth@bastrop.isd.tenet.edu).

May you have a rewarding year and I hope to meet many more of you at the Conference in Dallas.

Graduate Student Report

Dyanna Martinez, Graduate Student Representative

Hello Graduate Students,

Here are a few announcements since our last TASP Executive Board meeting in August that I would like you all to know about:

The TASP Board is currently focusing a lot of attention on the Sunset Review, which will involve the Texas Sunset Advisory Commission reviewing the mission, purpose, and practice of LSSPs, among other professionals, in Texas in 2005. Although this may seem like a long time away, the Board is taking this time to develop an action plan to discuss what we would like to see changed within our agency, and what we would like to keep the same. Please take note of updates in our newsletters and on our website that explain more about what you can do to participate and be involved.

Also, please take time to visit the TEA website to examine changes to the Commissioner's Rules that took effect August 1, 2002 regarding Restraint and Time-Out procedures, the ARD Committee, graduation requirements, and qualifications for special education and related service personnel at <http://www.tea.state.tx.us>. You can also join their list-serve to receive updates on changes to the Texas Administrative Code so that you will always have the most current information.

I hope you will have a chance to attend our annual TASP conference to be held in Dallas from October 31-Nov 2, 2002. There are two pre-sessions and four workshop sessions scheduled this year with excellent speakers and workshop topics ranging from therapy, assessment, legal updates, social skills, and more. Please take advantage of your student membership and register for the conference at a reduced rate. Also new to the conference this year is a Graduate Student Mixer that I have organized for Friday, November 1st from 6-7pm. This will be a great opportunity for graduate students, interns, and trainees to get together at the conference and meet new friends and colleagues from around the state. Representatives from other training programs, as well as other TASP board members, will be there to greet you. Mark your calendar - we look forward to seeing you there!

Since my last update, I mentioned that there will be a new graduate student page on the TASP website. Please watch for the new link from <http://www.txasp.org>. This page is getting underway with the help of TASP web master, Francis Chen. I welcome you to visit the site and let me know what else you would like to see added. I really want to hear your suggestions on what we can do to improve it to make it more useful to you. You can contact me at dm101@swt.edu. Also, nominations for positions on the TASP Executive Board are now being considered, and this includes Graduate Student Representative for 2003. You must be currently enrolled in a school psychology graduate program *and* be attending classes this fall to be eligible. If you would like more information on what this position entails, I will be happy to talk with you. I hope you all have a great fall semester, and I look forward to seeing you at the conference in October!

Immediate Past President's Report

Robb Matthews, Immediate Past President

It's time to vote for officers and there are a few important points to remember in the process. Officer nominations can be made by completing the downloadable form from the TASP website ([txasp.org](http://www.txasp.org)). When the main page of the website loads, scroll down and look for the officer nomination link. Follow the links to the Adobe Acrobat Reader form. If you do not have Adobe Acrobat Reader, it can be downloaded from the Adobe website at no charge by following the link provided. Completed nomination forms **MUST** be received by October 1 to allow adequate time for gathering the required information and developing ballots in time for the conference.

Nominees must be Regular members of TASP to serve in an elected position except for the Student Representative position, which requires a student member who will be enrolled in a school psychology program for the entirety of their term. Nominees will be required to submit a brief biographical statement, which will be included in conference registration packets. Voting will take place during the conference, with only those TASP members not in attendance receiving a ballot by mail. Serving on the TASP board has been a vastly rewarding experience for me. I hope you will take the time to consider serving in some capacity.

News from NASP

Robb Matthews, NASP Delegate

How many of us have come back to work only to find a policy or procedure has changed which required us to change our practices as well? I know from personal experience (as does anyone working for special education) that lack of flexibility can cause significant stress. In keeping with the tradition of flexibility, NASP has made some changes to the voting process. While the “new” voting system of rank-ordering candidates, employed last year, was hailed as a considerable improvement, the practical side of implementation was met with significantly less enthusiasm.

Therefore, NASP is returning to the process of an election within an election. In the September issue of the *Communiqué* a ballot listing nominees will be distributed. NASP members will be asked to choose which nominee should appear on the final ballot. The two candidates with the most votes nationwide will be on the final ballot, due out in the late fall. Important points to keep in mind include: Texas’ own **Scott Poland** has graciously allowed his name to be placed on the September ballot and **Steve Crane** from Edmond, Oklahoma is trying to muster a write-in campaign on the September ballot.

During the July 2002 delegate assembly, the “Effective Strategies in Reading Development” Interest Group was approved. The purpose of this group is “To communicate research-based strategies and best practices for reading development within the membership” of NASP. To join this or any interest group, go to the “members only” section of the NASP website (naspweb.org) and follow the links on the right side of the page. Delegates also reviewed and approved revisions to the *Advocacy for Appropriate Educational Services for All Children and Rights Without Labels* position statements as all NASP position statements are now on a 5-year revision cycle. Both are available for download on the NASP website (naspweb.org).

For more on these and other important NASP related happenings, visit the “News from NASP” section of the TASP website (txasp.org).

Government & Professional Relations Committee

Margaret Kaltman, NCSP, LSSP, GPR Chairperson

Government and Professional Relations is currently preparing for the sunset of the Texas State Board of Examiners of Psychologists (TSBEP) in 2005. Review of every aspect of the TSBEP will begin in approximately eight to ten months by the Sunset Committee, who will review many other agencies in addition to the TSBEP. The Sunset Committee will then make recommendations to the state legislature regarding whether the agency should continue to exist and also make specific recommendations for improvements concerning all aspects of the TSBEP, including *The Rules and Act*. During this process, there will be an opportunity to provide feedback to the Sunset Committee. Please consider what aspects about the agency and/or *The Rules and Act* you would like to see revised and be prepared to provide feedback regarding them in the future. The TSBEP website can be accessed at www.tsbep.state.tx.us. You are also encouraged to share your concerns with your area representative on the TASP board. TASP will also be accepting donations at the Professional Development Conference this fall to help cover costs associated with the Sunset process. The legislature will meet beginning January 2003, and while GPR will be monitoring bills, the Sunset process is considered a top priority.

In other activities relating to GPR, our president, Jan Opella, was invited and offered testimony at the House Public Education Committee meeting on school issues in June. Her testimony was very well received and touched on topics such as mental health services in the schools, the continuum of services for children in schools, and the benefits of extending the LSSP’s services beyond the realm of Special Education. I had the opportunity to be there for part of the testimony, and the questions raised by the legislators to those who testified at the meeting were all very specific and well thought-out. Our legislative liaison, Brad Shields, also attended the meeting.

If you would like to become more involved in legislative and professional issues, please e-mail me at makaltman@academicplanet.com. I typically send out bills that concern psychological services in the schools during the legislative year for review. I also notify members of other pertinent issues as they come up. In addition, if you personally know of a legislator who is interested in school issues, especially mental health in the school setting, please let me know. Please consider becoming involved.

Minutes of the TASP Executive Board Meeting April 20-21, 2002

The TASP Executive Board met on April 20 - 21, 2002 in Round Rock, Texas. Members present were Jan Opella, Phyllis Hamilton, Robb Matthews, Carol Booth, Margaret Kaltman, Jo Ann Campbell, Francis Chen, Loretta Allen, Al Mayo, Dan Miller, Cindy Lifson, and Dyanna Martinez. Absent were Donna Black, Jeralyn Barta, Art Hernandez, Katherine Brehm, Mae Fjelstead, Michael Dixon, Steven Coats, Marsha Harman, and Andrea Ogonosky.

A quorum was established and the meeting was called to order by President Jan Opella on April 20, 2002. Minutes from the January meeting were approved as written.

Jan announced that Dan Miller had been elected as President-Elect of NASP and will begin serving his term in July, 2002. Jan reminded everyone of the locations for upcoming TASP conferences. The 2003 conference will be in Austin, 2004 will be in San Antonio, and 2005 will be in Houston. Jan circulated a notice from the School Psychology Futures Conference, being held in Indianapolis in November. Dan Miller reported that this is part of a two-part conference concerning the future of school psychology in the United States and the event will be webcast.

Art Hernandez, Professional Development Chairperson, was absent. He was nominated to the TSBEP and will be required to give up his position on the TASP Board, pending Senate approval. Jan will be appointing a replacement for this position.

Jeralyn Barta, Membership Chairperson, was absent. She will be leaving the board and Jan will be appointing a replacement for Jeralyn's position.

Robb Matthews presented the Past President's report. New revisions of the constitution and bylaws were distributed, as well as the new Board handbook. The TASP website will have the election forms available. Discussion was held regarding a listserve for TASP members. An e-mail address will be requested from TASP members registering for the conference so we may provide an e-mail confirmation. One of Robb's plans for next year is to gather the former TASP presidents to review the constitution and its current appropriateness.

Jan Opella presented the President's report. She reviewed a Best Practices handout from the Effective Practices Group from the Behavior Action Group (BAG) at Region 13. Jan will be attending the TPA May board meeting in Austin at the request of Walt Cubberly.

Carol Booth presented the President-Elect's report. A proposed agenda was handed out regarding conference sessions for the upcoming conference. The conference is scheduled for October 31-Nov 2nd. There will be two full-day Pre-Conference sessions. Discussion was held regarding suggestions for the 2003 conference.

Dan suggested that all former TASP presidents be formally invited to this conference since it is TASP's 10th annual conference. He also suggested that we invite the charter members of TASP to the conference. Discussion was held regarding extending the conference. This would allow time for some repeat of sessions, more down time, etc.

The fundraiser for CALC was discussed. A mask-decorating fundraiser will be held with donations to go to CALC.

Dyanna Martinez, Graduate Student Representative, requested suggestions for helping to meet the needs of graduate students at the conference. Suggestions were made to offer a session on hints for taking the Jurisprudence and NCSP exams.

Conference information will be on the website and in the newsletter. Recruitment tables will still be available for school districts, universities, etc., but there appears to be less demand for tables in October than in the spring.

Ralph Louis presented the membership information in Jeralyn's absence. A request was made for a list of non-

TASP's 10th Annual Professional Development Conference

**October 31-November 2
Adam's Mark Hotel
Dallas TX**

TASP members by areas. Ralph will provide these by e-mail. A request was made for Ralph to procure a list of LSSP's from TSBEP immediately and generate a list of non-members by area. Ralph will provide this list by e-mail by May 15th.

Dyanna asked how to target TASP membership among students. Dan recommended contacting the Trainers. More discussion followed regarding promoting student participation and membership. Carol suggested that an exam-preparation session be offered by the trainers, possibly at the next conference.

Loretta Allen presented the Newsletter Committee report. The next deadlines for submitting articles will be September 1st and January 15th. Sunset Revision will be addressed in each newsletter and the January issue will include more GPR issues, since it is a legislative issue.

Discussion was held regarding sending out the newsletter to all LSSP's regardless of membership. Budgetary implications were discussed. The April newsletter will be sent only to members. Conference brochures will be sent to all LSSP's.

A suggestion was made to send newsletters to the following NASP officers: President, President-elect and GPR chairperson.

Michael Dixon, Area 1 Representative was absent. Katherine Brehm, Area 2 Representative was absent. Andrea Ogonosky, Area 3 Representative was absent. Francis Chen, Area 4 Representative had nothing new to report. Mae Fjelstead, Area 5 Representative was absent, but a report was submitted to Jan. Joann Campbell, Area 6 Representative provided a report. Since the last conference, members have been very busy due to increased demands. Abilene Christian University's program continues to grow with expansion into rural areas for practicum experience and internship positions. ACU is advertising a faculty position to chair, develop, and seek certification of the School Psychology Program at ACU.

Dyanna Martinez, Graduate Student Representative, discussed the desire to start a listserv for students. Dyanna asked about setting up a get-together, including refreshments, for graduate students at the conference.

Cindy Lifson, Public Information and Relations Chairperson, reported that the proclamation for school

psychology week was received from the Governor's office. There will be a TASP booth at the SWEP conference next spring. TASP will not be at TCASE because the competition for tables has gotten so great that they have been deleted from the list.

Dan Miller, Historian, requested that documents from last year be sent to him.

Marsha Harmon, School Psychology Trainers Chairperson, was not present because she was attending the Southwestern Psychological Association's conference in Corpus Christi.

Robb Matthews has been appointed to complete Dan's term as NASP delegate. A subcommittee will need to be formed to plan the pre-conference table at NASP in Toronto. TASP will be given a budget to purchase give-aways in Toronto. The same group will be needed to plan logistics in Dallas.

Margaret Kaltman, GPR Chairperson, presented her report. Brad Shields, Legislative Liaison, was present. Brad reviewed the Sunset Review process. Since it is time to form a Sunset review committee, Brad requested that we go through the Sunset Act line-by-line and suggest changes. The Sunset Revision process will involve a close look at whether or not the state agency is still appropriate, if the Board is still representative, etc. It will also look at disciplinary activities, makeup of the agency, the mission, and enforcement of the act. Legislation then will be introduced to change the act in 2005. An adhoc Sunset Committee was appointed by Jan. Dan Miller and Robb Matthews will co-chair the committee. For the first half of the Sunset review process, Jan and Margaret will serve on the committee. They will develop the organizational structure of the Sunset Committee, read through the Act, and meet with TCASE and TPA.

Phyllis Hamilton presented the Treasurer's report. The budget was approved by the Board.

Jan Opella presented the calendar and it was approved. Meeting was adjourned at 11:40 a.m. on April 21, 2002.

Minutes recorded by Margaret Kaltman and respectfully submitted by Donna Black, Secretary.

Look what's offered at the Conference...

"Celebrating Ten Years of TASP"

Dallas, Adam's Mark Hotel

October 31- November 2, 2002

930 A.M. TO 5:00 P.M.

Positive Behavior Supports

Reality Therapy

Diagnosis of Bipolar Disorder

Assessment of Written Language

Teaching Social Skills

Behavioral Assessment

Bilingual Assessment

Diagnosis of Reading Disabilities

Time for Awards Nominations

Steven Coats, Awards & Honors Chair

Nominations are being accepted for the following awards:

- Outstanding School Psychologist
- Outstanding Service to the Profession of School Psychology
- Outstanding Delivery of School Psychological Services
- Outstanding Graduate Student Award

If you would like to nominate persons for these awards, please complete a nomination form and send it to me at 1808 Elizabeth Ave., Wichita Falls, TX 76301 or forward it to my e-mail address at scoats@wfisd.net. Nomination forms were printed in Spring/2002 edition of this newsletter or can be downloaded from the TASP website (www.txasp.org). Recipients of the awards will be announced and honored at this year's TASP conference.

Southwest Texas State University School Psychology Program

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

For more information, please contact:

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

Children's Assistance for Living Committee

Michael C. Dixon, CALC Chairperson, Area I Representative

Food! A basic necessity for life. But in North Texas there is not enough for many families in today's economy. North Texas in particular has been hit hard by the downturn in the tech industry, and it shows in the number of families seeking food from the two major area food banks. It is hard to believe but over *one million pounds* of food a month is being distributed by these food banks. This year the CALC is asking you to contribute to the Tarrant Area Food Bank or North Texas Food Bank to help alleviate this problem. Your contribution can make a difference! For each \$1 donated, \$15-20 of food can be distributed to the needy. How? Because the food is not purchased but money is used to pay the storage and distribution costs. For illustration purposes the rest of this article will draw on information supplied by the Tarrant Area Food Bank (TAFB), but the same applies to the North Texas Food Bank, the other major food bank in the area. TAFB recovers and re-distributes food that would otherwise go to waste. TAFB pays to transport donated food, maintain a 75,000 sq.ft. warehouse, and using staff and volunteers, handles an average of 50,000 pounds of food each workday. TAFB operates Kid's Café, providing prepared meals to children participating in after-school and weekend programs for tutoring, mentoring and life-skills training. This program is currently found in 15 locations and hopes to expand in the coming school year. In addition, TAFB also operates Get Fresh! In collaboration with the Ft. Worth Housing Authority, a refrigerated produce truck delivers fresh produce to six public housing communities.

YOU can participate by donating non-perishable food items at the October conference and by making a donation to the Tarrant Area Food Bank. Your generosity will enable more children to have adequate nutrition and thus be in a position to benefit more fully from the instruction they receive at school. Children should not have to worry about what their family will have to eat when they come home from school or to live with the knowledge that the only meals they can be certain of are the ones they will get at school. Come to the conference in Dallas this October prepared to give as much to feed those who do not have enough as you spend to feed yourself while you are there.

For those who want to be more involved, food banks need volunteers, equipment and transportation as well as funds. Contact the food bank in your area for more information and

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School Psychology Futures Conference

The following article was provided for us by Peg Dawson, School Psychology Futures Conference Planning Committee co-chair. It is a selected portion of an article she wrote for her state association (NHASP) newsletter that she has very graciously given us permission to use.

For over a year now, NASP and APA and other leading national and international school psychology organizations have been planning a conference on the future of school psychology. The mission of the conference is as follows:

It has been 25 years since school psychology last held a national invitational conference to reflect on the profession and to develop an agenda for the future. In that time, school psychology has undergone a tremendous growth in terms of membership in our profession and the vision we have for the work that we do. Currently, and for the foreseeable future, we are faced with a shortage of school psychologists that threatens our capacity to meet the needs of children in schools. Furthermore, the needs and pressures facing children growing up in America today are greater than they have been in our lifetime. Given the changes we are facing and their implications for the practice of school psychology, it is time for school psychology to convene another conference. The purpose of such a conference is to:

1. Achieve consensus on current and future demands for school psychologists and our profession's ability to meet those demands.
2. Conceptualize the practice of school psychology in the face of diminishing numbers and increasing demand for services.
3. Develop an agenda to use the resources we have to maximize the benefits to the children and schools that we serve.

This conference, unlike any gathering to contemplate the future of school psychology held in the past, will take advantage of advances in technology to allow for participants at multiple sites throughout the country. The main venue will be in Indianapolis, but the conference is being conceptualized as a multi-site collaboration. While keynote presentations will be webcast from Indianapolis, web-based electronic forums will allow interaction across all multiple sites. E-mails, websites, and attachments will be used to provide instant access to materials, both between and among sites. In addition to the focus on profession-wide issues, an added benefit for the remote sites will be

the ability to spend a portion of the time on collaborative efforts at the local level. This local focus may be tailored to the unique needs/issues at each site.

To learn more about the Futures Conference, check out the website at <http://education.indiana.edu/~futures/>. A full agenda for the November conference, names of on-site participants, reading materials, and much more is available on the website.

Editor's Note: At the current time, there are no remote sites established in Texas. If one is established, we will be sure to have the information available on the TASP website along with any information about how individual school psychologists might access the proceedings.

University Training Programs

Marsha Harman, School Psychology Trainers Chairperson

Two major issues are affecting university training programs at this time:

NASP program certification requirements are changing a bit to be more aligned with the standards required by the National Council of Accreditation of Teacher Education (NCATE) in the area of competency-based training. Training programs will be reviewing their competency-based requirements to determine how to best insure that graduates are not only knowledgeable but can apply the knowledge to actually demonstrate their ability to perform various tasks associated with school psychology. Many universities use a case study in areas such as assessment, counseling, and consultation presented through such vehicles as oral examinations or portfolios. The school psychology faculty or committee then determine if the expected levels of competence have been achieved. Competency in technology is an added requirement at NASP as well. Some universities use a checklist while others evaluate technology products. NASP does not dictate how the requirements are met, so that programs have discretion in creating their methods of competency-based assessment.

National Public Radio (NPR) reported recently that in times of economic decline graduate student enrollment increases. That may be why some of our school psychology graduate training programs may be enjoying a slight increase in enrollment. Maybe this is the time to intensify recruitment efforts into a profession that has extensive shortages throughout the state.

Texas Behavior Support Initiative

The Texas Behavior Support Initiative (TBSI) is a response to a legislative mandate rule driven initiative resulting from the passage of Senate Bill 1196 during the last legislative session. This legislation amended Chapter 37 of the Texas Education Code by adding Section 37.0021. *Use of Confinement, Restraint, Seclusion, and Time-Out*. Senate Bill 1196 prohibits the use of confinement or seclusion for students with disabilities and defines seclusion, restraint and time-out. Senate Bill 1196 required the Commissioner of Education to adopt procedures for the use of time-out and restraint by school personnel, volunteers and independent contractors by August 1, 2002. Commissioner's Rule Section 89.1053. *Procedures for the Use of Restraint and Time-Out*, was adopted in April 2002 with an effective implementation date of August 1, 2002. The rule requires training on a full continuum of positive behavior strategies and professionally accepted standards for behavior management.

TBSI will address the legislative mandate and also build campus level knowledge and skills on the use of positive behavior supports for students with disabilities and campus level capacity on the use of positive behavior supports with all students. Positive Behavior Support (PBS) is a broad range of systemic schoolwide, classroom and individualized strategies based on an extensive body of research-based practices. The goal of PBS is to prevent problem behavior for all students by implementing a broad range of appropriate system level and individual level interventions. Core campus teams must receive TBSI training by April 1, 2003. The team must include an administrator, general education and special education personnel likely to use restraint or personnel currently using time-out as part of a designed intervention in a student's Individualized Education Program (IEP). Please contact your regional Education Service Center for information on the Texas Behavior Support Initiative or the register for core team training.

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help see that Texas children are well fed. For more information click on www.tafb.org or www.ntxfoodbank.org.

SUPPORT THE CHILDREN'S ASSISTANCE for LIVING COMMITTEE. Come to the TASP conference in Dallas and bring non-perishable food items and/or MONEY! **Checks can be made payable to Tarrant Area Food Bank.**

Things Will Get Better

Observations of Francis Chen, TASP Board Member

I spent the better part of a week earlier this summer helping out the folks at Gruene River Company as they cleared the mud, muck, and debris off of their property. These are the good folks that provide our organization with the rafting gift certificates every year. What I witnessed was a community reaching out and helping each other – hugs, handshakes, and reassurances were generously given out on a daily basis. The Salvation Army crew was there giving out water, soft drinks, sandwiches, pretzels, chips, and a smile that made you smile when you recognized the message: “things will get better and until they do, we're here for you.” The local police department, county sheriff's department, and the National Guard were there to help keep things safe. The local hospital was providing tetanus shots for us (raw sewage mixed in with the mud and the muck). One day, a local restaurant provided lunch for all of us working as part of the volunteer work crew. Did I mention that the company had tapped out its payroll and the people working at the clean up were volunteering? My gesture was tiny; I get a paycheck from another source. The seasonal employees who were not going to get a paycheck were the ones that amazed me.

My thoughts drifted to September of last year. After the smoke and debris had settled, I, along with millions of others that live in our country and many people who do not, witnessed a gathering of resources and sharing – tears, hugs, handshakes, and ultimately, the reassurances that things will get better. The flood of 2002, although not as fast and furious as the flood of 1998, wreaked havoc none-the-less. Just like in 1998 and in all the disasters, large and small that affect communities all over, people got together, linked hands and arms and helped each other out. Today, I list a tiny number of charities that respond directly to these disasters and to those that are here for everyday needs. They include the American Red Cross, local churches, synagogues, mosques, your local Head Start campus, your school district, food drive centers, etc., etc. I think you get the idea. Originally, I was going to list local agencies in South Central Texas, but for those of you living within that area, my guess is that you are already offering support. For those that live in other areas, you could send your donations, too, but look around your own community. Does your library need donations? Could you take a bag of rice and a couple of cans of beans or tuna to your local food bank? September 11, 2001 and this recent flood are markers of horrible things that can hurt people, but they also signify the strength, the power of giving and sharing, and the resilience of community. Share your resources with us at TASP but more importantly, share your resources with your neighbors. By supporting each other and working together, things do get better.

Legislative Presentation

I am Jan Opella, an LSSP for the Bastrop Special Education Cooperative. I have worked in the field of school psychology for 18 years, with 15 years experience working in public school. I am the current President of the Texas Association of School Psychologists. We are the state affiliate of the National Association of School Psychologists. There are currently 1,895 Licensed Specialists in School Psychology in Texas.

In Texas, school psychologists working in the public schools function under the title of Licensed Specialist in School Psychology from the Texas State Board of Examiner's of Psychologists. The Licensed Specialists in School Psychology provide psychological and educational services throughout the state in a variety of educational settings, with most working directly in public schools.

The school psychologist is an integral part of the Admission, Review, and Dismissal meetings that determine eligibility, discipline, and programming for students with special education needs. As you know, discipline with regard to students with disabilities is addressed through the federal IDEA legislation and requires that committees determine if a misbehavior is related to a student's handicapping condition. The LSSP is often a critical member of this committee, especially if the student has an emotional disturbance. If the behavior is a manifestation of the student's disability, then the student is not subject to regular disciplinary procedures. If the behavior is not a manifestation of the disability, then regular consequences can be used. In either case, the school has a responsibility to change behavior that interferes with educational progress and to continue to provide a Free and Appropriate Public Education (FAPE) to the student. The IDEA legislation does provide for flexibility in discipline practices, in that a student with special needs may be removed if the misbehavior involves weapons or drugs, even if it is a manifestation of their disability. Many people are under the impression that a student with a disability cannot be disciplined, and this is not true.

Discipline involves not only consequences for misbehavior, but also the use of positive behavior supports to promote

appropriate behaviors. Research has shown that an exclusively punishment-based approach to discipline does not improve school safety, learning, or behavior. Many schools have adopted a zero tolerance approach to school discipline that usually entails expulsion or suspension of students as an automatic consequence of serious acts of misconduct, particularly the possession of weapons and drugs. Unfortunately, an increasing number of schools apply a zero tolerance approach to behaviors that do not necessarily threaten the safety or welfare of others. I work in the schools, and I understand the need to maintain school discipline. However, research repeatedly has demonstrated that suspension, expulsion and other punitive consequences alone are not the solution to dangerous and disruptive student behaviors. In fact, evidence indicates that dangerous students do not become less dangerous to others when they are excluded from appropriate school settings; quite often they become more so.

In order to improve the safety of our schools, positive discipline strategies should also be used. Positive discipline strategies are research-based procedures that focus on increasing desirable behaviors instead of simply decreasing undesirable behaviors through punishment. There are a number of research-based approaches to providing proactive systems of behavior support in the schools, including Positive Behavior Supports, violence prevention programs, social skills instruction and school-based mental health services. Using these techniques requires the training and support of teachers and administrators and an initial investment of time and resources. Teacher training programs and district in-service programs should focus on the use of these techniques to improve the climate of the school for all students. Appropriately implemented, proactive behavior support systems can lead to dramatic improvements that have long-term effects on the lifestyle, communication skills, and problem behavior in students with and without disabilities.

Not all significant behavior problems can be adequately addressed through proactive behavior supports. There are students who exhibit severe and dangerous behaviors that need to be addressed. However, removing students from needed educational services through suspension or expulsion is not the answer. Students who need to be

removed from the regular education setting should have access to appropriate instruction. The use of the Alternative Education Placements and programs can provide these services and should be available to all students. AEPs should provide programming that not only gives a consequence for misbehavior, but continues the student's education. It is an area of concern that special education students are over-represented in AEP placements.

LSSPs are valuable resources to the schools and can help provide the training to teachers and mental health services to students and parents to promote a safe school environment. Unfortunately, most School Psychologists work within Special Education and provide services only to special education students. School districts usually provide psychological services through federal special education funding and are unable to hire LSSPs to work in general education. Texas should consider funding for psychological and mental health services to all students. The use of LSSPs to provide proactive support and early

access to services can effectively teach and maintain appropriate social behavior, thus making our schools safer. Safer schools are more effective learning environments and promote academic achievement.

For many children in Texas the schools and special education programs are the exclusive or primary providers of psychological services. Through special education and regular education programs LSSPs across the state serve the needs of children who would otherwise not have access to psychological services. And there is a continuing need for LSSPs in the state. Using the latest figures available there is approximately one LSSP for every 2,142 school children in Texas. The National Association of School Psychologists recommends one school psychologist for every 1,000 students. School psychology training programs are increasing enrollments to help meet this need, but it will not be enough to support a higher level of services to students as our population increases. The state may want to consider some incentive programs to increase the number of students in school psychology training programs.



Bright Ideas



This section is being offered to provide helpful tips, hints, and any other ideas that may be useful to you as you practice in the field of School Psychology. The tips offered in this issue are provided by our own President Jan Opella. She used her Bingo Game idea with the TASP Executive Board at our last meeting and it seemed to improve attention and facilitate some topic discussion as well. We hope you find these ideas useful, too.

Workshop Tips

I recently did a workshop for paraprofessionals in which I was reviewing the alphabet soup of Special Ed. To keep the audience engaged I made a "Special Ed. BINGO" game. I took some of the terminology we use and put the acronyms on the BINGO spaces (FIE, IDEA, OHI, TBSI). As I talked about the terms, they marked them off on their cards. When they had a BINGO, they had to identify the terms in order to win a prize.

Of course, I often give prizes during the workshops. I give tickets to every one who is there on time and to anyone who asks a question or makes a comment. They put their name on it for a drawing after breaks. But the prizes don't always cost. I did a workshop recently in a board room that had five comfy chairs. I isolated the chairs before the workshop started so no one could sit in them. Then I used the chairs as prizes. Participation really went up when they saw those prizes...a little comfort goes a long way.



Legal Framework for the Child-Centered Process

Becky Long, Region 18 ESC

This framework is a template in an electronic format that summarizes and blends together state and federal requirements for special education by topic. It is a web-based product with the intent to assure compliance with forms, anecdotal reports and the Special Education process. The development, production and ongoing maintenance of the Legal Framework is coordinated through the statewide network. The Legal Framework for the Child-Centered Process is under the leadership of Region 18 Education Service Center with the support and staff participation from each of the other regional ESCs. The Legal Framework takes us beyond the previous state sample forms and is intended to communicate state and federal requirements for the content of the records without infringing upon a school's authority to maintain and manage its records.

The Framework will be maintained as a "living document" on-line and will be updated and edited to represent the current compliance requirements and legal citations.

It is intended to support efforts for empowering parents to participate more meaningfully in their children's education.

The Legal Framework for the Child-Centered Process consists of specific individualized frameworks. They include:

- Initial Referral for Evaluation
- Prior Written Notice
- Parental Consent
- Determination of Needed Evaluation Data
- Full and individual Evaluation
- Auditory Impairment
- Autism
- Deaf-blindness
- Emotional Disturbance
- Specific Learning Disabilities
- Mental Retardation
- Multiple Disabilities
- Noncategorical Early Childhood
- Other Health Impairment

- Orthopedic Impairment
- Speech Impairment
- Traumatic Brain Injury
- Visual Impairments
- Parent
- Admission, Review, and Dismissal Meeting
- Individual Transition Plan
- Transfer Students

The format of each framework consists of state and federal requirements as well as legal citations. The legal citations include:

- Code of Federal Regulations 300
- 5th Circuit Court Decisions
- Texas Education Code (TEC)
- Texas Administrative Code (TAC)
- State Board of Education Rules
- Commissioner's Rules
- Family Educational Rights and Privacy Act Regulations (FERPA)

The Legal Framework has multiple uses. It is a wonderful overview of the Child-Centered Process. It will be the basis for form development and the ongoing review, refinement and analysis of these forms. It will provide a parameter for determining the policies, procedures and operating guidelines for districts. It will be appropriate to use this information in providing training for personnel involved with students with disabilities. The Legal Framework provides a method for informing parents.

Questions can be easily answered and disputes negotiated to the satisfaction of all.

The Legal Framework for the Child-Centered Process is an electronic roadmap that will, with use, open up our world of knowledge. The Legal Framework for the Child-Centered Process can be accessed by logging on to the Region 18 ESC website at www.esc18.net and then clicking on the Legal Framework icon.

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

From President Jan and the Hidden Talent Department

It is no surprise to those who have worked with Denise Hays, attorney and partner of the law firm Walsh, Anderson, Brown, Schulze & Aldridge, P.C., that she has many talents. Most of us see her in her role as a most able and concerned lawyer, but she also has musical talent. She recently composed this song and presented it at a workshop in Bastrop and I thought you might enjoy it. Thanks Denise.

Every Little ARD We Do is Magic

By Denise Hays

(with thanks to Sting for the arrangement)

Well I have to tell the story
Of the fun you'll have when Special Ed. is your team.
You'll have years of pain and glory
Lovely principals who call to yell and scream.

Every little ARD we do is magic.
Our evaluations are so well done.
Every now and then your day is tragic.
Special Ed. just keeps on keeping on.

Present levels of performance
Guide the wisdom of the education team
And those measurable objectives
Set forth student progress as the district's theme.

Every little ARD we do is magic.
Our appraisal team is so well run.
Every little ARD before was tragic.
Sherri Gilmore's legacy lives on.

Frazzled teachers call you up
A thousand times a day.
Can't we just remove this kid
In some illegal way?
We must challenge with a vengeance
Long before the deed is done.
Long before the law is broken,
Serve and FAPE them one by one.

LSSPs and Diagnosticians
Get the testing done just in the nick of time.
Jan Opella plays the head games
Psychoanalyzing children just for fun.

Every little ARD we do is magic.
Our evaluations are so well done.
Every little ARD before was tragic.
IDEA's legacy lives on.
And on.....

Area Reports

Area I Report - Michael Dixon

Hello! As the area representative for Area I, I represent TEA Regions VII, VIII, X and XI. This area covers North and Northeast Texas. It is one of the most populous areas of the state as it includes the Dallas, Ft. Worth area as well as the Longview, Tyler, Kilgore area. Only the Houston area contains more members. I can only represent your interests on the TASP board if you let me know your concerns and tell me what issues you want TASP to address. The TASP board consists of a highly motivated and dedicated group of people who truly want school psychologists in Texas to succeed. They very much desire that school psychology as a profession should be recognized as making a significant contribution to the quality of education in Texas and that the knowledge and skills of school psychologists be better utilized. To achieve these goals, however, requires input from you and a willingness on your part to first be a member of TASP and second to lend your active support to TASP by volunteering to serve or by telling your representative (me) your concerns. So WRITE, E-Mail or PHONE and let me know your concerns.

On a less strident note, I hope your school year gets off to a happy and successful start. However money is tight all over the state and I know that many of you will be dealing with budget cuts of various kinds. These will undoubtedly mean a decrease in services to children and perhaps less support for you personally in the form of reduced travel and conference/workshop fees paid by your district. What to do? The answer is, I am afraid, to do what we have all had to do more than once. Do the same or more with fewer resources. Each of us will have to be creative and flexible to obtain needed services for children in our districts. Counseling services, medical services and social services will all be in shorter supply. What community (including the faith community) resources can we access? Now more than ever we will need to be well informed and have good contacts with all possible resources in our areas. We will need to establish or enhance collaborative working relationships with agencies, community services and higher educational institutions in our areas to maximize the resources available to children

and families. Good luck in dealing with this “Crisis of Care” that I believe will face most, if not all, of us this school year.

Let me hear from you. You can reach me at Mcdixon9@earthlink.net or by “snail mail” at 6749 North Park Dr., Fort Worth, Texas 76180 or by phone at 817-485-4875.

Area II Report - Katherine Brehm

The Threat Assessment workshop that was offered last Spring was very popular. Dr. Chris Saiz, a school psychologist in the Denver Public Schools, presented much useful information on how to recognize and respond to legitimate threats against school personnel, students, and property. A panel of representatives from local law enforcement, the juvenile court system, and mental health answered questions from the audience and made brief presentations on their roles in responding to threats. Dr. Saiz will be presenting the workshop again at the SWEP Conference in Corpus Christi in January. I highly recommend that administrators, as well as school psychologists and counselors, attend the workshop. Dr. Saiz will be returning to El Paso later this Fall to follow up with districts that have decided to create or reorganize their emergency response systems.

The West Texas School Psychologists and Region 19 will be sponsoring a workshop on Nov. 18 and 19 on Attachment Disorder. The speakers will be the Director of Training and Research of the Institute for Attachment and Child Development, Forrest Lien, and Gary Flanders, Parent Trainer. They will offer sessions on research, basic concepts, and differential diagnosis of Attachment Disorder, techniques for clinicians who work with children with Attachment Disorder and their families, and family assessment and parenting strategies that work. There is growing interest in the El Paso area in identifying and meeting the needs of children with this disorder and supporting their families. The Director of Post Adoption, part of Family Services of El Paso, representatives from Region 19, and I have been meeting to create a therapeutic summer day camp for children with Attachment Disorder. There is a similar camp already in operation on the Texas Christian University campus, and those folks have been

very generous in sharing information with us. If you’d like further information about the workshop or our efforts to create a camp, please contact me at (915) 747-7641.

Area III Report - Andrea Ogonosky

Greetings to all as we gear up for another exciting new year! As LSSPs gather around our diverse region let us take a moment to reflect on what is happening in our area. As you know Area III represents a multitude of districts ranging from Victoria to Houston to Beaumont. Although there are many unique features of our area there appear to be some common threads. Administrators in the area are acknowledging the wide range of expertise that LSSPs offer, specifically in the area of behavior supports. There are many districts that are committed to increasing their assessment staff with LSSPs in an effort to provide a strong support team for children. While many LSSPs in our area are being challenged to consult on behavioral issues, there are still some districts using the LSSP position for a singular purpose: educational assessment/coordinator of ARDs. I believe that LSSPs need to continue to publicize their background and expertise in an effort to help educators recognize the unique gifts and talents we offer. Let us work together to make great things happen this year for the children we serve. It has been an exciting eight months as your area representative. I have enjoyed meeting and speaking with many LSSPs in our area. I look forward to seeing many familiar faces at our annual conference in October. See you in Dallas!

Area IV Report - Francis Chen

Hello, everyone. The school districts, like mine, have been gearing up for the start of a new school year. I would like to extend my wishes for a great school year to you all. It seems a number of school districts are going through some turnover in both faculty and staff. Also, the anniversary of the September 11, 2001 tragedy is fast approaching. If you have not noticed, NASP has developed some helpful guidelines for ways to help your campus work through this time.

You can find it at www.nasponline.org/NEAT/911memorial.html.

This can be the making of some stressful times, not just for the community of your school district, but for the entire community, as well. As LSSPs, I think that we can provide assistance at two levels. First, we can assist in addressing this very specific issue of the 9/11 memories. Secondly, and, to me, most importantly, we can be resources not just in addressing crises but in helping prevent them, as well. Offer your expertise to your campus. Include parent trainings as part of the in-services that you plan. Let the folks at your regional service center know about an innovative practice you use. They may tap you as a resource!

Finally, I look forward to our 10th Annual Professional Development Conference at the Adam's Mark Hotel in Dallas! It looks to be an exciting and fun time. See you!! I always welcome your thoughts, comments, and suggestions.

Area V Report - Mae F. Fjelsted

Area V is composed of Regional Educational Service Centers I, II, and XX. Region I in Edinburg has 26 school districts and 3 Co-ops. Region II in Corpus Christi has 18 school districts and 5 Co-ops. Region XX in San Antonio has 34 school districts and 2 Co-ops. We are a large area with diverse populations. We are coming into a legislative year and the TASP Board has been working on selecting legislative priorities. If you have been reading The Texas School Psychologist newsletter you are aware that the psychologists' professional licensing boards will be coming up for Sunset Review. Watch for articles in the newsletter and more information on how you can get involved in this important process. As your representative, please let me know of your concerns and how TASP can help. My e-mail address is lmfjelsted@aol.com or by snail-mail at 9707 Berryville; San Antonio, Texas 78245-1903. I look forward to hearing from you or seeing you at the TASP 2002 Conference in Dallas- October 31-November 2.

A new school year is upon us and it promises to be a busy one. School just started and I already have a MDR scheduled! Do the letters TBSI mean anything to you? If not, they will soon. The Texas Behavior Support Initiative training will tell you everything you ever wanted to know about Senate Bill 1196: Use of Confinement, Restraint, Seclusion, and Time-Out, but were afraid to ask. I have

had the pleasure of going through the two-day training session and will be helping my district with the training.

I hope that you were able to get some rest and relaxation this summer so you have the energy required to meet all of the challenges that come your way every school day. LSSPs serve a special role to the school children in Texas. Thank you for the wonderful job you do everyday to meet the needs of all our children.

Area VI Report - Jo Ann Campbell

Area VI is a large, primarily rural area with some of the most beautiful regions of Texas and certainly the grandest people. Four Regional Educational Service Centers serve Area VI of TASP. These include Region 9, Region 14, Region 16 and Region 17. Wichita Falls, Abilene, Amarillo, Lubbock, Llano, Borger, Archer City and Ransom Canyon are some of the fine cities where our LSSPs live and serve surrounding areas. Others colorful cities in the area include Quanah, Muleshoe, Floydada, Montague, Henrietta, Silverton, Dimmitt and Stamford. Area VI has grassy plains, cap rock, sand dunes and farm and ranch land. Drought and floods have plagued the area this year, but the people are strong and good neighbors. Our LSSPs serve a large number of students in city and rural areas and must be multiply talented.

As we begin work toward a Sunset year, I would like to see LSSPs in Area VI be better informed and more involved, and plan to use postal correspondence and email to keep TASP members up to date on Sunset issues. The convention in October will be fun and informative and I hope to see each of you there. Have a great school year!!!

KEEP INFORMED!

Let TASP know your E-mail address.
Send your E-mail to TASPorg@aol.com
or call TASP at their toll-free number:
1-888-414-TASP(8277)
or in Austin at 836-1001.



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:

Professional Member

1. Regular Member (voting member) \$60.00

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

2. Retired (nonvoting member) \$40.00

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

3. Affiliate (nonvoting member) \$40.00

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

Provisional Member

1. Trainee (voting member) \$30.00

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

2. Student (voting member) \$25.00

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

Student Advisor's signature required: University:

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

I wish to donate to the Children's Assistance for Living Committee Amount:

(Please fill in other side) Total:

The Texas School Psychologist

Make checks payable to TASP

or

Credit Card: (Visa & Mastercard ONLY) Card holder's Name: _____

Card Number: _____ Expiration Date: _____

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):

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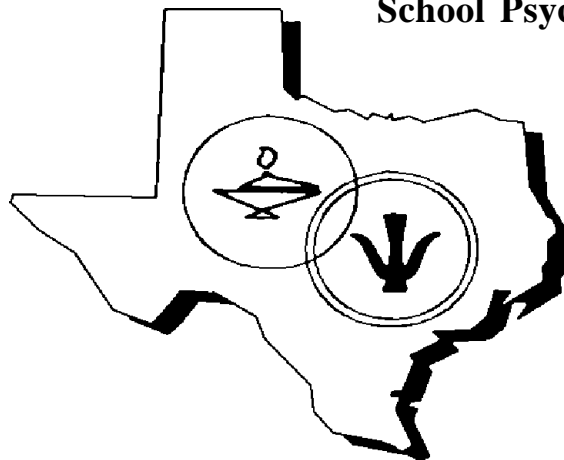
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