



THE TEXAS SCHOOL PSYCHOLOGIST

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of School Psychologists

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President's Corner

Carol Booth, LSSP

Welcome back to school! It is hard to believe that it is already September of the 2003-2004 school year. The members of the Executive Board for the Texas Association of School Psychologists have had a busy spring and summer working on behalf of all of us. As most of you know, the spring legislative session in Texas was hectic. Many board members and our Legislative Liaison, Brad Shields, worked diligently reviewing proposed bills. Many of you were called upon to testify or to send your comments to legislators regarding the impact of proposed bills on the children of Texas. We are still working to find answers to some of the bills that actually were passed that have a direct impact on the day-to-day work of school psychologists.

While legal issues kept us occupied, we were also working diligently with the National Association of School Psychologists in our role as the state host for the national conference that will be held in Dallas during the spring of 2004. We learned how well (or how poorly depending on your perspective) our system of email communication works when trying to reach all of our members. If you are interested in helping with this conference, please let any board member know of your interest.

You will also note that Dr. Andrea Ogonosky has organized a wonderful professional development conference for October 2003. Please join us in Austin. See you soon.

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EXTRA!

EXTRA!

School Psychology Week

In the past, School Psychology Week in Texas has been observed in April. This year the TASP Executive Board determined that our observance should coincide with that of National School Psychology Week, which is designated to be November 10-14. We will be requesting a proclamation from the governor and school districts will be notified. Mark November 10-14 on your calendars now and plan to make extra efforts to let people know what school psychologists do to improve education and life in general for the school children of Texas.

Editor's Note

Loretta Allen, Ph.D., LSSP

Happy New Year!

♫ *Should hard ARD meetings be forgot
and never brought to mind,
With sixteen point discrepancies
And days of auld lang syne?* ♫

Schools have been a way of life for me since I started first grade many more than a few years ago, and this time of year has always been seen as a new beginning. As a student, a teacher, a student again, and now a school psychologist, I find myself making New Year's resolutions in August.

- (1) I will end my workday when the workday is over at 4:30.
- (2) I will not bring work home from the office.
- (3) I will plan my evaluations so the report can be completed at least two weeks before the end of the timeline.

Sound familiar? All in all, the start of a new school year is a time for looking to the future and making plans for a good year.

With this thought in mind, this edition of the newsletter was planned to provide you with a preview of the future of our profession or at least the direction in which we seem to be moving. One thing that is sure to be in our future as school psychologists is change. Pending legislation, including the reauthorization of IDEA, and the upcoming Sunset process for our licensing board are definite areas of political importance. Some of the most pertinent issues are addressed by Margaret Kaltman in our GPR Report, in a state legislative update provided by Brad Shields, our legislative liaison, and in a summary of the national legislative updates provided by NASP. Also from NASP is the Mental Health Commission, Final Report. The Sunset process is outlined in an article provided by Brad Shields, and as we

Call for Nominations

An election of officers will be held at the time of the Professional Development Conference in October. Positions to be filled include President-elect, Treasurer-elect, Secretary, Graduate Student Representative, and area representatives for Areas II, IV, and VI. If you would like to run for one of these offices or would like to nominate someone, please contact Past President Jan Opella at jopella@bastrop.isd.tenet.edu.

get closer to the actual review, it will be imperative that we keep ourselves informed and take an active role.

Beyond those issues, a new direction for school psychology is outlined in the report of the priority goals from the School Psychology Futures Conference. A more personal view of the future is reported by each of our area representatives and by our graduate student representative who provides a refreshing view from those new to our profession. By now we are all quite familiar with NCLB (No Child Left Behind), but our Area II representative, Katherine Brehm, proposes NSPLB (No School Psychologist Left Behind) in an insightful article to help us greet the future and adjust more comfortably and productively to pending changes. In the article spotlighting the delivery of psychological services in Fort Worth ISD, it is evident that change is seen as a sign of true progress in our field and the services we provide to school children.

In our immediate future is TASP's Eleventh Annual Professional Development Conference to be held at the Austin Renaissance Hotel on October 9-11, 2003. Information is provided about the conference along with some changes to be noted. I hope you will all plan to join us in Austin for this informative and fun-filled conference, and bring your fellow LSSPs who are not yet members of TASP. Our membership recruitment page promises incentives for sharing our organization with your friends and increasing our numbers. I look forward to meeting you at the conference, where we can compare notes on successful follow through with our New Year's resolutions! For now, here's to a happy, productive, and stress-free 2003-04 school year!

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

The Editor:

Loretta Allen, Ph.D., LSSP
2721 Pinehill Dr. S.
Pearland, Texas 77581
(281)485-5491
e-mail: lorettaallen@houston.rr.com

Deadline for receipt of material by the Editor

No. 1	Fall	Aug. 15
No. 2	Winter	Nov. 15
No. 3	Spring	May 1

TASP 2003 Professional Development Conference

Exchanging IDEA's: An Interactive Conference Addressing Practical Solutions to Everyday Concerns

Andrea Ogonosky, Ph.D., LSSP, NCSP, President-Elect/Conference Chair

As our vacations wind down we are preparing for the oncoming school year and the wonderful opportunities we will have to serve children. It is also time to gear up and pull out your calendars to plan for this year's TASP conference. The Eleventh Annual Professional Development Conference of the Texas Association of School Psychologists will be held on October 9–11, 2003 at the Austin Renaissance Hotel, Austin, TX. Conference presentations have been planned with the needs of school personnel in mind to provide valuable information on a wide variety of issues that are presented to school professionals on a daily basis.

Our conference begins on the afternoon of Thursday, October 9 (1:00 pm – 6:00 pm) with a preconference session, *Interventions for Neuropsychologically Based Disorders in Children*, presented by Cathy Telzrow, Ph.D., ABPP. Dr. Telzrow's objective for this session is that participants acquire:

1. an understanding of brain-based “myths” and “truths”;
2. an understanding of functional neuroanatomy and neuropsychological organization related to selected children's disorders;
3. knowledge of major components of a model for assessing and intervening in children's neurologically based disorders; and
4. knowledge of presenting features and evidence-based interventions for selected neurologically based disorders for children and adolescents.

Following that session on Thursday evening TASP will host the Presidential Reception from 7:00 pm - 10:00 pm. We hope you will all plan to join us for an evening of food, spirits, networking, and fellowship.

The conference then continues on Friday and Saturday, October 10-11 with a continental breakfast available each morning to get you energized for some great sessions. Participants will choose from a number of exceptional presenters who will address timely topics including:

- Dr. Donna Smith – WISC IV
- Dr. Ginger Gates – Positive Behavior Supports
- Dr. Dan Miller, NASP President – Neuropsychological Principles in the Practice of Psychology
- Dr. Gale Roid, author of *Stanford-Binet V* – Stanford-Binet V
- Dr. Carol Booth, TASP President – Related Services
- Dr. Hector Ochoa – Psychoeducational Assessment of Culturally Diverse Students
- Dr. Gail Cheramie – Autism Assessment

Additionally, one session is designed to satisfy the new CE requirement for ethics and will offer a panel discussion regarding ethics in school psychology, chaired by Dr. Emily Sutter. Another session will feature Cypress-Fairbanks ISD, Galena Park ISD, and Deer Park ISD with *Promising Practices of Three Texas School Districts*. There will also be a General Session Friday evening highlighting TEA and TSBEP updates.

An important change in the conference format this year involves the Friday luncheon. In the past the cost of the luncheon was included as part of the registration fee for the conference. In an effort to offer members the flexibility in designing a conference that suits individual needs, the luncheon will be an optional choice for participants this year with an additional fee. As always, the luncheon offers another fine opportunity for networking and renewing friendships with members of our profession, and we will recognize outstanding accomplishments in our field with the traditional awards ceremony. This year during our luncheon, we are also honored to feature Dr. Dan Miller, NASP President, who will highlight NASP news, including the national conference to be held in Dallas in March, and Brad Shields from Shields Legislative Associates who will present important information to members on the sunset process for the Texas State Board of Examiners of Psychologists. And finally, Sara Hickman, an Austin celebrity, will perform for us as she promotes our CALC service project supporting the organization, Any Baby Can. So you can see our luncheon will be an extra special treat this year and I encourage all of our members to attend.

Overall, this year's conference promises to be filled with great information, fellowship, and fun. It is with great pleasure I invite each of you to join us in Austin on October 9-11 for **Exchanging IDEA's**.

Children's Assistance for Living Committee Report

Francis Chen, Committee Chairperson

As the Area IV representative, I am honored to chair our annual Children's Assistance for Living Committee (CALC) service project, in conjunction with our annual professional development conference. This year, our committee has chosen to support the Austin organization, Any Baby Can. To look at what they do, please peruse the website: www.abcaus.org. Their mission is to ensure that children reach their potential through education, therapy, and family support services. Their primary focus is on home-based services for families with special needs children, although they provide a continuum of services including:

- Prenatal education program for pregnant teens and at-risk moms
- Early Childhood Intervention
- Childbirth preparation and prevention of child abuse classes for community
- Home-based training for baby care basics
- Comprehensive Advocacy Support and Empowerment (C.A.S.E.) for children with chronic diseases or disabilities
- Social service coordination for families
- Emotional support and resources for families
- Crisis assistance for basic needs
- Parenting education in English and Spanish to help promote and strengthen Austin families. Positive parenting skills are promoted to prevent negative family outcomes.

Jonathan Friedman, Development Director, said "diapers and car seats" are the greatest material needs for this organization. So our collection drive will focus on these items along with monetary donations that our members will give.

Sara Hickman, musician, songwriter, entertainer extraordinaire, and all around nice person, has volunteered to speak about this organization (and maybe sing a song or two) at the luncheon. She is an active community member, especially when the causes are children and their families.

I encourage all of you to bring a parcel of diapers or a new car seat with you to our conference, and/or just dig into your pockets to help support this most worthy organization. See you at the luncheon at the conference.

Thank you.

Government and Professional Relations

Margaret Kaltman

Legislation

The 78th Regular legislative session has ended and some bills of interest that passed are listed below (please also refer to Brad Shield's legislative wrap-up in this issue). Over 85 bills were tracked throughout the session! Bills of interest, a brief explanation and their effective dates are below. More detailed information on the bills can be found using the Texas Legislature Online link on the GPR page at www.txasp.org. In addition, a special legislative session has been called to address redistricting and other concerns. It is rumored that public school funding will be addressed at an additional special session later this fall.

HB 320 - insures that a refusal by a parent or guardian to seek a central nervous system stimulant or other drug for treatment of Attention Deficit Hyperactivity Disorder would not by itself constitute neglect as defined under Section 261.001 of the Texas Family Code. Takes effect immediately.

HB 447 - provides that a special education student must receive modified instruction in the essential knowledge and skills for the assessed subject in order to be assessed with the alternative assessment instrument. Sections 1 and 2 take effect immediately. Section 3 takes effect September 1, 2004.

HB1024 - provides local school districts the discretion to establish their own standards and types of staff development. Takes effect September 1, 2003.

HB 1314 - authorizes the board of trustees of a school district to decide whether a student convicted of a felony offense as defined by Title 5 of the Penal Code can attend school on a regular campus or an alternative education program. Effective immediately.

HB 1339 - clarifies the administrative process regarding special education evaluations for school districts by coordinating the evaluation date with federal guidelines (60 days from parental consent). Takes effect September 1, 2003.

HB 1441 - amends the Education Code to require the Texas Education Agency to make and disseminate, each year, to each school district, a list of those districts that maintain for two successive years a ratio of full-time equivalent students placed in partially or totally self-contained classrooms to the number of full-time equivalent students placed in resource room or mainstream

instructional arrangements that is 25 percent higher than the statewide average ratio. The bill deletes provisions that authorize the commissioner to reduce the special education allotment the district receives to the level to which the district would be entitled if the district's ratio was not more than 25 percent higher than the statewide average ratio. Takes effect September 1, 2003.

HB 2823 - delegates the responsibility of ensuring compliance with federal transition-related requirements to the commissioner of education. The bill sets out the transition issues that must be considered in the transition portion of a student's individualized education program. Takes effect immediately.

SB 491 - Requires the Texas Education Agency (TEA), along with the Texas Department of Mental Health and Mental Retardation, the Texas Department of Health, and the Texas Commission on Alcohol and Drug Abuse, to assess existing school-based mental health and substance abuse programs. Requires the assessment to include recommendations regarding further development of such programs, including recommendations regarding certain related topics. Takes effect immediately.

During the legislative session, TASP board members worked very closely on issues with legislators and professional organizations. In addition, many TASP members provided input regarding legislation of concern. Thanks to all those who participated! Thanks also to Brad Shields, our legislative liaison, for all the hard work.

Sunset

When you receive this issue of the Texas School Psychologist, the sunset process of the Texas State Board of Examiners of Psychologists and the Texas Education Agency will be underway. The Sunset Commission reviews all aspects of an agency and makes recommendations at the next regular legislative session. Feedback will be accepted by the Sunset Commission starting this fall via their website, fax, mail and public hearings. The website for the Sunset Commission is www.sunset.state.tx.us. It is imperative that feedback concerning an agency be presented during this sunset process, as waiting for the next legislative session will be too late.

Please refer to the TASP website, www.txasp.org, or contact your area representative for timely updates regarding sunset issues. Due to state budget constraints, there is a trend to consolidate boards in an effort to save money, and there may be an attempt to combine the TSBEP with other boards that regulate mental health services in the future. The review of all TSBEP and TEA rules can affect the practice of psychology in the schools in either a positive or negative way. It is up to all of us to keep abreast of developments and respond in a timely manner.

Texas State Board of Examiners of Psychologists

All license holders receive a copy of the Psychologists' Licensing Act and Rules and Regulations and the TSBEP newsletter. Those who are not yet licensed are encouraged to view the "Licensing Act and Rules" as well as the newsletter on their website at www.tsbep.state.tx.us. The current version of the "Act and Rules" are required reading for those preparing for the jurisprudence examination. Recently adopted rules now require that three out of the twelve hours of continuing education be in the areas of ethics, the Board's Rules of Conduct, or professional responsibility beginning with those whose licenses are due for renewal in June, 2004. In addition, according to the latest newsletter, the Roster will be published this summer on their website in lieu of a hard copy being mailed to license-holders.

IDEA reauthorization update

Per Libby Nealis, Director of Public Policy for NASP, the best link to view the most up-to-date information regarding the reauthorization of IDEA is at:

www.nasponline.org/advocacy/IDEAinformation.html and
www.nasponline.org/advocacy/IDEALinks.html.

Make Your Awards Nominations Now

Once again this year at the luncheon on October 10 at our annual professional development conference we will recognize outstanding accomplishments in our field. Nominations are now 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

There are plenty of school psychologists and students out there who are making a significant difference through the practice of school psychology. Please consider recognizing those individuals and/or departments by nominating them for one of the awards. Nomination forms can be downloaded from the TASP website: www.txasp.org and can be forwarded to the Awards and Honors Chairperson, Steven Coats at: swcoats@charter.net or by "snail mail" to 5200 Moley Ave, Fort Worth TX 76133.

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.

This column is designed to address practice issues in the field of school psychology. Questions should be sent to: Dr. Ginger E. Gates, 1704 Heights Blvd., Houston, TX 77008.

Question:

Were any changes made to the state law regarding restraint and time-out during this legislative session that would change how my campus handles this issue?

Answer:

During the 78th legislative session, TEC 37.0021 (Use of Confinement, Seclusion, Restraint and Time-Out) went through only minor changes, primarily for clarification purposes. The definition of “restraint” was modified by the addition of the word “significantly”:

Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body.

The definition of “time-out” also has some additional wording:

Time-out means a behavior management technique in which, 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:

- A) that is not locked; and
- B) from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object

**Renew Your
TASP Membership
TODAY!**

All Memberships Expired On June 30!

Use the Membership Application
on Page 25

A significant clarification was made in regard to who is excluded from implementing this law:

This section and any rules or procedures adopted under this section do not apply to:

- 1) a peace officer while performing law enforcement duties
- 2) juvenile probation, detention, or corrections personnel; or
- 3) an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

As the 2003-04 school year begins, schools should assess their compliance with the training requirements of TEC 37.0021 and TAC 89.1053 (Commissioner’s Rule). Each campus is required to have a core team of professionals trained in the Texas Behavior Support Initiative (TBSI) content. The core team is to consist of an administrator, general education and special education personnel likely to use restraint or personnel currently using time-out as part of an intervention outlined in a student’s Individualized Education Program (IEP).

The training and documentation requirements for the use of restraint and time-out are still mandatory for school implementation. Please contact your regional Education Service Center for information on the Texas Behavior Support Initiative or for more information of the legal requirements regarding time-out and restraint.

Texas Woman’s University School Psychology Graduate Programs

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

For more information contact:

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

Visit our new Web Page at:

www.twu.edu/as/psychil/sppc/

News from NASP

Robb Matthews, NASP Delegate

Welcome back to another school year. Remember those lazy days of summer? Well, they're gone. Unfortunately, the heat is not (112° at my house today). At the NASP conference in Toronto, Phyllis Hamilton and Jan Opella (big thanks to them) spear-headed the promotions table for the Dallas 2004 conference. One of the things people were talking about was coming to Texas for the weather. They were looking forward to not having snow during the conference like we've had for the last two years. I bet they would change their minds if the conference were in August.

Minds Matter: All Children Can Learn will be the theme for the March 30-April 4 convention at the Adam's Mark Hotel-Dallas. There will be several opportunities to be a part of the conference through volunteering. Texas will not only be hosting the Welcome to Texas booth full of informational materials for those who want to get out and about during the conference, but for the first time at a NASP convention, Texas will be staffing a help-booth to assist attendees with logistical questions. Opportunities in addition to those specifically for Texans include sign-in booth assistant (give volunteers a badge, process credit card refunds, etc.), publications booth assistant (sell and restock books, arrange book and merchandise displays, etc.), poster session assistant (give notice when session times are over, assisting participants with the set-up and take-down of posters, etc.), career services assistant (assist and explain the interviewing sign-up process to jobseekers, answer jobseekers' questions, etc.), Children's Fund booth assistant (sell tickets to the auction and raffle), Children's Fund Auction assistant (assist the auctioneer, sell catalogues/bidding numbers, etc.), and workshop monitor (check tickets, assist the speaker, etc.).

All volunteers must be current NASP members (which gives you a big discount at the convention) and must register for the convention. In appreciation for a minimum of four hours of service, student volunteers will receive a refund of their registration fee while regular members will receive two CPD credit hours. The volunteer database will be online in the fall, and notices will be posted on the NASP Website and included in the Communiqué. If you are from the DFW Metroplex and would be willing to staff the welcome booth or are from another part of Texas and would be willing to staff the help booth, please send an email to schoolpsyc@wf.net. You will be contacted as soon as more details are available. If you are interested in taking advantage of the numerous other volunteer opportunities, please monitor the conventions section of the NASP website (nasponline.org) to register when those opportunities become available.

An important part of the NASP convention is the **Children's Fund Auction**. Organizations and individuals from across the country donate items that are in turn offered at the auction to raise money for the Children's Fund Activities. If you have some special talent (e.g., embroidery) or offering (e.g., wine) please consider making a donation to the auction. This would be a great year, as most Texans will be driving rather than flying, making donation transport significantly easier.

Dan Miller has taken over the reigns of the largest school psychology organization in the world and is already immersed in a whirlwind travel schedule. As part of his duties, Dan recently presided over the Delegate Assembly meeting held in July. During the meeting we discussed the potential changes to IDEA as well as new NASP election procedures, email issues and new resources available from NASP. I encourage you to visit the advocacy/public policy section of the NASP website (nasponline.org) to keep up with the latest happenings with IDEA reauthorization. The legislature will be revisiting this issue following the August recess. It is sure to be a spirited event. Other resources available in the What's New section of the site include a section on Culturally Competent Practice, archived information from the School Psychology Futures Conference, and six new handouts including: "Teaching Young Children Self-Control Skills," "Depression in Children and Adolescents," "Safe and Affirmative Schools for Sexual Minority Youth," "ABC's of Children's Mental Health," "Defusing Violent Behavior in Young Children," and "Helping the Student With ADHD in the Classroom".

An important note about elections. NASP is implementing an electronic balloting process in the fall. All votes will be cast via a website, unless a member calls in and requests a paper ballot. To facilitate this process, only those who have joined or renewed their membership by September 1, 2003 will be eligible to vote. If you have not renewed your membership, do so today. If you're a NASP member, please update your personal information including email address via the members' only section of the NASP website (nasponline.org). The National office is changing software systems, which will allow them to link the numerous databases they maintain. They want to be sure the correct information is used in sending out materials, convention brochures, etc.

Be sure to look for the **NASP booth at the TASP conference** in Austin. We are expecting to have new NASP publications available to purchase as well as a menagerie of items to give away.

Looking forward to cooler temperatures,
Robb Matthews
NASP Delegate

Webmaster Report

Francis Chen

Hello, everyone! I hope that you all have had a good summer and are well rested and prepared for the start of the new school year. This past legislative year has been a hectic one and I hope that you all were able to use the website to check up on the legislation that has been on the table. Remember that we have our Government and Professional Relations page that is there for you to see what is going on in our state government. I would like to thank Margaret Kaltman who has the unenviable but important responsibility as our GPR Committee Chair. She has done quite a bit of work and an all around awesome job! Thank you, Margaret.

I would like to remind everyone that our annual professional development conference is just around the corner and you can check our website for updated information. I would also like to encourage those of you who will be providing other open trainings within education and school psychology to utilize our calendar page. Please submit the information to me to be posted for our membership.

Another project that all the Board members are excited about is the addition of listservs. Mr. Charles "Chuck" Schotta, an LSSP of the Denton area, has been very encouraging and helpful. It is my hope that we can develop several threads for use of our members. Please contact me on the threads that you feel would be of use to our profession at the state level.

I would welcome and appreciate any feedback or suggestions regarding ways the website could be improved or made more useful to you. Thank you for your membership with TASP and thank you for using the website.

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.

Is There a Light at the End of the Tunnel?

Ashley Arnold
Graduate Student Representative

Well, depending on what student you talk to, the future for school psychology students is either bright or getting dimmer each day. Recently, my fellow classmates and I have been attempting to locate internships for the fall. I have managed to secure an internship with the Bastrop Special Education Co-op, further ensuring Bastrop's dominance on the TASP Board! (Though, I didn't accept until the promise of Round Rock Express tickets whenever I wanted from Past-President Jan was offered!) And most of you have never heard of Bastrop!! So I see the future as bright. Unfortunately, this cannot be said for all of my fellow classmates. A couple of my fellow interns have yet to secure an internship. The reason is there are simply not available openings at districts. All of the future interns have been told that they are qualified and if the district had a position open, they would be hired. The Texas Legislature and their infinite wisdom, the Robin Hood school finance program, and many other budget constraining mandates have affected many local schools in the area. But I still have faith that all of the interns will acquire a position for the fall.

In talking with fellow students, we see the future for school psychologists as moving beyond simply being an "assessment person." We would like to see LSSPs using more of the overall skills we learned in graduate school. For instance, we would like to get parents more involved in the process by doing a better job of educating them about their child's rights. We would like to see parents as partners in the special education process. Also, several of the graduate students have developed a real passion for counseling and play therapy. Students would like to be able to incorporate these skills more into their weekly schedule. Students also see the role of consultation expanding. We would like to partner with teachers, both regular education and special education, to better serve all students in the classroom, and not just those ED kids who need their BIP revised to add throwing furniture as a behavior to decrease!! Finally, in the future we would like to see better use of our community resources. Let's get the whole community involved in our school. Overall, we envision the future as expanding our current role of a school psychologist, besides just test, test, test, test, and test some more. Graduate students are excited about the future and hope to make a positive impact on the field of school psychology.

One way to connect with your community resources to help a student is through the position I have recently left. For the past three years, I was the Community Resource Coordination Group (CRCG) Coordinator for Bastrop, Fayette, and Lee Counties. CRCGs are local interagency groups, comprised of public and private providers who come together to develop individual services plans for children and youth whose needs can be met only through interagency coordination and cooperation. CRCGs are useful in answering the following questions: Have you ever been involved with children and adolescents whose needs are not clearly met by one agency or who are being passed back and forth from agency to agency? Or worse yet, the child or adolescent doesn't have the "right" diagnosis for certain services or programs. Have you ever wished there were a way for public and private service providers and families to come together to plan for these children and youth before they slip through the cracks of the system? Well, there is a CRCG in your county and all 254 Texas counties. For more information visit their website: www.hhsc.state.tx.us/crcg/crcg.htm

Well, now it is time to begin working on my papers for summer school. Did I mention these two classes were MY LAST CLASSES? It is very hard balancing my remaining classes and ignoring the beautiful summer weather outside. Besides, I tried reading some articles outside by the pool, and this did not turn out too well. It seems the rest of the world seems puzzled as to why you are sitting by the far edge of the pool trying not to get water on your sociological articles, which are different from your articles for your research design class AND still try to work on your tan at the same time... I see this as multitasking, how about you?

NASP Launches Interactive Online Career Center, www.naspcareercenter.org

The National Association of School Psychologists (NASP) recently launched the **NASP Career Center**, the first and only interactive online career center dedicated to school psychologists. The NASP Career Center is free to jobseekers and a cost-effective way for employers to directly target the largest pool of school psychologists in the world.

"We established the Center in response to indications from our members that career support and timely job information are valued NASP services," says NASP 2003 President Diane Smallwood. Many associations are moving to similar services either adding to or replacing print employment ads with online job banks that offer members flexibility and control over the job posting and search process. NASP will continue to offer employment advertising in *Communiqué* for those who prefer print or want to use it in conjunction with the NASP Career Center.

The NASP Career Center is the ideal way to staff full- and part-time positions, consultancies, special projects, community programs, clinics, private practices, product and program development positions, university positions. It is also a great way to find and fill internships. Employers can post job announcements, search the resume database free with job posting, update and track posting activity, and receive applications online at any time, seven days a week. Jobseekers can search jobs, post resumes (confidentially if desired), store and easily update resumes, references and back-up documents, and apply for jobs for free.

The advertising rate is extremely competitive. The introductory price is only \$175.00 for a 30-day job posting and resume search capability or \$700.00 for five job postings and resume search capability used within six months from the time of purchase. This multi-posting package can accommodate almost any configuration, e.g., multiple jobs posted in a month or multiple month postings for a single job.

NASP plans to add career development resources to the site as well, such as job interview and resume writing tips. "We are very excited to be able to offer this service," says Smallwood. "It is another example of NASP's commitment to provide school psychologists the highest quality professional resources."

NASP member and non-members can access the site at www.naspcareercenter.org or through the NASP website at www.nasponline.org.



CONFERENCE REMINDER

The TASP conference that will be held in Austin at the Renaissance Hotel on October 9-11 may be the best conference in town, but it will not be the only one! We know there will be another conference in progress at the same time at the same hotel. So, although we have a block of rooms reserved, it will be important to make your room reservations early to be sure you get a room at the conference site.



*Finally, a rapid, reliable assessment of brain injury
that is sensitive to frontal lobe functioning!
Screen for neuropsychological
dysfunction in 5 minutes.*

Comprehensive Trail-Making Test (CTMT)

by Cecil R. Reynolds



The Comprehensive Trail-Making Test (CTMT), a new assessment based on time-tested techniques, is a standardized set of five visual search and sequencing tasks that are heavily influenced by attention, concentration, resistance to distraction, and cognitive flexibility (or set-shifting). Its primary uses include the evaluation and diagnosis of brain injury and other forms of central nervous system compromise. More specific purposes include the detection of frontal lobe deficits; problems with psychomotor speed, visual search and sequencing, and attention; and impairments in set-shifting.

School psychologists will find the CTMT especially useful in the evaluation of children and adolescents with a learning disability, attention problems (including ADHD), or problems with sequencing, and in following individuals with TBI.

The CTMT is for individuals ranging in age from 11 years through 74 years. Administration is timed and takes approximately 5 to 12 minutes. Scoring typically requires less than 5 minutes. Normative scores are provided in the form of T-scores, having a mean of 50 and a standard deviation of 10, along with their accompanying percentile ranks.

The basic task of trail-making is to connect a series of stimuli (numbers, expressed as numerals or in word form, and letters) in a specified order as fast as possible. The score derived for

each trail is the number of seconds required to complete the task. The composite score is obtained by pooling the T-scores from the individual trails. The five trails are similar but also are different in some significant way. This easily administered set of tasks is remarkably sensitive to neuropsychological deficits of many types.

The CTMT is standardized on a nationwide sample of 1,664 persons whose demographic characteristics match the United States 2000 census data. Reliability of scores for each individual trail is high and the composite score has a reliability coefficient of .90 or higher at all ages. The Examiner's Manual includes discussion of the test's theoretical and researched-based foundation, administration and scoring procedures, and more extensive reliability and validity data.

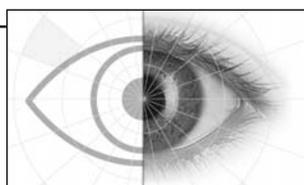
COMPLETE CTMT KIT INCLUDES:
Examiner's Manual and 10 Record
Booklets, all in a sturdy storage box.
(2002)

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DTVP-A Developmental Test of Visual Perception-Adolescent and Adult

Cecil R. Reynolds, Nils A. Pearson, and Judith K. Voress

NEW!
2002

A comprehensive measure of visual perception that reliably differentiates visual-perceptual problems from visual-motor integration deficits

The **DTVP-A**, a battery of six subtests that measure different but interrelated visual-perceptual and visual-motor abilities, is based on the work of Marianne Frostig—work that has been carried forward in the Developmental Test of Visual Perception—Second Edition (DTVP2), used to evaluate perceptual skills in children ages 4 through 10. The **DTVP-A**, for individuals ages 11-0 through 74-11, has empirically established reliability and validity. The normative sample consists of 1,664 adolescents and adults residing in 19 states. Administration is individual and takes only 25 minutes.

The **DTVP-A** is especially useful in the evaluation of the neuropsychological integrity of TBI and nonverbal learning disabilities where right-hemisphere function may be at issue. The **DTVP-A** has sufficient easy items to allow accurate assessment of individuals with even severe TBI. The reliability of the various subtests and index scores indicates that the **DTVP-A** is sensitive to improvement over time, and can suggest areas of emphasis in cognitive and fine motor rehabilitation.

The **DTVP-A** may also assist in identification of the source of some types of dyslexia and related reading problems. For example, dyseidetic dyslexics commonly are found to have visual-perceptual deficits for many types of material. The **DTVP-A** is particularly useful in distinguishing true visual-perceptual deficits from problems solely with complex eye-hand or perceptual-motor actions.

Subtests

- Copying
- Figure-Ground
- Visual-Motor Search
- Visual Closure
- Visual-Motor Speed
- Form Constancy

Composite Scores or Indexes

The most reliable scores for the **DTVP-A** are the indexes.

- **General Visual-Perceptual Index:** The GVPI is the best measure of what the majority of people mean when they say “visual perception.” Data from all subtests contribute to the GVPI. When GVPIs are below 90, examiners need to pay more attention to the clinically important

indexes—the Motor-Reduced Visual Perceptual Index (MRPI) and the Visual-Motor Integration Index (VMII).

- **Motor-Reduced Visual Perception Index:** The MRVPI is the “purest” and most direct measure of visual perception in that only minimal motor skills (e.g., pointing) are required. This index is formed by combining the standard scores from the Figure-Ground, Visual Closure, and Form Constancy Subtests.
- **Visual-Motor Integration Index:** To do well on this composite, individuals must perform complex eye-hand coordination tasks. Low scores do not necessarily indicate poor visual perception; they may mean that the individuals have awkward fine motor skills or that they have difficulty coordinating hand-to-eye movements. This index is formed by combining the standard scores of the Copying, Visual-Motor Search, and Visual-Motor Speed Subtests.

Special Features of the DTVP-A

- The normative sample reflects the current population characteristics of the United States relative to race, ethnicity, gender, geographic region, parent education, and income.
- Internal consistency, stability, and interscorer reliability for all indexes are high.
- Validity evidence shows that all **DTVP-A** subtests and indexes are useful for measuring visual-perceptual and visual-motor integration skills.
- Evidence is provided to show that the test is unbiased with respect to gender and race.
- Can assist in diagnosing nonverbal LD.

COMPLETE DTVP-A KIT INCLUDES:
Examiner's Manual, Picture Book,
25 Profile/Examiner Record Forms,
and 25 Response Booklets, all in a sturdy
storage box. (2002)

#10350 DTVP-A Complete Kit \$164.00



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Fort Worth ISD: Diversity Equals Opportunity

*Michael J. Parker, Ph.D.
Psychological Services Program Director*

Members of the Fort Worth Psychological Services Department have ample opportunity to practice the broad array of skills in which school psychologists are trained. LSSPs begin the year in the classrooms consulting with teachers and they are present at every phase of programming and intervention. Fort Worth ISD Psychological Services Department provides the full spectrum of psychological services.

Schools of choice were created to accommodate the needs of a district rich in diversity. Fort Worth ISD student enrollment is 80,000 with an ethnic breakdown of 45% Hispanic, 31% African-American, 21% Anglo, 2% Asian / Pacific Islander, and 0.2% Native American. Fort Worth is home to a significant immigrant population from European and South American nations. On any given day in the district 35 languages may be spoken. Best known for its western flare, in reality Fort Worth is a mosaic of intermingled cultures. In addition to Montessori schools, newcomer academies and Applied Learning Centers, schools are designed for working students, pregnant and parenting teens, and an accelerated program for ninth graders behind in credits. Fort Worth also has schools for persons with intellectual impairment compounded by medical frailty or behavior concerns. Of course, there are disciplinary alternative education programs, and an assortment of classrooms that address special needs. While some may “accept the challenge” of working with such a heterogeneous group, we celebrate diversity and appreciate the opportunity to assist such varied populations.

As Program Director for the Psychological Services Department, my focus remains on the bottom line of delivering quality services to those in need. Holding a master’s degree in clinical psychology and a doctorate in school psychology, serving kids has been my forte for the past 25 years. As an administrator, that now means I must rely on staff to provide these services rather than doing so personally. Fortunately, I have the pleasure of working with a group of dependable, highly skilled professionals. Still, I consult regularly, supervise interns, and support staff on occasion with difficult ARD meetings. These activities keep me sensitive not only to the issues that affect families but also those of my staff.

During my first year as Program Director, the department had two vacancies. I decided that, as an LSSP myself and a licensed psychologist, I should find a way to contribute. I also wanted to increase productivity of existing staff by reducing non-contact time, such as transit between schools. As a result, I instituted a triage program. All psychological consultation and intervention requests from schools where an LSSP is not based come to the Program Director. The majority of calls can be handled without deploying staff. As much as possible, staff are assigned schools and cases according to their skills and preferences. When deploying staff on a campus request, equity of calls is balanced with assigning the person who is best qualified in that geographic area.

Consultation is a major component in my training and it is a core element in our department. Special Education administration has been advised to include our consultation form as a required document in the referral packet for an ED eval. This, of course, forces a prerequisite consult by an LSSP before a student can be referred for ED eligibility testing. The Executive Director of Special Services is weighing the benefits of the consultation form being tracked when the 4GL computer system comes online this year and of possibly being used by other providers.

Fort Worth and Tarrant County agencies emphasize the wraparound philosophy of service delivery. Collaboration is strong within the district and Fort Worth ISD is ahead of the curve. The Student & Social Services Department instituted general education intervention teams at the secondary level last year to bolster intervention, to improve communication, and to avoid duplication of services. Psychological Services works in close alliance with the Student & Social Services general education programs, as well as the Special Education Department. Guidance and Counseling is an excellent example. Every campus now has the lead trauma responder, who is a counselor trained in Critical Incidence Stress Management and in conducting risk assessments for suicide and violence, as are the LSSPs. In the event of a school-wide emergency, counselors determine the need for additional interventionists and advise their principals. All calls for crisis intervention are routed through Psychological Services. When a request is received to deploy an LSSP to a campus to see an individual student considered to be at risk, the level of assessed risk is always requested. The determination whether or not to deploy an LSSP cannot be made without the risk assessment being completed first. Between this procedure and triage by the Program Director, LSSPs do not frequent schools without prior briefing and clear need being established.

Fort Worth ISD has reorganized in other ways as well. During my two years, the district organization chart has changed twice. The Psych Services Program Director reports to the Executive Director who oversees Special Education and Student & Social Services, as well as Psychology. The department is not autonomous, and we prefer a collaborative approach, yet we are stronger in our identity as psychologists under this arrangement.

Decentralization of services is a tool used by corporations in highly competitive markets. The intent is to readily link customers with services. Public schools do not have a lot of competition. Given the critical nature of our work, however, accessibility of services is crucial. The restructuring that decentralized psychological services, that is assigned LSSPs to campuses, was controversial at the time. In the long run, it has proven to be beneficial to students and to staff. During our internship's re-accreditation site visit by APA last spring, for example, one visitor commented that the reorganization had lead Psych Services personnel to be viewed as an integral part of the school's staff. In turn, it resulted in better facilities for them. The decentralized services model is one of four service delivery models identified by NASP. It can be quite effective and efficient if implemented properly.

Psych Services has had the good fortune of receiving very favorable support from upper administration. This can be attributed to recognition of the quality of performance by staff. They were doing massive amounts of Special Education compliance tasks two years ago. It seemed to be a survival issue at the time to have "thoroughbreds pulling plows." But it was a short-term solution and a long-term remedy is now in place. The LSSPs stayed the course. Starting with a renewed emphasis on consultation, they went on to demonstrate the LSSP's skills on the broader issues for which we are trained. As a result, principals more often seek LSSPs to do consultation and interventions, not just assessments.

Our APA accredited predoctoral internship in school psychology is a point of pride. In addition, we have two LSSP interns this year. Given the smorgasbord of programs described earlier, it is easy to see why an internship at Fort Worth ISD is so desirable. School-based Family Resource Centers, AU assessment teams, neuropsych screening and assessment, experiential interventions, inservice workshops, community affiliations, and opportunities for training and

research are all added draws. The word is out about Fort Worth, and the number of internship applications tripled last year.

Psychology is the business of change, and we are not beyond changing ourselves. More is planned because we are not yet content. The number of LSSPs rose this fall to 25, plus the interns. While staff size is beyond intradepartmental control, continuing to improve service quality should result in LSSPs reaching a greater number of students and their families. To do this even more effectively, we hope to add more Spanish language speakers. The current Special Education Director has shown a clear appreciation for psychological services. We appreciate greater input into designing Special Education services regarding mental health issues, and reduced Special Education caseloads that have resulted in greater availability for intervention and specialization. Keep your eye on Fort Worth; more good things are to come.

HELP WANTED

Assistance with Newsletter – Volunteers are needed to assist with writing articles for *The Texas School Psychologist*. We are looking for members who might be willing to review books, programs, new assessment instruments, and after the conference, to provide reviews of individual sessions. We would also like to hear from representatives of the various districts in Texas to share the models of practice and the individual challenges and successes. Also, any funny stories from your work (and we all have them) that you might be able to share would also be a welcome addition to bring us a smile. Contact the newsletter editor at: lorettaallen@houston.rr.com.

Evidence-Based Intervention Data – In future editions of *The Texas School Psychologist*, we will be including a series on use of evidence-based interventions in our work. Any of you who might be collecting outcome data currently as part of your consultation, referral, assessment, or intervention process, and who would be willing to share your experience, successes, etc., please contact either Katherine Brehm at: Kbrehm@utep.edu, or Mae Fjelsted at: lmfjelsted@aol.com, or Loretta Allen at: lorettaallen@houston.rr.com.

Looking to the Future

The Future of School Psychology Invitational Conference was held in Indianapolis, Indiana November 14-16, 2002. The conference was reviewed in depth in the February, 2003 issue of the *Communique*, and other publications including information about outcomes and plans for ongoing work toward achieving the goals set forth are being planned. For the information of our members, we are including a list of the priority goals that was sent by Dr. Peg Dawson, who represented NASP on the Futures Conference Steering Committee. Along with this list was a request for suggestions for resources related to the priority goals that could be accessed by project teams at all levels as planning proceeds for implementation of the priority goals. If you have any recommendations for resources, please contact TASP President Carol Booth, who has volunteered to be the Futures Conference Coordinator for our state. For more complete information regarding the Futures Conference you can visit the conference website at <http://education.indiana.edu/~futures/>.

Futures Conference Priority Goals

Outcome 1: Improved Academic Competence for All Children

Advocacy & Public Policy

GOAL A: Advocate for universal early prevention and intervention programs that emphasize language, cognitive, and social-emotional development and are placed in the context of ethnicity, SES, gender, and language.

Practice

GOAL B: Ensure that assessment practices of school psychologists are empirically-linked to strategies to improve academic performance and that those assessment practices account for the influence of ethnicity, SES, gender, and language on learning outcomes.

Practice

GOAL C: Develop and implement in-service training for school psychologists related to universal early prevention and intervention programs.

Outcome 2: Improved Social-Emotional Functioning for All Children

Advocacy & Public Policy

GOAL A: Promote the availability of comprehensive range of services, from supportive and inclusive placements through interim alternative placements, for students with severe emotional and behavioral disorders.

Collaboration & Communication

GOAL B: Educate all stakeholders about the importance of social-emotional competence for children.

Practice

GOAL C: Ensure that school psychologists develop a systematic plan in all schools to reduce social/emotional barriers to learning.

Outcome 3: Enhanced Family-School Partnerships and Parental Involvement in Schools

Research & Knowledge Base

GOAL A: Identify evidence-based models of effective family-school partnerships.

Practice

GOAL B: Ensure that school psychologists engage in activities to change the culture of schooling to ensure that families are integral partners in the educational process of children.

Pre-service Training

GOAL C: Change pre-service education and training of school psychologist candidates to infuse a focus on families as integral partners in the educational process.

Outcome 4: More Effective Education and Instruction for All Learners

Research & Knowledge Base

GOAL A: Identify key components of effective instruction of all learners, including evidence-based approaches to prevention and early intervention for learning problems.

In-service Training

GOAL B: Provide in-service training for school psychologists in the use of a data-based problem solving model to implement evidence-based instruction and interventions.

In-service Training

GOAL C: Implement a national pre-service and in-service training initiative for school psychologists regarding effective instruction.

Outcome 5: Increased Child and Family Services in Schools that Promote Health and Mental Health and are Integrated with Community Services

Practice

GOAL A: Define and promote population-based service delivery in schools and school psychology.

In-service Training

GOAL B: Prepare current practitioners to implement a public health model.

Pre-service Training

GOAL C: Prepare future practitioners to implement a public health model.

MEMBERSHIP DRIVE

Treasurer's Report

Al Mayo, Treasurer

Financial activity for the period from July 1, 2002 through June 30, 2003 are presented below:

Beginning cash 60,167.84

Revenue

Membership Dues	34,405.00
Convention	85,394.50
CALC Donations	1,433.97
GPR Donations	177.50
SUNSET Donations	115.00
Interest	247.39
Newsletter Advertising	<u>100.00</u>

Total Revenue 121,873.36

Expenses

Awards	217.25
CALC Donation	1,354.27
Clerical	5,793.84
Convention Expenses	61,133.87
Equipment	1,951.00
Miscellaneous Expenses	622.36
Operating Expenses	921.87
Profession & Service Fee	25,984.39
Postage	1,910.92
Printing	6,032.77
Supplies	4,093.97
Travel	<u>21,557.05</u>

Total Expenses 131,573.56

Revenue in Excess of Expenses -9,700.20

Ending Cash 50,467.64

T.A.S.P WHY?

■ CONFERENCE INCENTIVES

- Earn Free registration for enrolling 10 new members (defined as those who have not been members for at least two years)
- For every 3 new members you enroll, you will earn a chance in a "lottery" for prizes to be drawn at the conference
- Have your new members write "Referred by (your name)" on their application for you to get credit
- Deadline: 9-30-03

■ REPRESENTATION

- Higher membership gives us more "clout" with lawmakers and the Special Session coming up this Fall.
- We are not a "fringe group," we are an organization of **PROFESSIONALS** working together for the school children of Texas
- Networking: within our membership (and potential members) are skills and resources just waiting and available to be tapped
- Sunset Review: we believe that our Licensure is valuable and viable, both to us as professionals and to the school systems of Texas. We are important resources for the schools and children of Texas.

- Copy the membership application you will find in this issue, write "Referred by (your name)" on 10 copies, and distribute them. **DON'T FORGET TO RENEW YOUR OWN MEMBERSHIP!**

- Remember: deadline for Conference incentives is 9-30-03 – HURRY!

Visit the TASP website at:

<http://www.txasp.org>

No School Psychologist Left Behind

*Katherine Brehm, Ph.D.
University of Texas at El Paso*

I've been reading excerpts and reactions to the Futures of School Psychology Conference held in November, 2002, and have come away feeling energized and re-dedicated to increasing school psychologists' contributions to the mental health and academic success of our nation's children and families. I recognize, however, that the realization of the futures envisioned in the conference, such as increasing diversity in the field, partnering effectively with families, and focusing more on prevention and intervention than assessment depends in part on the number of school psychologists and the roles they play in the schools. In his presentation at the Futures Conference, Michael Curtis listed Texas among the states with the greatest shortage of school psychologists in relation to number of students. My concern for Texas is not so much with how many of us there are, but with the roles we play in schools. I am concerned that school psychology in our state will not advance as long as we allow ourselves to be relegated to a primarily assessment and classification role when we are trained to do so much more. In the President's home state where No Child Left Behind was first conceived, I don't want to see school psychologists left behind by limited opportunities to utilize our training.

I agree with Diane Smallwood, outgoing NASP president, when she says that "school psychologists are most effective when they are integrally involved in the daily life of a school" (Smallwood, 2003, p.2). She lists some of the activities of school psychologists who fully participate in the school community: consulting with teachers and staff, providing suggestions for curriculum modifications for students with disabilities, working with students to develop coping and academic skills, and collaborating with school personnel and community members to create a safe, supportive learning environment for all students. I would add to that list prevention and early intervention with academic and social-emotional problems, crisis intervention consultation, inservice training, program evaluation, parent training, and application of assessment and consultation approaches to improve the classroom environment for all students, not just those in special education. Our schools deserve, our profession demands, and our training prepares us to engage in all of these activities.

How do we become an integral part of our schools? In Colorado, where I worked as a school psychologist for 15 years, many of us began by looking for opportunities to do something a little more or a little differently every year. We know that successful system change begins with small modifications to the environment that become assimilated and relied upon before anyone notices. With that in mind, we first identified a need in our school that was not being met or met in a haphazard fashion, and offered to fill the need ourselves or work with others to fill it. If we correctly identified the need, and our effort made a difference that was valued, then we had some leverage to let go of something we were doing that was not as necessary or valued.

For example, I introduced consultation in one of my elementary buildings by carrying around a salesman's two-sheet order pad that I bought at an office supply store. It had lines on which to write a brief note, a place for the customer's name and date and, best of all, a carbonless copy of the "order" was made on the spot with the second sheet. I wrote summary notes and suggestions on this pad whenever I met with a teacher, gave him/her the top sheet as a reminder of our discussion, and kept the copy for my own records. I didn't call what I was doing "consultation" at first, but soon teachers were coming back with their note in hand to give me feedback on how things were going or to ask further questions, and my consultation career was launched! Later, when the order book was filled, I masked the teachers' names and showed it to my principal to support my request to devote more time to consulting and less time to ARD meetings, where I felt my skills were not as well utilized. Essentially, I worked myself out of one job and into another by identifying a need and filling it.

This is a very proactive process that may seem impossible given the way that many of us in Texas currently perceive the structure of our roles. But we must start somewhere. In Minneapolis, school psychologists began providing consultation and prevention services gradually and, over time, saw a 100% increase in school psychology positions, many of which were funded out of general education monies (Canter, 2003). The key in Colorado, Minneapolis and, I suspect, other places where such a transformation has taken place, is to see ourselves as serving all children and their families, and to apply our training and skills in such a way that we are perceived as being key collaborators.

My challenge to you in the coming school year is to identify a group in your school that could benefit from your services. You might do this with a needs assessment if you are new to the building, or observationally if you are already familiar with the school's environment. My suggestion if you want to be "cutting edge" is to think in terms of prevention (universal and targeted), support of cognitive processes associated with early literacy, and consultation/intervention activities that improve the functioning of fully included students, their classrooms and teachers. Next, ask yourself if you could provide this service enthusiastically, and if your effort would bring you a sense of professional renewal and challenge. Personal, professional goals are an important part of the process, too. If we can make ourselves indispensable in our schools, I think we'll find that more of us will be brought along than left behind.

Canter, A. (2003, May). Recommendations regarding LD identification: Fear versus data. *Communique*, 31(7).

Smallwood, D. (2003, May). School psychology: It's more than testing. *Communique*, 31(7).

Texas Association of School Psychologists

****Final Legislative Update****

June 5, 2003

Provided by: Shields Legislative Association

As expected, this was a very active session for the education community. We were involved in numerous bills that impacted the school psychology practice setting and the following is a review of the bills we were following.

A special session on school finance and tax reform is anticipated for later this fall. We plan to actively participate in a "Select Committee" made up of 23 legislators and public members that will recommend a new school finance system. We will monitor closely the provisions dealing with professional salaries and benefits. That special session will also need to reauthorize the State Board for Educator Certification whose Sunset bill failed to pass this session.

As for this session....

These Bills Passed....

HB 320 by Grusendorf - Relating to the refusal to administer or consent to the administration of certain psychiatric or psychological treatment to a child.

Under current law, if a child's parent or guardian refuses

treatment, whether with a central nervous system stimulant or other drug for treatment of attention deficit hyperactivity disorder, for a child, this alone can constitute neglect and be acted on by the Texas Department of Protective and Regulatory Services (DPRS). Some psychiatrists and psychologists have serious concerns about the wisdom of such treatments, pointing out that some studies show a positive relationship between suicide and the use of some psychotropic drugs. Approximately 15 percent of school age children have been placed on mind- and behavior-altering substances such as Ritalin, and some parents allege that they are threatened with DPRS investigations if they refuse such treatment. HB 320 insures that a refusal by a parent or guardian to seek a central nervous system stimulant or other drug for treatment of attention deficit hyperactivity disorder would not by itself constitute neglect as defined under Section 261.001 of the Texas Family Code.

HB 1339 by Eissler - Relating to the date on which a school district must complete a report of an evaluation of a student for special education services.

Currently, Texas law requires a full individual and initial evaluation of a student for purposes of special education services to be completed no later than the 60th calendar day following the date on which the referral for evaluation was initiated by school personnel, the student's parent or legal guardian or another appropriate person. This triggering date is not consistent with other state and federal requirements. Federal law requires that any initial evaluation be conducted only upon receipt of parental consent obtained following a full explanation of procedural safeguards and no evaluation can take place until such consent is obtained. The school district may be left with a very short period of time between the date consent is obtained and the date the evaluation is actually completed, given the 60-day time period requirement. The time lag in awaiting parental consent has resulted in school districts being found in violation of the 60-day requirement. H.B. 1339 clarifies the administrative process regarding special education evaluations for school districts by coordinating the evaluation date with federal guidelines.

HB 1406 by Brown - Relating to a recommendation by a school district employee concerning a use of a psychotropic drug by a student or psychiatric evaluation.

Currently, Texas law does not prevent a school district employee from making a student's enrollment in school or

participation in school related activities contingent on the use of psychotropic drugs or psychiatric evaluation. HB 1406 prohibits a school district employee from recommending psychiatric evaluation or the use of a psychotropic drug or suggesting a particular diagnosis for a student. The bill also prevents a school district employee from using the parent's refusal to consent to administer a psychotropic drug as grounds for prohibiting the student to attend a class or participate in a school related activity. However, HB 1406 also provides that certain school-related medical professionals are not prohibited from recommending that an appropriate medical practitioner evaluate a child.

SB 474 by Lucio – Relating to nutrition and health programs for public school children

Under current Texas law, no entity exists for the express purpose of strengthening and improving programs aimed at promoting the nutritional health of Texas schoolchildren. The bill as introduced would have banned vending machines from schools that contain "competitive" foods such as soft drinks, chips and candy. The bill would have also regulated the types of food that could be served in cafeterias. As it finally passed, S.B. 474 establishes an interim study on nutrition and health in public schools.

S.B. 491 by: Shapleigh – Relating to an assessment of school-based mental health and substance abuse programs.

Although school-based mental health programs may reduce the risk of mental health illness, there is currently no requirement that any state agency undertake a study of Texas' schools capacity to identify and address mental health and substance abuse problems in students. As proposed, S.B. 491 requires the Texas Education Agency, the Texas Department of Mental Health and Mental Retardation, the Texas Department of Health, and the Texas Commission on Alcohol and Drug Abuse to conduct a joint assessment of existing school-based mental health and substance abuse programs and report the results of the assessment to the 2005 Legislature. The assessment should include recommendations regarding further development of such programs in Texas schools.

SB 810 by Harris – Relating to the regulation of social workers.

In 2001, the 77th Texas Legislature passed H.B. 3365, which directed the Texas State Board of Social Work Examiners to adopt rules permitting a social worker to provide medical case management services under the medical assistance program, Chapter 32, Human Resources Code. This statute will expire on September 1, 2003. Accordingly, the board appointed a task force to review the current independent practice provisions for all categories of social work licensure

and recommend revisions to the to the Social Work Practice Act to ensure adequate participation in the medical assistance program for the delivery of social work services. SB 810 sets forth the recommendations made by the task force, clarifies the three categories of licensure, and includes other provisions that update the Act.

The bill prohibits a person from using or causing to be used the title "social worker," "licensed baccalaureate social worker," "licensed master social worker," "licensed clinical social worker," or "licensed social worker," or any combination, variation, or abbreviation of those titles, as a professional or business identification, representation, unless the person holds an appropriate license issued by the agency. The bill deletes the title "social work associate." And requires a licensed master social worker to use the identification "licensed master social worker" or the initials "LMSW" rather than the initial "L.M.S.W." The bill also requires a licensed baccalaureate social worker to use the identification "licensed baccalaureate social worker" or the initials "LBSW" rather than the initials "L.S.W." and requires a licensed clinical social worker to use the identification "licensed clinical social worker" or the initials "LCSW."

These bills failed to pass....

HB 387 by Hamric – Relating to the content of public school campus improvement plans.

Current law does not specifically include among the goals and methods for violence prevention and intervention on campuses, provisions that include ongoing, research-based teacher development programs that focus on developing healthy self-esteem in students and creating a nurturing environment in the classroom. Furthermore, current law does not specifically include provisions for parental involvement, which include research-based classes and training in nurturing and providing positive discipline to a child. H.B. 387 would have provided certain permissive guidelines for campus plans, including violence prevention and intervention programs and parental involvement programs.

HB 442 by Talon – Relating to the placement of public school students who engage in conduct that contains the elements of certain sexual offenses

Current statute requires public school students be removed from their current school and placed in an alternative education program if they engage in assault, possess or sell illegal drugs, or engage in public lewdness or indecent exposure while on school grounds or while attending a school sponsored event. Under current law, there is no provision made for such

behavior that occurs away from school property. HB 442 would have extended the law to activity outside of school grounds or activities.

HB 610 by Campbell - Relating to certification of educational diagnosticians by the State Board of Educator Certification.

Not later than January 1, 2004, the State Board for Educator Certification would have been required to propose rules governing the certifications of educational diagnosticians. The bill would have only applied only to the employment of an educational diagnostician by a school district on or after September 1, 2004.

HB 697 by Gutierrez - Relating to procedures and standards for providing health care services in public schools.

The TEA by rule would have recommend procedures and minimum standards for providing quality health care services to school-aged children in public elementary and secondary schools. The board would have appointed a school health advisory committee to assist the board in performing its duties.

HB 1228 by Pena - Relating to the salary paid to certain professional employees of public schools.

The bill would have required all teachers, librarians, counselors, and nurses to be paid at least \$500 more than the previous year.

HB 2983 by Hupp - Relating to the administration of certain psychoactive medications to a child.

The bill would have required the dispensing pharmacist to report to the Board of Medical Examiners if a physician issues an order to administer three or more psychoactive medications of the same class concurrently to a minor patient.

HB 3451 by Noriega - Relating to the prescriptive authority of certain psychologists.

The bill would have allowed prescriptive authority for a psychologist, who holds a prescriptive authority certificate, SB 150 by Zaffirini - Relating to school district students codes of conduct provisions addressing the prevention of and education concerning bullying. Current law does not require school districts to address the issue of bullying through prevention and education programs. As proposed, S.B. 150 would have require the board of trustees of an independent school district to include such provisions in the district's code of student conduct.

SB 251 by Lucio – Relating to a school district policy concerning the use of a school counselor's work time.

Currently, school counselors perform clerical and administrative duties that take away time from their counseling activities. As proposed, S.B. 251 would have required school districts to implement policies detailing appropriate use of school counselors' time. This bill would have adopted a policy on the appropriate use of counselors and defines the role of counselors in the test assessment process. Furthermore, this bill would have prevented the time spent administering assessment from being included in the time set aside for counseling and guidance activities.

SB 1181 by West – Relating to student discipline in public schools.

Current law does not require a charter school to operate under Chapters 25 (Admission, Transfers, and Attendance) and 37 (Discipline; Law and Order), Education Code. SB 1181 would have required charter schools to operate under the rules of Chapter 25 and 37, Education Code, relating to student discipline and required the commissioner of education to develop a process to electronically evaluate a school district disciplinary alternative education program.

P.O. Box 162925
Austin, Texas 78716
512-413-2700
Fax 512-327-1965
www.BradShields.com
E-Mail: Brad@BradShields.com

Dr. Eric Robinson Gives the Trainers the Inside Scoop on the New NASP Training Standards

Marsha Harman, School Psychology Trainers Chairperson

Dr. Eric Robinson, Director of the School Psychology Training Program at Baylor University, recently met with trainers to explain and field questions regarding the new standards being used to approve programs by NASP. The new standards are similar to the previous ones but require more outcome data be provided by programs. Dr. Robinson was very helpful in providing examples of effective ways to collect and display the data required. Faculty from University of North Texas, Sam Houston State University, Southwest Texas State University, Stephen F. Austin State University, Tarleton State University, Texas A & M University, Texas A & M University - Commerce, Texas Woman's University, and University of Texas – El Paso met May 2nd for a full day's workshop. Baylor graciously provided lunch in their swank University Faculty Club.

NASP Legislative Update Summary

The most up-to-date national legislation that is pertinent to the practice of school psychology is regularly reviewed on the NASP website and can be accessed by both members and nonmembers at www.nasponline.org/advocacy. What follows is a brief summary of the legislation addressed in the update of July 25, 2003. In Education News, three areas were addressed including progress on the reauthorization of IDEA, an update on education funding, and the reauthorization of Head Start.

IDEA Reauthorization

On June 25, 2003, the Senate Committee on Health, Education, Labor, and Pensions unanimously passed the Senate bill to reauthorize the Individuals with Disabilities Education Act (IDEA) (S 1248). The Senate bill can be viewed at <http://www.nasponline.org/advocacy/IDEALinks.html>. Because of other things happening in the legislature and the August recess, it is quite likely that the earliest time that the entire Senate will then debate and pass S. 1248 would be sometime in September 2003. This is the best time to express your opinions and concerns regarding this Senate bill to your Senators. You can contact Congress directly by going to the NASP Advocacy Action Center, <http://capwiz.com/naspweb>.

Some of the critical issues remaining unresolved include:

- Personnel Standards (Sec. 612). At the present time, a definition of “highly qualified related services personnel” has not been provided by congressional staff. There is concern that by removing “highest requirement” language in the House and Senate standards for personnel may be lowered to address shortages or to allow for the hiring of less costly staff.
- Functional Behavioral Assessments (FBA). The word “functional” has been removed by Congress, which simply leaves a more vague “behavioral assessment.” Limiting the comprehensive nature of the FBA would compromise best practice.
- Identification of Learning Disabilities. It is anticipated that the final version of this bill will remove the IQ-

discrepancy requirement and allow for a problem solving method. The necessity of a comprehensive evaluation apparently is being considered a matter of regulation rather than statute. Lots more on this issue is expected after the Senate bill passes and the House and Senate establish an Conference Committee to negotiate difference between H.R. 1350 and S. 1248.

Education Funding Update

The good news is that the House included additional monies for the Elementary and Secondary School Counseling Program. On the other hand, despite increases in education funding levels, those levels are below what was promised, expected, and/or necessary. When the Senate returns to session in September, it will vote on S. 1356 and it is anticipated that a number of amendments will be offered to provide additional funds for specific educational programs. One of the anticipated amendments would provide more funds for IDEA at the expense of other educational programs. You are encouraged to urge your Senators not to allow the across the board cuts that would harm other educational programs. For more information, you can go to: <http://www.nea.org/lac/archi0703.html>.

Head Start Reauthorization

The House of Representatives passed the Head Start reauthorization bill, H.R. 2210, by a margin of one vote on July 25, 2003. According to the NASP Legislative Update, “The House bill is based on the President’s proposal to reorganize Head Start by putting greater emphasis on literacy and to give more power to the states to run the program.” This would allow states to design their own programs and combine funds. The concern is that the overall standards and the comprehensive model designed for Head Start could lose its integrity as individual states take responsibility for the program. Additionally, there was no authorization of resources that would allow the Head Start program to grow or strengthen. For more information on Head Start, see: http://www.saveheadstart.org/SHS_white_paper_041403.pdf. Since the Senate has not yet addressed the Head Start reform bill, your opinions can be expressed to your Senators through the website: <http://capwiz.com/cdf>.

Mental Health Commission, Final Report

The following is a reprint of this section of the NASP Legislative Update, July 25, 2003, which can be found in its entirety at www.nasponline.org/advocacy/legisup072503. TASP wishes to thank NASP and Libby Kuffner Nealis for granting us permission to reprint this report.

The long anticipated final report of the President's New Freedom Commission on Mental Health was released on July 22, 2003. For more information on the Commission, to view the entire report and press releases, go to www.mentalhealthcommission.gov.

The Commission, created in April 2002, was a panel of mental health service providers, administrators, consumers, and researchers charged with studying the United States mental health system. The Commission was charged with identifying ways in which the system could be improved to enable individuals suffering from mental illness to live, work, learn, and participate fully in their communities. After over a year of monthly meetings, site visits, and comment from over 2,300 stakeholders, including NASP (see <http://www.nasponline.org/pdf/MHStatement.pdf>), the Commission concluded that recovery from mental illness is possible, but a fragmented and inadequate system often creates barriers to care and adds to the burden of mental illness. Six goals and a series of accompanying recommendations outline the commission's vision for a complete transformation of the Nation's approach to mental health care.

The Commission's report highlights how the No Child Left Behind (NCLB) Act affects the implementation of school-based mental health services. "To fulfill the promise of this Act," says the report, "schools must work to remove the emotional, behavioral, and academic barriers that interfere with students success in school." Specifically, the Commission recommends that:

- Schools work with parents and local agencies to support screening, assessment, and early intervention
- Mental health services become part of all school health centers
- Mental health services be federally funded
- Empirically supported approaches be used for prevention and early intervention
- State-level structures for school-based mental health services be created to provide consistent leadership and collaboration between education, general health, and mental health systems.

IDEA is also cited as a means for expanding access to children's school-based mental health services. The Commission advocates that IDEA funds should be used to, "train teachers, related services professionals, and parents to

recognize signs of emotional and behavioral problems in children, make appropriate referrals for assessment and services and classroom accommodations, and implement and evaluate evidence-based school mental health interventions."

When developing IEPs, the Commission suggests, teams must take more of a family focus and work to involve and support youth. School psychologists should recognize their role in this effort and continue to make mental health services more accessible through schools.

Many of the Commission's recommendations should be of interest to school psychologists and aligned with the following NASP mental health advocacy efforts:

- Improving and expanding the role of schools in mental health care provision.
- Combating the stigma associated with mental illness and enacting mental health parity.
- Addressing the shortages crisis in mental health and enact the Child Healthcare Crisis Relief Act (H.R. 1359/S. 1223).
- Support for ending custody relinquishment, such as Medicaid expansion for working families in the Family Opportunity Act.

See additional details in the Sept. *Communiqué* and the upcoming issue of the *SPAN Update Newsletter*. NASP is strongly encouraged by the Commission's recommendations. We look forward to referencing this document as often as possible and putting the weight of a Presidential commission behind our advocacy efforts. We encourage you to do the same.

CONFERENCE NEWS

Please note the important change in the conference registration pamphlet regarding the TASP luncheon on October 10th. The luncheon is **optional** this year. Registration fees do not include the price of the luncheon (registration fees have been adjusted to reflect this change). When registering for the conference, indicate your choice to attend and include the additional \$20.00 fee. This fee includes the price of the lunch and the opportunity to gain information regarding NASP from NASP President Dan Miller, facts regarding TSBEP Sunset process from Legislative Associate Brad Shields, and a performance and presentation by guest celebrity Sara Hickman supporting our service project Any Baby Can. The luncheon will also feature the annual TASP awards ceremony. The luncheon promises to be an exciting event not to be missed!

Texas Sunset is Coming

Legislative Update - June 27, 2003

Provided by: Shields Legislative Associates

In 1977, then State Senator (now Congressman) Lloyd Doggett of Austin introduced the "Texas Sunset Act". The purpose of the Texas Sunset Act is to see if we really need to continue funding every state agency, every year.

The Sunset Act established a process to regularly evaluate all 150 Texas state agencies and to assess whether their missions were still needed and to evaluate the efficiency of their operations. Every agency, no matter how big or important must succumb to this review by an independent body made up of professional staff attorneys and representatives of the Texas Senate, House and the public.

Each agency "enabling legislation" has a 12-year expiration date attached to it and unless the legislature passes a new bill to recreate that agency, it ceases to exist. The Texas State Board of Examiners of Psychologists' expiration date is 2005.

The concept has been successful, abolishing 44 separate state agencies in the last 24 years while merging 11 more with others. Bureaucracies such as the Poultry Improvement Board, and the Texas Indian Commission have ceased to exist while the Occupational Therapy and the Physical Therapy Boards were combined. Many have been recreated but with significant changes to their authority and scope of responsibilities.

Staff of the Texas Sunset Advisory Commission work extensively with each agency under review to evaluate the need for the agency, propose needed statutory or management changes, and develop legislation necessary to implement any proposed changes. The staff review of an agency typically takes from three to eight months depending on the size and complexity of the agency. The Sunset Commission conducts a public hearing on each agency under review, which provides an opportunity for Sunset staff to discuss its recommendations, and for the public to comment on the report and agency operations and policies.

The Commission's report on an agency must include a recommendation to abolish or continue the agency. If the Commission recommends continuation of an agency, the Commission must provide draft legislation to the Legislature to continue it for up to 12 years, and correct other problems identified during the Sunset review. Although not required by law, the Commission's legislative members traditionally introduce and carry Sunset legislation. After a yearlong study, those Sunset legislators are considered to be well versed on the subject and make very persuasive bill sponsors. Current members of the Sunset Advisory Commission are Senators Jane Nelson (Chair);

Mike Jackson; Eddie Lucio; Elliot Shapleigh; and Representatives Warren Chisum; Jim Dunnam; Pete Gallegos; and Burt Solomons. The two public members on the Commission are Mrs. Libby Linebarger and Dr. Tim Roth.

The Sunset Advisory Commission has also developed a set of standard recommendations that are applied to all agencies. These across-the-board recommendations are to apply uniformity in all agency laws. Examples of across-the-board recommendations include increasing public representation on the agency's policy board, improving responsiveness to complaints filed by the public, and implementing a standard approach to equal employment opportunity.

Please don't assume the process is non-political. Certainly the staff review, report and recommendations are outside the pressures of politics, but once the draft legislation is introduced, it's back to the normal legislative process. It is true that Sunset legislation traditionally carries credibility earned by the yearlong impartial, thorough review process and is more difficult to amend. However, all sides maintain the right to use their political influence during the legislative session to change the bill to their advantage.

It is considered imperative for those impacted by a certain agency to be proactive in their involvement during the Sunset process. Due to the short legislative sessions in Texas, legislators tend to frown on a lengthy debate over the recommendations of a yearlong public review. In other words, if you don't participate in the Sunset negotiations then your comments might not be welcome during the legislative discussions. This is the period of time when legislators expect the various sides of a professional debate to attempt to work out their differences and to come close to reaching compromises.

Representatives of the Texas Association of School Psychologists will be asked to respond in writing to a questionnaire sent to them by the Sunset Advisory Commission and will meet personally with the Sunset staff to discuss our recommendations. Later in the process, the full Sunset Commission will schedule meetings in Austin to consider the staff's recommendations and to hear testimony from those regulated by the Texas State Board of Examiners of Psychologists.

This will be our greatest opportunity for advancement of the school psychologist's profession, and may also be our greatest challenge to defend against the political agendas of others. We must be vigilant and fully engaged in the Sunset review process.

P.O. Box 162925
Austin, Texas 78716
512-413-2700
Fax 512-327-1965
www.BradShields.com
E-Mail: Brad@BradShields.com

Area Reports

Area I Report

Adisa Minkah, M.Ed, LSSP, NCSP

Greetings! At this time we have returned to our positions; hopefully with renewed energy and focus. Many of our districts are experiencing budget cuts that may affect the quality and quantity of positions available. Typically, most of us have thought of education as being a bulwark in times of economic downfall. However this is proving not to be the case in these times. Persevere!

I have heard mention of a few positions here in the Metroplex including Fort Worth, Arlington, and Mansfield ISDs. For those of you in the area, the information for the latest DFW-Regional Association of School Psychologists workshop should be out soon. If you would like information about DFW-RASP, contact me. Additionally Dick Hughes at Dallas County Schools will have information out soon regarding his monthly presentations. Finally, NASP's convention will be in Dallas this spring. We need your assistance regarding the review of proposals for the convention. Please contact Carol Booth, TASP president or myself.

Area II Report

Katherine Brehm

El Paso and West Texas area school psychologists are rearin' to start a new school year! And that's pretty amazing, considering that I've realized recently that there have been only 13 LSSPs in the three major school districts in the El Paso area! We are perennially talking about how there is so much for us to do and so few of us to do it statewide, but Area II has got to have the sparsest student-to-school psychologist ratio anywhere. That's not a contest we want to win, either. But if my numbers are right, the ratio has been 1 LSSP for every 10,000 students. Good news, though! El Paso ISD has just created one or more new LSSP positions. Their new Associate Superintendent of Special Education, Tomas Gabaldon, is working to expand the LSSP role to provide more mental health support to students and consultation to teachers. He recognizes the valuable role that LSSPs play in increasing the academic and emotional functioning of all students. West Texas Stetson hats off to him and to all the LSSPs in Area II who do so much with so *many*.

Frank Smith, Gary Galbreath, and Hermes Cervantes in Socorro ISD are working with Hilda Lopez, Director of Guidance and Counseling, to develop a Suicide Prevention protocol for the district. On a related note, I've talked with Mr. Gabaldon in EPISD about developing and training a Crisis Team to deal with suicides, deaths, and other crises. The

time seems right for some collaborative efforts! The Crisis Team that I served on in the Denver Public Schools was instrumental in helping school staff respond quickly and appropriately to the issues and needs created by the Columbine shootings. Frank has also been doing some training on school violence and prevention. After Chris Saiz' workshop last year on Risk Assessment, perhaps we also want to put our heads together to see who else in the area is doing broad violence/crisis response planning. As long as we LSSPs are few in number, I think it is even more important for us to keep up with what each of us is doing within our districts so that we can pool resources. Over a year ago I mentioned to the Ysleta LSSPs that I wanted to start a School Psychology Advisory Board to give input to the UTEP School Psychology program when (or if) it gets started. Maybe such a Board could begin now as an idea and resources clearinghouse for the West Texas and El Paso area. Area LSSPs, please call me or email me with your thoughts about this (kbrehm@utep.edu). Now I'm rearin' to go, too! Have a great year!

Area III Report

Nancy A. Breunig, Ph.D., LSSP

Greetings from your Area III Representative. I hope everyone has had a relaxing and fun summer. We are all looking forward to the TASP conference along with the NASP conference in Dallas in the spring. The Texas State Board of Examiners of Psychologists has added a requirement that LSSPs receive three hours of continuing education in ethics as a part of license renewal. After talking with our TASP President-Elect, Andrea Ogonosky, Ph.D. I was assured that TASP will be providing an ethics workshop during the fall conference to address this requirement.

In planning for the upcoming school year, frustration over the appropriate instruments to be used for preschool referrals and the overwhelming number of autism evaluations continue to be of concern in our area. An added concern is the funding cuts to Regional Education Service Centers. Education Service Centers provide "cutting edge" training on the different topics related to our roles as LSSPs. It is worrisome to consider this kind of loss in support. It appears that the Education Service Centers will continue to provide services/support; however, they just may be rendering those services in a different format such as consulting within school districts more frequently than having people attend workshops at their locations. With the financial worries many districts are facing and the Reauthorization of IDEA, the role of the LSSP may look different in the future. It appears that we may have to move away from more of an assessment model to a prereferral model that incorporates such techniques as Curriculum-Based Measurement. Please contact me with your comments/ideas at nancy.breunig@humble.k12.tx.us. I look forward to seeing you all at the upcoming conferences.

Area IV Report

Francis Chen, LSSP

Howdy to all our TASP members. What a fine new year for all of us. This will be my last column as the Area IV Representative. I am headed back to school in the Texas Woman's University School Psychology Program and will be living in Denton. I am committed to finishing out the TASP service project with the Any Baby Can organization! I would like to thank you all for all the support, encouragement, kindness, and patience you have shown me as your Area Representative.

The focus of this year, for me, is going to be increasing membership for our organization. I think that as our profession grows along with the population of school children and their needs, so too, do the needs of our profession. The Texas Association of School Psychologists is a professional organization that can lend its voice to the chorus of voices that guides and directs the future of education. Our presence and our influence can only become more powerful as our organization grows in size and diversity and our members participate in the development and attainment of a shared vision for all school children. I would like to encourage all current members to recruit new members.

Wow! We have two wonderful conferences waiting in the wings: TASP in the fall and NASP in the spring. I hope to see everyone at both.

****Editor's Note:** Recently, Dr. John Lasser was appointed by our organization president to complete the current term of office as the Area IV Representative. Good luck to Francis as he pursues his next degree.

Area V Report

Mae F. Fjelsted, NCSP, LSSP

Another school year has passed and 2003-2004 school year is upon us. This past school year referrals went up, especially after the new TAKS Reading Test for third graders. I am sure we will continue to see this pattern for some time unless the schools begin to understand that they must do more appropriate interventions before they "push" the referral through. Many of the administrators I have worked with do not seem to understand the Texas Reading Initiative and No Child Left Behind Act require regular education interventions. As school psychologists, we must be ready to work with regular educators to develop appropriate interventions and ensure that the children who are truly disabled receive the services they need. This will require all of us to continue to upgrade our skills and comply with all of the new laws that have been introduced, as well as the reauthorization of IDEA when it is signed.

The future of school psychology can be an exciting one if we all work to inform others of our unique training. It is

up to each LSSP to let other school staff know that we are a great resource for them. I have had the privilege this year to be called on for special cases and principals ask why they do not have others like me on their campus. I tell them that they need to meet with their assigned LSSPs for help with interventions. It is important to get out there and let people know that we can do more than just evaluations. Be ready to help with those regular education interventions. If we do not do this, then the future of school psychology may be dismal. With the cut backs in funding, the districts will put the money into what they feel is the most advantageous.

With Sunset and IDEA reauthorization coming up I would encourage Area V members to keep yourselves informed and get involved. Contact me by email and I will be glad to share the latest information I have with you, and you in turn can keep others in your school districts and communities informed as well. Working together, the field of school psychology will continue to grow to benefit the school children of Texas.

Due to my surgery in December and my husband's surgery in January, I have not been able to be as active as I would have liked. With returning health for both of us, I look forward to a good year. Hope to see you in October at the conference and remember that NASP comes to Dallas in April.

Area VI Report

Jo Ann Campbell

Change is good!! Right?? It has been a fascinating year for school psychology and many of us are still just trying to HANG ON, even as the new academic year begins. Proposed change is predicted in eligibility criteria, in development of goal and directives, and in behavior policy. Area LSSPs report heavy training schedules with TBSI and CPI in addition to increasingly more difficult assessments and some litigation issues.

This next year I would like to hear from you! This is a Sunset year. There have been multiple legislative issues within the past few months that may challenge all of us. TASP and NASP conferences are scheduled for October and March, respectively and have exceptional sessions scheduled. There are so many great things happening.

The convention this year is going to be terrific. Some great sessions are planned on current school issues. Shopping is convenient and it is a wonderful time to be with friends. As Volunteer Coordinator I will need assistance with various volunteer activities. If you are interested in sharing some time and assisting at conference please e-mail me and I will put you on the schedule. Plan to attend. It will be enjoyable and beneficial. See you there.



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.

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

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

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Total: _____

I affirm that all of the information provided on this form is true and complete.

Signature _____ Date _____

(Please fill in other side)

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):

Convention Planning

Membership

Nominations & Elections

Government & Professional Relations

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Public Information and relations

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

President-Elect

Treasurer

Secretary

Area Representative

Graduate Student Representative

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

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PO Box 141023

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Mark Your Calendars Now!

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Annual Professional Development
Conference**

October 9-11, 2003

Austin, Texas

Southwest Texas State University

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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/

2002-2003 TASP Executive Board

President

Carol Booth
4111 Bayou Grove Drive
Seabrook, Texas 77586
Work: (713) 744-6870
Fax: (713) 744-6811
email: cbooth@esc4.net

President-Elect

Andrea Ogonosky
8318 Cross Country
Humble, TX 77346
Home: (281) 852-0398
Work: (832) 656-0398
e-mail: aogonosky@msn.com

Past President/Const & By-laws

Janice Opella
181 Taylor Lane
Cedar Creek, TX 78612-3543
Work: (512) 321-4488
Fax: (512) 321-2636
email:
jopella@bastrop.isd.tenet.edu

Treasurer

Al Mayo
430 Pratt Road
Red Oak, TX 75154
Home: (972) 617-5224
Work: (972) 581-4213
Fax: (972) 581-4501
email: amayo@dallasisd.org

Treasurer-Elect

Cindy Maroney
10307 Bernardin Circle
Dallas, Texas 75243
Home: (972) 235-4690
Work: (972) 348-1572
email:
maroneyc@esc10.ednet10.net

Secretary

Donna Black
15910 Camp Fire Rd
Friendswood, Texas 77546
Home: (281) 992-1109
Cell: (713) 920-6850 ext.3559
Fax: (281) 992-1109
e-mail: diblack@houston.rr.com

NASP State Delegate

Robb Matthews
5203 Allegheny Dr
Wichita Falls, TX 76310
Home: (940) 696-0627
Work: (940) 564-5614
HFax: (940) 564-2287
e-mail: robbnm@wf.net

Professional Development

Michael Parker
3813 Weyburn Drive
Ft. Worth, Tx. 76109
Work: (817) 871-2483
e-mail:
mpark@ftworth.isd.tenet.edu

Graduate Student Representative

Ashley Arnold
11509 Marshall ST
Manor TX 78653
Work: (512) 321-4488
e-mail: ashley821@hotmail.com

Newsletter Editor

Loretta Allen
2721 Pinehill Dr. S
Pearland, TX 77581
Home: (281) 485-5491
e-mail:
lorettaallen@houston.rr.com

Membership Chair

Nancy Huth
1303 Cedar St
Bastrop, TX 78602-2605
Home: (512) 303-1733
Work: (612) 321-4488
Fax: (512) 321-2636
e-mail:
nhuth@bastrop.isd.tenet.edu

Government & Professional Relations

Margaret Kaltman
3524 Galena Hills Loop
Round Rock, TX 78681
Home: (512) 733-6774
Work: (512) 464-5000
e-mail:
makaltman@academicplanet.com

Awards & Honors Chair

Steven Coats
Fort Worth ISD - Psych Services
5200 Moley Ave
Fort Worth, TX 76133
Home: (817) 920-0604
Work: (817) 797-1722
e-mail: swcoats@Charter.net

School Psychology Trainers

Marsha Harman
P. O. Box 402
Dodge, TX 77334
Home: (936) 295-6885
Work: (936) 294-3614
Fax: (936) 291-0403
e-mail: EDU_MJH@shsu.edu

Public Information & Relations

Joann Gotcher

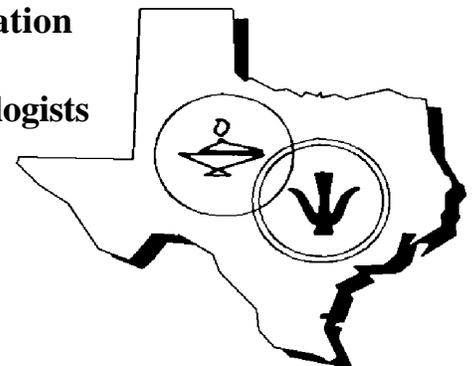
Webmaster

Francis Chen
228 1/2 N. LBJ
San Marcos, TX 78666
Home: (512) 396-9794
Work: 972-522-3013
Fax: (830) 379-4821
e-mail: fchen@sanmarcos.net

Area I Representative

Adisa Minkah
DeSoto ISD
Education Center
200 East Belt Line Road
DeSoto TX 75146
Home: (972) 227-4096
Work: (972) 274-8212 ext 230
Fax: (972) 274-8008

Texas Association of School Psychologists



Area II Representative

Katherine Brehm
800 McKelligon
El Paso, TX 79902
Home: (915) 838-8003
Work: (915) 747-7641
e-mail: Kbrehm@utep.edu

Area III Representative

Nancy Breunig
4103 Bassingham
Kingwood, Texas 77339-1024
Home: (281) 359-6323
Work: (281) 641-8406
e-mail:
nancy.breunig@humble.k12.tx.us

Area IV Representative

Jon Lasser
Texas State University
Dept EAPS
601 University Drive
San Marcos, Texas 78666
Home: 512-443-7364
Work: 512-245-3413
e-mail: jl30@txstate.edu

Area V Representative

Mae Fjelsted
9707 Berryville
San Antonio, TX 78245-1903 Home:
(210) 674-5994
Work: (210) 225-2406
Fax: (210) 225-2842
e-mail: lmfjelsted@aol.com

Area VI Representative

JoAnn Campbell
1718 Lincoln Dr.
Abilene, TX 79601-3238
Home: (915) 677-0249
Work: (915) 671-4459
Fax: (915) 671-4528
e-mail: joannc@aisd.org

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