



# THE TEXAS SCHOOL PSYCHOLOGIST

Newsletter of the Texas Association  
of School Psychologists

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Affiliate of the National Association of School Psychologists

**Vol. 16**

**No. 1**

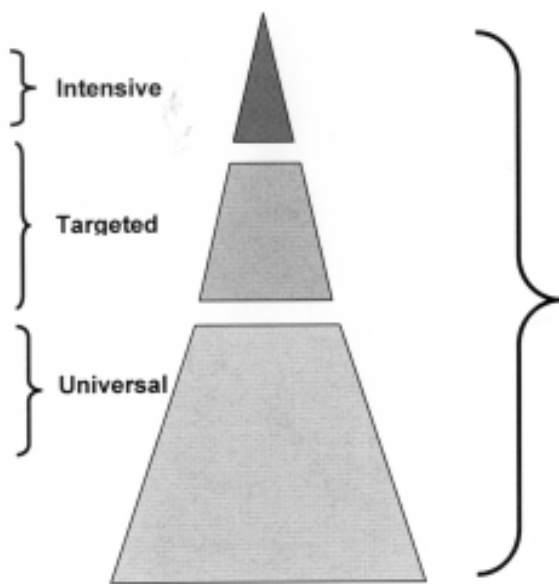
**Spring 2007**

## THE ROLE OF THE LSSP IN RESPONSE TO INTERVENTION

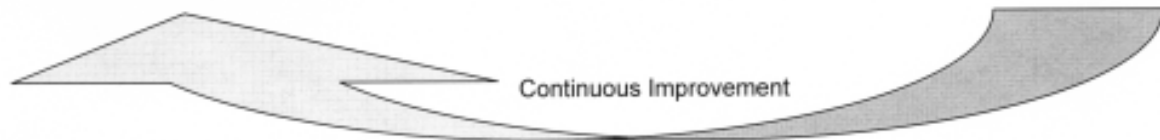
### Integrated Academic & Behavioral Processes:

| ACADEMIC   | BEHAVIOR   |
|--|--|
| Psychoeducational Evaluation<br>Assessment of Treatment Integrity  | Behavior Programs<br>Related Services<br>Psychological Evaluation  |
| Survey Level Assessment<br>Progress Monitoring<br>Educational Assessment<br>Selection & Implementation of Interventions                              | Functional Behavioral Assessment<br>Behavior Intervention Services<br>Counseling & Social Skills<br>Parent Training  |
| Selecting & Modifying Instructional Materials<br>Monitoring At-Risk Students<br>Screening & Benchmarking   | Mental Health Programs:<br>Positive Behavior Supports<br>Mentoring Programs<br>Character Education<br>Campus Review Committees<br>Crisis Planning & Intervention |
| <b>FOUNDATIONAL PROCESSES</b><br>District Planning<br>Staff Development<br>Coaching<br>Review of Outcomes<br>Instructional & Behavioral Consultation |  |

### School-Based Service Delivery Conceptual Framework:



### LSSPs Collaborate With:



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**Area V Representative**

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**Area VI Representative**

Mindi Jeter

## **Changing Times in Education – Exciting Times in School Psychology**

*Loretta Allen - President*

It is an exciting time to be practicing school psychology in the state of Texas. Over the past few years, the field of education has been changing with common vocabulary including terms such as “data-driven,” “research-based,” and “response to intervention.” Because of our training as LSSPs, these terms are meaningful to us and we have much to offer to help advance the newest focus in education. It will likely mean a change in our roles in the schools as well. The days of simply serving as a gatekeeper for special programs or providing counseling and social skills training for the kids with behavior problems may be coming to an end. With these changes comes the responsibility of communicating with each other as professionals to share ideas and experiences, of helping others understand and better utilize our skills and knowledge in the school setting, and of ensuring we are up to date and fully prepared to meet the challenges of the new wave in education.

Through TASP, professionals from across the state can remain up to date on the latest developments in the field of school psychology, and in these changing times, it is important that we share ideas, concerns, and the latest research. The organization also provides a means for members to have a voice in the creation of policy and laws that impact us in our work and to ensure that all are fairly represented. That is a big job in a state the size of ours where the needs are diverse depending on where in Texas you may be – from the urban and surrounding suburban areas of our largest cities to the more rural areas to those with rich cultural diversity. Our newsletter and the website provide sources of information, but it is also important that we are communicating directly with each other. This year, our Area Representatives are planning to have at least one get-together within each of the areas to help members get to know one another and to network. Contact your Area Representative and ask how you can help.

TASP also provides a means for maintaining communication with our licensing board, TSBEP. Over the past few years TASP has increased our visibility with TSBEP and we are committed to strengthening our relationship with them. It is our plan to serve as a resource to TSBEP to help them better understand the practice of school psychology, our roles in the schools, and the ways in which those differ

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

**The Editor:**

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**Associate Editors:** Nkechi Agukoronye, Ashley Arnold, John Furnes, Irene Jones, Casey Langford, and Robin Pollack

*Deadline for receipt of material by the Editor*

No. 1 Fall ..... July 30  
No. 2 Special Online Conference Update Edition ..... Dec. 1  
No. 3 Spring ..... April 15

**Advertising Policy**

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

**Classified Rates**

There is no charge for Employment Notices. The rate for any other advertising is \$2.00 per line. The minimum order is four lines and each line contains about 60 characters. The charge for a full page ad is \$100.00, half page ad is \$60.00 and a quarter page ad is \$35.00. All advertising must be prepaid. No frequency or agency discounts apply. To submit copy, and/or for other classify/display advertising rates and information, contact: Coady Lapierre; 1901 S Clear Creek RD; Killeen TX 76549; (254) 519-5428; Email lapierre@tarleton.edu.

**Advertising Deadlines**

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

from private practice. Currently, a huge question for LSSPs surrounds the issue of consent for services when we are called in to provide basic consultation services or offer simple suggestions to a problem-solving team. TASP leadership plans to meet with members of the TSBEP to share information about our roles in the schools and clarify the rules of practice and expectations in light of the requirements of IDEA-04.

With the many changes that have come about with NCLB and the 2004 reauthorization of IDEA, it is vital that members of TASP have a voice in the decisions that will affect our practice. TASP is currently represented in two major initiatives in the state. Dr. Carol Booth is serving as our representative as part of the stakeholders' group working to offer guidance to TEA as they define the criteria for identifying a Learning Disability in light of the new definition provided through the reauthorization of IDEA. Dr. Booth and her staff in Galena Park ISD are making great strides implementing the process of RtI, and her knowledge and experience in this area are invaluable. Another initiative that is currently ongoing is the Texas Collaborative for Emotional Development in the Schools (TxCEDS). TEA is collaborating with Region 4 Education Service Center as they lead this initiative to develop a state model for the provision of school-based mental health services. I am serving as the TASP representative for this stakeholder group along with representatives from school districts, universities, and a number of state agencies meeting health and mental health needs, providing services to troubled children and children in trouble, and offering a wide array of social services to children and families. The TxCEDS group is in the process of developing a model for school based mental health services that is acceptable to all stakeholders. Once that has been accomplished, we will develop guidelines for implementation of those services in the schools.

To be sure all TASP members are well prepared for these exciting times in school psychology, this year's professional development conference is being planned with our changing roles in mind. Donna Black has recently been appointed as the Conference Chairperson and she is bubbling over with ideas to make this one of the best conferences ever. Our focus this year will be on the changing roles of the LSSP and you can bet you will be hearing lots about those three little letters that are causing such a stir in our field and the field of education in general – RtI! TASP's annual professional development conference will be held this year October 11-13 at the Omni Austin Hotel Southpark in Austin. Mark your calendar already and watch the website and

upcoming issues of the newsletter for the latest information on this upcoming exciting event.

I am thrilled to be serving as the president of TASP this year. I want TASP to work hard for you, its members, but I also encourage you to get involved and become active in the communication and sharing that is so necessary during these changing times. TASP's executive board is a group of dedicated professionals from all over Texas who are passionate about our field and are committed to making a difference in the lives of children. But the executive board alone is not the organization. Get to know your TASP Area Representative and let him or her know of your needs or concerns, and by all means, share the things that are working well for you. Keep up with the communication coming through TASP and let us hear from you. Working together, we have so much to offer the schools and the children of Texas. What an exciting time to be an LSSP!

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## Webmaster Report

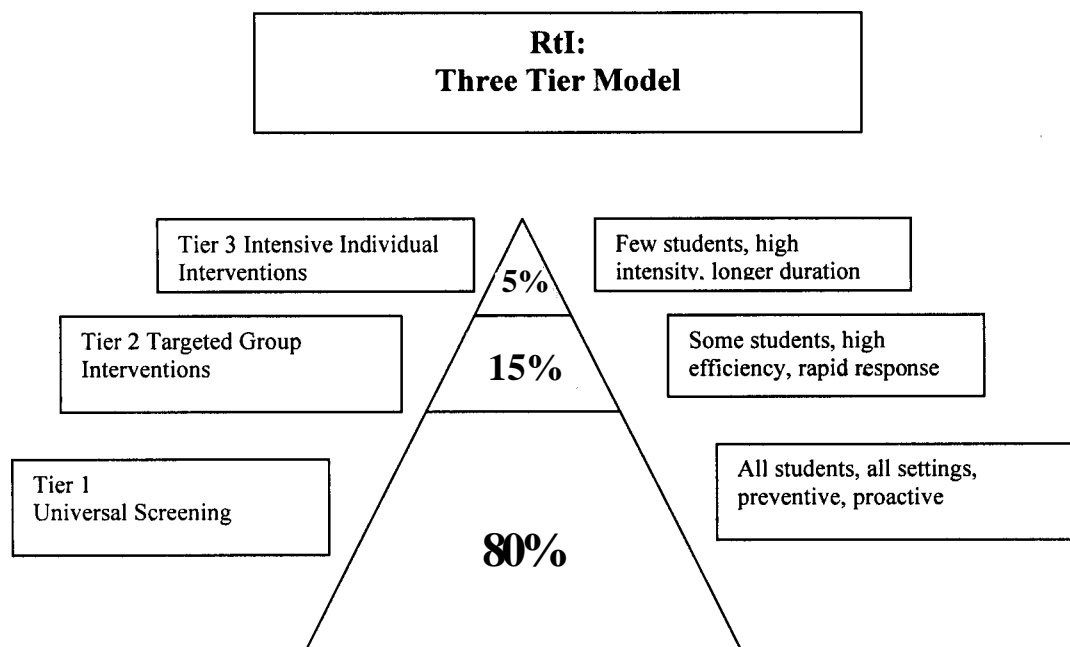
*Francis Chen, Webmaster*

A hello to my colleagues in the TASP membership! As webmaster, I would like to provide an overview of the 2006 membership year as it pertained to the website.



The biggest experience was the difficulties members had with access to the website and problems on the website itself. The folks that house our secured website had been hacked which in turn affected our website. The problem to TASP was two-fold. First, there were a few times when the website, itself, was unavailable. Second, the text on a number of pages on the website was affected. The host moved to a more secure platform and there have been no incidences since then.

Other than the periodic maintenance that occurs on the website pages, employment opportunities, changes in the Executive Board personnel, etc. My major task was to ensure that access to the "member's only" pages was limited to current registered members. If you feel that your access has been removed in error, please contact me to investigate and correct the error. Of course, I encourage you all to maintain your membership with TASP and to tell other LSSPs about the organization! See you, soon, in Austin!



## Response to Intervention

Andrea Ogonosky, Ph.D., NCSP, LSSP

Response to Intervention (RtI) is an intervention process that is aimed at improving outcomes for struggling learners. The RtI movement took hold in 2001, when the Learning Disabilities Summit, which was sponsored by the United States Department of Education, endorsed the process for use in the identification of learning disabilities. Due to this endorsement and the subsequent passage of both the No Child Left Behind Act and the Individuals with Disabilities Education Act (IDEA 2004), RtI has gained momentum nationally in the field of education. Districts have implemented components of this system for the past several years, however in RtI there is a major shift of responsibility for implementation of interventions and documentation of progress monitoring from special education to general education. RtI is a seamless problem-solving process that uses the unique talents of general educators and special educators in collaboration to enhance the learning of all children. RtI involves providing high-quality instruction matched to student needs and frequent data collection to guide all decisions regarding student progress.

The philosophy of RtI is simple: all children can be taught using high quality instruction in the general education setting. Intervening occurs early when learning and behavior

problems are small. The intent is to intervene using researched based instructional strategies that are universal in nature when the problem is first developing and not wait until there is larger deficits (i.e. “wait to fail”). The RtI model is based upon graduated level of interventions using a multi-tiered service delivery model where interventions are based upon data relative to the struggling learner. Entrenched in the model is the use of a systematic problem solving approach that clearly defines student need and matches the need to instructional strategies and interventions. All decision making results from a hierarchy of questions that are driven by the data: 1.) Is there a problem and what is it?; 2.) Why is it happening?; 3.) What are we going to do about it?; and 4.) Did the intervention work? This problem solving approach is applied to all students within all tiers. Key to the decision making is the interventions and curricula used must be researched-based and scientifically validated as required by NCLB and IDEA 2004.

RtI relies on all data gathered from the assessment process within each tier to drive decisions. The assessments are used for Screening (Tier 1) of all students to determine those who are not making the same academic and behavioral gains as their peers; Diagnostics (Tier 1 & Tier 2) to determine which children are able to perform essential skills both academically and behaviorally and which children lack these skills; and Progress Monitoring (Tier 2

& Tier 3) to inform critical decision making regarding the efficacy of the interventions.

RtI is a process whereby there is a vertical alignment of district resources to provide a unified system of education. The most fundamental piece of this process is to recognize that RtI is not a special education initiative, although most district personnel have been interpreting this as so. The next recognition must be that a child does not need an eligibility condition or “label” to receive individualized support. Lastly the system must have procedural guidelines to frame the process and guide continuous improvement within the district and campus levels. RtI emphasizes assessment as the foundational piece for decision making and monitoring for instructional effectiveness. Within the decision-making process flexibility is required of team members in an effort to determine available resources and resources needed for learning supports identified as interventions. The role of LSSP’s will change to increased collaboration to assist the decision making process and aid in the fidelity of implementation of the interventions. Clearly RtI is an exciting process that is rooted in educational reform. LSSP’s can provide the needed foundational pieces with regard to curriculum based assessment and positive behavioral supports. LSSP’s will also be able to provide the much needed staff development that is necessary for building teacher and staff skills in these areas.

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## College for Texans website

Looking for one place to find all there is to know about going to college or technical school in Texas? Go to <http://www.CollegeForTexans.com>. Admissions, financial aid, and free test prep are just a few areas found on the site.



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**La Educación. Saber es Poder.**

## TASP Membership Approves Life Member Category for Past Presidents

*Dana Goins*

2006 brought constitutional changes regarding membership categories for TASP. The membership approved the addition of a Life Member category to include Past Presidents in order to honor them for their service. Life Members will not be required to pay dues. The constitution was updated to include the Affiliate Member category. Bylaws were also updated to incorporate changes. Area III (Houston and surrounding areas) continues to be the largest for TASP. Students and Trainees make up almost 30% of our membership. It will be a goal to help these individuals recognize the benefits of being a TASP member in order to increase renewals for years to come.

At the end of the year, we have 732 members. The breakdown by areas/categories follows:

| Members by Area     |     |
|---------------------|-----|
| Area I              | 204 |
| Area II             | 26  |
| Area III            | 219 |
| Area IV             | 177 |
| Area V              | 78  |
| Area VI             | 28  |
| Total               | 732 |
| Members by Category |     |
| Affiliate           | 14  |
| Regular             | 480 |
| Retired             | 13  |
| Student             | 170 |
| Trainee             | 55  |

Check with your co-workers to make sure they are members of TASP. TASP will be sending out reminders to join, but it will be much more meaningful, and effective to receive a personal invitation from someone they know. The new membership year begins July 1, 2007, so recruit now before they leave for the summer!

## Texas Woman's University Becomes the First Public Institution in Texas to Award the Specialist in School Psychology Degree

Dr. Daniel C. Miller, Department Chair at Texas Woman's University (TWU), and Dr. Kathy DeOrnellas, Director of the Specialist in School Psychology Program are pleased to announce that the Texas Higher Education Coordinating Board has granted TWU the authority to become the first public university to award a Specialist Degree in School Psychology (SSP). Texas was one of the few states in the nation that did not award a specialist degree that falls between a typical 36-hour master's degree and a typical 90+ hour doctoral degree. Graduates of public university school psychology training programs in Texas have only been granted a Master's degree, despite the fact that most of our Texas training programs are modeled after the NASP specialist-level of training.

Dr. DeOrnellas stated that "the SSP degree reflects the level of training that the students are receiving". The Specialist in School Psychology degree will replace the Master's in School Psychology degree effective September 1, 2006. The SSP degree is consistent with national training standards that requires a specialist-level of training and consistent with our licensure title, Licensed Specialist in School Psychology.

At the recent TASP annual conference, Dr. Miller shared with the other training programs around the state the documentation that was used to obtain the SSP degree from the Texas Higher Education Coordinating Board. It is hoped that all public school psychology specialist-level training programs in the state will apply for the SPP degree within the next year. If a training director was not at the trainers meeting at the TASP conference and would like more information about how to obtain the SSP, contact Dr. Miller at TWU.

## New Members of the 2007 TASP Executive Board

The following officers were elected to positions on the TASP Executive Board for 2007:

President-Elect – Katherine Brehm, Ph.D., LSSP, NCSP

Treasurer-Elect – Jennifer Shroeder-Steward, Ph.D.

Area I Representative (2007-2008) – Crystal Brandt, M.S., LSSP

Area III Representative (2007-2008) – Rebecca Green Ray, M.S., LSSP

Area V Representative (2007-2008) – Norma Guzmán, M.A., LSSP

Graduate Student Representative – Meredith McLeroy

Additionally, the following were recently appointed and approved to serve on the Executive Board as committee chairpersons alongside those continuing in appointments from 2006:

Kelly Anderson – Government and Professional Relations

Donna Black – Conference Committee

### 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)

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[www.twu.edu/as/psyphil/sppc/](http://www.twu.edu/as/psyphil/sppc/)



## **News From NASP**

Robb Matthews  
NASP Delegate

The benefits of NASP membership are ever expanding. NASP has launched a new semi-annual practice-focused electronic journal *School Psychology Forum: Research in Practice*. The first issue of this member's only publication, focusing on RtI, became available in December to widespread acclaim. If you haven't taken the time to browse or download the premiere issue I invite you to do so soon ([www.nasponline.org](http://www.nasponline.org)). Personally, I have been able to use the articles in a variety of ways including providing research for developing RtI programs on my campuses. The next issue due out in the late spring/early summer will focus on intervention assessment.

NASP members have the opportunity to subscribe to an EBSCO database set designed especially for school psychologists. Academic Search Premier, Eric, MEDLINE with Full Text, MEDLINE Select, Psychology and Behavioral Sciences Collection, SocINDEX with Full Text, and the Professional Development Collection are available as a package to NASP members. I have been exploring the database

features and have already been able to utilize the information I found there in my daily practice. NASP members subscribing before May 31, 2007 will receive a subscription through September 30, 2008 for the special introductory rate of \$34. Beginning June 1, 2007, the regular subscription rate of \$49 will apply.

As if the ever growing list of member benefits is not enough, NASP is also offering special membership prices to nonmembers. For those joining at this time of year, NASP is offering memberships good through June 30, 2008. If you are interested in taking advantage of this offer, please contact Wendy Finn, NASP Membership Director ([wfinn@naspweb.org](mailto:wfinn@naspweb.org)), and she will be able to determine your cost based on your potential category of membership.

Have you been receiving NASP email updates from me? If not, it is likely the email address NASP has for you is no longer valid. Please take a few minutes and update your contact information on the NASP website by using your member number as the username and password (unless you have changed it). Your member number can be found on many NASP correspondence mailing labels. If you have trouble with finding your member number, please contact Wendy Finn ([wfinn@naspweb.org](mailto:wfinn@naspweb.org)) at the NASP office for assistance.

### **Call for Posters for the Annual TASP Professional Development Conference**

TASP will once again invite submissions for poster presentations for the October 2007 Professional Development Conference. Poster presentations highlight original works that contribute to the profession. These can be conceptual or empirical in nature. The posters are displayed during the break times on the first day of the conference. Awards will be presented at the luncheon for the outstanding poster presentations in the student and professional categories. Deadline for submission is August 1st, 2007. Accepted presenters will be notified no later than September 15th, 2007.

If you need additional information or would like to make a submission, please contact:

For professional poster submissions:  
Jennifer Schewmaker, Professional Development Chair  
ACU Box 28011  
Abilene, TX 79699  
[jws02b@acu.edu](mailto:jws02b@acu.edu)

For student poster submissions:  
Laurie Klose, School Psychology Trainers Chair  
601 University Drive  
San Marcos, TX 78666  
[lk14@txstate.edu](mailto:lk14@txstate.edu)

## Opportunities for Improving Training Paradigms in the Context of Response to Intervention

Laurie Klose - School Psychology Trainers

The imminent implementation of a response to intervention model for eligibility for the learning disability category is generating a lot of discussion, anxiety and training opportunities. School psychology programs will need to examine course offerings and evaluate the amount of time that is devoted to assessment training of all types.

Contrary to some expressed fears, the advent of utilizing a response to intervention model for eligibility decisions will not mean the end of psycho-educational assessments. (Swanson, 2000; Ayers, et al, 1977) However, the context and content of these assessments will need to focus more on linking assessment data to interventions. In addition, the role of the school psychologist has the potential for expansion, rather than extinction. The cover of this edition offers a graphic representation of the potential for a multi-faceted role for school psychologists that has not been observed in many school districts in Texas in the last ten years. Role redefinition has been observed in other states where a response to intervention model for LD eligibility has been in place for some time. (Canter, 2005; Kamins & Meyers, 2005; Stejskal, 2005)

Because of the potential for role expansion, school psychology programs have added or changed course work and modified the emphasis of other courses. Many programs, including University of Houston- Clear Lake, Abilene Christian University and Texas State University-San Marcos- have added course work that focuses on academic interventions, three tier models of intervention, academic and behavioral prevention interventions and instructional consultation. While these topics have been a part of training in the past, current practice is to emphasize these content areas with greater weight when compared to other aspects of the school psychologist's skill set.

Many current (and former) students in school psychology programs worry that they will not have the in depth knowledge of curriculum and instruction to be successful in the response to intervention model for LD eligibility.

However, specialized training in the areas of program evaluation, consultation, collaboration, problem solving, measurement, statistics, and research design make a well trained school psychologist an integral part of a system that is developing new models for incorporating response to intervention paradigms.

With any type of major system change comes some level of anxiety. However, school psychologists can view this time as potentially the greatest opportunity for school psychology in Texas. We have a unique opportunity to redefine our roles and re-educate teachers, administrators and parents about the unique skills that the LSSP brings to the school system. Our training programs in Texas are working hard to provide the type of foundational and practical training experiences that will keep LSSPs as an integral part of the educational team that works to create meaningful educational experiences for all children.

### References:

- Ayers, L., Brumbaugh, C., Carlson, B., Gustafson, L., Larson, N., Murphree, J., et al. (1977). *Information processing: Definition, assessment and instruction*. Minneapolis: Minnesota Department of Children, Families and Learning.
- Canter, A. (2005). Problem solving and RTI: New roles for school psychologists. *In NASP Toolkit Assessment Alternatives Under IDEA 2004*. Bethesda, MD: National Association of School Psychologists.
- Kamins, M.J. & Myers, B. (2005). Montgomery County (MD) *Public Schools Collaborative Action Process: Multi-tiered prevention, early intervention and identification*. Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.
- Stejskal, J. (2005). High Plains Educational Cooperative's RTI model: Roles for school psychologists. *Communique*, 33(7). Bethesda, MD: National Association of School Psychologists.
- Swanson, H.L. (2000). Issues facing the field of learning disabilities. *Learning Disabilities Quarterly*, 23, 37-49.





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 send the newsletter to me by email instead of a hard copy (be sure to provide your email address above).

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 working or residing in the state of Texas
(b) Trained as a school psychologist and working as a consultant, supervisor or administrator working or residing in the state of Texas
(c) Primarily engaged in training of school psychologists at a college or university working or residing in the state of Texas
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, or does not meet the requirements for regular membership

Provisional Member

- 1. Trainee (voting member) \$30.00
(a) One who 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.
2. Student (voting member) \$25.00
(a) One who is actively engaged (minimum of six semester hours or its equivalent per semester) in a program of psychology

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

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

Total:

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

Signature Date

(Please fill in other side)

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## The Texas School Psychologist

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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):

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

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:

**TASP**  
**PO Box 141023**  
**Austin TX 78714-1023**

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## Texas Common Application

Looking for the 2008-2009 Texas Common Application? It's now called Apply Texas Application. The application is still available online (<http://www.applytexas.org>) and helps students:

- Apply for admission to any Texas public university, as well as to participating community and private colleges.
- Apply for undergraduate, international and graduate admission.
- Copy submitted application to another institution.
- Submit application essays on-line.
- Apply for scholarships from participating universities.
- Search for and view both general and university-specific information.

### **KEEP INFORMED!**

Let TASP know your E-mail address.  
Send your E-mail to [TASPOrg@aol.com](mailto:TASPOrg@aol.com) or call  
TASP at their toll-free number:  
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### **Texas State University - San Marcos School Psychology Program**

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#### **For more information, please contact:**

Cynthia Plotts, Ph.D.  
Coordinator, School Psychology Program  
Texas State University  
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## **Government and Professional Relations Chair**

*Kelly Anderson, LSSP, NCSP*

I would like to take this opportunity to introduce myself as your new Government and Professional Relations Chair for this year. My name is Kelly Anderson and I am currently employed by Lubbock Independent School District. I recently served on the TASP Board as the Graduate Student Representative during 2005, and I am honored to have the opportunity to serve the membership once again. As you all know, it is another eventful year for policy making both at the State and National Levels. Here are some recent updates to keep you informed:

**TASP Legislative Day at the Capitol:** TASP is planning a Legislative Day for March 20th; you all should receive an e-mail regarding the big event. We understand that it may be difficult to take a day of work to be in Austin, so we are encouraging a “virtual day at the capitol” if you are unable to attend in person. We encourage all LSSP’s from across the state to call their Legislators in Austin on March 20th and introduce yourself, and inform them that you are a viable source of information for Bills that pertain to education and children with disabilities.

**News from TSBEP:** As many of you may know, TASP pursued to change a board rule that prohibited LSSP’s from referring or being referred to as School Psychologists. Unfortunately, TSBEP decided against changing the board rule. TASP has officially decided to “table the issue,” because the next step would be to pursue legislative action to change the Act. We understand that this is not what was polled to our membership, when the request was originally made; therefore, further research is needed before we decide to pursue this issue again. Currently there have been other concerns brought to the table; first, a letter was received from TSBEP regarding obtaining consent in the schools (when is it required: for consultation, observation, FBAs, participating in the pre-referral process, ECT.) TSBEP has taken the question very seriously, and their decision, may or may not change how often LSSPs currently obtain consent in the school setting. Second, another letter was received from TPA requesting a change in the current requirements for CEUs. TSBEP

is asking for feedback from TASP, TPA, and TAPA organizations regarding this issue. Please be on the lookout for specifics on this in the future, your input are very important.

If any of the membership has comments or suggestions regarding legislative issues, or how I might better keep you informed on relevant issues please feel free to contact me. I appreciate all feedback.

Sincerely,  
Kelly Anderson, LSSP, NCSP  
taspgpr@gmail.com

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## **TASP Graduate Student Representative**

*Meredith McLeroy*

I am proud to be representing the graduate student members of TASP for the 2007 term and would like to take this opportunity to introduce myself. This is my last semester of coursework at Texas State University in San Marcos and I will be starting internship in the fall. I am looking forward to an exciting year on the TASP board as we have ambitious goals to develop and share ways to better serve children in Texas. I intend to make TASP a useful resource for graduate student members. If you know fellow students that are not yet TASP members, encourage them to join.

I will be continuing the listserv that was started by last year’s graduate student representative. If you have not yet added yourself to the listserv and would like to please send an email to TASP\_grad\_student@yahoo.com. The listserv is a great tool that will help me keep grad student members of TASP up to date on issues the TASP board discusses as well as share useful information and resources that come my way. I truly wish to be the voice of graduate students in Texas, but I can’t do that if I don’t hear from you. Feel free to contact me at any time with questions, comments, or concerns you wish to discuss. My email address is mb1332@txstate.edu. I look forward to hearing from you.

Sincerely,  
Meredith McLeroy

## All Children Can Learn

Irene Jones, Associate Editor

*All Children Can Learn* is a core value in the field of Special Education. The practice of living this value requires us to find the instructional and environmental conditions that enable learning for each child in our care. Response-to-Intervention (RtI) is a method to achieve this end.

The roots of RtI are grounded in P.L 94-142 and IDEA 1997 which set in place the intervention language found in today's governing legislation, IDEA 2004. States were given the option of using RtI as a means to improve student outcomes and to focus special education programs on those students that have qualified disabilities. The legislation requires that a candidate must have a measured and persistent skills deficit (academic/behavioral) not resulting from the lack of or the access to adequate instruction.

Today in Texas, LSSPs are required to implement the federal mandates (in IDEA 2004) without specific guidance from the SEA and LEA in the form of Commissioner's Rules and Policy Guidance. Many of us are maintaining the "status quo" while waiting for the Commissioner's Rules to help clarify and guide our implementation of IDEA 2004 – including the realization of RtI.

In the spirit of RtI, I would like to challenge each of us to begin/continue investigating ways to assist local campus Prevention & Intervention teams in using a decision making process that steps them through the following questions:

- (1) Is there a problem, and, if so, what is it?
- (2) Why is it happening?
- (3) What is our plan for addressing it?
- (4) Did our plan work?

Texas LSSPs have the advantage of reviewing the lessons learned by our peers in states that have already begun implementing RtI. For example, in

order to better educate all students – All Children Can Learn! – we may need to blend our services to a greater extent than currently practiced and to begin to erode some aspects of the distinction between a "regular ed" student or a "special ed" student.


The shift from a discrepancy model to an RTI-based process is under-way. As individuals making changes in the way we "do business," daily personal consideration of the core RtI principles

- All children can be effectively taught
- Early intervention is best
- Use a multi-tier model of service delivery
- Use a problem-solving approach
- Use scientifically validated instruction & intervention
- Monitor student progress
- Make data-driven decisions

will allow the process to be a natural progression.

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## President-Elect

*Katherine Brehm*

Thank you for electing me to be your next President of TASP. It's an awe-inspiring responsibility, but I have the privilege of being able to watch and learn from Loretta Allen, your current President. My duties this year will be to serve as program chair on the Professional Development Conference committee to help make sure that we have the high quality presentations we have all come to rely upon. I am also responsible for coordinating Board meeting logistics, which will be a real challenge from out here in the hinterlands of West Texas! I'm relying on my Board colleagues for help in that department. Most importantly, I consult with Loretta on TASP activities related to the Five Year Plan to ensure a smooth transition between our terms of office. It's an opportunity to continue to learn what is needed to move from being a practitioner in the trenches, to a supporter of the organization (in my case, as a previous Area 2 representative), to a leadership role. It's a journey that I hope many of you will consider making in some form, and so I want to share my thoughts about the leadership aspect at this point in my journey.

The January, 2007, issue of the *American Psychologist* couldn't have arrived on my desk at a better time. It is devoted entirely to leadership, both in theory and practice. As I read, I saw a foreshadowing not only of my own leadership development, but also of where I see TASP heading at this time. First of all, I'm actually going to be doing a lot of following this year, and so I was glad to see Warren Bennis, in his introductory article, emphasize the grounding role of relationship and the consensus of followers around a common goal to the ability of a leader to successfully lead. In a sense, I think we are all following the lead of the Five Year Plan developed by consensus one year ago. And in another sense, we as members of TASP are leaders, exercising for each other and our organization the competencies of successful leaders proposed by Bennis: creating a sense of mission around the Five Year Plan and motivating each other to work to achieve its goals, maintaining a social network through the Area Representatives that nurtures us beyond the annual conference, communicating with each other in ways that foster trust and optimism about our personal professional futures and the future of TASP, and developing future leaders through expanded opportunities within TASP. The final competency, getting results, reemphasizes the importance of consensus and the relationships I hope to

build with each of you this year. I also hope that you embrace these competencies as personal leadership goals and that you will join Loretta, your Area Representative, and myself to meet the challenges that lie in TASP's future.

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## John Furness: Career Summary

My name is John Furness and I originally grew up in San Antonio, Texas. I currently reside in El Paso, Texas where I work as an LSSP for the El Paso Independent School District, the seventh largest district in the state. I have over ten years experience in the education and mental health arenas and have worked in a myriad of settings that include school districts, charter schools, psychiatric and medical hospitals, community agencies, and universities. I also served as an adjunct professor at Our Lady of the Lake University.

My early experiences started in college where I worked with underprivileged students through various mentoring organizations such as the United Way. After graduating from Texas A&M University, I attained a position at an Upward Bound Program in order to give back to my community as I completed my masters degree. I graduated from Our Lady of the Lake University in 2000 and have been working as an LSSP since then. I also had the privilege of completing my practicum at the San Antonio State Hospital and worked as a social science researcher for the University of Texas Health Science Center at San Antonio.

I have dedicated my graduate and work experiences to preparing myself for doctoral work. Once I receive my doctorate, I intend to pursue a career as a psychologist working in private practice and opening a center with a holistic approach to assessment. My goal is to make a greater impact on children and adolescents of varying cultural and social backgrounds. I want to continue to work with them in various environments and provide services that will actively engage parents and children and provide them with a greater sense of community support and hope for a better future. I am honored to serve as the assistant editor for my region and hope to meet more of my colleagues at this year's TASP conference.

## Increasing the Effectiveness of Prevention and Intervention Teams


Jennifer Shewmaker - Professional Development

As the field of school psychology and the educational system in general continues to focus on prevention and early intervention, it is vital that we understand how to make these efforts most effective.

According to Rathvon (1999), the intervention assistance movement focuses on developing Intervention Assistance Programs (IAPs) which are based on a consultation model of service delivery. These programs are designed to help teachers provide interventions within the regular classroom to help difficult-to-teach students become more successful (Safran & Safran, 1996). These types of systems create a collaborative problem-solving process at the campus level which provides consultation to teachers regarding behavioral and academic problems and assessment at the universal and targeted levels.

The most effective models of IAPs involve three components (Witt, 2006). The first component is universal

screening. Screening instruments are curriculum based measures that provide information about where the child is functioning in the curriculum and developmentally. Shapiro's text book (1996) and workbook (2004) walk the reader through the process of curriculum based assessment in very practical terms. Universal screening in the early grades helps to identify children who are struggling to develop basic academic skills and those at-risk for developing academic problems in the future. They provide the teams with important information about where the child is functioning in the curriculum which leads to targeted, empirically supported interventions designed to address that child's particular needs. This component of the program is effective in helping both regular and special education teachers because it provides the teacher with specific aid for that individual student while also establishing data regarding the child's academic skills, the interventions which have been systematically used, and the progress of the skill. Statements by a national commission (Donavan & Cross, 2002) and a review of literature (Safran & Safran, 1996) both suggest that intervening with students at risk for both academic and behavioral problems at this level reduces long-term referrals to special education.



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The second component of effective IAP's is effective intervention selection (Witt, 2006). This involves using either the problem-solving or the standard protocol method of intervention selection. The problem-solving method focuses on problem identification, problem analysis, plan implementation, and plan evaluation while the standard protocol method uses empirical data to lead the team to choose an intervention that has been proven to be helpful for that specific child's needs (Gresham, VanderHeyden & Witt, 2006). Another important consideration is intervention fidelity. To increase the likelihood that the intervention will be implemented as intended, Witt (2006) recommends using an implementation protocol, using permanent products as a monitoring tool, and periodically reviewing the implementation with the professional putting it into place.

Lastly, effective IAP's monitor progress to determine the effectiveness of the interventions in individual cases and of the intervention program as a whole. Without the systematic analysis of progress, one cannot know if that student's skills are improving. In the same way, without the systematic analysis of the data generated by the school's intervention team as a whole, it is unclear whether the time and effort being put forth is meaningful.

As Gresham et al (2006) stated, "The most important concept in any RTI model is the idea of matching the intensity of the intervention to the severity and resistance of the problem." Using the three tier model of RTI in a systematic way allows prevention and intervention teams to meet the needs of each student through both regular and special education services.

Recently a new tool has been developed for use in Texas. The Intervention Support System Evaluation (ISSE) is a tool that can be used by schools developing and evaluating existing prevention and intervention teams. It allows schools to examine the support systems involved in prevention and intervention, develop an action plan to identify priorities and choose relevant strategies in order to increase effectiveness in addressing a wide range of student behavior as well as academic success. (The ISSE is currently in its first year of piloting. To find out how your school district can be a part of future pilot programs, contact me at Jennifer.shewmaker@acu.edu.)

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## Free Online Test Prep Available

Texas Online Preparation for College Admissions Tests (TOPCAT) provides free online SAT and ACT test preparation materials in English and Spanish to Texas middle and high school students, and adults preparing to enroll college for the first time. Many scholarships, grants, and other forms of financial aid are awarded based on a student's scores. By utilizing TOPCAT, every student in Texas has access to test prep tutorials, practice sessions, timed sample tests, a vocabulary builder, and test-taking tips. TOPCAT is found at College for Texans website <http://testprep.collegefortexans.com/>.

## **TASP Board Meeting**

At the January 26-28 TASP Board meeting held in Cleveland, TX, the presidential gavel was officially passed to Loretta Allen. Members present include Loretta Allen, Katherine Brehm, Michael Parker, Robb Matthews, Crystal Brandt, Coady LaPierre, Andrea Ogonosky, Kelly Anderson, Rebecca Green Ray, Greg Harracksingh, Carol Booth, Donna Black, Mindi Jeter, Dana Goins, Jennifer Shewmaker, Gwen Carter, Meredith McLeroy, Laurie Klose, Al Mayo, Jill Schurr, and Jennifer Schroeder-Steward. Norma Guzmán assigned her proxy vote to Greg Harracksingh. Francis Chen assigned his proxy vote to Mindi Jeter.

Al Mayo announced the results of the October 2006 election of officers for 2007. The results are as follows: President-Elect – Katherine Brehm,, Treasurer-Elect – Jennifer Schroeder-Steward, Area I – Crystal Brandt, Area III – Rebecca Green Ray, Area V – Norma Guzmán, Graduate Student Representative – Meredith McLeroy.

Loretta Allen reviewed appointments for committee chair positions. All Board Members provided introductions and personal/professional information. The appointed committee chairs are as follows: Newsletter – Coady Lapierre, Professional Development – Jennifer Shewmaker, Awards & Honors – Gwen Carter, Public Info & Relations – Andrea Ogonosky, Membership – Dana Goins, Trainers – Laurie Klose, Historian – Dan Miller, and Government and Professional Relations – Kelly Anderson.

Loretta Allen discussed her goals for the year. She would like to see increased sense of involvement with members, promotion of the practice of school psychology, and assurance that LSSPs are prepared for changing roles in public schools. She wants to continue to correlate actions with the five-year plan. She would like to explore the issue of informed consent as it pertains to LSSPs. Board Members discussed the roles and responsibilities of LSSPs with respect to RTI.

Michael Parker reviewed events from his presidential term.

Al Mayo provided an overview of constitutional revisions that were officially approved by election of membership in October 2006. Discussed was conference attendance (545 attendants) and sessions, expenses and income related to the conference, an overall positive registration process, membership numbers, a summary of conference survey reviews, awards and honors, and the participation of approximately 20 vendors in the exhibit hall.

The Representatives of Areas I, II, and III gave their summaries.

Robb reported that the southeast regional meeting was a positive experience. He discussed the subscription service opportunity through NASP, the partnership between NASP and Intervention Central, and that the PREPARE curriculum for crisis intervention being available as a stand-alone curriculum.

Coady reported that the online newsletter is being finalized. Due dates and deadlines will be discussed with the calendar.

## **NASP President Carl J. DiMartino Passes Away**

It is with a heavy heart that I write to let you know that NASP President Carl J. DiMartino, PhD, NCSP died last night of an apparent heart attack. Carl was highly respected by his colleagues and loved by his family and friends. He was a valued member of the NASP, Pennsylvania, and broader school psychology communities. His leadership over 15 years has contributed to the Association's strong commitment to being responsive to changing demands within the profession and to meeting the needs of the whole child. He was 63 years old.

Carl was deeply committed to advancing best practice and ensuring that all school psychologists have access to, and participate in, quality professional development throughout their careers. He worked to enhance school-based mental health services and was an early and vocal advocate for culturally competent practice. He believed in the ability and responsibility of every school psychologist to be an advocate for the evidence-based services necessary to make a significant and lasting difference in children's lives.

Please know that NASP President Elect Rhonda J. Armistead will assume responsibilities as NASP President from now through the end of her elected term in June 2008.

Robb discussed some issues with the website, including membership database, hacking, and billing.

Andrea discussed the prototype that went into the TCASE directory. She reported that response to the TASP table was positive.

Laurie Klose reported two goals: incorporate an ethics portion with the trainer's meeting at the conference to allow trainers more opportunity to receive ethics training and facilitate communication with trainers about ways to prepare students for the changing role of LSSPs in education.

\$61,870 was reported as the balance in the savings account. Jill reported a balance of \$145,408 in the checking account, which would reduce the balance to approximately \$40,000. This did not reflect the check for the conference hotel.

Carol Booth provided information on RTI Stakeholder activity.

Donna provided information about the Texas Collaborative for Emotional Development in Schools (TxCEDS).

The Corporate Identity committee discussed updating the logo.

The GPR committee discussed a day at the Capitol. GPR also discussed providing some information to Pauline Clancy about consent in the school setting.

The budget currently reflects a balance of -\$3,702.00. With estimated income and expenditures, the projected budget balance would be approximately -\$7,000.00 at the end of the fiscal year. The board discussed adding line items to the budget for update of the TASP logo and corporate image (\$5,000), area training (\$1,000), conference committee planning (\$2,000), and GPR expenses (\$600).

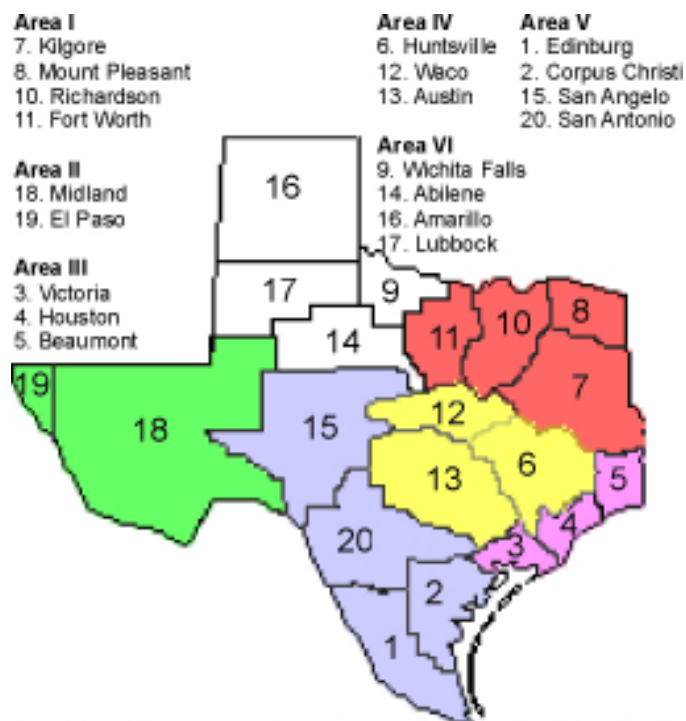
The board discussed an invitation to participate in research related to school psychology and neuropsychological evaluation.

Robb reviewed changes in the operating guidelines to reflect constitutional changes.

Submitted by Mindi Jeter

Addendum: Al Mayo submitted his letter of resignation from his position on the 2007 Board as chairperson of the Conference Committee on January 28, 2007. Donna Black was appointed to fill that vacancy and the announcement and request for approval of the appointment was emailed to the executive board on February 13, 2007. Added and Submitted by Loretta Allen.

## Area Reports



### Area II

*Greg Harracksingh*

Katherine Brehm will be hosting an informal networking get-together shortly after Spring Break for the folk in El Paso. The purpose is to create cohesiveness among the few professionals in our area, to survey local issues and resources, and to interest other LSSP and School Psychology students in joining TASP and developing local leadership as well. One District LSSPs, Diags and SLPs attended the first day of a Region 19 three day workshop on English Language Learners (ELL) presented by Criselda Guajardo Alvarado. Our area possesses an abundance of bilingual professionals and training is always on going.

LSSPs in one of the larger districts voiced interest in the LSSP's role and other professionals credentials in providing services including outside of the school provides such as Psychologist and Psychiatrist. Other LSSPs were interested in making sure that Psychological Assessments results were actually utilized in developing IEP goals and objectives. Others were concern that the RTI process may delay timely Assessment and Identification of children with disabilities and provide a window for litigators to sue the districts unnecessarily. Lastly of concern is how to assist our districts in attracting others LSSP to our area. That's all from Area 2.

### Area III

*Rebecca Ray*

Hello, fellow TASP members. I am your new area III representative, Rebecca Ray. I have several ties to our area, in that my husband and I were born, raised, educated and began our careers in southeast Texas. I currently work with Conroe ISD. I am looking forward to serving our community as effectively as possible, and would enjoy and appreciate your help during these next two years.

As a start to the new year, your TASP board met and made plans surrounding several issues related to the Licensed Specialist in School Psychology (LSSP) and the Texas transition to Response to Intervention (RtI). How will we fit into this model? How do others view our role in relation to RtI? In order to promote our profession in these changing times, the state legislators in our area will be contacted and provided with information about the LSSP in Texas. This will be accomplished through phone calls, direct visits, as well as TASP's annual legislative day at the capitol. In order to foster our transition to the new model, the annual TASP conference will focus on RtI issues. In addition, TASP hopes to provide RtI information to other educators, such as teachers and administrators, during the conference in order to further explain our role as LSSP's.

During the next few months, I have several goals for our area. In order to accomplish these goals, your input would be valuable. First and foremost, would be contacting our legislators before the close of this legislative year in May. Second, I hope to plan three trainings for LSSP's throughout our area by January of 2008 tentatively scheduled for Beaumont, Victoria and Houston. Lastly, I plan to seek out a fellow TASP member to provide information to you in an upcoming newsletter. If you have input regarding these plans, or if you would like to volunteer, please feel free to email me. I look forward to working with each of you in the future.

Email: [rkg5016@hotmail.com](mailto:rkg5016@hotmail.com)

### Area IV

*Martha Blanton*

Hello to everyone in Area IV. Our area consists of ESC Regions 6 (Huntsville), 12 (Waco), and 13 (San Antonio) and includes 178 TASP members. The 2006-2007 school year began at a fast pace and has continued! The

role of LSSPs in the RTI process continues to be a hot topic on the minds of many. With the IDEA 2004 regulations finalized, we await TEA's further clarification through the state rules. What IS clear is that our role is evolving and that our skills must also evolve. We'll likely see an increased emphasis on the implementation of



early intervention services, with focus on assisting in the evaluation of the data being collected. Remember to mark your calendar: the TASP 2007 Professional Development Conference is here in Austin in October 2007. Come join us in "The Live Music Capital of the World" for what promises to be a great conference. Congratulations to Irene Jones of the East Williamson County Co-Op for being selected as Area IV associate editor for the TASP newsletter. Irene works primarily with students with behavioral challenges and autism. Irene brings unique experiences to her work; she's a mother of five whose background includes being a foster parent and serving in the military. Please contact me at [Martha.blanton@esc13.txed.net](mailto:Martha.blanton@esc13.txed.net) with any questions, concerns, or comments.

### Area V

*Norma Guzman*

As I enter into my last term at Area V (five) Representative for our state professional organization, many thoughts come to mind. The first thought, is who will be the next person called to serve as area five representative? That is, since I will no longer be eligible to hold this office/position, anyone interested in serving on the board in this capacity can submit their nomination up for member vote at the 2008 conference, which is slated to be held in San Antonio!!

The question of being called to serve seemed to be the theme to begin 2007. During 'superbowl' weekend, I spent a few hours that Saturday volunteering with the Texas Special Olympics, winter games which were held in San Antonio. I volunteered at the Volleyball venue, and as I looked across the volleyball courts watching the teams that came to compete, I focused on how many



people were on the sidelines. In order for the 'team' to be on the court, there were so many others who had contributed to making this trip, this experience possible. Reflecting on the role of LSSP's in Texas, I realized how many roles we take as part of our practice. Some of our roles are constrained by federal and state guidelines, while other roles are (re)constructed and (re)negotiated on a daily basis among those we serve, the educators, families, children and other stakeholders that encompass the practice of 'schooling' in Texas. Last year – 2006, LSSPs and TASP members were called to serve on many endeavors. One example is the Principal's Hotline held in conjunction with the National Association of Elementary School Principals Convention in San Antonio. There are many other examples that we can find throughout Texas and Area V, which may never be publicized, as opposed to the yearly spectacle of the super bowl. Reflecting on the roles LSSPs play and the professional activities that contribute to our school system, much of the skills, knowledge and expertise we bring to our developing practice go unnoticed and at times are silenced.

My request to Area 5 members this year is to reflect on where you are called to serve. Our professional organization needs TASP members who are willing to serve in many different capacities. I ask that you take the next step and heed the call, if you are able to do so. Most importantly for me, I have realized that when we are able to serve others, as I found myself that Saturday at the Special Olympics venue, the rewards you gain in return are much greater than anticipated.

I will conclude with an excerpt from Dr. Martin Luther King Jr.'s speech "Drum Major Instinct": "Yes, if you want to say that I was a drum major. Say that I was a drum major for justice. Say that I was a drum major for peace. Say that I was a drum major for righteousness. And all of the other shallow things will not matter. I won't have any money to leave behind. I won't have the fine and luxurious things in life to leave behind. But I just want to leave a committed life behind. And that's all I want to say. If I can help somebody as I pass along, if I can cheer somebody with a word or song, if I can show somebody he is traveling wrong, then my living will not be in vain." (1968)

More importantly, this is what Dr. King anticipated as his legacy, as one who was called to serve. This is a 'new

definition of greatness' which you can listen to an excerpt of this speech when you visit the following website: <http://www.thekingcenter.org/index.asp>.

Thank you Area 5 members for re-electing me to serve as your representative for another term. I look forward to your feedback, questions, comments and your own stories of service as this year moves along. I can be reached via e-mail at [NGuzmanTASP@aol.com](mailto:NGuzmanTASP@aol.com), but I am also glad to take your calls. Have a great finish to the 2006-2007 school year!

Sincerely,  
Norma A. Guzman

Mark your calendars to join us in Austin, October 11 - 13, 2007 at the Omni Austin Hotel Southpark.

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

### Area VI

*Mindi Jeter*

Salutations from your Area VI representative! My name is Mindi Jeter and I work in Abilene, TX at Taylor/Callahan SSA. Our special education cooperative serves seven districts, which are in varying stages of development of student support teams and initiation of an RtI model. Area LSSPs are working to provide information and support regarding intervention procedures and facilitating school-wide changes where possible. The most enlightening part (at least to me) of the changing policy and procedure with regard to education is observing the way individuals and systems deal with change. The primary challenge for LSSPs at present seems to be helping others deal with system-wide transformation, and I know we are up to it! I would like to give a special thanks to our area VI associate editor, Casey Lankford. She is a brilliant young woman who has so much to offer (and I'm not just saying that because she works with me). You can expect her to bestow her wisdom on you again in our next issue. Stay tuned! As always, you can reach me at 325-672-1374, ext. 113 or [mjeter@tcec.us](mailto:mjeter@tcec.us).



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# TASP 15th Annual Professional Development Conference

## Reflection: Roles and Response Ability

October 11-13, 2007

Omni Austin South Parl Hotel

**Renew Your  
TASP Membership  
TODAY!**

**All Memberships Expired On June 30!**  
Use the Membership Application on Page 9 & 10

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