



THE TEXAS SCHOOL PSYCHOLOGIST

Newsletter of the Texas Association of School Psychologists

<http://www.txasp.org>

Affiliate of the National Association of School Psychologists

Vol. 9

No. 2

Spring 2002

President's Corner

Jan Opella, LSSP

Happy Spring to all! I hope the year 2002 is going well for you all. It certainly is going well for TASP founding President, Dr. Dan Miller. Soon Dr. Miller will relinquish his position as Texas Delegate to NASP and assume the President Elect Position of NASP. Congratulations Dan! I will always remember the "Dan, Dan he's our man" cheer by the cheerleading group of Past- Presidents at the conference in Houston. What a hoot! I don't think any of Dr. Gail Cheramie's graduate students ever pictured her with pompoms and dancing shoes! (And folks she is still dancing and her recovery from surgery is going well.) I want to tell you - you all did a good job in the proper use of pencils. I can hear those TAAS scores going up now.

Speaking of the conference, I hope you took advantage of the opportunity to listen to John Fessenden and Dr. Emily Sutter. They both had some great information. Dr. Sutter's comments on building coalitions and promoting school psychology are very important. I think we should all think about ways that we can become more visible, not just in our schools, but also in our communities. We should take advantage of current needs and provide information that may expand our roles in many areas. There are many school districts in Texas that immediately took advantage of the LSSP's knowledge and skills to help children work through the recent crises, but there are also many districts that didn't think about accessing their LSSP's because of their limited view of our role. That is something that each one of you can do. Send out handouts, conduct workshops, and offer assistance when you see the need.

Last year, I attended the NASP Southeast Regional Meeting and got the opportunity to visit with NASP officers and state affiliate Presidents. At first I was a little concerned that Texas is in the Southeast region, but I think that is just

because the other states in the region just like having us around. At that same meeting a year earlier, TASP's president at the time, Robb Matthews, and the treasurer and past president, Phyllis Hamilton, had presented a workshop on conference planning. Every state made reference to trying something "like Texas is doing," and it was great to hear. Compliments go to Robb and Phyllis as they really made an impression. At the Southeast Regional Meeting, we discussed several ideas to help build coalitions with related organizations to promote services to children and help schools provide more services. NASP provided information on increasing the use of Medicaid money to make our state dollars go further. I am working on joining with TCASE and other interested groups to provide more of this information directly to special education and school

Continued on page 15

What's Inside

- 2001-2002 Tasp Executive Board 31
- Advertising Policy 32
- Area Reports 27
- Best Practices Hotline 7
- Call for Funding Applications - Projects for Children 15
- Call for Nominations 23-26
- Classified Rates and Advertising Deadlines 32
- Editor's Note 2
- Fall 2001 Election Results 16
- Government & Professional Relations Committee 2
- Graduate Student Report 7
- Initial and Renewal Membership Application 29
- Minutes of the Tasp Executive Board Meeting January 25-27, 2002 4
- NASP Delegate Report 13
- Newsletter Policy 30
- Outstanding Service to the Profession of School Psychology Award 21
- Outstanding Delivery of School Psychological Services Award to a School District 22
- Outstanding School Psychologist Award 21
- President's Corner 1
- Professional Service: It's Not Just a Job, It's an Adventure. 6
- Remarks to the TSBEP by TASP President Jan Opella 13
- Sunset Laws: a Tutorial 11
- Tasp Board Members on the Move 10
- Tasp 10th Annual Professional Development Conference Call for Presentations 10
- Treasurer's Report 3
- Two Students Recognized for Research at Annual Conference 22
- Web Report 10
- What Is Senate Bill 1196? 8

Editor's Note

Loretta Allen, Ph.D., LSSP

This is the second and final issue of *The Texas School Psychologist* for the 2001-2002 year. Due to circumstances beyond our control, we have missed one issue, but we have worked hard to "super-size" this issue. We have covered a variety of issues and topics including things to come as well as a look back at things we have done. Preliminary information has been included about the **10th TASP Professional Development Conference** to be held at the Adam's Mark Hotel in downtown Dallas October 31-November 2. Plans are being made to provide up-to-date information on relevant topics while we recharge and have a great time seeing old friends and meeting new ones. TASP is also looking ahead and making plans for the Sunset Review. It is our hope that after reading this newsletter, the term "sunset" will conjure up thoughts of more than simply beautiful skies and the quiet end to a day. You will find an article written by our Legislative Liaison, Brad Shields, which will provide some education about what the process of Sunset Review entails and why it is important to us at this time. Related to this issue is a copy of the remarks made by Jan Opella, President of TASP, to the TSBEP regarding what we do as school psychologists and why our roles are critical to supporting children in education. Our regular *Best Practices* column is there with some answers about counting days out of placement, and there is an article addressing Senate Bill 1196. Additionally, in this newsletter, you will find some highlights from our Professional Development Conference held last Fall and updates on what our TASP members are doing and how they are advancing. Have you heard what Dr. Art Hernandez and Dr. Dan Miller will be doing with their time in the near future?

It is my hope that this newsletter will become a handy source of information for you as you go about your work in our schools in Texas. We are always looking for new ideas and articles to include that would be of interest to others working in our field. Please contact me if you have any ideas, questions, opinions about things that are happening, comments about things such as new tests out there or new procedures, or anything else. We want to start a new column to share "Bright Ideas" from around the state in future issues. If you have found something that makes life as a school psychologist easier or more pleasant for you, please pass your ideas on, or if you are looking for a solution to a

Continued on page 3

Government & Professional Relations Committee

Margaret Kaltman, NCSP, LSSP, GPR Chair

The TASP Government and Professional Relations Committee is focusing its efforts on the coming sunset of the Texas State Board of Examiners of Psychologists (TSBEP) in 2005. Included in this issue of the *School Psychologist* is an article by Brad Shields, TASP Legislative Liaison, which explains the sunset process in depth. TASP will be involved in all aspects of sunset, for which the review will begin in approximately 17 months. We will also be committed to increasing awareness of TASP as an organization as well as school psychology as a profession. The sunset review will be the single most important piece of legislation affecting LSSPs since the creation of the LSSP designation. Please contact me at makaltman@academicplanet.com with your concerns or questions or if you have a desire to become involved. It will be important to have participation from TASP members regarding the future course you would like your profession to take. All of us on the TASP board are committed to our members and the profession of school psychology.

The deadline for submitting public comment on the proposed Commissioner's Rules Concerning Special Education Services has passed. Public hearings were held on the proposed rules this spring across the state. Public comment was also accepted by e-mail, fax and mail. TASP participated in the stakeholder's meetings regarding the rules, which were held during the fall. Robb Matthews, then president of TASP, represented us at every meeting. Other TASP board members, including Jan Opella, Francis Chen and myself, attended meetings as observers. It is

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	Jan. 15
No. 3	Spring	May 1

very interesting to hear the wide variety of views regarding issues that are very close to home. During the discussion on transfer ARDs, only two out of the entire group had direct experience with ARDs and the paperwork requirements! It was then, especially, that the group looked to TASP and TEDA for information.

During the fall, the TSBEP asked professional organizations who are governed by the board to make individual presentations to the board to address issues or concerns. Texas Psychological Association (TPA) made their presentation in the fall, which I attended along with Brad Shields. TPA's main legislative goal is to obtain prescriptive authority. They also expressed concern regarding access to the schools and the current requirement for a school-based internship to obtain the LSSP credential. The current rules do not prohibit non-LSSP psychologists from practicing in the schools on a short-term basis in their area of expertise. Jan Opella spoke on behalf of TASP at the TSBEP board meeting in January with Robb Matthew, Brad Shields, and myself attending. Jan's presentation was well received and made many excellent points as to why the LSSP credential should be required to practice in the schools. Jan's visual aids included the DEC Guidelines, FERPA, Commissioners Rules, and the discipline flowchart. Her presentation was followed by a discussion between the TSBEP and TASP board members. After the presentation, Jan, Robb, Brad, and myself went to the Capitol to attend the Joint Select Committee on Public School Financing. Present were many legislators with whom TASP had made contact during the previous legislative session. Brad also led us on an insider's tour of the Capitol.

As you can see, GPR has been busy and is destined to be even busier. Please consider the aspects of the TSBEP Rules and Act that you would like to preserve as well as changes you would like to be made and e-mail either your TASP area representative or myself with your input. See the website at txasp.org for links to area representatives.

Treasurer's Report

Phyllis Hamilton - Immediate Past-President, Interim Treasurer

7/1/01 through 2/8/02

Dear TASP Members,

Financial activity for period from July 1, 2001 through February 8, 2002 are presented below:

Revenues

Membership Dues	\$ 32,325.00
Convention	70,903.00
CALC & GPR Donations	320.00
Interest	<u>150.10</u>

Total Revenues **\$ 103,698.10**

Expenses

Awards	\$ 353.10
Clerical	5604.43
Professional & Service Fees	20,747.15
Operating Expenses (Phone, meeting, convention)	65,345.29
Postage, Printing, and Supplies	14,314.22
Travel	<u>5715.70</u>

Total Expenses **\$ 112,079.89**

Expenses in Excess of Revenues **(8381.79)**

Beginning Cash **\$ 24,973.56**

Ending Cash **\$ 16,591.77**

Continued from page 2 - Editor's Note

burning problem, we could include that and see how others might help you out with ideas. I would love to know about the research that is being conducted at our university programs training school psychologists. The vast majority of us are practitioners, but the research will help us know which of those methods, instruments, techniques, etc. have been shown to be most effective. This would be a good way for all of you graduate students to share your work with others in the field as well.

I look forward to serving as the editor of our newsletter and especially to hearing from you. Get involved. Working together we can do even more for the children in schools in Texas. May you have manageable caseloads and smooth ARDs between now and the end of your year and may you have a well-deserved and restful summer break.

TASP's

10th Annual Professional Development Conference

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

Minutes of the TASP Executive Board Meeting January 25-27, 2002

The TASP Executive Board met on January 25-27, 2002 at Balcones Springs. Board members present were Jan Opella, Phyllis Hamilton, Robb Matthews, Andrea Ogonosky, Carol Booth, Margaret Kaltman, Jo Ann Campbell, Marsha Harman, Francis Chen, Michael Dixon, Mae Fjelsted, Donna Black, Loretta Allen and Dyanna Martinez. Board members not attending were Al Mayo, Dan Miller, Jeralyn Barta, Cindy Lifson, Art Hernandez, Katherine Brehm, and Steven Coats.

The meeting was called to order by President Jan Opella on January 26, 2002 and Past President Robb Matthews handed over the President's gavel. New board member, Loretta Allen, was introduced as Newsletter Editor. Also introduced, but not present, were board members Al Mayo and Katherine Brehm. Jan reported that Art Hernandez had informed her that we are now certified to give CEU's to LPC's. Jan recommended that we accept the appointment of Andrea Ogonosky to fulfill the term of Area III Representative, Art Hernandez as Parliamentarian, Loretta Allen as Newsletter editor, and Steven Coats as Awards and Honors Chairperson. The Board approved the recommended appointments.

Donna Black presented the Secretary's report. Minutes from the last two board meetings (October 3, 2001 and September 14-16, 2001) were presented, corrected, and approved

Robb Matthews presented the Past President's report. Results of the Fall 2001 Officer Elections and Amendments to the TASP Constitution and Bylaws were as follows: President-Elect – Carol Booth; Secretary – Donna Black; Area II Representative – Katherine Brehm; Area IV Representative – Francis Chen; Area VI representative – Jo Ann Campbell; Graduate Student Representative – Dyanna Martinez; Amendments – all amendments passed.

Robb reported the results of the email vote taken in December. The board voted to accept the appointment of Mae Fjelsted as Area V Representative and the Nominations and Elections committee results were also accepted. In October, the general membership approved a constitutional amendment to create the position of

Treasurer-Elect and, by email vote, the Board accepted Al Mayo as appointment to this position.

Robb made a motion that we amend the Board Policy Manual to include the following: (1) the Treasurer-Elect will serve a one-year term and (2) the *Board of Directors* will be designated as *Executive Board* or *The Board*. The motion passed.

Phyllis Hamilton presented the Treasurer's Report. The finance committee consisting of Jan Opella, Robb Matthews, Carol Booth and Phyllis Hamilton (Chairperson) met on January 25, 2002. The committee recommended that the primary account signatures be Phyllis Hamilton and Al Mayo. Carol Booth and Jan Opella are recommended as back-up signatures. The Board approved these recommendations.

Phyllis distributed financial reports for board review and cautioned the Board about the importance of maintaining a balanced budget. She requested that Board members review the budget and consider making changes to help balance the budget. Members reviewed their respective areas and recommendations for budget cuts were approved. The President-Elect's budget was reduced by \$1800 and the NASP delegate's budget was increased by \$250. Phyllis stated that, with the recommended changes, there would probably still be a deficit in the overall budget by the end of the fiscal year. Discussion followed regarding TASP's financial status. The Board agreed to the transfer of \$10,000 from the reserve fund into the income line of our current budget in order to cover deficits in the budget.

Board members broke into small work groups to brainstorm some ideas for discussion. After meeting, the work groups identified two areas where efforts should be focused: (1) Sunset Revision and (2) Membership Participation.

Michael Dixon presented the Area I report. The Area II representative, Katherine Brehm, was not present. Andrea Ogonosky presented the Area III report. Andrea plans to communicate to area members her new position and to set up an email communication forum for members in her area. Andrea also reported that there are probably going to be several openings in some of the districts in Area III. Francis Chen presented the Area IV report. Francis has been advocating for TASP membership and participation in his Area. Mae Fjelsted presented the Area V report. She plans to communicate to area members that she is the new Area V Representative. Jo Ann Campbell presented the

Area IV report. She provided updated information about the status of the school psychology program at Abilene Christian University. With increased student enrollment, there is a push toward more active participation in TASP by Area IV members. She plans to increase communications, both locally and with other Areas.

Jan Opella presented the CALC committee report and recommended that Michael Dixon be appointed as the CALC committee chairperson. The Board approved the recommended appointment.

Margaret Kaltman presented the GPR committee report. TASP and the Texas Psychological Association recently made presentations to TSBEP. Sam Buser presented to the Board on behalf of TPA. The two primary concerns presented by TPA were: (1) concern over the 600-hour internship that was required before licensed psychologists were allowed to practice in the schools and (2) concern that licensed psychologists cannot currently practice in the schools without this. Other issues presented by TPA were issues surrounding Sunset revision and prescriptive authority. Jan Opella presented to TSBEP on behalf of TASP. She reiterated that licensed psychologists are allowed to practice in the public schools in their area of expertise. She also pointed out the necessity of having knowledge of IDEA, the DEC document, the discipline process (i.e., MDRs), etc. in order to practice in the schools. Jan took copies of all these documents to illustrate to the Board the amount of specialty information that L.S.S.P.s must be knowledgeable of and skilled with in order to practice in public schools. TSBEP appeared to be receptive of the information presented by Jan and also praised TASP for its level of professionalism.

Brad Shields provided updated information on current legislative activities and encouraged the Board to begin looking at the Psychologist's Licensing Act as soon as possible in order to make recommendations for what we would like to see changed. Brad asked if TASP was interested in having its membership participate in a "School Psychology Day" at the State Capitol. Discussion followed.

Margaret distributed copies of the proposed amendments to the Commissioner's Rules and the Invitation to Public Hearings on the amendments. She asked everyone to read them and let her know if there are any issues we need to discuss.

Carol Booth presented the President-Elect's report. Carol will meet with the President, the Past President and the Treasurer before a conference committee is established.

Loretta Allen presented the Newsletter Editor's report. The Board discussed the possibility of combining the next two publications into one. The Board agreed to suspend our publication policy on the newsletter until July 1, 2002. It was agreed that the next newsletter be published on April 15, 2002.

Marsha Harman presented the Trainer's Committee report. She reported that the Trainer's committee would like to see TASP work closely with TPA regarding issues related to Sunset Review. She also reported that TPA is asking if any LSSP (doctoral level) would like to serve on the TPA Board.

Steven Coats, Awards and Honors Committee Chairperson, was not present; therefore no committee report was available.

Cindy Lifson, PR & I Committee Chairperson, was not present, but the Board discussed suggestions to give her for School Psychology week. Some suggestions were to obtain a Governor's Proclamation from the Governor's office, publish the Proclamation in the next newsletter, and post information on the website.

Frances Chen presented the Webmaster's report. Francis plans to update the contact information on the Executive Board page. He asked for suggestions for the future of the TASP website.

NASP Delegate, Dan Miller was not present and Jan reported that NASP election results were not in yet.

Jeralyn Barta, Membership Chairperson, was not present; therefore no report was available.

Art Hernandez, Professional Development Committee Chairperson, was not present; therefore no report was available.

Dyanna Martinez, Graduate Student Representative, was introduced by Jan.

Francis made a motion that the meeting be adjourned. Andrea seconded and the motion passed. The meeting was adjourned at 11:55 a.m. on January 27, 2002.

Minutes respectfully submitted by Donna Black, Secretary.

Professional Service: It's Not Just A Job, It's An Adventure.

*Robb Matthews
Immediate Past President
Nominations and Elections Chair*

While reflecting on the time I have served on the TASP Executive Board, a myriad of feelings comes over me. Like many things in life, the strongest memories are those of the many friends and colleagues I have come to know and work with in addition to the feelings of fulfillment I have found in professional service. A particularly vivid memory is of an incident that took place when I flew to Houston for a board meeting a few years ago. Dr. Ginger Gates, who was TASP president at that time, was waiting to pick me up at the airport when I arrived. That detail alone will be enough to spark a flood of memories for many of you, but let me go on.

As we sat in her vehicle ready to go meet other Board members for dinner, she turned the key, and the expectation of a motor roaring to life was dashed. Only a click, click, click sound was heard. After more than an hour of waiting for the auto club to arrive, a kind person at the airport gave us a jump start and we headed off into the sunset to continue with our plans. Unfortunately, while a defibrillation revived the battery, it was not for long. As we drove down a rather undeveloped highway, the motor died and left us without power steering or brakes. Thankfully, Ginger's "Mario Andretti-like" reflexes allowed us to coast down a nearby exit ramp and into a mega-convenience station.

We tried putting bottled water in the battery to no avail. There we were sitting in the dark part of a parking lot, far from our destination, wondering how to put our well-honed problem solving skills to use when a solution caught my eye. A tow truck was just across the parking lot (in a much darker area) picking up a car. All we had to do was ask for another jump-start and we would be on our way. When the gentlemen in the tow truck came over to help, they told us they were not for hire, but they would try to give us a jump-start. As it turned out, they were there repossessing the car we had seen them preparing to lift.

These men were well suited for their chosen profession and I felt sure no one wanted to meet them in a dark alley. While they were working to start the engine, I decided to

employ my best rapport-building skills (and my very basic knowledge of engines), so I asked them about the new, quiet engine in their not so new truck. This was akin to asking a LSSP about a new test kit. The driver was quick to tell us he had built the engine himself and detailed each feature he had added. This discussion apparently gave him such a feeling of ease, that he then showed us the stab wound on his abdomen he had received a few days prior to our meeting. At this point, I revised my feeling of avoiding dark alleys to avoiding dark parking lots and taking taxis in the future.

I wish I could say the car started and we continued on our journey; but, no, the battery could not be resuscitated. The only option remaining was to replace it, and the nearest auto parts store was several miles away. The repo-men kindly offered to take one of us to the auto parts store to purchase another battery, while the other waited with the car. As Ginger handed me her credit card and I prepared to climb in the truck between the two men, I began to practice another skill - deep breathing. Fortunately, the men were true to their word and the auto parts clerk accepted me as Ginger Gates. We were able to install a new battery and make it to dinner only a few hours late.

Serving on the TASP board has been both personally and professionally enriching. I have been privileged to work to increase psychological services to children across the state as well as improve school psychology as a profession. I have met and worked with a wide variety of professionals, which has not only resulted in many friendships, but has also improved the services I provide to children on a daily basis. Ultimately, I received one of the greatest honors of my life in serving as President of this association, all because someone asked me to consider professional service in TASP. I encourage each of you to consider some type of professional service from stuffing notebooks the Saturday before our conference (contact your area rep) to running for an elected office. If you are interested in running for an office, nomination forms can be downloaded from the website (www.txasp.org) or requested from the TASP office (888-414-8277), if you don't have internet access. We will be electing a President-elect, a Treasurer-elect, and Area Representatives for Areas I, III, and V. The deadline for officer nominations is September 1, 2002. Remember that professional service can be more than a job, depending on who picks you up at the airport.

Best Practices Hotline

This column is designed to address practice issues in the field of school psychology. Questions should be sent to: Dr. Ginger E. Gates, 1936 Portsmouth, Houston, TX 77098.

Question:

I am confused! I know that a school has to count the number of days a student with a disability is removed from his educational placement for disciplinary reasons, but do we have to count in-school suspension (ISS) as a day of removal? What about suspension from the bus?

Answer:

This question is important because there are procedural tasks that must occur after removals of more than 10 school days (consecutive or cumulative). Therefore, it is critical to keep track of the number of days of removal of a student with a disability.

While we are talking about “days of removal” let’s define what that means. A “day of removal” would be any full or partial day that the child was removed from his/her educational placement for disciplinary reasons.

According to the interpretive comments of the IDEA Regulations, an **in-school suspension** would **not** be considered a removal if these three criteria are met: The child is afforded the opportunity to continue to—

- appropriately progress in the general curriculum,
- receive the services specified on the IEP and
- participate with nondisabled children to the extent he/she would have in the current placement

Regarding suspension from the **bus**, if the bus transportation is part of the child’s IEP, a bus suspension would be treated as a suspension unless the public agency provides the bus service in some other way (pay parent mileage, hire taxi), because that transportation is necessary for the child to obtain access to the location where all other services will be delivered.

If the bus transportation is not a part of the child’s IEP, a bus suspension would not count as a day of removal. In those cases, the child and his or her parents would have the same obligations to get to and from school as a nondisabled child who had been suspended from the bus. School personnel should attend to whether the behavior on the bus is similar to behavior in a classroom that is addressed

Continued at the bottom of the next column

Graduate Student Report

Dyanna Martinez, Graduate Student Representative

Hello TASP Students:

I hope you had a nice spring break, and that this semester has treated you well! As your graduate student representative, I want to take this opportunity to say that I will do my best to represent the needs and interests of all the students in TASP. One of my first tasks is to create a “Graduate Student Section” on the TASP website that includes useful information about upcoming events for students, research links, employment opportunities, etc. I would also like this to be a site where students can share their past experiences, give advice to newer students, and communicate with other students from around the state. To make this website beneficial to you, I would appreciate your comments and suggestions about what other information you would like to see included in this new section. This project is in progress, but in the meantime I would like to recommend a website I find useful : <http://www-gse.berkeley.edu/program/SP/index.html>. This website has many resources for undergraduate and graduate students, including a section on grants, jobs, and internships for those of you interested in future employment options.

Also, I believe that as we begin to explore our new role as school psychologists, it is important that we stay informed and involved in current legislative issues that directly impact the children and families we serve in schools. There is a website available through the NASP Advocacy and Public Policy, which provides updates on current legislation (including IDEA Reauthorization), summaries and information regarding key bills, and also informs you on how you can voice your opinion to Congress. I encourage you to view this information and stay current on these crucial issues: <http://www.capwiz.com/naspweb/home>.

If you have any suggestions for the “Graduate Student Section” of the TASP website, or any other questions or comments, please feel free to contact me at dm1018@swt.edu.

Continued from previous column

in the IEP and whether bus behavior should be addressed in the IEP or behavioral intervention plan for the child.

For more information on the IDEA disciplinary requirements, contact your Regional Education Service Center. A resource has recently become available from the Statewide Behavior Network, the *Discipline Flowchart for Students with Disabilities*.

Senate Bill 1196: Use of Confinement, Restraint, Seclusion, and Time-Out

What is Senate Bill 1196?

The Texas Legislature recently passed a piece of legislation called Senate Bill 1196, commonly referred to as the “seclusion bill.” This legislation amends Chapter 37 of the Texas Education Code by adding Section 37.0021.

There has been some confusion in the education community regarding this bill and what exactly it prohibits. This new law **defines** *seclusion, restraint and time-out* and requires the commissioner of education by rule to adopt procedures for the use of restraint and time-out. The law also **prohibits** the use of seclusion in Texas Public Schools (including charter schools). This means that a student with a disability may not be confined in a locked box, locked closet, or specially designed locked space as either a discipline management practice or a behavior management technique. Senate Bill 1196 applies only to students with disabilities.

Let’s take a look at the specific wording of the definitions provided by this bill:

Seclusion

Seclusion is a behavior management technique in which a student is confined in a locked box, locked closet or locked room that is designed solely for that purpose and contains less than 50 square feet of space.

Restraint

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

Time-out

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

The only exception to the prohibition of seclusion is as follows: *locked, unattended confinement may be used in the following emergency situation while the school is waiting for law enforcement personnel to arrive.*

- *The student possesses a weapon, and*

- *The confinement is necessary to prevent the student from causing bodily harm to the student or to another person*

Implications for School Psychologists

School psychologists are in a unique position based on training and job roles to take a leadership position in helping schools move toward a positive implementation of Senate Bill 1196. Successful implementation will depend to a large degree on the consultant’s ability to frame this legislation in the context of an opportunity being provided to support the implementation of positive/research-based methods for behavioral change, not that something has been taken away. School psychologists will hopefully experience increased confidence in the outcomes of behavioral intervention and the critical role of the behavior specialist.

It will be important to identify all of the issues and needs that are created by the passage of this bill. The implications are both short and long-term which result in changes for individual students as well as the system at large. Immediate steps will need to be taken to ensure that all Individualized Education Programs for special education students meet the requirements of Senate Bill 1196:

- All districts will need to hold Admission, Review and Dismissal (ARD) committee meetings as soon as possible for students with Individualized Education Programs (IEPs) where the use of locked seclusionary time-out has been included as a behavior intervention technique. Alternative interventions will need to be explored by ARD Committees.
- Since IEPs must include Positive Behavioral Supports, any IEPs written to replace the use of seclusionary time-out must reflect the change in wording, philosophy and methodology.
- Until the Commissioner’s Rules are adopted, schools are to use time-out and restraint according to school district policy.
- All school personnel and parents who are involved in the design of behavior intervention programs should receive training within the next few months in the requirements and implications of Senate Bill 1196.

Continued on page 10



School-Neuropsychology Post-Graduate Training Program

*A year long didactic and supervised
experiential learning course*

Instructors:

Daniel C. Miller, Ph.D., L.S.S.P., ABSNP and
several nationally known guest speakers.

Graduates of the program will receive a specialty certificate in school-neuropsychology and will be eligible to apply for the Diplomate credential from the *American Board of School-Neuropsychology*. The purpose of this program is to provide participants with a blend in: a **knowledge base** in contemporary neuropsychology theory, a **skill base** in learning how to administer/interpret neuropsychological instruments for school-aged children, and **supervised practice** of those new skills.

Dates (All classes held at the Denton Campus of TWU)

June 17-28, 2002 – Two Week Summer Institute

Supervision weekends (Sat or Sun):

7/20 or 7/21/02, 8/17 or 8/18/02, 9/21 or 9/22/02, 10/19 or 10/20/02, 11/16 or 11/17/02,
1/18 or 1/19/03, 2/15 or 2/16/03, 3/15 or 3/16/03, 4/19 or 4/20/03, 5/17 or 5/18/03

June 9-13, 2003 – Final End of Year Summer Institute

The structure of the course

The entire course will take a year to complete and will be divided into three components:

- 1) The initial two week **Summer Institute**. (Credit for 80 clock hours).
- 2) Follow-up **distance learning modules and quizzes** posted on a secure web site for the students. (Credit of 40 clock hours).
- 3) Once a month Saturday or Sunday **group supervision** for 10 months equaling a total of 100 minimum hours with an additional 750 hours of field-based practicum that can be integrated into the current employment setting. (Credit for 850 clock hours)
- 4) A follow-up, one week **Summer Institute** in the second summer that culminates in a final case study presentation (Credit of 40 clock hours).

Who may take the course?

In order to provide participants with the best quality learning and supervision environment, **enrollment will be limited to the first 30 people**. Participants must:

- be licensed in Texas as a Licensed Specialist in School Psychology
- have a graduate degree in psychology from a regionally accredited university.
- have a commitment from their employer to allow them to take this course and support the requirements of the course.
- have Internet access at home or work in order to participate in the distance learning component.

The cost of the course

The tuition for both of the Summer Institutes (120 contact hours) and the monthly distance-learning component (40 contact hours) will be \$3500. The cost of the group supervision per person is \$250 per month or \$2,500 for the entire 10 months or 100 hours of supervision.

The benefits of the course

Potential participants in this course should ask their school districts to consider paying for part or all of the tuition and group supervision. The total cost of this program will equal the cost of only two or three contracted neuropsychological evaluations. Graduates of this program will have the skills to conduct and interpret school-neuropsychological evaluations without the costly contractual fees.

FOR MORE INFORMATION OR TO REQUEST A PROGRAM FLYER AND CURRICULUM OUTLINE CALL

The Office of Lifelong Learning • Texas Woman's University • Denton, Texas • 940-898-3408

TASP Board Members on the Move

Dr. Arthur "Art" Hernandez, who has served as a member of the TASP Executive Board, has been appointed to the Texas State Board of Examiners of Psychologists (TSBEP). He is one of five individuals appointed by Governor Rick Perry to the TSBEP. Appointments are subject to Senate confirmation, so let your Senators know you support Art's appointment to the board.

Dr. Dan Miller, who also serves on the TASP Executive Board as NASP Delegate, has been elected President of NASP for the 2003-2004 term. He assumes official responsibilities July 1, 2003 and will serve as President-Elect for the 2002-2003 year.

Robb Matthews, Past President of TASP, has been appointed by the NASP Executive Board to be the Texas State Delegate to NASP through June, 2004.

TASP 10th Annual Professional Development Conference

October 31-November 2 – Dallas, Texas

CALL FOR PRESENTATIONS

The TASP Conference will once again offer paper presentations, a poster session, and a student poster competition. Posters and papers will be presented by their author(s) at the TASP conference in Dallas October 31-November 2. Topics of presentations for consideration will be in the areas of: 1) school psychological research; 2) research with diverse populations; 3) innovative school psychological practices; 4) case studies; or 5) intervention or prevention programs.

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

Submission forms for any of the presentation activities can be downloaded from the TASP website (txasp.org) or requested by e-mail from TASPOrg@aol.com. Submission forms must be postmarked no later than September 15, 2002 for consideration. All submissions must include a summary or statement of purpose not to exceed 300 words in length, a self-addressed stamped postcard with the title of the presentation on the back and a self-addressed stamped business envelope with the address of the primary author. The primary author will be notified of the disposition of their presentation/poster prior to October 1, 2002. **All presenting authors must register for the conference.**

Web Report

Francis Chen, Webmaster

Howdy, howdy. I hope everyone enjoyed your Spring Break and that you are winding down from the "Spring rush" of activities. I did not get any feedback from the "informal" survey that I put out for you in the last newsletter. At the risk of raising the ire of our readers, I would like to present it to you, once again. If there are issues or interests that I have not addressed, please let me know. I look forward to working with the website and with all of you again this year. Thank you!

I would like to know something about the systems you use to browse the internet. Please take a moment to look at the following questions and send responses to me via email at fchen1@satx.rr.com.

1. I use a voice/fax modem:
28.8 56/v90 DSL Cable Modem
2. I use a Personal Data Assistant (PDA) to check my email / browse the internet
3. I use my mobile phone to check my email / browse the internet
4. I would like the TASP website to be more friendly for PDA and/or mobile phone use.
5. I would LOVE to volunteer as an associate webmaster, count me in!

Thank you for your continuing membership in TASP and thanks, in advance, for any and all feedback about YOUR website.

Continued from page 8 - Senate Bill 1196

The *good news* about this bill is that there is consistency between this bill and the national emphasis on the use of Positive Behavioral Supports at the school-wide, classroom, and individual student levels. While systems change is a process that requires considerable thought and planning, research endorsement of Positive Behavioral Supports is readily available. Model programs and resources exist to assist in the implementation of this change process. The school psychologist can be an important team member in the training of all school personnel in the range of behavioral methods. This opportunity provides a great chance to increase the role of the school psychologist in providing consultation and assistance to schools in the promotion of Positive Behavioral Supports.

Carol Booth, Ph.D.
Ginger Gates, Ph.D.
Jackie Townsend, M.Ed.

Region IV ESC

Sunset Laws: A Tutorial

By: Brad Shields

The Principle of Shields Legislative Associates, an independent lobbying firm in Austin, Texas.

INTRODUCTION:

Sunset laws are traditionally tools used in many states to periodically re-evaluate the need for existing laws and governmental agencies, many of which appear to no longer have a function. The process requires legislators to consciously decide that each agency under review deserves to be recreated with continued funding.

Sunset Law in Texas:

In 1977, the “Texas Sunset Act” was introduced by then State Senator Lloyd Doggett of Austin. 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 agencies “enabling legislation” now 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 Sunset Advisory Commission has organized the agencies into similar groups so that they will evaluate all of the health-related agencies one year and all of the environmental agencies two years later.

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 process has evolved over the years. In the early years the Sunset Advisory Commission would review both the administrative structure of each agency as well as all of the laws enforced by that agency. More recently the Commission has limited their review to just the make-up of the agencies board, their administrative practices and their responsiveness to public complaints. They will occasionally leave the related “practice acts” unchanged recognizing that those acts are often amended each legislative session.

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 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.

The Texas Legislature only meets for five months every two years and it is recognized to be extremely difficult to pass any legislation during a typical legislative session. Therefore the "sunset year" of an agency is considered to be the one opportunity where the shoe is on the other foot. Those who have lobbied for 10 years to kill other people's bills that try to change a particular Act must now pass a bill to keep that very agency alive. That session, they may have to accept changes just to keep others from preventing their bill from passing.

A favorite example of this was the year the Texas Dental Association refused to accept an amendment to put dental hygienists on the Texas Board of Dental Examiners, along with the dentists. They negotiated down to the last day of the legislative session and decided to refuse the amendment. Much to their surprise, without the compromise, the House of Representatives voted the bill down and went home without reauthorizing the Board of Dental Examiners. Without that passed legislation the Dental Board was actually abolished and the regulation of dentists was temporarily transferred to the Texas Department of Health. Not surprisingly, during the first week of the next legislative session a bill creating a new Board of Dental Examiners was passed, with hygienists serving on the board.

Upcoming Sunset Issues In Texas:

The Sunset Advisory Commission is currently midway through their review of 29 agencies for the next (2003) legislative session, which will include the Texas Department of Health; State Bar of Texas; the Texas Lottery Commission; and the Texas Workforce Commission. The next (2005) group of agencies up for review will include most of the health professions licensing boards such as those for doctors, nurses, pharmacists, psychologists, audiologists, and hearing instrument fitters and dispensers.

Even though the legislation won't be voted on until 2005, the review of these agencies will begin in June of 2003.

Recommendation:

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 won't 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.

To learn more about the Sunset Laws in your state, contact your legislator's office, local library, or your state's Sunset Commission. In Texas you can learn a great deal at the Texas Sunset Advisory Commission's website <http://www.sunset.tx.us>

Southwest Texas State University

School Psychology Program

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

For more information, please contact:

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

NASP Delegate Report

Daniel C. Miller, Ph.D., N.C.S.P., LSSP

Thank you for the opportunity to serve you as the Texas State Delegate to NASP for the past 5 years. I have obviously enjoyed the experience because I have signed on for a whole lot more in the next 3 years. I appreciate the support that I received from the NASP members in the state for my NASP Presidency campaign starting with the kick-off cheer at the fall conference from the past presidents of TASP.

At the end of February and beginning of March, I attended the annual NASP convention, held this year in Chicago, IL. After September 11th, the NASP leadership was concerned about whether our membership would choose to travel to Chicago. There was also a little matter about traveling to Chicago in the winter as well. In spite of these potential roadblocks, the convention turned out to be the largest one ever held with almost 4,300 attendees. The Texans in attendance and many adopted Texans got together on Friday night for the annual Texas Hospitality Suite. We all had a great time! Besides the parties, the convention is always a time to celebrate our profession and recharge our batteries.

One of the responsibilities of the NASP President is to set the theme for the convention that will be held during their year. I am still working on the theme but I am very excited that the NASP convention will be in Dallas in March of 2004 during my presidency. I hope that you will mark that month on your calendars and plan to attend a NASP convention held in your own state. TASP leadership is already planning to host a reception party for the NASP convention. If you would like to be involved with planning the NASP functions in 2004 please contact Jan Opella, TASP President.

Thanks for the memories as the NASP Delegate and I look forward to serving Texas as the NASP President in 2003-04.



NASP Conference 2002 - Anna Munoz-Sandoval, President-Elect Dan Miller, Nancy Mather, and Richard Woodcock

Remarks to the TSBEP by TASP President Jan Opella

The following article is a copy of the remarks made to the TSBEP by TASP President Jan Opella in January, 2002. She has captured our profession well. This type of information should be shared with school boards as well as other education organizations to help them know who we are and what we do.

TASP is the state affiliate of the National Association of School Psychologists. Our organization was founded in 1993 and already has over 600 members. We conduct a professional development conference each year and last year we had over 550 attendees in Houston. Our membership includes both master's level and Ph.D. level practitioners many of whom also hold certification from NASP.

The Licensed Specialists in School Psychology that we represent provide psychological and educational services throughout the state in a variety of educational settings. We provide services in public and private schools, educational service centers, mental health centers, and state schools and hospitals. The majority of LSSPs do primarily work in public schools and as such usually work within Special Education Departments.

We strongly support the differentiation of psychologists who are trained in school psychology and the continued endorsement of the NASP training standards as a model for the LSSP. Because of our dual role as psychological and education professionals we are subject to additional regulations and laws that are beyond the scope of typical psychological training programs. The NASP training standards are truly national standards and are recognized by many states. The TSBEP Newsletter from last summer did an excellent job of highlighting the additional duties and legal requirements of working within a school setting. We want to thank you for giving these issues such attention. LSSPs must have knowledge of these federal and state laws, but must also keep abreast of Special Education Hearing Officer decisions, TEA Commissioner's Rules and directives from the federal Office of Special Education Programs. Not only do LSSPs provide typical psychological services in the school, such as counseling, assessment, designing interventions, and working with caregivers, but we also have a multitude of paperwork to complete to document adherence to the state and federal laws. In fact state agencies conduct monitoring visits to school districts called District Effectiveness and Compliance Audits to review documentation and implementation of laws. These DEC visits monitor everything from the type of assessments to the results of interventions. The DEC folder review checklist includes over 100 items that directly monitor duties performed by school psychologists.

The school psychologist is an integral part of the Admission, Review, and Dismissal Meetings that determine eligibility and programming for students with special education needs. For many children in Texas the schools and special education programs are the exclusive or primary providers of psychological services. Through special education and regular education

programs LSSPs across the state serve the needs of children who would otherwise not have access to psychological services. And there is a continuing need for LSSPs in the state. There are still school districts in Texas that are in need of LSSPs and the services they provide. School Psychology training programs are increasing enrollments to help meet this need and the numbers of school psychologists will be growing. LSSPs are needed in every school district in order to diagnose and design treatment strategies for students with emotional disturbance. In order for the student to qualify for special education services LSSPs conduct Full Individual Evaluations (FIE's), which combine psychological testing with educational assessment. We engage in differential diagnoses of emotional disorders and learning disabilities in relation to special education guidelines as well as within psychological diagnostic criteria. One of the more complicated duties of the LSSP is to assist the ARD Committee in Manifestation Determination Reviews. These meetings involve reviewing individual evaluations and Functional Behavior Assessments to determine appropriate behavioral interventions and whether a behavior is a manifestation of a qualifying condition. These meetings are not just disciplinary in nature. The LSSP performs a critical role in designing behavioral interventions with positive behavior supports to promote behavior change. The LSSP, through their knowledge of child development, psychological functioning, and treatment techniques provides the basis for committee decisions regarding behavior intervention plans.

Many other agencies and programs use the FIE's conducted by LSSPs to determine eligibility for their programs and services. Our assessments are used to determine eligibility for programs that continue to serve students after graduation from high school through higher education services for students with disabilities and vocational assistance and rehabilitation. We feel that as school psychologists we are providing a necessary and greatly needed service to school children and promoting the healthy development of the next generation of Texans. It sounds like a lofty goal, but we like to set high expectations for ourselves as well as for our children.

As an organization TASP continues to promote the field of school psychology through our annual conference, regional workshops, presentations to teacher and administrator's organizations and collaboration with other organizations. We feel a professional identity as not only psychologists, but as school psychologists and part of TASP's mission is to promote that identity. TSBEP recognizes that identity through the LSSP Act and we strongly support the continuation of that act. We also support the provisions in the act that allow school districts to contract with non-LSSP's for independent evaluations and services on a temporary basis. We agree with the board that practitioners whose primary practice is within the schools have the additional training and experience necessary for LSSP credentials. As to the distinction between Master's level and Ph.D. level degrees, we agree that there is a distinction between these degrees. TASP members include school psychologists at both levels. Just as there is a distinction between Master's level and Ph.D. level School

Psychologists, there is a distinction between an LSSP and an LSSP intern or trainee. We support the standards that require supervision and experience within the schools for qualification as an LSSP. The experience working within the schools is quite different from working in other settings and it is only reasonable that a practitioner whose primary duties will be within school settings have practical experience in that setting.

School Psychologists, just like all psychologists, work within their area of expertise, that being schools and school children.

The NASP training standards include provisions for the use of the term school psychologist by graduates of their programs. There is concern by our membership that the LSSP title is unclear to the public and to many within the field of education. The board may wish to consider clarifying the title to assure that the public clearly understands the role of the LSSP and how to access psychological services in the schools. A title that is more reflective of who we are professionally and in line with national standards and terminology may promote that understanding. Promoting School Psychology is not an adversarial stance and we see no conflict between School Psychology and other disciplines in psychology. LSSPs are dedicated to providing psychological services to school children and that is the primary goal of our organization. We are psychologists and we continue to support this board as the governing agency for School Psychology. Our membership has expressed concern that a person licensed to practice exclusively in the schools cannot serve on the Board. A practitioner with only an LSSP credential is not eligible to serve on TSBEP.

TASP looks forward to working with this board and other organizations in promoting psychology in the next legislative session.

School Psychology Futures Conference

The School Psychology Futures Conference will be held in Indianapolis, November 14-16, 2002. It has been more than 20 years since a conference has been held to discuss the future of school psychology. There is a particular interest in having practitioners participate in this conference as they represent the majority of professionals in the field. It will provide a prime opportunity for the traditional school psychology practitioner to impact the way in which school psychological services are delivered in the future. Conference attendance is by invitation only, and applications are currently being taken from those interested in participating. The application can be accessed at the following website:

<http://education.indiana.edu/~div16/futures.htm>

Applicants must submit a copy of their resume electronically, fill out a brief application form, and write a 300-word essay addressing critical issues facing the future of school psychology. Questions can be addressed to Peg Dawson, Conference Planning Committee co-chair at dawson@nh.ultranet.com. This conference is scheduled to be webcast and more information will be provided in the next newsletter.

CALL FOR FUNDING APPLICATIONS Projects for Children

Each year the **NASP CHILDREN'S FUND** solicits applications for projects. Funded projects impact children's lives and are as diverse as a Handbook of Poetry by classmates of victims of the shootings in Jonesboro, Arkansas or Teddy Bears for tornado victims. The Children's Fund responded to the need for school supplies in flooded North Dakota and Minnesota and after tornados in Florida and Tennessee. The **Children's Fund** is responding to the tragedy in New York City with funding for the children and families of the NYPD and FDNY. Funded projects have included providing a safe location for children of physical and sexual abuse in Rutland, VT; providing funds for the printing and distribution of a brochure on a low incidence handicap in MA, and, for a project to Bully Proof a school in Newfield, NY. Other projects have included a comprehensive English and Spanish videotape series to inform parents about the special education process in Salt Lake City, UT. This past year (2000-2001), Project Escape, a part of the West Point Pilot Program in Mississippi, received funds to assist children who were placed in shelters.

We are seeking applicants with ideas on projects that will directly affect children. Projects which will be considered for funding will be consistent with the **Fund's** and **NASP's** priorities. The **NASP CHILDREN'S FUND BOARD** encourages full-time school psychologists, as well as graduate students, academicians, and interdisciplinary teams to apply for funding. Successful applications will be unique in the service provided. Research is considered when it directly interacts with children.

The **NASP CHILDREN'S FUND** is affiliated with, but an independent charitable organization of **NASP**. As a tax-exempt, nonprofit charity, the **Children's Fund** can accept and disburse monies for charitable purposes. We invite you to submit an application for funding for the 2001-2002 school year. The deadline for applications is June 1, 2002. For information or application forms write to: Dr. R. I. Olley c/o ESI, PO Box 163, Reisterstown, MD 21136; or FAX: 410-526-9263.

Continued from page 1 - President's Corner

administrators. We also need to work with TEA to see how we can help each other provide more services and get more districts involved in the reimbursement program.

I was also able to attend the NASP Conference in Chicago and it was great. I saw several Texans there, and actually, we were pretty easy to spot. We were the ones staring at

the snow, shivering, and making comments like "they have a whole different concept of Spring up here." TASP sponsored a little celebration at the Texas Hospitality Suite for Dr. Miller and it turned into quite a gathering of School Psychologists. (Do the names Woodcock, Johnson, Muñoz, and McGrew ring a bell?) Dr. Miller will be the President of NASP during the 2004 NASP Conference in Dallas and we are already making plans for the "Welcome to Texas" reception. We are counting on better weather in Dallas in April than we had in Chicago in February! All in all, the NASP conference was great and the snow was pretty, until it was coming down like a blizzard at the airport.

During this first quarter of the year, TASP has been busy. In January we were asked to make a presentation to the Texas State Board of Examiners of Psychologists board meeting. I was most ably accompanied by TASP's GPR chair, Margaret Kaltman, Immediate Past President, Robb Matthews, and our legislative liaison, Brad Shields. We took the opportunity to familiarize the board with some of the many facets of an LSSP's job. We even gave them a glimpse of the maze of federal discipline law and the fun that we have in manifestation determination review ARDs. We also expressed the importance of LSSPs and the specialized training that they have to offer to the students of Texas.

As an LSSP, I think that it is vitally important for psychologists who work within the school system and the boundaries, and obstacles, of federal and state education laws to have the additional training and knowledge gained through university school psychology programs. The NASP training standards are the model for many programs throughout the nation, and TASP continues to support the current TSBEP rules regarding the qualifications for licensure as an LSSP.

There is one area of the current Psychologists' Licensing Act that I think TASP should actively promote for change. The Act defines the membership of the TSBEP Board as four psychologists, two psychological associates, and three public members. A licensee whose sole TSBEP license is as an LSSP cannot serve on the TSBEP Board. I think that we should work to get this changed at the next legislative session. Currently, we are very fortunate that several members of the TSBEP Board are LSSPs, however two Licensed Psychologists who are also LSSPs are leaving the Board. At this writing the Governor has yet to appoint new members. Anybody out there interested? Really. Contact me or the Governor's office for an application.

Speaking of government relations, the next legislative session is next year, and now is the time to make some personal contacts with your local legislator. TASP does not have a political action committee, nor do we want to form one. The most effective way to influence and inform legislators is through contacts from their own constituents. That means you. I have asked TASP's Area Representatives to contact members and encourage active participation in government relations. If you are interested in obtaining some materials, such as TASP Position Statements or brochures, contact me or GPR Chair, Margaret Kaltman. There are a lot of LSSPs out there, let them hear from you.

The Psychologists' Licensure Act will be coming up for Sunset Review in the legislature in 2005. While that may seem like a long time from now, we need to be active in this process now. This is the best time to start organizing and making contacts.

During the coming year TASP will continue to serve its members through participation in state education groups, support of the profession of school psychology, and involvement with other organizations within our field. Building coalitions with other organizations is a continuing goal of our executive board. There are many professions dedicated to serving school children and providing psychological services. Working together towards common goals can increase our voices to obtain better services for our children.

My goals for the coming year include continuing coalition building and working on increasing our membership. Membership in TASP is not just important because you get a discount on the conference. Being a member of TASP helps solidify your professional identity and provides you a voice in state and national issues. TASP already has a good reputation, and we have been asked to participate in many TEA stakeholder groups and public policy groups. We will continue this work, but the more representative we are, i.e. the more LSSPs that are members, the more impact we can have.

And finally, mark your calendars for October 30 – November 2 for the 10th Annual TASP Professional Development Conference. Our conference committee is working hard planning an informative, enlightening, and fun time at the Adam's Mark Hotel in Dallas. The President's Reception will be on Halloween...uhm...maybe "come as your favorite DSM diagnosis" party?

With plans for this conference in mind as I was perusing the extensive program for the NASP conference, I did think of some paper sessions that were missing. Topics that came to mind included:

Paper 45343 - The Relationship Between Empathy, Exposure to Meetings, and the Use of Headbanging in School Psychologists.

Poster 57890 - Children's Attitudes Toward Persons with Carts of Testing Materials Following Them.

Paper 76678 - How Problem Solving Looks in Practice: Keeping ARDs Under Two Hours.

Mini-Skills 874 - Helping School Psychology Interns Develop the Ability to Carry an Exam Room in Their Cars.

Legal Update #9 - Forensic Psychology in the Schools: How to Avoid Being Kicked by Your Own Attorney During ARD Meetings.

Symposium 78.321, NOS - Dual Language vs. Psycho-Babble: Should ARD Meetings Come with Subtitles?

Maybe you have a paper you would like to present at our next conference? See you in Dallas.

Fall 2001 Election Results

The results of the Fall 2001 election were accepted by the TASP Executive Board. Voter response was very good, with almost 40% of the membership voting (274 returned ballots from 688 members). All proposed amendments to the Constitution and Bylaws, including the addition of a Treasurer-Elect position to the Executive Board, overwhelmingly passed. Officer terms began on January 1, 2002. The following individuals were elected to their respective positions:

President-Elect - Carol Booth

Secretary - Donna Black

Area II Representative - Katherine Brehm

Area IV Representative - Francis Chen

Area VI Representative - Jo Ann Campbell

Graduate Student Representative - Dyanna Martinez, SWT

Other nominees for the Graduate Student Representative, the only contested position, were Robin Holloway, SWT, and Dina Tassione, TWU. The Nominations and Elections Committee and the Executive Board wishes to thank all nominees for their participation in the election process and all members who voted. The school children of Texas will benefit from everyone's involvement in this process.

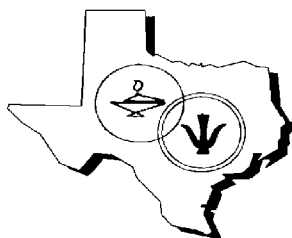
Respectfully submitted,

Phyllis Hamilton

2001 Immediate Past-President & Elections/Nominations Chair
Treasurer

*Look who's going to be at the
TASP 2002 Conference...*

David Lachar



Fred Kreig

Elena Gallegos

Tom Kratochwill

Jim Walsh

Nancy Mathez

Jack Fletcher

Howard Kroff

Elisa Gagnon

Dallas

October 31 - November 2

Make your plans now!

Ten Years of TASP—Celebrate!

*Join us for the 10th TASP Professional Development Conference
at the Adam's Mark Hotel in downtown Dallas.*

Scheduled sessions include:

*Positive Behavior Supports
Assessment of Written Expression
Due Process Hearings
Reality Therapy
Asperger's Syndrome
Group Therapy
Bilingual Assessment*

See the TASP web page for more information

www.txasp.org

PRESIDENTIAL RECEPTION ON HALLOWEEN!

Come as your favorite DSM Diagnosis,
or make your own mask at the reception and support the
children's Assistance for Living Committee
(we will have the mask, you bring the rhinestones and feathers)

The Adam's Mark Hotel is in the heart of the Arts District at 400 North Olive Street. It is on the DART Light Rail line and near many restaurants. For reservations call 1-800-444-adam (2326). View directions to the hotel at: www.adamsmark.com.



Dan Dan...He's Our Man!

TASP Past Presidents give a cheer for Dr. Dan Miller as he makes his bid for NASP Presidency.



President-Elect, Jan Opella, speaks to conference attendees about the proper use of the No. 2 Pencil when completing conference evaluation forms.



Dr. Nancy Breunig accepts the award for Outstanding School Psychologist of the Year

TASP 2001 Conference



Conference attendees enjoying the fellowship of their colleagues at the President's Reception on Friday evening.



Conference attendees enjoy shopping at the TASP memorabilia table

Adam's Mark, Houston



Dr. Randy Sprick pauses during his informative and entertaining session.



The Psychological Department of the Galena Park I.S.D. receives the award for Outstanding Delivery of School Psychological Services to a School District.



Robb Matthews presents the President's Award to Dr. David Schwartz of the Psychological Corporation.



Dr. Marsha Harman presents awards to graduate students, Patricia S. Frederickson and Doughyung Lee, for outstanding papers/posters presented at the Annual Conference.



Conference attendees visit the many exhibits in the Exhibit Hall at the Annual Conference.



Dr. Ginger Gates receives the Outstanding Service to the Profession of School Psychology Award at the Annual Conference.

Photos by Jan Opella

Outstanding School Psychologist Award

Nancy Breunig, Ph.D., LSSP, received the Outstanding School Psychologist Award at the TASP conference. Nancy is committed to the profession and to the children of Texas. She has demonstrated excellence in providing direct service through assessment, counseling, and parent training. While employed as a behavioral consultant in Humble ISD she participated as a member of the district wide Bilingual Assessment Team in addition to providing direct services of assessment and counseling to assigned schools. Nancy's knowledge in the area of bilingual assessment has not only benefitted Humble ISD, but she has also shared this expertise with surrounding school districts. She actively advocates for the needs of bilingual students in this state. She demonstrates great compassion, expertise, and care when working with students, teacher, and parents.

Nancy supervises and consults with the bilingual assessment team, bilingual coordinator, central office personnel, building administrators, paraprofessionals, other allied professionals and LSSPs on a daily basis to ensure effective delivery of services for children. She also participates in consultation with a variety of professionals at the pre-referral level and problem-solving levels of the ARD, provides inservice training in the areas of bilingual assessment, instructional effectiveness, and issues relating to counseling as a related service. In addition, she presents at many local and state-wide conferences on issues related to bilingual assessment. Nancy continues to develop research based practices in the area of assessment, particularly bilingual assessment. She recently developed a district-wide pilot research project utilizing curriculum-based assessment as a method to improve the match between curricular expectations and student progress.

Nancy's current job responsibilities as Supervisor of Psychological Services include supervising a staff of 20 LSSPs and 1 LSSP intern. She also actively participates in consultation and administrative responsibilities with district-wide staff on issues regarding assessment as well as the emotional needs of students.

Nancy is a member of TASP and NASP. She actively supports both organizations within the context of her job responsibilities as well as for her own professional growth. She actively supports TASP through sending all her LSSPs to the state conference every year as well as promoting the organization within her district.

Outstanding Service to The Profession of School Psychology Award

Ginger E. Gates, Ph.D., NCSP, LSSP, was awarded the Outstanding Service to The Profession of School Psychology Award at the TASP Conference. Ginger first came to Texas in 1986 to complete her internship in Humble ISD. She served this profession first as a practicing school psychologist and in 1990 was recognized by NASP as one of five outstanding school psychologists in the country. She then became the coordinator of appraisal services in Humble ISD and served this profession as a field-based supervisor and mentor for many school psychologists entering the field. She is now a senior consultant with Region IV Education Service Center and has broadened her impact to the state level.

Ginger is a frequent presenter at local, state, and national levels. She has presented at the TASP and NASP conferences and has conducted numerous training workshops throughout the Houston area and state of Texas. In particular she is noted for her expertise in the areas of manifestation determination, discipline, the reevaluation process, intervention assistance teams, and behavior intervention. She has conducted Trainer of Trainers workshops on several topics for all regional service centers in the state and she has developed many products in conjunction with Region IV and the statewide network. Almost everyone in this region and state has the reevaluation flowchart, discipline flowchart, and several forms which Ginger was primarily responsible for developing. Ginger has also been an adjunct professor at the University of Houston-Clear Lake.

Ginger has been and continues to be involved in several task forces at the state level that deal with issues of behavioral intervention and discipline. She has begun School Psychology and Appraisal Advisory groups at the Regional Level. She is a member of TASP and NASP, past-director of the school psychology division of TPA, and a Past-President of TASP. Ginger's workshops, presence on task forces, and development of products not only has an impact on our field, but her efforts are always aimed at promoting "best practices" and leading us to become better school psychologists. She has had and continues to have tremendous influence on this profession as a school psychologist, trainer, and state leader.

Outstanding Delivery of School Psychological Services Award to a School District

Galena Park Independent School District received the Outstanding Delivery of School Psychological Services Award at the TASP conference. The Psychological Department of Galena Park is grounded on a commitment to work in a collaborative, problem-solving manner with teachers, counselors, administrators, and parents for the benefit of all district students. Their approach to service delivery emphasizes intervention through assessment. Toward this end, they utilize problem identification strategies in order to maximize the prevention effects of early intervention. Their approach to the delivery of psychological services utilizes a combination of central and site-based psychologists. Also, an important aspect of the department is the training of future school psychologists. In the past five years, the department has trained a total of seven LSSP interns and trainees and has provided post doctoral training for two Provisionally Licensed Psychologists.

The Psychological Department has developed a Positive Attitudes for Student Success Program (PASS), engages in consultation with school staff and parents, provides inservice training in various areas, training and support in Crisis Prevention Intervention, counseling, and assessment including neuropsychological functioning. Consultation services vary in their intensity and complexity from informal consultation and/or staff development with parents and teachers early in a maladaptive behavior cycle to formal, written behavioral plans. Included in informal consultations are bi-monthly meetings between an LSSP and the PASS program behavior specialist, and bi-monthly meetings between an LSSP and campus counselors to support a primary prevention program in the district.

Maryland Hendrix, Executive Director of Special Populations, and Hope Caperton-Brown, Ed.D., District Psychologist, accepted the award for Galena Park Independent School District.

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.

Two Students Recognized For Research At Annual Conference

Two students entered the student research competition at the Ninth Annual TASP Conference. Both were recognized for their research that demonstrates the work required for theories to be examined so that behavioral predictions be made. Brief summaries of their research are provided.

Donghyung Lee, with Cynthia A. Riccio and George W. Hynd, presented research entitled, *Disinhibition or WorkingMemory?: Testing Two Different Models of ADHD*. Mr. Lee studied the role of working memory and disinhibition in ADHD and found that it varied considerably depending on the models of ADHD. He and his colleagues examined the interrelationship of disinhibition and working memory with behavioral and emotional problems, including ADHD-related problems, in a group of children who had a comprehensive neuropsychological evaluation ($n=70$). A series of predictions from two different models of ADHD (Barkley, 1997a, 1997b; Rapport et al., 2001) were tested through mediator/moderator analyses. Results indicated that, although both working memory and disinhibition were significantly related to teacher-reported attention problems, working memory was a mediator, but not a moderator, of the effect of disinhibition on attention problems. Working memory was related to a variety of behavioral and emotional problems that are common to children with ADHD. These results affirm a series of predictions from the Rapport working memory model of ADHD as opposed to the Barkley disinhibition model. You may contact Don Lee for more information at donlee@hotmail.com.

Patricia S. Frederiksen presented research entitled, *The Validity of the Measurement of Consistency of Reading Fluency*. Ms. Frederiksen evaluated the validity of a new measure of consistency of rapid letter and word reading. The new measure is based on the coefficient of variability, a ratio measure that provides the ability to compare variation in characteristics or traits between groups. The study compared the original consistency measure (Neuhaus, 1998) with the new ratio RAN consistency scores of 565 first through fourth grade students. The research verified that the coefficient of variability was not as useful as the others measures in predicting later reading ability. This study also demonstrates the need for well-designed measures of reading skills typically taught in schools. You may contact Trisha Frederiksen at cooldame1@ev1.net.

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

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in October 2002.

This form *must* be used to submit your nomination of the individual you feel is the most deserving of this award.

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

Name of Nominee: _____

Nominee's Job Title: _____

Employed by: _____

Nominator: _____

Write a brief description of the nominee's qualities in each bulleted category below. If a category is not applicable to the individual being nominated please indicate with n/a.

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

Send completed packet by September 1, 2002 to:

Steven Coats
1808 Elizabeth
Wichita Falls TX 76301

Outstanding Service to the Profession of School Psychology Award Call For Nominations Texas Association of School Psychologists

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in October 2002.

This form *must* be used to submit your nomination of the individual you feel is the most deserving of this award.

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

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

Name of Nominee: _____

Nominee's Job Title: _____

Employed by: _____

Nominator: _____

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

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

Send completed packet by September 1, 2002 to:

Steven Coats
1808 Elizabeth
Wichita Falls TX 76301

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

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

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in October 2002. It will be presented to an administrator from the district which receives the award.

This form *must* be used to submit your nomination of the individual you feel is the most deserving of this award.

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

School District: _____

Contact Person: _____

Address : _____

Telephone: _____

Write a brief description of the nominee's qualities in each bulleted category below.

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

Send completed packet by September 1, 2002 to:

Steven Coats
1808 Elizabeth
Wichita Falls TX 76301

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

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in October 2002.

This form *must* be used to submit your nomination of the individual you feel is the most deserving of this award.

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

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

On separate sheets of paper please include the following information:

Name of Nominee: _____

University Attending: _____

GPA (at time of nomination): _____

Date Degree will be Awarded: _____

Internship Site(s): _____

Nominated and Verified by: _____

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

- Leadership skills
- Creative endeavors
- Observed Personal Growth

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

- Interpersonal Skills
- Professional Competencies
- Presentations At Conferences

Recommended by: _____

Send completed packet by September 1, 2002 to:

Steven Coats
1808 Elizabeth
Wichita Falls TX 76301

Area Reports

Area I Report - Michael Dixon

The year is more than half over and nearing an end for most of us in terms of our work schedules. It is a good time to look back and perhaps reflect on some of our plans or even resolutions for this year, take stock and see how we are doing. It is not too late for a mid-course correction and a return to some of our earlier plans. Perhaps among those plans was the goal of getting to know the key decision makers in our district or buildings and build relationships with them to put us in a better position to influence policy and bring better service to children. Or perhaps one goal was simply to become more efficient at handling referrals or learn a new and better (?) assessment instrument. Whatever the goals we started out with, now is a time to reexamine them and see what we can do to either make new, more attainable ones or check on how we are doing on reaching the goals we set in August. All of us need reminders and check ups to keep us working toward meaningful goals and to assess our progress along the way. Do yourself a favor and do a self-check and make new plans if necessary to increase your job satisfaction.

On another matter, we have all been affected one way or another by the September 11 tragedy. There was an excellent presentation at the TASP conference dealing with the issues surrounding this terrible event. If you did not have a chance to attend, be aware that the presenters, Donna Black and Andrea Ogonosky (both TASP board members) are excellent resources for material and ideas about dealing with these issues. Their presentations was entitled *Coping with the Crisis in America: Providing a Safe and Secure Environment in the Schools*. As a reminder, the TASP web site allows you to get in touch with members of the board, and the NASP web site is also a resource for information about crisis, safe schools, etc.

The TASP board is concerned about a possible coming conflict with TPA over standards of practice and regulations concerning the practice of non-LSSP's in the schools. The Texas State Board of Examiners (TSPEP) may well need to consider adopting new standards for the LSSP given recent changes adopted by NASP. Your voice is important in these issues. We need to be a potent political force for the practice of school psychology in Texas. This means staying alert to changes in standards of training and practice adopted by NASP, knowing who TSPEP board members are and their position on the practice of school psychology, knowing who our local state representatives are and their feelings concerning psychology in general and school psychology in particular. Please contact me concerning your thoughts and knowledge about these matters.

Area II Report - Katherine Brehm

The West Texas School Psychologists, in collaboration with Region 19, are sponsoring a two-day workshop on Threat Assessment on May 13 & 14. Our speaker is Dr. Chris Saiz, a Denver Public Schools psychologist who has developed the Threat Assessment protocol that DPS uses and heads the district's evaluation center for such students in conjunction with the juvenile court system. After his presentation on the second day, we've invited a response/dialogue panel made up of local law enforcement and juvenile court representatives to respond to Chris' information and answer audience questions about what is being done in El Paso. We're keeping the cost low and giving schools who send a team of three people a price break to encourage planning and follow-up. Here is a description of what Chris will be presenting. I think it looks interesting and relevant. Since coming to El Paso in July from Colorado, and the Columbine High School neighborhood, I can attest to the difficulty schools and communities have understanding and responding to students who feel angry and alienated and demand our attention.

“This workshop will review findings from retrospective studies of school violence with an emphasis on applying lessons learned from past events. It will present a multidisciplinary model for intervening with students who may pose a safety risk. Participants will learn how to evaluate students who make threats and how to implement supervision plans that mitigate the risk for violence. Handouts will include copies of a threat assessment protocol, risk assessment report, a flow chart for decision making, and questions for interviewing.”

If this looks interesting to any of you, I'm sure Chris would be interested in talking to you about a presentation in your district. He is an engaging presenter and has lots of case material to share that should help you recognize students in your own schools. Maybe we could get him to come to TASP?

Area III Report - Andrea Ogonosky, Ph.D., LSSP

I am honored to have been selected by the board to finish out Dr. Booth's term as Area III Representative. I have held several positions on the board and I am looking forward to representing the needs of our Area. There are many issues floating around at this very busy time of year. Primarily I am hearing that many LSSPs are feeling overwhelmed with the numerous duties heaped on them, particularly the amount of clerical duties assigned. Many LSSPs are working primarily in a job very similar to diagnostician's and are not using their knowledge in the

area of ED assessment or behavioral interventions. I have had several LSSPs comment that they are actually doing all the roles without the needed support and are working most evenings and weekends. This is a concern because burnout is more likely to occur.

Training continues to be a priority for the LSSPs, particularly with an increased interest in the assessment of Asperger's Disorder as well as continued training in the area of Positive Behavioral Supports. As I work with the various districts in our area I am continuously amazed at the caliber of professionals we have representing the profession of school psychology. As the year winds down, I am hopeful that many of us can take a well-deserved break and rejuvenate over the summer months. I extend a warm invitation to the LSSPs in our area to contact me with exciting news that is happening as well as any concerns regarding our profession that may need to be brought forward and addressed.

Area IV Report - Francis Chen

Hello, everyone. I would like to thank the good people that voted for me. I am Francis Chen and I work for Seguin ISD, which is served by Region XIII. As the TASP Area IV representative, I serve the folks that work in Regions VI, XII, and XIII. I actually made it out of my local area and visited with some of the students and faculty of the Sam Houston State University School Psychology Graduate Program. The high level of motivation and "know how" impressed me. I am hoping that other training programs will invite me to come visit their campuses.

I would like to welcome back returning TASP board members and offer welcome to the new members of the TASP board. Special congratulations go to Dan Miller for his election to the President-Elect post of NASP!! I would welcome anyone's suggestions and/or thoughts to share with our Board, as well as ideas for projects that we might act on in our area. My email address is fchen1@satx.rr.com. Please let me know your thoughts! I look forward to hearing from you!

Area V Report - Mae F. Fjelsted, NCSP, LSSP

For those of you who have not heard, Wende Jones resigned her position as Area Representative because of continuing health problems. I have agreed to complete her term of office. We in Area V and TASP will miss Wende and her enthusiasm in working for the children of Texas.

In April the National Association of Elementary School Principals held their annual conference in San Antonio.

TASP members from Area V helped to make the Principal's Hotline at the conference a big success. This was the thirteenth annual Hotline for parents, grandparents, or anyone with a question on education hosted at the NAESP conference. Parents were calling and e-mailing questions concerning retention, autism, mental retardation, learning problems, nonverbal learning disabilities, and emotional disturbance. Many questions were asked about Procedural Safeguards, and we were amazed to find so many parents lacking information about their rights under IDEA. Thanks to the following TASP members who worked with me to help out: Mark McGraw, Norma Guzman, Hans Palmer, and Stella Carreon. Others who helped out were Margo Roche, Jeannie Emilienberg, Lee Muncy, and David McCall from San Antonio ISD and Sally Baas, NCSP from Coon Rapids, Mn., and Art Bangert from Cheyenne, Wy. The principals were more than happy to holler, "I need a psychologist!" when the tough calls came in!

In June, I will be representing NASP at the National PTA Convention in San Antonio. I will participate in a round table discussion titled "Promoting Safe and Nurturing Environments Through Pupil Services."

If you have any suggestions on how TASP and Area V can help you, in anyway, please email me at lmfjelsted@aol.com or call me at 210-674-5994.

Area VI Report - Jo Ann Campbell, LSSP

The TASP Professional Development Conference in October was tremendous and mind-expanding. Not only were the sessions informative and stimulating, it was good to see so many of you in attendance. I think the conference came at a time that we needed each other. In visiting with others, I am continually amazed with the expanse and strength of school psychology. YOU ARE BUSY—evaluations, consultations, and presentations, in addition to acting as firefighters to put out all of those fires. Our small worlds are filled with tremendous variety and activity, but what is awesome is the dedication to "kids." Each of you enthusiastically shared stories of events, of special individuals or problems. The Special Education Manager was a hot topic of discussion (and target practice) and, of course, the events following September 11 continue to be topics of discussion. I am reminded that many of you are Heroes. You provide stability, security, a strong hand and warm heart to your school or to your region. Caring is hard work! I would like to recognize and thank each of you for the many, often unrecognized, things that you do. You ARE a Hero and someone is looking to you, looking up to you each day. I hope your semester has gone well and have a great summer.



THE TEXAS ASSOCIATION OF SCHOOL PSYCHOLOGISTS

(Federal Tax ID # 74-2673792)

Initial and Renewal Membership Application

Dues are for July 1 to June 30 Annually

Name: Last First M.I. Title (Mrs/Mr/Dr etc.) Professional Title (i.e. LSSP)

Street Address: City: State: Zip:

Telephone Home: Work: Fax:

E-Mail Address: Place of Employment:

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

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

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

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

Please check the appropriate category of membership:

Professional Member

1. Regular Member (voting member) \$60.00

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

2. Retired (nonvoting member) \$40.00

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

3. Affiliate (nonvoting member) \$40.00

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

Provisional Member

1. Trainee (voting member) \$30.00

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

2. Student (voting member) \$25.00

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

Student Advisor's signature required: University:

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

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

(Please fill in other side)

Total:

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 **Professional Development** **Newsletter & Publications**
 Public Information and relations **Awards & Honors**

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

Newsletter Policy

The Texas Association of School Psychologists Newsletter is a nonprofit newsletter wholly owned, operated, and published by the Texas Association of School Psychologists. Although it is an official publication of the Association, the contents of this Newsletter and the opinions expressed in it do not necessarily reflect the opinions or policy of the Texas Association of School Psychologists, or the elected, or appointed officials of the Association.

Renew Your TASP Membership TODAY!

All Memberships Expired On June 30!

Use the Membership Application
on Page 29

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/psyphil/sppc/

2001-2002 TASP Executive Board

President

Janice Opella
181 Taylor Lane
Cedar Creek, TX 78612-3543
Work: (512) 321-4488
Fax: (512) 321-2636
e-mail: jlopel@austin.rr.com

President-Elect

Carol Booth
4111 Bayou Grove Dr.
Taylor Lake Village, TX 77586
Home: (281) 326-2703
Work: (713) 744-6870
Fax: (713) 744-0646
e-mail: cbooth@prodigy.net

Past-President

Robb Matthews
5203 Allegheny Dr.
Wichita Falls, TX 76310
Work: (940) 564-5614
Fax: (940) 564-2287
E-mail: robbnm@wf.net

Treasurer

Phyllis Hamilton
425 Padre Lane
Victoria, TX 77905
Home: (361) 578-0927
Work: (361) 573-0731
Fax: (361) 576-4804
e-mail: pah@viptx.net

Treasurer-Elect

Al Mayo
430 Pratt Rd.
Red Oak, TX 75154
Home: (972) 617-5224
Work: (972) 581-4213
Fax: (972) 581-4211
e-mail: amayo@dallasisd.org

Secretary

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

NASP State Delegate

Dan Miller
1156 Piont Vista Rd
Denton, TX 76210
Home: (940) 497-2256
Work: (940) 898-2251
HFax: (940) 321-5437
e-mail: dcmliller@kidsinc.com

Professional Development

Arthur Hernandez
501 Durango Blvd
San Antonio, TX 78207
Work: (210) 458-2610
Fax: (210) 458-2615
e-mail: aehernandez@utsa.edu

Graduate Student Representative

Dyanna Martinez
3111 Parker Ln #251
Austin TX 78741
Home: (512) 444-4979
e-mail: dm1018@swf.edu

Newsletter Editor

Loretta Allen
2721 Pinehill Dr. S
Pearland, TX 77581
Home: (281) 485-5491
Work: (281) 482-0687
e-mail: lorettaallen@houston.rr.com

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
1808 Elizabeth
Wichita Falls, TX 76301
Home: (817) 920-0604
Work: (817) 871-2831
e-mail: swcoats@swbell.net

School Psychology Trainers

Marsha Harman
P. O. Box 402
Dodge, TX 77334
Home: (936) 295-6885
Work: (936) 294-3875
AnsServ (936) 291-6577
Fax: (936) 291-0403
e-mail: EDU_MJH@shsu.edu

Public Information & Relations

Cindy Maroney
10307 Bermardin Cir
Dallas, TX 75243
Home: (972) 235-4690
Work: (972) 348-1572
Fax: (972) 480-0955
e-mail: lifsonc@esc10.ednet10.net

Area I Representative

Michael Dixon
6749 N Park Dr.
North Richland Hills, TX 76180
Work: (817) 485-4875
e-mail: mcdixon9@yahoo.com

Area II Representative

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

Area III Representative

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

Area IV Representative/ Webmaster

Francis Chen
427 N. River
Seguin, TX 78155
Home: (830) 303-7702
Work: (830) 372-5771 ext.272
e-mail: fchen1@satx.rr.com

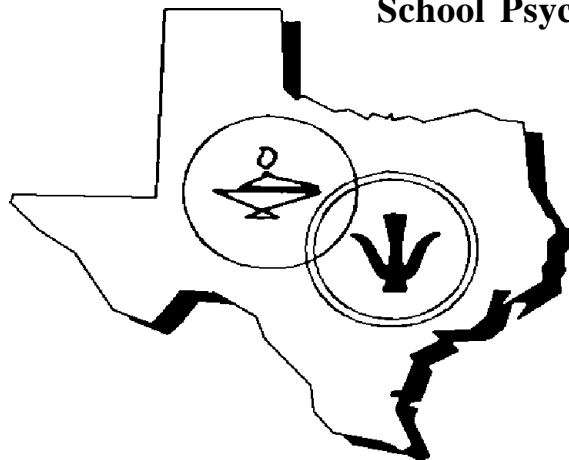
Area V Representative

Mae Fjelsted
9707 Berryville
San Antonio, TX 78245-1903
Home: (210) 674-5994
Work: (210) 225-2406 ext 212
Fax: (210) 225-2842
e-mail: lmjfelsted@aol.com

Area VI Representative

Jo Ann Campbell
1718 Lincoln Dr.
Abilene, TX 79601-3238
Home: (915) 677-0249
Work: (915) 671-4459
Fax: (915) 671-4528
e-mail: campbellj@acu.edu

Texas Association of School Psychologists



Non-Profit Org.
U.S. POSTAGE
PAID
AUSTIN TX
PERMIT #3551

Texas Association Of School Psychologists (TASP)
Loretta Allen
PO Box 141023
Austin TX 78714-1023

ADDRESS SERVICE REQUESTED

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: Loretta Allen; 2721 Pinehill Dr. S; Pearland, TX 77581; Phone: (281) 485-5491; Email: lorettaallen@houston.rr.com

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.