Susan Gorin Joins As Executive Director

NASP leaders officially welcomed executive director Susan Gorin following the opening dinner of the 1993-1994 Delegate Assembly at Piney River Ranch in Vail, CO. A clear blue sky and snowcapped mountains formed an ideal backdrop for the upbeat way in which Susan was welcomed with gifts from NASP states and regions. Among them were a creative survival kit from new delegates and an aromatic “roadkill chili” kit from Wyoming.

Gorin came to NASP from 18 years on the staff of The Council for Exceptional Children (CEC) where she was the assistant executive director for the department of member and unit services. Her accomplishments at CEC included development of

Introducing a new Mini-Series: School Psychology Reform in Iowa

This article is intended to summarize the research base supporting the reform of school psychology and special education. Readers are referred to the Insert section for part 1 of this series which explores educational reform in Iowa.

The WHY of System Reform

by Daniel J. Reschly and W. David Tilly

“Helping kids.” That is the informal answer given by most of us to the question of why did you go into school psychology. System reform and the Iowa Renewed Services Delivery System (RSDS) is about improving services to all children and youth and enhancing the effectiveness of educational and mental health services. System reform in Iowa and elsewhere did not arise in a vacuum. There is an important context for system reform that comes from: a) adoption of an outcomes criterion to judge what we do; b) recognition of serious problems in the current system, particularly for students with mild disabilities; and c) advances in assessment and interventions that can improve outcomes if implemented in programs for students with learning and behavior problems.

Outcomes Criterion

The outcomes criterion is simple. The idea is that the usefulness and value of human services should be determined by the outcomes produced with the

Are Work and Play Alike?

NASP Leadership Seeks Answer in Colorado

by Bill Pfohl

The NASP leadership met in Vail, Colorado July 8-12 and discovered that work and play are alike, and very human activities. The weather was ideal, and those from the East Coast felt they had “gone to heaven,” escaping the intense heat wave gripping that part of the country. Carol Kelly, NASP president, created a different agenda and working atmosphere for the Delegate Assembly/Executive Board meetings. The purpose of the meeting was to understand the working of budgets, leadership styles, NASP’s future agenda and operations, discuss professional issues in small forums, and conduct the Association’s business. Carol also arranged time for “team building” activities, which had a social focus as well. Rafting (at personal expense), dinner at a ranch high in the Rockies, and a consultant leading group process experiences were designed to meet these goals. The feedback from those attending the DA/EB was highly positive.
President's Message

Meet the NASP President

This interview with Carol serves as her inaugural president's column. Readers will find that it was an intense curiosity about people which got Carol into the profession in the first place and has helped fuel her drive to the top.

Communique: Carol, one of the unique things about NASP as an association is that its presidents, while all accomplished individuals, have jobs that are very similar to the membership at large. Tell us briefly what your job as a school psychologist is like.

I'm one of about 50 psychologists working in Colorado's largest district: Jefferson County Schools. In graduate school one of our assignments was to write our ideal job description. I continued to give that question a lot of thought long after the assignment was completed. Fifteen years ago I developed my list of requirements and after much searching and interviewing in several states, I found Jefferson County.

I'm based in one elementary school where I work approximately four days a week. The other day I'm available to consult or provide assessments in a nearby high school and two smaller elementary schools, each of those schools has a full time social worker. I work as a part of a team which includes an educational consultant, speech/language specialist, and school principal. More often than not a school psychology intern is a part of our team.

My services are available to all students. Services range from working individually with students and consulting with teachers to providing classroom programs. Like many of you, we're working to accommodate more students in the regular classroom.

I especially enjoy working with families and finding ways to positively involve parents in their children's education. Assessment is seen as a last resort; usually we work with parents and teachers for at least a semester before considering formal evaluation.

Being based in one school gives me the opportunity to participate in school committees such as student council, public relations, and school improvement teams. I serve as the "school reporter," making efforts to get coverage of interesting events. This mostly involves local newspapers, but a few years ago our school's emphasis on community service attracted the attention of the Today Show and Newsweek.

I also enjoy participating in school and district discussion about reform initiatives. I'm on the board of my district's Phi Delta Kappa chapter.

One of the best things about my job the past several years has been the support of my supervisor and principal for my work with NASP.

Communique: When I talk to people about how they entered the field of school psychology, I'm always surprised at the number of our colleagues who learned about the profession almost "by chance." What led you into school psychology as a profession?

My eighth grade class prophecy was that I would be a well-known psychologist. A classmate had brought in his older sister's introductory psychology text book and let me borrow it over a weekend. I thought it was the most fascinating book I had ever read. Soon I went to the library to check out other psychology books and was a bit overwhelmed with the vast selection. Starting with the A's, I began reading Adler. Before moving to the B's the school counselor found out about my interest and urged me to read Carl Rogers instead.

In the ninth grade a friend of my mother's heard about a conference she thought I would enjoy which was sponsored by Orange County (California) psychologists and school psychologists. Their main speaker was a then relatively unknown psychiatrist named Bill Glasser. Glasser was giving talks all over the Los Angeles area at that time (at no cost) and I often found ways to attend his lectures. My first term paper in ninth grade was about Reality Therapy. My main difficulty was finding the prescribed number of references required for the assignment, which was only three.

It wasn't until my senior year in high school when I began to think about school psychology. I asked my counselor if she could arrange an appointment for me with a school psychologist and was delighted to discover we actually had one.

I went on to major in psychology at the University of California at Santa Barbara. I met with some local school psychologists there before making a final decision.

My part-time job in college working in the psychiatric ward of the local hospital led me to want to work with younger people at a more preventive level and outside of the medical model. I worked the swing shift, when family members would usually visit. This had a profound influence on my family systems orientation.

I love working with educators and children and have never regretted my decision.

Communique: NASP has undergone some significant changes in the past year. Any person in a leadership position has to grapple with the issue of change versus continuity. Where along that continuum are you most comfortable, and how do you plan to address problems associated with change in your presidential year?

Economic pressures and radical shifts in our society have implications for NASP as well as all nonprofits across the country. Though school psychology has been around a long time, children have changed and what children need to be successful in the Information Age has changed. We face unprecedented challenges in a time of scarce resources and demands for accountability. We must operate efficiently and find ways to respond to the needs of today's children.

Making shifts are difficult; change is scary and must be implemented gradually. My plans for addressing problems associated with change include lots of communication and lots of involvement and participation at all levels. Change can't be done top down. It has to be driven by members and leaders. Sound strategic planning is essential. We must be clear and specific about goals and how we plan to achieve them to be successful in the Information Age.

We must learn from others, think about the future, be willing to take risks, and maintain flexibility. We have to listen to what members want and make sure our organization is operating in ways that help us move our agenda for children forward.

We must learn from others, think about the future, be willing to take risks, and maintain flexibility. We have to listen to what members want and make sure our organization is operating in ways that help us move our agenda for children forward.

Continued on page 3
Comprehensive Contracted Services: Assets to the Field of School Psychology

by William Allen

Articles in this series to date have presented policies and practice guidelines regarding the delivery of psychological services through school-based employees, emphasizing the concerns and problems of independent contracting, but also noting situations where independent contracting may be an appropriate or even preferred option. During the coming year, the Ad Hoc Committee on Professional Advocacy will present several examples of appropriate, comprehensive contracted services.

contracted school psychology services are often perceived as a threat to school psychologists. This threat was recently described in a front page article in the Center and Richky, February, 1993. It is clear that contracted testing is usually not an appropriate method for providing services. However, it is also possible to meet the needs of children and schools by contracting to provide comprehensive school psychology services.

The Cherokee Mental Health Center in Morristown, Tennessee includes a school psychology division which employs credentialed school psychologists. Cherokee currently provides contracted services to 5 rural school systems, and to 2 Head Start agencies. Some of these educational systems are too small to support full-time school psychologists. Other systems are, at least temporarily, unable to find school psychologists to fill full-time positions. Still others, especially private schools, are in need of high-quality, specialized services that they cannot locate elsewhere. By contracting with Cherokee, these educational systems not only meet legal mandates, but address the needs of children, parents, and school psychologists (Center and Richky, 1993).

Cherokee provides a wide range of services including psychoeducational and developmental assessments, classroom observations, teacher and parent consultation, intervention planning and implementation, developmental therapy, counseling, administrative consultation, and team building activities.

This cooperative approach to school psychology was summarized in a previous article in the Communiqué (Allen, 1990). The emphasis is on impacting the mental health of educational organizations, especially children. This is opposed to a testing model of contracting. The mental health model lays the groundwork for services that are more comprehensive than those provided by some school psychologists employed by school systems.

While Center and Richky (1993) identified and debunked a number of myths related to contracted services, their generalizations do not apply to the model of services delivered by Cherokee.

Scope of services Many school district administrators seek contractors to perform only minimal services, typically testing. However, there are contractors who do provide comprehensive services such as Cherokee. In one school district served by our agency, school psychologists assess children, interview teachers, work with M-teams, and provide follow-up consultation. We are assisting in the development of support teams. We also sit on the committee that monitors entrance to the alternative school. Originally, this

--- Andrea Caner, Chair, Ad Hoc Committee on Professional Advocacy.

school system only wanted intelligence testing. Our staff have worked hard to expand the goals of administrators through system analysis and administrative consultation.

Training and credentialing of providers Many contracted providers are not specialists in school services. These contractors are often unfamiliar with learning processes, teaching techniques, and educational systems. However, other contractors are highly trained and appropriately credentialed. The school psychology division of Cherokee is headed by a psychologist with a doctoral degree in school psychology. All of our staff members are trained in school psychology and are credentialed through the Indiana Board of Education; most are credentialed through the State Board of Examiners in Psychology; most are Nationally Certified School Psychologists.

School system perspective There are some disadvantages for change agents coming from outside a system. In many cases, contractors do not focus energy on gaining knowledge and building solid, productive relationships with educators and administrators. However, it is possible for contractors to gain a good understanding of a school system and for external change agents to build productive relationships with “insiders.” One of Cherokee’s school psychologists has spent over nine years serving the Newport Grammar School. This is a public school system serving less than 1000 children. The school psychologist has become accepted as a true staff member who has a detailed understanding of the system. He is invited to staff meetings and selected committee meetings, as well as staff parties and picnics.

There are some advantages for change agents coming from outside the system. Cherokee’s school psychologists are often perceived as independent, unbiased consultants, not as psychometricians. Parents, teachers, and administrators value the ideas of our independent mental health experts. In some cases, psychologists employed by schools have difficulty breaking barriers that exist because they are insiders who are subject to the same internal pressures and politics of other school systems, and policies of school systems, but fail to invest in the needs of children. Nevertheless, contractors can become school system staff members on a long-term basis. This is only possible by demonstrating loyalty and commitment to the school system.

--- Continued on page 4

President’s Message... from page 2

I do have a passion for sailing, something I haven’t done nearly enough of since I moved from the ocean. The Rhode Island Association saw to it that I get my way on this summer outing in July, several of us sailed off for dinner in state president Dick Lloyd’s boat from Newport to Jamestown Island. (NASP president at the tiller.) After we picked up our fish, my husband and I enjoy a night out for dinner and a stroll down the Boulder wall. Even more often, however, I’m able to enjoy his leisure activity which is cooking. Bob works for IBM but keeps threatening to take the next buyout offer to go to chef school.

Communique: Finally, a year from now, when you look back on your term as president of NASP, what do you hope to be able to say to yourself about this important year?

The months ahead hold great promise. There is a re-

newed focus on children in our country; we’re welcoming a talented executive director, Susan Gorin, and school systems are redesigning and are in need of our expertise.

At the end of the year, we’ll all be able to look back and say that NASP took bold steps forward in leading reforms, in operating efficiently, in building collaborative relationships, and in speaking out on behalf of children. It will be a year when we saw some of our positions translated into public policy.

Together we will have made our Association stronger. The success of the year will not have been dependent on one person, but will be attributed to leaders, staff, and members at all levels of the association working together for what we believe in. Every member will have made a difference in a direct way.

The climate will have been one where members were valued, decisions were made collaboratively, and where people were recognized and appreciated for their contributions.

Finally, I hope to have developed many friendships that will last beyond my tenure with NASP.
Exclusive loyalty to a school system, however, can interfere with loyalty to children's needs. Contracted providers, by their independence, can be in a good position to place contractors to children's needs. Many school psychologists have been concerned for a long time about outcomes, and what happens to children and youth as a result of the services associated with one of our major roles, i.e., determining eligibility for special programs. Many school psychologists have discussed their concern about our traditional role in classification and placement, "it is as if we put children on a train with an unknown destination, and we never know if, or where they arrive." System reform is about the train and the destination, not merely whether certain children should be passengers and the proper car for their journey.

Problems in the Current System
What do school psychologists do now? Recent survey data indicate that about two-thirds of our time is devoted to various aspects of special education classification and placement, with about half of the time devoted to assessment activities. The continued pressure on school psychologists to contribute to the following advantages of selective contracting of comprehensive school psychology services:

- In small systems, when specialized services are needed, and when fulltime applicants are not available, contracted school psychologists may be
- well prepared to consult with teachers, parents, and administrators;
- knowledgeable about rules, regulations, and processes;
- cost-effective in providing prevention and intervention activities to minimize the need for assessments;
- committed to children, parents, educators, administrators, and communities;
- readily available to children, teachers, and administrators;
- providers of services as comprehensive as those provided by fulltime system employees;
- sufficiently familiar with specific schools;
- independent enough to place children's needs before school system needs;
- positioned to know when to pursue due process rather than always trying to avoid legal action;
- assets and proponents of the field of school psychology.

References

William Allen, Ph. D., NCSP is the Director of School Psychology Services at the Cherokee Mental Health Authority and is a member of the All-Hispanic Committee on Professional Advocacy. The Committee welcomes other articles describing alternative models of service delivery, experiences with contracted services, etc. Please send articles or suggestions to Andrea Cantor at 4438 Pahiy Ave. S., Minneapolis MN 55409.

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categorical eligibility system eliminates the need for determining specific disability.

The discussion of conventional assessment needs to at least touch on the causes of matching processing strengths to intervention, methodologic research. This is the basic question related to the concept of Assessment (ATI) principle. ATI is inherently sensible. It ought to work. But it doesn't according to research findings. In the last two decades (Amers & Jenkins, 1979; Cronbach, 1975; Good, Vollmer, Creek, Katz, & Chowdhry, 1993; Teeter, 1987, 1989; Ysseldey & Mirkin, 1982). Whether we conceptualize learning behaviors, information processing, or internal neurocognitive areas, Cronbach's (1975) characterization of ATI is still valid. "Is our attempt to interact with variables, enter a hall of mirrors that extends to infinity." (p. 119).

Disjointed Incrementalism. Disjointed incrementalism refers to the increasingly segmented content of special education. It is a mixture of special programs with separate funding streams and eligibility criteria, but similar instructional frameworks (Reschly & Wang, & Walberg, 1987). The consequences of the current organization of services is the ineffective use of funds, uncoordinated programs, curricular discontinuity, and limited generalization of effects across settings. Systemic reform plans typically attempt to combine various services and achieve better integration of special education principles and practices.

Quality of Interventions. One of our greatest concerns is the quality of current interventions. Basic intervention principles often are not implemented in IEPs, special education programs, and special educational interventions, and these interventions typically are not evaluated using individualized, treatment sensitive measures. Absence of high-quality interventions coupled with poor evaluation of individual progress may easily account for the undocumented benefits of special education.

Disproportionate Minority Placement. Disproportionate minority placement may be one of the quintessential special education issues in the last quarter of this century. The issue is not going away (Fourteenth Annual Report, 1992). Most analyses of this issue have focused on testing and placement procedures. Such analyses answer some questions, but miss the main issue; specifically, the effectiveness of special education programs for students with mild disabilities.

Consider this fact. More money is spent on the student's education in special education. There is a lower student-teacher ratio. The program is individualized and the teacher typically has additional training. Special education sounds like a good deal for students with learning disabilities. But it isn't.

Plaintiffs representing minority students who were overrepresented in special education programs clearly did not see special education as a good bargain. Why? Was it because of overrepresentation? That is a simple answer, but it is as wrong as it is simple! Consider other programs such as Head Start and Chapter 1. Greater overrepresentation exists in those programs than in special education and those programs involve many more students.

If overrepresentation is not the answer, then what explains the motivation of minority plaintiffs? Statute of the evidence presented by plaintiffs, judicial decisions, and other writings by plaintiffs, evidence of the special education programs that plaintiffs found unacceptable, and the orals of the plaintiffs' attorneys. The overrepresentation was far more than the racial composition of the schools, the educational objectives, the differential access, or the delayed or inattentive response of the system. The plaintiffs asserted that the system was systematically discriminating against children because they were minorities, and that the system was imposing on minority children a curriculum and a teaching methodology that were inferior to that of non-minority children, and that the system was placing too many minority children in special education programs.

Assessment is not the answer. Assessment is a separate issue. The special education system is based on the assumption that every child is unique and that it is the responsibility of the system to identify and measure the unique needs of every child. Assessment is only part of the system. The system is much more complex than assessment. The system is a whole, and it is the responsibility of the system to provide an education that is appropriate to the needs of every child.

The assessment technology to support practice guided by an outcomes criterion is now available for the first time in the history of school psychology. Behavioral assessment measures can be used in intelligent assessment programs and in decisions about placement (Gresham 1985; Shinn, 1988; Shinn, et al., 1988). These programs virtually the same students will be identified as needing specialized instruction and social-emotional interventions using behavioral assessment procedures; however, the behavioral assessment procedures yield information useful for intervention planning and evaluation as well as eligibility determination.

Instructional Design. Behavior assessment and instructional analysis are inextricably related in functional assessment of academic behavior. The marriage of instructional design principles (Englemann & Butterfield, 1978) with behavioral intervention technologies have produced impressive outcomes for students (Becker & Carbone, 1988). When this knowledge base, combined with frequent progress monitoring and formative evaluation (Fuchs & Fuchs, 1986), produces results that are markedly superior to traditional special education programs or instruction based on matching teaching methods to presumed strengths in cognitive style, information processing, or neuropsychological status (Kavale, 1980).

Behavior Change. Behavior change principles are well established (Stoner, Shinn, & Walker, 1991; Salmen-Anastoff & Mayer, 1991). In addition, characteristics of effective schools and effective teaching are shared by the vast majority of special education students (e.g., Bickel, 1990). There is a solid knowledge base for assessment and intervention; however, the remedial programs for most children and youth do not apply all, or even most, of this knowledge base.

Summary. One of the main themes in system reform is improved application of the available knowledge on assessment, instruction, learning, and behavior change. Improved application of this knowledge base will be facilitated by the movement toward non-categorical classification and designation of diverse programs intended to serve children and youth. Reducing the inappropriate rate of students identified for special education eligibility will permit greater opportunities for school psychologists to be involved in new roles related to functional assessment, interventions, and evaluation of student progress.

Political Validity of System Reform

The major statements on system reform emphasize the importance of the process whereby reforms are designed and implemented. The system reform statement endorsed unanimously by the Delegate Assembly of the National Association of School Psychologists (NASP) is: "The development of systemic reform is contingent upon a commitment to the principles that no child is put at risk for loss of services while the change process is occurring." (Advisory for appropriate educational safety for all children, 1985). Since 1985, NASP has devoted considerable resources to critical elements of system reform including policy advocacy and continuing education of school psychologists (Coell & Dawon, 1989; Graden, Zins, & Curtis, 1988; Stoner, et al., 1991). Politically valid reforms have the critical elements of fair and equitable distribution of resources, involvement in decision making, protection of jobs, and continuing education opportunities (Jenkins, Pious, & Peterson, 1988).

Resource Allocation. System reform often involves development of different ways for funding programs. Two protections are critical. First, system reform cannot be allowed to lead to a reduction in funding for special and regular education programs. The legitimacy of system reform requires at least stable resources. Second, alternative methods of funding programs and alternative resource allocation procedures should first be pilot tested in smaller units (e.g., a few districts) before applied to the entire system. Your participation in Decision Making: Constituents of the System (cont'd) is involved in decision making regarding the design of alternative delivery systems. Constituents should be viewed broadly, including related services professionals, special educators, general educators, parents, and children and youth. Leadership by psychologists is essential to successful system reform; indeed, the major advances in assessment and intervention are those in which reforms are based originated in basic and applied psychology! Ensuring that the available knowledge base is implemented is a crucial role for psychologists in system reform.

Protection of Jobs. Practitioners in the current system are asked in system reform to support significant changes that affect the kinds of professional roles that are valued and how they do their jobs. The roles of some practitioners may change dramatically. The legitimacy of system reform depends on guaranteeing the employment of these persons, at least in the short term, and providing for them simple continuing education opportunities to acquire skills that are needed in the new system. Each individual should get a fair shot at continuing their work in a role that is valued if they are willing to acquire skills that are needed in the new system.

Continuing Education. Continuing education opportunities are perhaps the single most important feature of system reform. Most of us have ample continuing education needs, expressed frequently by one of our leading scholars, "I have saved my course notes from graduate school. With the exception of statistics, everything I was taught no longer is true." (Bardon, 1981, p. 202). The advances in assessment and intervention are not well represented in all graduate school psychology programs; indeed, it is our observation that many of us are unprepared to assist with special education needs that equal and, in most cases, exceed those of typical practitioners!

Traditional school psychology training provides an essential foundation for system reform that we can use as a base in meeting our continuing education needs. Our knowledge base is based on contribution to development of measurement, assessment, counseling, and remedial program, and relationship skills is unique among related services personnel and essential to successful performance of roles in new systems. To this traditional knowledge base we need to add systemic problem solving.

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School Reform... from page 5

consultation, principles of behavior change, principles of instructional design, and functional assessment.

The design of continuing education is crucial (Reschly & Crittenden, 1991). Most current continuing education can be characterized as touting and hope because actual supervised practice with feedback in implementation of new skills is not provided. Effective continuing education that leads to persistent changes in professional services requires a multi-step consultation, principles of behavior change, principles of instructional design, and functional assessment.

Getting It Done Psychologists Are Essential

Can it be done? Our experience in Iowa is that system reform can be accomplished. It does not occur over night, not uniformly in all regional units and school districts. But we are much farther than most would have thought possible a few years ago. Our progress is based on the four principles of system reform discussed in the previous section. These principles permit cautious experimentation while protecting the rights of children and parents, and the interests of professionals. Iowa school psychologists will comment on how system reform has changed their roles in the articles that follow. Consider these comments in your reactions to system reform. And then reflect on how changes in the current system and in our roles will enable each of us to enhance our career mission of helping kids.

References


Susan Gorin... from page 1

Susan Gorin was born in Rochester, NY. Gorin comes from a family that includes a teacher, a therapist, and a counselor. She was an active student leader at Boston University where she received her B. S. in elementary and special education. She received her M.A. from the University of Virginia in social foundations of education. In 1986 she was the top graduate of a year-long certificate program of association executive development through the University of Maryland and the American Society of Association Executives; in 1991 she became a Certified Association Executive (CAE).

When put on the spot and asked to give her story (she is a Ratherly) at the delegate dinner in Vail, Susan mentioned a few highlights in her career. While co-president of BU-CEC chapter, members raised funds to fly eight developmentally delayed elementary students and their CEC buddies from Boston to Disney World. She became enchanted with Disney's Magic--especially seen through the eyes of a seven-year-old boy with autism. Susan and her husband were engaged 17 years ago (in Pirates of the Caribbean); they've gone back to Disney World with their two sons several times; and she's attended the prestigious Disney executive training seminar on "Providing Quality Service." Susan's student teaching practicum was in Italy at the International School of Trieste. When CEC called to offer her the position as student activities coordinator, she had just returned from a field trip to Venice.

Following her promotion to assistant executive director in 1982, the student CEC leadership created the Susan Phillips Gorin Award. It is given annually to a professional who serves as a role model for university students.


The Culture and Lifestyle Appropriate Social Skills Intervention Curriculum
(CLASSIC): A Program for Socially Valid Social Skills Training

This manual for group-based social skills training provides a structure for enhancing the social skill repertoires of children and adolescents that is appropriate across cultural contexts. The CLASSIC honors its commitment to cultural sensitivity by building into the program's structure a strategy to uncover the rules for social behavior that are operative in the natural environments in which participants live. In so doing, the CLASSIC does not dictate appropriate social behaviors, but involves participants in the identification of contextually appropriate behaviors. When appropriate behavioral targets have been identified, the CLASSIC offers a structure for training on such targets as modeling, role play practice, reinforcement, coaching, and the use of a social problem solving system. In addition, the manual provides: (1) guidance on assembling groups for CLASSIC training; (2) clear direction on the use of behavioral principles in group work with children and adolescents; and (3) an annotated bibliography on assessment instruments that are useful in monitoring participants' progress through CLASSIC training.

The CLASSIC program is designed to be given in 15 group sessions facilitated by two group leaders. Detailed supplemental material makes the manual useful to elementary and high school teachers as well as psychologists and social workers. Actual scripts for co-leader presentation are offered in the manual to help leaders rehearse optimal ways to present social behavior concepts to children. The manual presents many training options, which make the program appropriate for use with participants from primary through high school ages and in clinical or classroom contexts.

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Susan Gorin, NASP's new executive director, was introduced to the leadership. Her message to the governing body focused on how she and her staff would provide service to NASP members. She further stated that her philosophy was to develop and exceed standards and expectations of those who work for, and to generate more income while watching expenses. She indicated that much of her management training came from the Disney philosophy of service to people being the top priority. Her enthusiasm for her new job was contagious to the group. Susan was previously employed by the Council for Exceptional Children as Assistant Executive Director.

New delegates and elected leaders received an orientation to their new positions, the operations of the Association, and their functions as part of the NASP governance. Molly Dubose and Abby Gorngegen provided this training.

Budget discussions were the primary focus of the business meeting, and due to budgetary constraints, only elected leaders attended. Committees were represented by those in attendance. The original submitted budget was pared by approximately $800,000 from that requested by elected leaders, NASP office staff, and committee chairs. Regional meetings, executive board meetings, and many committee activities were curtailed or eliminated. Delegates asked that some of these activities be reinstated. Regional meetings were reinstated, but at a lowered funding level, and one of two executive board meetings was restored. Membership recruitment received additional funds. NASP is taking a hard look at its budgetary status while trying to maintain good membership services and meeting attendance. The original submitted budget was pared by approximately $800,000 from that requested by elected leaders, NASP office staff, and committee chairs.

Approval of the site for the 1999 convention in Las Vegas, Nevada.

Passage of the 1993-94 budget with modifications. The overall effect was a slight increase from the proposed budget. Passage of a sexual harassment policy for NASP office staff and NASP leaders.

Approval of the site for the 1999 convention in Las Vegas, Nevada.

Adoption of the Position Statement on Students with Emotional/Behavioral Disorders.

Approved a revised Editor-Elect position for the Communiqué. As approved, the Editor-Elect will serve for one year in that position before assuming the position of Editor and can choose to serve either a five-year or a three-year term as editor (with option to renew the three-year term).

Adopted a policy creating a reserve fund for NASP, at a level of four percent of the annual budget.

Passed a resolution affirming that principles contained in the Professional Ethics and Standards for the Provision of School Psychological Services apply to all NASP leaders, elected and appointed, relative to any of their actions on behalf of the Association.

Discussion items included:

- Where Paper on Assessment. A writing group will be defining the federal government what assessment should be. The Paper is non-binding on NASP; however, NASP was asked to provide input.
- Possible change in dues structure.
- The revised credentialing standards proposed by the Accreditation, Credentialing, and Training Committee.
- Strategies for increasing nominations for NASP elections.
- Increasing members through a membership drive.
- An update on the Operations Task Force, which is looking at the operating structure of NASP.
- Placing the School Psychologist of the Year Award on hold for one year because of budget constraints.
- A policy on the interrelationship of the NASP Executive Director with NASP leadership.

The Executive Board, in a meeting following the Delegate Assembly meeting, introduced the preliminary process for developing an evaluation format for the new Executive Director. Michael Martin, the executive director search consultant, will stay on for one year at no charge to assist with this process. The EB is now working on the procedures for implementing the new sexual harassment policy.

Regional meetings were discussed and planned, and plans to run them on a reduced budget were worked out.

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Regional meetings were discussed and planned, and plans to run them on a reduced budget were worked out. The Education and Research Trust (ERT) Board elected two new members, Bill Pfahl and Joe Hamelers, with Susan Safarski elected Chairperson. A new personnel manual for the NASP staff is being developed.

Professional Advocacy wants to hear from NASP members! Please send us your ideas and concerns.

- Andrea Camer, Chair
- Arlene Cranehall, Co-Chair

We in the process of extending the norms for the Modified Version of the Bender Gestalt Test for Preschool and Primary School Children. We are looking to establish a wide geographic base that is representative of the population for which the test is designed. If you are interested in participating in the data collection process (Clinical Psychology Publishing Company will supply test manuals), or if you have protocols that you would be willing to share with us, please contact Dr. Gary G. Brannigan, Dept. of Psychology, SUNY-Plattsburgh, Plattsburgh, NY 12901 (phone: 518/564-3375).
Lesbian, Gay, and Bisexual Youth in School by Tom Eversole

A significant number of pupils in any school system (possibly one tenth) are lesbian, gay, or bisexual. Their school experience is usually a negative one characterized by isolation and discrimination. These students are not afforded an equal opportunity to learn or to develop a positive self identity including a healthy identification of their sexual orientation. This harmful treatment of an entire class of children is cloaked in silence and misinformation often by well meaning adults who act out of fear and ignorance. As mental health professionals committed to improving the health of all youth by the year 2000, school psychologists must address this problem and break the cycle of abuse.

What’s the Problem?
The status of gay, lesbian and bisexual youth in schools is both an equity issue and a mental health issue. Because of the treatment they receive in school and in the community at large, these youth are at increased risk of school failure, suicide, substance abuse, homelessness, physical abuse and sexually transmitted diseases. Lacking healthy role models, support systems and also judging others rather than facilitating their growth, gay and bisexual youth have little basis for developing feelings of self worth and positive aspirations for their future. Gay youth are 2 to 3 times more likely to attempt suicide than other young people, and although they make up a minority of our youth, they may comprise up to 30% of completed youth suicides annually.* When the hairdresser in a school play laps or walks with a swirl and everyone laughs because the faculty directing the play have not received adequate training in prejudice reduction and sexuality, every gay, lesbian, or bisexual child and parent in the audience dies just a little.

These are the children who are forced to learn in an environment where the norm is to ridicule and exclude anyone who is perceived not to be heterosexual, anyone who is different. Unlike the child who has been the target of racial slurs at school, a child attacked because of his or her sexual orientation seldom can return home to find support, sympathy or advocacy. Only in rare cases wherein school personnel are committed to the fair treatment and growth of all children are sexual minority youth supported by affirmative policies. When a student says to a classmate, “That belt’s so faggy (or queer)”, and the remark goes unchallenged by a teacher, then we have colluded in the emotional abuse of every child in the class. We promote social norms that condone discrimination, exclusion and abuse of certain classes of children. The teacher’s inaction communicates accurately to the gay child that she or he is not safe in school.

What is the Impact of Our Attitudes, Values, Misunderstandings About Gay Youth?
One question about how we work with youth is reopened by what we know and how we feel about them. Where did we get our information about sex and about Lesbians and Gays? Much of our early learning was myth. Unfortunately most people have not taken the time to challenge those myths, and some people practice psychology based on them. Some prevailing myths about lesbians, gay and bisexual youth are:

- There aren’t any. Kids can’t know if they’re gay or straight. It’s just a phase.
- You can tell who is gay or lesbian by looking at them.
- Homosexuals are mentally ill. There is a higher incidence of mental illness among people who are not heterosexual. Gay men are pedophiles.
- Gay people have made a conscious decision to be gay.
- People are not bisexual.
- Sexual orientation and sexual identity are the same.
- Homosexuals are a threat to national security.

Myths like these have serious impact on the services we provide and the mental health of those who need it. If we deny that sexual minority youth exist we will never begin to address the problem and will continue to run roughshod over those around us. If we are not competent in our knowledge of human sexuality we will not be helpful to youth sorting out their own positive sexual identity. If we believe the myths about mental illness, perversion and choice, we may continue to treat the symptom rather than facilitate their growth. If our practice is based in myth, our mental health and educational systems will never foster youth programs that are safe for all youth to discover and develop their own full potential unhindered by stereotypes and fears about sexual diversity.

What is Our Role? What Can We Do?
Psychologists are obliged to respond in at least two critical ways with direct service to individual pupils, and as consultants to school faculty and staff. One of the risk factors for youth suicide listed in the 1989 Report of the Secretary’s Task Force on Youth Suicide * is seeking professional help. Let me report that… seeking mental health services may in fact put gay, lesbian, or bisexual youth at risk for suicide in this country. Some psychologists work from the disease model of sexual diversity and feel that homosexual youth should be made into heterosexual youth. When conversion therapy fails and homosexual feelings still remain the client is at greater risk of suicide than before therapy, especially if he/she assumes responsibility for the failure.

Language and environment give implicit and explicit heterosexist messages. (That is indications that everyone is or should be heterosexual.) When a school psychologist asks a young girl who is suicidal “I wonder if you could be upset about your boyfriend?”, she is implying that she should be heterosexual. When the school psychologist asks a young person that it will not be safe to tell the helping professional that she is lesbian. All too often we reinforce the client’s fear that no one will understand or help. When our mental health training presupposes heterosexuality, we collude in genocide among our children.

School psychologists may need to become advocates when referrals are made stemming from classroom behavior or school policies that only accommodate heterosexual youth. If you were asked to see a student because his teacher interrupted a love note he sent to another boy in his class, how would you respond? What message has the teacher communicated by his/her reaction? What dynamics would be ongoing by the time the student reached your office? Are there books, posters, information and other clues in your office that tell a gay student that it will be safe to talk about his feelings with you? What barriers might there be to your displaying a gay affirming poster in your work area? What resources would you be able to offer to this boy? How would the scenario be different if he had sent the note to a girl? Would the school policy be different? In that case would you have been asked to see him? How do you feel about gay youth? What would you consider a “success” in this case for the student, the teacher, his classmates, the school system and for yourself?

In addition to their work with students, school psychologists need to serve as consultants to school systems. Because accurate information and fair policies regarding gay, lesbian and bisexual youth create discord resulting in a paradigm shift for most people, psychologists can offer insight as to best ways to facilitate growth in the school community. Their advice on school policy and its implementation as well as counseling teachers on effective ways to handle incidents of discrimination based on perceived sexual orientation are invaluable. Psychologists who are knowledgeable trainers can effectively facilitate in-service training for school faculty and staff. Their facilitation skills make psychologists excellent co-teachers in civics, psychology and health classes wherein students may have discussions about civil rights, mental health and human sexuality.

What Do School Psychologists Need in Order To Do This Work?
Unfortunately most professional preparation does not include training in human sexuality and diverse sexual orientations. Many of us do our work from the same pervasive base of myth and misinformation about sexuality that brings gay youth into therapy in the first place. As with any challenging issue, proactive work in this field may require some preparation. To do this work effectively we may need to:

- acknowledge that there are gay, lesbian and bisexual youth in our schools and that they are at risk
- evaluate our own attitudes and values regarding gay children
- check the information we have about human sexuality and if necessary replace the myths with accurate, helpful data (get continuing education as needed)
- assess the school environments and policies that maintain the emotional milieu
- develop counseling skills for working with sexually diverse youth
- become comfortable dealing with the subject publicly
- secure support and commitment of administrators and school boards
- recognize discrimination when it exists in our schools and be convinced of the need to respond
- identify information and referral resources for gay, lesbian and bisexual youth.

Continued on page 10

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1-800-323-2991
One disaster can strike anyone at any time. It knows no barriers of race, creed, or color. We are all equally susceptible. Today the Great Flood of '93 inundates nine states along the Mississippi, the Missouri, and its tributary rivers, streams, and creeks, and it impacts communities that nobody outside the immediate area had ever heard of before this summer. Unfortunately, within the past few years, our country has been ravaged by earthquakes, hurricanes, and floods. And our training has not necessarily prepared us to handle the aftermath. It is best to remember, however, that a disaster is not experienced through numbers, lists, or monetary figures. It is experienced individually, through lives changed and plans and dreams disrupted or shattered.

It becomes imperative now—more so than ever before—that school psychologists understand the impact that disasters can have not only on children and family, but as well themselves. For a disaster is a disaster, and a crisis is a crisis. The specifics are different but the crisis reaction, the short- and long-term stress effects and the interventions needed are all very much the same. And who better to teach us about crisis than our colleagues who experienced disaster first-hand on August 24, 1992, and during the aftermath of the ensuing months.

This series is dedicated to our colleagues in the Midwest who are now undergoing the physical and emotional turmoil that follows a natural catastrophe. Though the experiences recounted are specific to hurricane Andrew, the questions posed and answered in these articles are equally applicable to any natural disaster. Most of what we experienced and are still experiencing in South Florida will be felt by our brethren in the Midwest, and our hopes and prayers go out to you in this time of great need.

The Story Begins...

South Dade looked like ... what we had seen in Hiroshima after the atom bomb ... When we got back to where we were staying after the storm my wife said, "So how is the house?" And I had to look at her and say, "It is destroyed." — Frank Zenere, school psychologist.

How might you react if your home was destroyed, if most everything you and your family owned was blown away? What would you tell your children? How would you cope? Amidst the shock and disorientation, how might you begin to reweave the fabric of your life?

In this first article, each individual was asked to respond to the following question: How would you cope? Absent the shock and disorientation, how might you begin to reweave the fabric of your life? In this series and those that follow, the school psychologists were sharing their stories with over 15,000 readers of the Communicate, I felt a burden and a responsibility to protect their integrity. Therefore, no attempt is being made to provide interpretations or implications. Each school psychologist simply tells his or her own story and the reader is free to draw their own conclusions.

One thing that may offer is that though this series is about coping in the aftermath of Hurricane Andrew, the information they provide also has particular relevance to psychologists whose communities are impacted by other natural disasters such as floods, earthquakes, tornadoes, etc.

In this first series, each individual was asked to respond to the following question: Can you tell me what your experience was like during and after the hurricane? How was it for you and your family?

Frank’s Story

Frank Zenere is a school psychologist with three years of experience in the profession. He worked in special education for a number of years. He has two children ages one and three. He is married to a nurse. He is presently on the crisis intervention team for Dade County Public Schools.

At about sunset the evening before, we made preparations, last minute preparations, to leave the house since we were in a mandatory evacuation area. We relocated several miles inland at a relative’s home who lived outside of the evacuation area. Our own home was less than a mile from the bay ...

As the evening settled in there were 15 of us in a one bedroom townhouse. I began with 52 consecutive hours without sleep. As the evening wore on the weather deteriorated ... The area we did stay in was on the northern edge of the eye wall, which is the most destructive part of the storm and we received sustained winds of 140 mph and gusts up to 150-160 mph. We were west of the hurricane center and they had 164 mph and I’m certain we got that. You could hear the roof being torn apart and the shingles being blown off. You could hear cracking and at the height of the storm it sounded like a thousand individuals throwing rocks at the house, we were constantly being pelted that hard ... The water was creeping down the walls through the eyes of the house at a steady stream. Men and women in how they handled the crisis? (5) What did you learn from your family as a result of the experience? (6) Did you notice any difference between men and women in how they handled the crisis? (7) What did you learn that may be helpful to children, adolescents and their families in times of crisis?

In this first article only their individual experiences are described. In future articles the questions posed will be answered. Though these articles are about how our colleagues handled the emotional aftermath of Hurricane Andrew, the information they provide also includes particular relevance to psychologists whose communities are impacted by other natural disasters such as floods, earthquakes, tornadoes, etc.

This series is dedicated to our colleagues in the Midwest who are now undergoing the physical and emotional turmoil that follows a natural catastrophe. Though the experiences recounted are specific to hurricane Andrew, the questions posed and answered in these articles are equally applicable to any natural disaster. Most of what we experienced and are still experiencing in South Florida will be felt by our brethren in the Midwest, and our hopes and prayers go out to you in this time of great need.

Suggestions for future work

School psychologists can play a vital role in creating school environments that promote mental health for all students and employ...
up with substances flowing out of them. If anyone had hit a match the whole area would have gone up... Major shopping centers were completely caved in and demolished. The place where I had got my haircut 48 hours earlier was not even there. Gone. Completely missing...

We decided to check my house first and when we turned the comer I couldn't believe it. My upper story was destroyed and the first floor was just piled back like a can opener had opened the top of a can. Of 25 trees on my property there were four trees left...

We decided to go find my brother-in-law who lived one-half mile closer to the ocean. We would see fish in the street from the ocean. We got there and started banging on the door. We could see what happened by the looks on their faces. They had spent the entire night going from room to room as the house began to give way. Ten people had spent the last part of the storm together in the bathroom because everyone in the house was ripped apart... I mean we were definitely tested as far as the intensity of the storm and wondering a can opener had opened the top of a can. So I pulled into my father's house and waited for about an hour. We were looking at a battery-powered TV and they were showing Curley Ridge and you don't see much of anything. About 3:30 p.m. I started getting really upset...

It was about 5:00 o'clock that I got a call from my brother on the cellular phone that he and my husband were on their way back. So I saw my husband and there was the great flood of release that he was O.K. But that was just the start...

I had just arrived the day before so I didn't have time to board up. Basically I was only able to gather some food, water and medicines. It was very, very scary... We have a strong faith, but it was scary. I want to tell you a little bit about how we handled it... It was incredible. We had 14 people in the house. A lot of elderly people, about five kids, four elderly people, and the rest were people in their 40's like us. It was traumatic. You can't prepare enough for it. Each person reacted differently. Some of the older people, my mom, my dad, they are in their 80's. They had gone through it in Cuba, and they were really scared. To me at the time, it was, "Hey, you know, it is a challenge. It's a challenge of me going against Andrew." It was an unfair fight...

It really only took a little bit to do whatever I could... Maria said, "You are just overreacting; nothing is going to happen. It is not going to come." I was feeling helpless... I just wanted to cry. But I couldn't. I needed to hold up and provide a front that things are stable and secure and would be fine again.

There was a feeling of disbelief and awe at what nature had done. When we saw that my brother-in-law was O.K. there was great embracing and joy and then we went back into a sense of awe and disbelief again. It took us two and one-half hours to drive about what normally takes 30 minutes. When we got back to where we were staying during the storm, my wife said, "How is the house? Did we get any damage?" And I had to look at her and say, "It is destroyed." And to see her start crying and really all along I felt like that inside, that I wanted to cry. But I couldn't. I had to hold up and provide a front that things are stable and secure and would be fine again.

We finally came outside around 5:30-6:00 a.m. We were feeling numb, a feeling of shock... I went out and saw the neighbors waving at me and I felt so sorry because they didn't have a roof and they were only able to save themselves. They were in the bathroom. That was only the place. And it was moving... It was very emotional, and to this day I don't know what was worse— the event or the aftermath.

**Sue's Story**

Sue Bislingr-Clifford is a first-year school psychologist who also has a degree in counselor education. She has three school-age children and her husband works for fire rescue.

I spent the entire day deciding what we needed as far as purchasing for the hurricane. All of a sudden our lives had gone from very normal to standing in long lines to get what we needed. My husband said that I was overreacting and told my son, "She is overreacting."

We decided to check my house first and when we turned the corner I couldn't believe it. My upper story was destroyed and the first floor was just piled back like a can opener had opened the top of a can. Of 25 trees on my property there were four trees left...

We decided to go find my brother-in-law who lived one-half mile closer to the ocean. We would see fish in the street from the ocean. We got there and started banging on the door. We could see what happened by the looks on their faces. They had spent the entire night going from room to room as the house began to give way. Ten people had spent the last part of the storm together in the bathroom because everyone in the house was ripped apart... I mean we were definitely tested as far as the intensity of the storm and wondering a can opener had opened the top of a can. So I pulled into my father's house and waited for about an hour. We were looking at a battery-powered TV and they were showing Curley Ridge and you don't see much of anything. About 3:30 p.m. I started getting really upset...

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**Flood Response Information**

Packet Available

by Arlene B. Crandall and Pete Reynolds

In late July the tornado covered nothing by the "Flood of 1993," but by early August the news media and other headline news began to make most of us forget about the parents and children whose lives were uprooted by this disaster. As school psychologists, we need to stay informed about the process of the relief effort and be ready to help families affected by the floods when schools reopen in September.

Toward this end, NASP has created an information packet for school psychologists working in flood-affected regions.

The focus of the initial disaster relief effort was on reestablishing basic living conditions for the people in the region. Many communities experienced as much property loss and damage as was affected by Hurricane Andrew last summer. The Flood of '93 also displaced families into temporary shelters for long periods of time. Many homes lost to the flood had been in families for generations. When these families return, all keepers of family history may have washed away with the river. The long-term economic impact on the farming communities may be severe. At the very least, farm families will have lost one year's income.

Awareness of these facts will help school psychologists prepare for the emotional impact on the children of these communities. Additionally, it is important to know that after a large-scale disaster, families often send their children to stay with an extended family while the adults create a semblance of order in their hometown. Last year, for instance, many school psychologists in New York found that children from South Florida transferred into New York schools in September.

Local school psychologists can play an important part in establishing or participating in programs to meet both the emotional needs of children and their families. It is also important to recognize the effort of many children who worked endless hours helping to sandbag the levees or in other ways assist in protecting homes and communities. As communities begin to rebuild, it can be easy to forget the level of volunteer involvement made by children and youth. The direct participation of youth in the losing war against Andrew can also have subtle emotional consequences.

The information packet NASP has developed includes parent handouts and background information on children's reactions to disaster and long-term stress. These materials can be used as letter articles or press releases for local papers. Many parents and community groups will need advice on how to help their children cope with the aftermath of the disaster. NASP's Communications Committee is coordinating an effort to distribute this packet of information and provide assistance to state associations. Local school psychologists can contact delegates or the Communications Committee to keep NAA informed of what is happening in individual communities.

Members who would like a copy of the information packet can contact the Communications Manager, NASP, 8455 Coleville Road, Suite 1000, Silver Spring, MD 20910-3319 or call 301/608-3514, ext. 18.

Arlene B. Crandall (516/874-4994) is co-chair and Pete Reynolds (702/799-7499) is chair of the Communications Committee.

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Greenwood, IN 46142

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**War Zone... from page 11**

**Peggy’s Story**

Peggy Escobar is a school psychologist in private practice. She is completing her doctorate in educational psychology and special education. Peggy has three children, two in preschool and the other two, school-age. She is married to a clinical psychologist who is an Associate Professor in the Psychology Department at Florida International University.

My situation was unique as I was in another state. When I was away it was hard because I was getting phone calls from my children who were in the hurricane area. I got veryomatic and didn’t eat for four days, two days of the approach and two days afterward. I got home on Wednesday, two days after the hurricane—the most stressful part of the experience was not being with the family and watching this thing and not being there to help. That was extremely stressful. The second one was where I finally became convinced that we couldn’t live in the house. It was very difficult to find a rental. The rental agent would say that the home on Wednesday, two days after the hurricane... the shelter, it is a real basic Maslow need, no shelter. But even... gone. That was a very difficult thing because there was no... was still standing and I was in just a little better shape. I knew a little more what to do and it is hard to see what is going on. At that point my daughter who is 19 started to panic. I knew what people needed to hear and feel, the validation and a calming of their panic... The focus immediately was to try to feed people, it was a very basic kind of thing. Here’s a place to sit. Here is a place to comfort your child. Here, food.

LeAnna’s Story

LeAnna Collier is a school psychologist with over 15 years of experience. She is presently working at the TOPS program, a clinical diagnostic setting for severely emotionally handicapped and abused and neglected children. She has a nineteen-year-old daughter.

There were four of us in the house and around 3:00 o’clock in the morning, it seemed very suddenly, it all got very, very bad. Wood started being ripped off the windows and luckily the first one to go was in the bathroom and that gave us two barriers, and I felt relatively safe with that. Then not long after that we started losing wood off the front window... Once the wood went things started hitting the glass and breaking, and it was dark so you couldn’t tell what was happening. We took the dining room table which was two inches thick solid oak and stood it on its end and my friend and I held it to the window. And glass is all over the carpeting and water is coming in over the door and it is very dark and it is hard to see what is going on. At that point my daughter who is 19 started to panic. I had been in Miami as a young teenager and had experienced hurricanes. I treated it with respect, and took precautions... but it never occurred to me we’d fear for our lives. I got frightened because we were having trouble holding the table against the wind. We used bookshelves as leverage against the table and started putting books in the bookshelves... I became aware that my daughter and my girlfriend were giving me my psychology books to put in the bookshelves... I appreciated their help but did suggest that the encyclopedias might do better because they were heavier.

My daughter and my girlfriend were giving me my psychology books to put in the bookshelves. I appreciated their help but did suggest that the encyclopedias might do better because they were heavier.

People were crying and very frightened. But I had a need to get people involved in something. Preparation of food or picking up pecans... My neighbors were looking up to the sky from inside their house, but my roof was in better shape. I think having the training meant knowing what people needed to hear and that it was O.K. to validate their feelings. It is interesting that you are experiencing the shock and the panic and yet my house was still standing and I was in just a little better shape. I knew a little more what to do and for me it was the beginning of a long journey and a lot of care giving.

**Attention Deficit Disorders Evaluation Scale (ADDES) With or Without Hyperactivity**

Developed by Stephen B. McCarney, Ed.D. Copyright © 1989

**Behavioral Descriptors Psychologists are Most Likely to Encounter**

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Position Statement On Students With Emotional/Behavioral Disorders

The National Association of School Psychologists is committed to promoting effective services to meet the educational and mental health needs of all students. Students with emotional and/or behavioral problems constitute an undeserved population within the American educational and mental health systems. These problems interfere with the acquisition of academic and social skills and negatively impact adult adjustment. Therefore, early identification and intervention for students with emotional and/or behavioral problems are essential.

Definition

The National Association of School Psychologists endorses the following definition of Emotional/Behavioral Disorders developed by the National Mental Health and Special Education Coalition:

Emotional or Behavioral Disorder (EBD) refers to a condition in which behavioral or emotional responses of an individual in school are so different from his/her generally accepted, age-appropriate, ethnic or cultural norms that they adversely affect educational performance in such areas as self-care, social relationships, personal adjustment, academic progress, classroom behavior, or work adjustment.

Assessment And Identification

The determination of a significant impairment in at least one area of school adaptive behavior outside the school setting (such as vocational skills or interpersonal behavior) and significant impairment in at least two different settings, at least one of which is school-related.

The assessment should be collaborative and interdisciplinary and include:

- Multiple sources of information, including such procedures as structured interviews, systematic and structured observations, behavior checklists and rating scales, self-reports, work samples, and standardized assessment instruments if appropriate. These methods should be demonstrably reliable and valid, and developed for the purposes for which they are used.
- Information from the home and community in relation to the child's behavioral and emotional functioning, cultural norms and expectations, and relevant family, health, and developmental history should be gathered.
- The determination of a significant impairment in at least one area of school adaptive behavior (such as vocational skills, organizational skills) and significant impairment in adaptive behavior outside the school setting (such as vocational skills or interpersonal relationships) should be made.
- An analysis of (alternative) factors underlying the child's behavioral or emotional responses should be conducted.
- Documentation of the student's response to intervention(s) should be obtained.
- A direct link between assessment and intervention planning should be evident. The multidisciplinary team is essential to the comprehensive evaluation process and to the determination of eligibility for special education services. The school psychologist should be involved in all school-based EBD assessments. This involvement could include any or all of the following:
  - Review of referral and screening information;
  - Consultation in the planning of assessment and/or intervention;
  - Directly conducting screening or assessment procedures;
  - Interpretation of assessment data; and
  - Linking assessment data to intervention planning, implementation, and evaluation.

Intervention And Special Education Placement

Emotional/Behavioral Disorder is a dimensional rather than categorical condition; such problems that impair school performance and adjustment exist along a continuum of severity. Most students will experience behavioral and/or emotional difficulties at some time in response to situational and developmental stresses. Many students' needs can be effectively addressed through prevention programs, pre-referral consultation with teachers and parents, short-term counseling, and/or other interventions in the regular classroom setting. Such interventions should be empirically based and of sufficient duration to maximize opportunities for success. Systematic evaluation of interventions is also needed to determine effectiveness, treatment integrity, and the need for modifications or additional strategies. The involvement of the school psychologist in pre-referral and regular education interventions is critical to the determination of the need for special education services.

Identification is not synonymous with placement in a special education program; identification does not negate the school's obligation to provide services in the Least Restrictive Environment (LRE). The LRE is the learning environment that best meets the academic and social needs of the student with any appropriate modifications and/or related services. The LRE might be the regular education classroom or another setting. Special education programs exist on a continuum from least to most restrictive in relation to the regular education classroom. Frequently, students requiring more specialized interventions and placements also required coordination services between school-based and community-based programs.

In considering the student's need for placement in a more restrictive setting, the following conditions must be considered:

1) Duration: The condition must exist for an extended period of time and not be a short-term response to a specific situational stressor.
2) Severity: The condition must significantly impact school performance as reflected by academic achievement, acquisition of social skills, and interpersonal relationships in the school setting.
3) Pervasiveness: The behavior of concern occurs across settings;
4) Resistance to intervention: The behaviors of concern continue despite the appropriate, individualized application of intervention strategies provided within regular education settings and expert consultation from appropriate school personnel; and
5) Exclusionary factors: The behaviors of concern are not due to a situational variable, cultural or linguistic differences, or primarily the result of other handicapping conditions. Furthermore, intervention and placement are not sought primarily as disciplinary actions or as efforts to resolve conflicts between individuals or agencies.

Characteristics Of Appropriate Intervention

At all levels of service delivery, school psychologists consult with teachers, parents, and agencies; provide counseling and social skills training; and continue to develop, implement, and evaluate intervention procedures. Furthermore, school psychologists endorse alternative to categorical labeling and placement and help to ensure that only those students who cannot be served appropriately in the regular classroom, based upon reliable and valid data, are considered for more restrictive programs and more intrusive interventions.

Effective interventions for students with emotional/behavioral disorders include the following:

- Selection and planning of interventions based upon empirical data
- A direct relationship to assessment information
- A plan to evaluate effectiveness in yielding desired results
- Continuous monitoring and adjustment as needed to ensure efficiency and validity of services

The National Association of School Psychologists believes that psychological services must be available for all students in need of such services. These services should not be restricted only to students eligible for special education. Effective provision of services to students with emotional or behavioral problems requires the close collaboration of all service providers to ensure that services are designed and carried out in a manner that is empirically-based, culturally sensitive, and of the greatest benefit to the student and family.

Adopted by the Delegate Assembly, July 1993.

This position statement was developed by the NASP Children's Services Committee. For more information about the Committee and its activities contact Patti Harrison, Chair, Box 870231, U. of Alabama, Tuscaloosa, AL 35487-0231.
New Titles from Research Press

Essential Resources for Working with Adolescents

Adolescent Suicide
A School-Based Approach to Assessment and Intervention
Dr. William G. Kirk
Provides the information and skills necessary for accurately identifying and intervening with at-risk adolescents. The book details a model for establishing an effective school crisis team and addresses special student populations such as minorities, lesbian and gay youth, youth with eating disorders, and college students. Includes numerous case examples derived from information provided by parents, mental health professionals, educators, and adolescents who have considered suicide or survived suicide attempts.
190 pages, $14.95

Life Lessons for Young Adolescents
An Advisory Guide for Teachers
Fred Schrumpf, Sharon Freiburg, and David Skadden
Specifically designed for middle school or junior high teachers to use during homeroom advisory periods. The authors, with backgrounds in teaching, staff development, and social work, have developed 94 short and simple student activities on communication, problem solving, cultural understanding, self-esteem, stress management, peer relationships, and more.
6 ½ x 11, 212 pages, $25.95

Teen Pregnancy and Parenting Handbook
Dr. Patricia G. Mathes and Dr. Beverly J. Irby
Written for pregnant teens and teenage mothers, this easy-to-read book is comprehensive, informative, and realistic. It covers important areas such as diet, nutrition, and exercise; changes in the mother’s body; what to expect during labor and delivery; and child development during the first year. For teen pregnancy and parenting groups or self-study. Also available is a detailed Discussion Guide for group leaders and teachers.
Handbook, 440 pages, $19.95
Discussion Guide, 64 pages, $6.95

Peer Mediation
Conflict Resolution in Schools
Fred Schrumpf, Donna K. Crawford, and H. Chu Ussel
Shows how to establish a successful peer mediation program with students in grades 6 through 12. The Program Guide provides step-by-step instructions for staff orientation and training, student orientation, and the selection and training of mediators. The Student Manual (recommended for each student mediator) contains numerous training activities and role playing exercises.
Program Guide, 8½ x 11, 160 pages, $23.95
Student Manual, 8½ x 11, 64 pages, $9.95

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Responding to Bullying: A Video Review

Bristol, England: Lame Duck Publishing

Reviewed by Ruth Kelly

How do you respond to bullying in your school? How would you respond if a local news reporter called you and asked how you and your school handled bullying? The video is running a story off the wire service and wants local input for the story. When that call came to me five years ago, I was caught off guard although I spoke about social skills training and assertiveness training, I thought there had to be more information about the problem.

Because of that experience and my work as a school psychologist working in a school with 900 fifth and sixth grade students, I was delighted to attend a workshop given by Barbara Maines and George Robinson in Saraga, Portugual in July, 1991 for the International School Psychology Association (ISPA). The workshop was a 10 week team-wide approach to help prevent bullying in schools by increasing the personal awareness of school students and teachers of the devastating impact that bullying (either physical or verbal) can have on individuals. This approach is available in both a video and book.

I have used their ideas from the conference and also shared the paper with presenters at our Wellness Day who have spoken to small groups about bullying. One year the presenter was a local private family therapist. He focused on how everyone needed to take responsibility for the bullying which occurred. The presenter this past year was the DARE officer who also focused on the role everyone has in bullying. Since both presenters were very grateful for the information on bullying, I was excited to learn that Maines and Robinson have developed another set of tools to help schools when bullying actually is occurring. Their new video and training booklet is Michael's Story... The "No Blame Approach" The booklet is a short 26 pages and the video is approximately twenty minutes in length.

The purpose of this program is to help schools deal with bullying by teaching perpetrators how to develop higher values of empathy, consideration or unselfishness rather than the bullying values of dominance and status. The program advocates looking beyond the usual methods of dealing with bullying which are punishing the bully or teaching the victim how to be more assertive or more appropriate social skills. The authors state that both of these approaches may be important as an adjunct to their approach but not as the primary approach to bullying. The labels bully and victim are used to describe the program but are definitely not used with the students.

Two critical points stressed in this approach are to not place blame and not to "get to the bottom of this." In place of those "not to's," a series of seven steps are described in the book and modeled in the videotape. The process allows a group of students including the bully as well as students who may be observers an opportunity to problem solve and take responsibility for making the "victim" feel better. The responsibility for making the "victim" feel better is left up to the group with no commitment from group members although an individual check back is the last step in the process.

The materials are school-wide and their objective is to teach a new approach to bullying for any school staff. The video tape is an actual example of the steps being followed by a school teacher and group of children (who look to be ten to twelve years old). The training booklet is designed to be used as a tutorial or in a group inservice. It would be very easy for school psychologists to present this information for a small group of teachers.

There are eleven activity pages including preliminary activities for the teachers to generate definitions of bullying before the actual video is shown. The activities could form a series of after school inservices or a half day inservice. The activities include many problem solving techniques as well as didactic information. The first appendix explains briefly some of the research on bullying. The second appendix is a series of questions and answers about the program and testimonials from teachers who have used the program.

Overall, the program is user friendly and I would strongly endorse its use. The videotape and booklet compliment each other. The videotape provides a description of each of the steps with an illustration of how the step is used. Some of the videotape conversations with a British accent were difficult to understand. Another question about the program is that the age group which is targeted. There were references to the British school system but since I am unfamiliar with this, I was uncertain of the ages of students. I thought the process could probably be used for all ages with modifications in sophistication used to meet the person's developmental needs. I would think as children grow and mature, conflict resolution skills could be taught which would help children take over more of the problem solving themselves. It would also have been helpful to talk about evaluation of the program but as with many intervention programs, there does not seem to be a formal evaluation completed.

The final concern is whether the program would be suitable for meeting the charges of harassment from a legal perspective. Harassment cases are on the increase in Minnesota and across the country and have received much press. I shared the video with the DARE police liaison officer in the school. He felt the approach was very well suited to the content and appropriate for an educational setting. As more litigation comes out regarding harassment cases, this approach as well as others will need to be used as well as legal requirements in schools.

Both videotapes and booklets can be obtained from, Lame Duck Publishing, 10 South Terrace, Redland, Bristol BS6 6TG, England, Telephone/Fax 01144-272-732881 (see ad, page 16).

Ruth Kelly, Ph.D., NCSP is a school psychologist in West Park, MI.

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Test Review

The Woodcock-Johnson Psychoeducational Battery-Revised Achievement Batteries

Authors: Richard W. Woodcock and M. Bonner Johnson

Publishers: DLM Publishing Company, P. O. Box 4000, One DLM Park, Allen, TX 75002
Cost: Form A with a case, standard and supplemental test books, examiner's manual, 25 test records, 25 subject response books $235.00
(without the case the price is $195.00). The Technical Manual for the cognitive and achievement parts of the test is $29.95. The price of Form B is the same as Form A.

Reviewed by Agnes E. Shine and Linda W. Morse

The Woodcock-Johnson was revised to assess a broader spectrum of achievement skills in individuals from 24 month old children to adults well into their nineties. The standard battery is comprised of nine subtests while the supplementary battery has five subtests. New to the achievement test is the assessment of an individual's writing skills.

The standard achievement battery of the WJ-R ACH can be administered by an experienced examiner in about 55-60 minutes. Depending upon the age of the subject an additional 25-35 minutes would be needed to administer the supplementary achievement battery. Test authors provide an extensive administration and scoring guide for the examiner which includes practice sessions and a checklist of administration and scoring competencies. As with the original WJ/PEB, the revised edition scoring is quite cumbersome and scoring checklists could easily be made by the examiner for easy and accurate scoring. The computer program for scoring the WJ-R ACH may be preferred to hand scoring especially if the WJ-R ACH is used extensively. The revised achievement battery has two record forms, the test record and the subject response book which are expanded versions of the original test booklet. The WJ-R ACH retains the easel format but with heavy cardboard backs which are less likely to fall apart as did the outer covering of the original WJPEB. Most of the subtests have a basal of 6 items and a ceiling of 6 items. Standard scores, percentiles, and grade equivalent scores are provided. Plotted the score was retained to aid in interpretation. A new interpretation feature allows the examiner to compute intra-achievement discrepancy scores.

The Rasch item response model served as a basis for item selection and difficulty estimation. Internal consistency reliability estimates were provided for each of the clusters and tests in the standard and supplementary batteries. The reliabilities ranged from 95 (Broad Reading) to .76 (Writing Fluency). All of the reliabilities are reasonable given the specific content of the test. The author addresses three types of validity in the technical manual. Regarding content validity, items were chosen by using expert opinion and reflecting a range of difficulty. Concurrent validity was addressed through correlation studies among three broad age groups (i.e., 3, 9, 17) and the results indicated correlations that are generally moderate. Construct validity was supported through intercorrelations among the tests.

The WJ-R ACH is more comprehensive than the original version of the test. Norms are provided for children from 24 months to adults well into their nineties. The reliability and the norms were well designed to be used. Standard scores, percentiles, and grade equivalent scores are reported for clusters and individual tests. In terms of clinical practice, the inclusion of writing tests and standard scores for the individual tests and intra-cluster comparisons should help the school psychologist better clarify the achievement skills of the child they are evaluating.  

Agnes E. Shine, Ph.D., is the Director of programs in School Psychology and Linda W. Morse, Ph.D., is the Director of program in Educational Psychology. Both authors are faculty members at Mississippi State University. This review was solicited by Lee K. Holdman, a Communique contributing editor.
Bullying
creating a safe school
* safe for students
"bullying happens less often and we know that our teachers will help us."
* safe for teachers
"we are confident that we can develop a school policy to deal with bullying effectively."
* safe for parents
"we know that when we talk to teachers we will be heard and our children will be listened to."

Michael's Story..
The "NO BLAME APPROACH."

This video and Inset workbook have been developed from a successful, thought-provoking school based programme to deal with bullying. It asks staff to question existing practice, challenging the idea that support for victims or punishment of bullies will prevent future incidents.

The video introduces a step by step, teacher led initiative which we have found to be successful in many schools. Victims report that the bullying has stopped and the perpetrators, surprised that they are not being punished, express helpful attitudes and change their behaviour.

Teachers using this intervention report an almost 100% success rate and they tell us it is easy to implement, it creates a positive relationship between all the young people involved and that parents are very happy with the results.

The No Blame Approach has now been used by teachers with young people aged from five years to nineteen years and with young adults in a further education setting. Their stories have been followed up for two years and the improvement has been maintained. The materials can be used for school based in service training and development.

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Stamp out Bullying

The purpose of the package is to encourage and support adults who intend to work directly with young people through tutor groups, counselling, group work and school organisation.

The video and handbook record a day spent working with seventy young people. The intervention was arranged when a fourteen year old took an overdose of tablets after being bullied and her peers realised that some response was needed from them. A team of eight adults presented a training day in school and the event was recorded.

"After today it will never be the same... it will always be different."

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**Review of the Materials**
As a systematic and rational approach to an ever pressing school problem, these materials are highly recommended and they deserve to succeed.

Education Review Spring 1993 Vol. 7 No. 1
Central Ohio School Psychologists Association Issues Award

On May 25, 1993, Margaret Burley was the honored recipient of the Charles B. Huelman, Jr. Award, presented to her by the Central Ohio School Psychologists Association. Margaret was selected for her untiring service to the children of Ohio. She has been the director of the Ohio Coalition for the Education of Handicapped Children since 1980. She became involved in this proactive role after the birth of her multiply handicapped son during the era in Ohio when educational services were not provided to these children.

Today, Margaret is one of the premier advocates for funding issues for the education of students with disabilities. Margaret was appointed by the Governor of Ohio to the Governor’s Association Issues Award.

Margaret was selected for her untiring service to the children of Ohio. She has been a member of Congress to receive the Outstanding Public Service Award from the National Council on the Handicapped, and the National Information Center for Handicapped Children and Youth. In 1984, Margaret was the first person who was not a member of Congress to receive the Outstanding Public Service Award from the National Council for Exceptional Children. (Article submitted by Jill Van Valkenburg)

If you have items for the People or Associations section of the Communique, please send them to Peg Dawson, Editor, 1 Ladd Road, Brentwood, NH 03833.

Set Sail For Seattle
by Carol Kelly

NASP’s 26th annual convention is set for the first week in March in Seattle. Professional development is especially critical to us as we address issues essential to education’s future. This year’s program has been carefully designed to help us have a greater impact in the schools we serve. The convention theme is School Psychologists: Leaders for Change.

We’ll discuss our role as leaders, the change process, and press for school reform issues with some of today’s leading authorities. Michael Fullan, from the University of Toronto and author of The New Meaning of Educational Change, will recommend powerful strategies for making school improvements. Pat Dolan’s keynote will focus on long term restructuring based on change process principles. Building support for change will be covered by communications expert Pat Jackson. Come help shape the future of public school education and school psychology.

I’ve always been in love with Seattle and can’t imagine a more ideal city to host this year’s convention. Seattle is often rated the country’s most livable city, offering spectacular scenery, fresh seafood, sailing, the ocean, Mount Rainier, the San Juan Islands, the Puget Sound, and lattes. Watch for details in future issues and in the Preliminary Program.

I encourage you to meet with NASP representatives, attend interest group network sessions, and participate in committee functions, and visit NASP booths.

Students are especially welcome. Caroline Wandle of the NASP student committee and Susan Vandein of the convention career placement service are designing events geared to students and entry level school psychologists.

You won’t want to miss the hilarious lyrics and harmonious “psycho-swing” music during Friday evening’s special performance of the Therapy Sisters. This Austin-based group is well known among mental health professionals. Releases include Mood Swings, Codependent Christmas, Relapse, and Multiple Personalities. Guaranteed to provide convention goers suffering from brain overload with soothing music therapy as well as a chance to laugh with friends.

Join me the first week in March in that city on the bay; the city of ferries, cultural diversity, and lattes. Watch for details in future Communique issues and in the Preliminary Program.

See you on the waterfront.

Carol Kelly, PhD, NCSF, NASP President.

People

New Positions...

Kathy Durbin is the Lead Psychologist in the Lancaster County Schools in South Carolina. Beth Lowman is Director of Student Services in Bamberg School District #1 in South Carolina.

Congratulations to...

Patti Harrison, chair of the Children’s Services Committee, on her marriage to Allen Wilcoxon in July.

Check Ott, school psychologist in Sonenworth, NH, for completion of his doctoral degree in Indiana University of Pennsylvania.

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And best of all the report is integrated! Instead of a series of stand alone reports, information from the various tests are compared throughout the report. And the Psych Report Writer is Unlimited Use, unlike other programs that self destruct after a fixed number of uses. A Remodulation Disk is also included, which allows you to attach practical suggestions to remediate a variety of psychological, behavioral, and educational problems, directly to your psych report. We also provide LOW COST UPGRADES FOR REGISTERED USERS, and Toll Free 24 hour Technical Support. All this for only $550.00 Call for a Sample Report.

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Commmuniquè—Page 18

Association News

Texas School Psychologists Create Association

On May 22, 1993, elected delegates and other interested school psychologists met on the campus of Texas A&M University to form the Texas Association of School Psychologists. In addition to the elected delegates, committees met for strategic planning in the following areas: convention and professional affairs, training, membership, elections, finances, public relations, newsletter, and legislative/NASP liaison. A constitution and by-laws were ratified, and acting officers were elected. The officers are:

President
Secretary
Treasurer
Membership
Newsletter editor
Convention planning

Dan Miller
Ethel Herrick
Jean Tanous
Mae Fjested
William Masten
Lisa Goodwin

(Article submitted by William Masten)

‘Legislator of the Year’ Award presented to Massachusetts State Senator William R. Keating. Left to right: Kathy Durbin, NASP Past President, Senator Keating, MSPA President Margaret Ingram.

‘Legislator of the Year’ Award presented to Massachusetts State Senator William R. Keating. Left to right: Kathy Durbin, NASP Past President, Senator Keating, MSPA President Margaret Ingram.
Nominations for NASP Offices

by John Boyle

The 1993-94 NASP election season begins in September with the nomination of candidates. (See the nominations ballot which appears in this Communicat.) The nominations process is your opportunity to submit the names of individuals whom you consider to have outstanding leadership qualities. The national offices of President-Elect and Treasurer will appear on the slate for election, as well as one Regional Director from each region and the Delegates from the states listed on the ballot. It is important for those interested in seeking office to request that other members submit nominations on their behalf since the two people with the highest number of nominations for each position will be included on the ballot. Each member may nominate two people and persons interested in running may nominate themselves. The Nominations and Elections Committee is very interested in having two nominees for each elected position, and we especially encourage persons who represent diverse cultural backgrounds to consider running for elected positions. Any current regular member may be nominated for President-Elect or Treasurer. Regional Directors and Delegates may hold any classification of individual membership, except for affiliate membership. It is not necessary to resign from an elected position to run for another office.

Elected Positions

National officers, Regional Directors and Delegates of the Association are elected to the following terms of office:

- President-Elect .................................................... 1 yr.
- Treasurer .................................................................. 2 yr.
- Secretary .................................................................. 2 yr.
- Regional Director ................................................... 2 yr.
- Delegate .................................................................. 2 yr.

The Treasurer is elected every even year, the Secretary every odd year. There are two Directors from each region, and no two Directors can serve concurrently from one state. Each state with more than one NASP member may elect a Delegate to serve a two-year term. Delegates and Regional Directors may succeed themselves for one term.

The Nominations and Election Procedures

Nominations for each position will be included on the ballot. Each member may nominate for President-Elect and Treasurer, Regional Directors and Delegates may hold any classification of individual membership, except for affiliate membership. It is not necessary to resign from an elected position to run for another office.

Nominations and Election Procedures

Once you have the consent of persons you wish to nominate, fill out the nominations ballot included in this issue and return it to the NASP office, postmarked by October 10, 1993. An independent firm will tabulate the results, and the Nominations and Election Committee will notify all nominees by telephone and in writing as quickly as possible.

Each candidate will be asked to submit a biographical statement which will be prepared to accompany the ballot. In addition, to better acquaint you with the national candidates for President-Elect and Treasurer, they will respond to a series of questions, which will allow them to articulate their goals for the Association and to express their views on key issues. The candidates' responses will be published in the December Communicat.

Ballots will be mailed to all current members on January 20, 1994 and members will have until February 20, 1994 to vote. As soon as the ballot count is official, all candidates will be notified by telephone of the number of votes cast in their own contest. Newly elected officers, Regional Directors and Delegates will take office on July 1, 1994.

NASC Policy

The NASC campaign policy encourages candidates to utilize personal means of communication to promote their candidacy. Individual, personal letters or telephone calls to friends and colleagues are appropriate, but these should involve little expense (e.g., less than $100.00), and should be done entirely by the candidate. Mass mailing, telephone trees and other impersonal means to influence voter behavior, either by or on behalf of the candidate are forbidden by the policy.

State associations, especially NASC affiliates, are encouraged to comply with NASC's campaign policy and procedures. NASC Delegates and Regional Directors are also responsible for encouraging voluntary compliance within their own state or region.

Key NASC Election Dates

- September 1993 Nominations
- October 10, 1993 Deadline for Nominations
- November 20, 1993 Deadline for Candidates' Biographical Statements
- January 20, 1994 Ballots Mailed
- February 20, 1994 Deadline for Ballot Return
- March 1994 Election Results

John Boyle is Chair of the Nominations and Election Committee.

NASC Nomination Ballot

The election process is under way with the call for nominations. Your nomination form is included in this issue (see reverse side of this announcement). You are encouraged to participate in the election and nomination process, as it provides you the opportunity to be directly involved in the selection of leadership of your national professional association. You may submit two names for each of the offices of President-Elect, Treasurer, and Regional Director. You may also submit two names for the office of Delegate, if your state is listed as electing a Delegate this year. Both nominees in each category will receive equal weighting in the tabulation of results.

Regional Directors

Regional Directors are elected for two-year terms with the provision that no single state can have two Directors. This year members from the states listed below are eligible for nomination. You may nominate only from your region.

NORTH CENTRAL
- Iowa
- Kansas
- Louisiana
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Oklahoma
- South Dakota

WEST CENTRAL
- Arkansas
- Iowa
- Kansas
- Louisiana
- Minnesota
- Missouri
- Nebrasca
- North Dakota
- Oklahoma
- South Dakota

NORTH EAST
- Maine
- New Hampshire
- New Jersey
- New York
- Pennsylvania
- Rhode Island
- Vermont

NORTHEAST
- Alabama
- Florida
- Georgia
- Kentucky
- Maryland
- Mississippi
- North Carolina
- Tennessee
- Washington, D.C.
- West Virginia

SOUTHEAST
- Arkansas
- Florida
- Georgia
- Kentucky
- Maryland
- Mississippi
- North Carolina
- Tennessee

Nominations for all offices must be current members of NASC. All offices except that of Delegate require attendance at three or four national meetings annually, one of which is held in conjunction with the Annual Convention. Delegates attend two national meetings annually, one of which is held in conjunction with the Annual Convention. Travel, room and per diem meal expenses are paid to Executive Board and Delegate Assembly Meeting with the exception that only room, per diem meal expenses (two day maximum) and travel are paid for attendance at the Assembly held immediately following the Annual Convention. An honorarium is provided by the Association to the President for income lost.

Please contact your nominees and secure their consent prior to placing their names in nomination. Nominations should be carefully chosen on the basis of their potential for effective leadership and willingness to serve NASC and the field of school psychology. All positions require a commitment of time, energy and talent. The responsibilities for each office are outlined in the By-Laws.

The President-Elect and the Treasurer may be nominated from any geographical area but nominees for Regional Director must reside in your region. Regional Directors can be nominated this year only from the states listed.

Current Regional Directors as well as Delegates may run for a second two-year term if reominated. Directors and Delegates must serve only two consecutive terms.

Only ballots postmarked on or before October 10, 1993 will be accepted. Please indicate your state in the spaces indicated.

Nomination ballots should be sent to: NASC - Nominations & Elections, c/o NCSI, PO Box 1497, Merrifield, VA 22116-1497.

BALKET CHECKLIST

In order to accepted, your ballot must be:

☐ Original ballot (no photocopies).
☐ Signed by the NASC member submitting it.
☐ POSTMARKED BY OCTOBER 10, 1993.
Connecticut Association Of School Psychologists (CASP) Political Action
by Barbara Fischetti

It is becoming increasingly important for school psychologists to become involved in making local, state, and national policies which affect our profession. Policy decisions are often made by those less knowledgeable about our profession which directly and/or indirectly influences our chosen field. One area in which we can make an impact for our profession is in our participation in unions or associations at all levels. For school psychologists in the state of Connecticut, this entails membership in the Connecticut Education Association (CEA) and the National Education Association (NEA).

The associations develop yearly educational resolutions which are instrumental in guiding their movement for both children and professionals. For CEA, these resolutions are defined as "... a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving ..." (CEA Advisor, 1992). Revisions to the resolutions are adopted annually by the CEA Representative Assembly in May of each year.

In September of 1992, I received the official newspapers of both the NEA and CEA which included the 1992-93 resolutions. In reviewing these resolutions, it became increasingly clear that pupil services roles and functions were not fully included in the future direction of CEA/NEA. There was reference in the resolutions to health care for children (C-14 CEA and C-22 NEA) and school counseling services (C-23 NEA). C-14 of the CEA and C-22 of the NEA resolutions read as follows: "... every child should have immediate, direct and confidential access to health, social, and psychological services within both school and community settings ..." (CEA Advisor, 1992). There was no direct reference to school psychology, school social work, nor speech and language services.

This information was brought to the attention of the Executive Board of the Connecticut Association of School Psychologists (CASP). The Board recommended pursuing Pupil Personnel Services (PPS) inclusion in future resolutions. To this end, I was asked to contact the CEA Resolution Committee. The resolution Committee agreed to help CASP promote new resolutions. Resolutions were developed and submitted for consideration that would encompass all PPS areas. CASP also offered a second resolution specific to school psychological services in the event that CEA/NEA did not want to include all PPS areas in one resolution.

**NASP Nomination Ballot**

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Ballots must be postmarked on or before October 10th, 1993. Only signed ballots will be accepted. Nomination ballots should be sent to:

**NASP Nominations & Elections**
c/o NCSI
PO Box 1497
Merrifield, VA 22116-1497

The Connecticut Association of School Psychologists Executive Board Members standing from left to right: Ruth Ann Davis (Treasurer), Ron Benner (President), Barbara Fischetti (Vice-President), Margaret Walsh (Public Relations/Information Chairperson), and Susan Mallory (Secretary) met with Governor Lowell Weicker (seated) to proclaim School Psychologists Day in Connecticut on June 2, 1993.

Photo by J. Wessman

The CEA Resolution Committee modified the C-14 resolution to read as follows: "C-14 Health Care for All Children (Revised) The Connecticut Education Association believes that every child should have immediate, direct, and confidential access to health, social work, speech and language, and psychological services within both school and community settings. The Association also believes

Continued on page 21
Parental Verbal Communication: Impact on Adolescent Self-Esteem

by Patricia Clark Blake and John R. Slate

Self-concept formation, a primary developmental task for the teen years, has a definite relationship with teen-parental interaction. Positive self-concepts enable adolescents to make a successful transition into the adult world. Numerous social, psychological, and physical ills, which all too often begin during adolescence, appear to be directly related to negative self-esteem. Because of the impact on adolescent self-esteem, verbal abuse (i.e., very negative parental interaction) should be of concern to professionals working with teens.

Neglectful self-esteem underlies roots for far too many problems that plague modern youth. Through abundant research, the relationship of low self-esteem and poor self-concept development in adolescents is of concern because of the well-documented role of self-concept development in adolescents is of concern because of the well-documented role of self-esteem on health, social, and psychological well-being. First, the issue of defining self-esteem is presented. Then the stage of self-concept, youth who perceive their families to be in conflict tend to have significantly lower esteem levels, and little difference in the self-esteem of offspring is significantly related to adolescents' self-esteem. Parents who have high levels of verbal interaction with their teenagers tend to have adolescents who have problems with low self-esteem and poor self-concepts. The lower the perceived quality of parental verbal interaction, the higher the self-esteem of the adolescent. Conversely, the higher the perceived quality of parental verbal interaction, the higher the self-esteem of the adolescent.

Method

A One-way Analysis of Variance procedure was utilized to ascertain the relationship between the VIQ with scores on the CSL Perceived parental verbal interactions was significantly related (r = .63, p < .01) to self-esteem. The lower the perceived quality of parental verbal interaction, the lower the self-esteem of the adolescent. Conversely, the higher the perceived quality of parental verbal interaction, the higher the self-esteem of the adolescent.

The VIQ was developed by the senior author when a search revealed no instrument to measure perceived levels of verbal interaction and, more specifically, verbal abuse between parents and adolescents. Based on a review of related literature, items were written for four areas of verbal interaction that impact self-esteem: belittling and belittling, non-support, non-communication, and rejection and hostility. The VIQ is a 30-item, self-report questionnaire, based on the Likert scale format. Table 1 presents sample items of the VIQ.

Discussion

These findings suggest that parental verbal interaction as perceived by their adolescent offspring is significantly related to adolescents' self-esteem. Parents who have high levels of positive verbal interaction with their children tend to have teens who like themselves and who are confident adolescents. On the other hand, parents with low levels of positive verbal interaction with their teenagers tend to have adolescents who have problems with low self-esteem and poor self-concepts. Given the moderately high correlation between those two variables, it appears that the quality of parental verbal interaction is meaningfully related to adolescent self-esteem. Because of the relationship between perceived verbal parental interaction and self-esteem and the relative scarcity of research in this area, further study is warranted.

These findings are to be viewed with caution for several reasons. First, the sample is relatively small, almost all Caucasian in ethnicity, and from a geographically restricted part of the country. Thus, the generalizability of the findings is unknown. Second, the results are based on self-report data, and a plethora of research studies exist revealing the problems inherent in self-report data. Third, this study relied on an instrument developed by the senior author. Obviously, reliability data are limited and validity data are not available. Therefore, further research with larger ethnically and geographically diverse population samples is needed before any definitive conclusions can be reached about the relationship between adolescent self-esteem and perceived parental verbal interaction.

Implications for Practitioners

The quality of parental verbal interactions would appear to be an important topic for professionals who work with adolescents. Developing strategies for improving parent-child interactions could be an important component of a counseling process. School psychologists and counselors who are responsible for dealing with barriers to student achievement, may be the only professionals with the expertise available to parents having communication problems with their teens. Parents need information about appropriate parenting skills, alternate methods of discipline, better negotiation strategies, and the importance of quality verbal interaction with adolescents. Providing workshops to parents may provide an invaluable service to both the home and the school. Though it is true that an alarming number of children live in abusive environments, the majority of teens have parents who want to be good parents. Unfortunately, many lack the skills.

In addition to the prescription of a few common things, we must greatly ease the anxiety of parents and help to improve communication with teens. Parents need to understand that teens not only need discipline, but that teens want to be disciplined and often view a lack of discipline as parents not caring about them. Parents need to understand that discipline is not the same as punishment, even though all too often the terms are used interchangeably. Parents also need to understand that teens often feel personally attacked when they are confronted with their misbehavior. If parents try to discuss the problem while they—or their teenagers—are angry, the discussion often degenerates into an argument. A calm discussion of the problem which addresses the behavior and does not attack the teen's self-concept will provide...
Facilitating a Study Group

by Charles Ott

Knowledge, we are told, can be learned for "ornamentation" or for "use"; as a possession...or as "internalized" guidelines actually useful for intelligent, adaptive, or creative behavior

—Herbert A. Thelen

Learning Through Discussion

Facilitating a group of one's peers

As a professional educator, you are a study group facilitator. By training and experience, you have learned how to negotiate learning objectives and create a social atmosphere conducive to learning.

What may be different for many of us is the role of study group facilitator is that we will be facilitating the learning of our colleagues. This may feel a little awkward if we think this places us in a superior position to our peers. For this reason, it is important to keep in mind that 'to facilitate' means 'to make easier.' In this sense, a facilitator serves the group.

Serving the group does not imply, however, that group facilitation is passive or that a laissez-faire attitude will be productive. A study group is a job and attention to group dynamics is essential to its success.

Shared leadership

As a group develops over time, facilitation becomes a shared responsibility. Any member of the group can assume a leadership role by taking actions that promote constructive discussion: initiating discussion, asking for clarification, harmonizing different views or synthesizing, summarizing, and surveying for consensus. A group is most effective when these roles are shared, rather than assigned to one person. Initially, however, many of these actions may need to be taken by the facilitator.

Balancing task-orientation and group cohesion

Effective groups must balance these two essential emphases, task-orientation and group cohesion. Each stage of the group development process has been done, counselors could initiate small group counseling programs to teach students who have not learned to communicate with their parents often have the same difficulties with teachers and other school officials. Once this identification process has been done, counselors could initiate small group counseling programs to teach techniques that may help them to better understand their parents. Parents also need to realize that teens want their parents to listen to them. All too often parents are too involved with daily activities, and they do not realize that they do really listen to their children.

Information of this nature could be presented through workshops, panel discussions, or lectures to a variety of groups, such as parent-teacher organizations, church groups, and community service clubs. These groups actively seek out and welcome educational programs aimed at enhancing the schools and communities as a whole.

A second strategy, which is appropriate to the role of school psychologists and counselors, allows direct interaction with the students themselves. School psychologists need to work directly with teachers to identify students who appear to have difficulty communicating with adults. Students who have not learned to communicate with their parents often have the same difficulties with teachers and other school officials. Once this identification process has been done, counselors could initiate small group counseling programs to teach techniques that may help them to better understand their parents. Parents also need to realize that teens want their parents to listen to them. All too often parents are too involved with daily activities, and they do not realize that they do really listen to their children.

Verbal Communication...from page 21

more satisfactory results.

Parents need to be taught how to use "I-Statements" to explain to their children the impact misbehavior has on the parents. "You-Statements" are usually perceived as threatening and belittling and often lead to defensive behavior on the part of teens. Parents also need to realize that teens want their parents to listen to them. All too often parents are too involved with daily activities, and they do not realize that they do really listen to their children.

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Negotiating group norms

For group study and discussion to be effective, groups must develop an agreed upon set of norms. It takes time for these norms to fully develop, but it is important to negotiate some basic norms from the outset. In addition to basic mechanics, such as recording attendance and minutes, setting agendas, and deciding where and when to meet, the group must also develop some of the other norms that are so important to the success of a group. When the group norms are not clearly understood by all members of the group, the greater its capacity for candor. When group norms have not been learned, the group may not reach its full potential.

When a facilitator invokes an established group norm as a means of addressing a problem, the facilitator is not acting on his or her own authority, but the authority of the group.

Beyond this initial negotiation, it may also be helpful to hold periodic "community meetings" for participants to share freely about their experience in the group. Rules for these meetings are very simple: one person speaks at a time, stay in the here and now, speak only as a processor, identifying significant issues raised in the meeting, noting the mood of the group, and summarizing important themes. The facilitator closes the community meeting when it appears everyone who wishes has had a chance to speak (usually after a significant pause).

Learning through discussion

The fundamental purpose of a study group is to learn through discussion. Simply holding a discussion, however, is no guarantee of learning. It is important to consider, then, how a discussion group works. First of all, a discussion group is absolutely dependent upon participants doing their homework (i.e., reading the material). Following this, there are three possible conditions a facilitator must anticipate: 1) No one understands the material (this includes the facilitator); 2) Everyone understands the material; and 3) Some understand the material and some do not.

When no one understands the material, it is important not to have a discussion of shared ignorance, but to access resources for understanding. This may require consulting with someone with expertise in this area or it may mean returning to the written material for a study guide.

When everyone understands the material, it is important not to have a discussion because it will most likely be boring and pointless. Simply move on.

Usually in group discussion, there is a mixture of participants who do and do not understand the material or who understand it more or less completely. In this situation, those who understand the material benefit from explaining it to others (sometimes in this process individuals discover that they do not understand the material as well as they thought). Simply stating what it is that one does not understand can often be a first step toward clarification. These roles, of course, change from topic to topic and over time the group becomes a truly interdependent unit or learning team.

Group discussion can also lack direction without a procedure for discussing the
5. Allocate time for each subtopic
This step is often resisted because it may seem to be wasting precious time. In the end, however, this budgeting of study time saves time.

6. Discuss major themes and subtopics
At this stage the emphasis needs to be on the author’s message, not on the participants’ personal opinions. (Wait till step 8.) If not adhered to, groups never really hear what the author has to say.

7. Apply the material
Discuss how the material can be applied in real settings.

8. Evaluate the process
Allocate the last ten minutes of the hour to evaluating the group’s effectiveness. This is one method for planning the work of a study group; there are, no doubt, many variations. The central point is that any plan is better than none.

Study groups as school-improvement teams

Study groups are not simply an intellectual exercise. Their purpose is to strengthen instructional practices. When teams reach the stage of formulating recommendations for school or district improvement, a systematic planning/decision-making process may help ensure that decisions are reached thoughtfully and through consensus. Planning and problem-solving are two sides of the same coin; planning is aimed at achieving a goal and problem solving is aimed at overcoming an undesirable or unsatisfactory condition.

The steps to the collaborative planning/problem-solving follow:

1. Relax
One of the advantages of collaborative planning/problem solving is that you are only called upon to share your expertise, not the “expert.” When you don’t have to be the “expert” you will be less bound by the kind of “performance anxiety” that inhibits creative thinking.

2. Join
“Joining” is whatever you do to convey, “We are all in this together.” When joining does not occur, help-givers and help-seekers alike will persist in doing “the right thing” even in the face of overwhelming evidence that it is not working.

3. Define the goal or problem in specific and measurable terms
This is the most critical step: the tension of the problem situation compels you to push helping professionals in the direction of quick and “easy” solutions. How a problem or goal is defined, however, can lead either to improvement or an impasse.

The problem or goal can best be thought of as the discrepancy between the observed and expected behaviors.

4. Set the goal or problem
This is the most critical step: the tension of the problem situation compels you to push helping professionals in the direction of quick and “easy” solutions. How a problem or goal is defined, however, can lead either to improvement or an impasse.

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5. Brainstorm alternative strategies
Brainstorming does not mean taking leave of your senses; but it should encourage creative ideas and as many ideas as possible—think of these brainstorming as the “kernel” of ideas that can be more fully developed.

6. Evaluate and choose among alternative strategies
Only at this point should feasibility questions come into play (e.g., cost, legal, and ethical considerations). If these questions are addressed prior to this point, they will have a stifling effect on creativity.

Cost is always a factor. Choose the least intrusive, least complicated, and least expensive intervention you believe has a reasonable chance of creating movement toward the goal. Simpler interventions engender less resistance and are more likely to be implemented.

In selecting strategies, it is not only courageous, but wise to defer to those who are called upon to implement them.

7. Implement the chosen strategy or strategies
Many strategies fail not on their own merits, but because they were never fully implemented. If the previous steps are followed, the plan should not fail because of a lack of commitment.

For clarity, the plan should be written (very concisely, no jargon), spelling out very explicitly who, what, how, when, and where.

8. Evaluate the effectiveness of the strategies
Use the same observation techniques as in step one to assess the rate of improvement in “closing the gap.” Set a follow-up date for monitoring progress.

9. When hopelessly bogged down, recycle to step 1

Charles Ott, MD, NCSBP, is a school psychologist with the Somersworth, NH School District and a Communique contributing editor.

National Study Supports Calculator Use in Math Classes

by Peg Dawson

R esults from the 1992 National Assessment of Educational Progress reveal that students who have access to calculators as part of their daily learning of mathematics are learning more and are not disadvantaged when asked on tests to compete with students who have only used paper and pencil,' according to a study recently released by the Council of Chief State School Officers (CCSSO). Based on data from the National Assessment of Educational Progress (NAEP), this study found that 19 percent of eighth grade students were allowed unrestricted use of hand calculators in the math classes, and 24 percent were allowed to use calculators on tests. The mean NAEP score of students allowed to use calculators was significantly higher than the score for students who did not use calculators. The report noted, “A large portion of the assessment required these calculator-friendly students to work without their calculators during the NAEP tests.”

Other findings from the CCSSO report which looked at state and national trends in science and math education:

• From 1990-92, enrollments in higher level math courses (above algebra 1) increased in 75 percent of states, and enrollments in higher level science courses (above first year biology) increased in 80 percent of states.

• Enrollments in science and math courses continue to rise in the early 1990's. States with higher graduation requirements in math and science had greater overall enrollment in math and science courses, including chemistry, physics, and algebra 2, than states with lower requirements.

• Higher enrollments in higher level math and science courses have not resulted in a “watered-down” curriculum to accommodate more students. “The content of algebra 1 was quite consistent; and in schools that required the course of all students, the content was virtually the same as algebra 1 in schools in which the course is voluntary.”

• No gender differences were found in average math proficiency at the 4th and 8th grade levels, but the average proficiency for males is higher than females at grade 12.

• No gender differences were found in science scores at grade 4, but boys scored significantly higher than girls at 8th and 12th grade levels.

• In math, 43 percent of teachers are female. In science, 22 percent of physics teachers and 37 percent of biology teachers are female.

Copies of this report are available for $15 from the Council of Chief State School Officers, State Education Assessment Center, One Massachusetts Ave, NW, Washington DC 20001-1431.

Peg Dawson is Communique Editor.
Typically this column describes a "sticky" ethical situation, presenting a NASP member's analysis and recommendations. This month, we digress to discuss the process of thinking about ethics. Such introspection is important because the NASP Professional Conduct Manual presents only general guidelines, and holds each school psychologist responsible for examining the "theme reflected in each ethical principle to determine the application to her/his individual situation" (p. 5).

There are three basic situations that lead one to commit a violation of ethical principles. The first arises from ignorance; one simply is unaware that the profession created a specific prohibition. The second arises from misunderstanding; one knows the ethical principles, but fails to think clearly enough to avoid the mistake. The third involves transgression; one knows the rules, but decides to break them anyway.

Fortunately, the response to the first two is education. Each school psychologist should have a copy of the 1992 revision of the Professional Conduct Manual (available from the NASP Publications department) and study it thoroughly enough to know what standards are set. When one makes a mistake, colleagues should intervene on an informal level to apprise the wrongdoer and lead her/him in a better direction. The third situation involves intentional misconduct which should be adjudicated. So, beyond basic knowledge of ethical principles, proper conduct requires being alert to shaping events, and taking the time to conscientiously apply the guidelines for professional behavior.

In their book, Ethics and Law for School Psychologists (1991), Susan Jacob and Tim Harshbarger describe an eight-step problem-solving model that they adapted from Keith-Spigel and Koocher (1985, pp. 19-20). In addition to providing a framework for thinking about ethics, knowing a procedure such as this provides a rationale which can be explained to others, which is occasionally necessary in these litigious times. The model involves the following steps:

- Describe the critical aspects of the situation.
- Define the potential ethical/legal issues.
- Read the pertinent ethical/legal publications.
- Determine the rights, responsibilities, and welfare of all parties.
- Make a list of options.
- Determine consequences of each option.
- Weigh the benefits of each option against the risks.
- Make the decision, accept the responsibility, monitor the consequences.

These problem-solving steps undoubtedly are familiar to most readers. However, many situations requiring action based on ethics arise subtly, divide loyalties, or involve personal benefits that may tempt one away from the conclusions of a logical analysis. For example, circumstances which are characterized by a high potential for personal gain coupled with a low probability for discovery should "set off alarm bells" and send one running for the advice of a trusted colleague. Only strongly principled and remarkably disciplined individuals will be able to think clearly under these conditions. Thus, even though the above procedure is simple, the situations are often complicated and the thinking is confounded by human emotions. Clearly, ethics is a field of study that can absorb as much time as one is willing to devote to it.

One of the reasons for this column is to provide a model of ethical decision-making. In this way, we hope that readers can learn by observing the thinking of others. If you know of a difficult or interesting ethical quandary, or if you would like to try your hand in writing a response for this column, please contact: Philip Bowser, 1419 Valley View Drive N.W., Roseburg, OR 97470.

References


Philip Bowser. Eds, NCSP is NASP Western Regional Director and a school psychologist living in Roseburg, OR.

Open Search for NASP Communiqué Editor-Elect

Get Involved in Your National Association!

The National Association of School Psychologists (NASP) announces an open search for the position of Communiqué Editor-Elect. This is an exciting opportunity to be involved in NASP at a leadership level, to influence the attitudes and knowledge base of over 16,000 school psychologists, and to share your creativity while producing one of the leading national association newsletters in the country today!

The Communiqué is the official newsletter of NASP and a major resource for school psychology in addressing the psychological, educational, and professional issues of importance to our field and our Association. The Editor-Elect will serve for a year in that position prior to assuming the position of Editor. The appointment as Editor-Elect will begin with Volume 23 (September, 1994). The new Editor can choose to serve for either one five-year term or a three year term with the option to seek a second three-year term.

The Communiqué is published eight times per year from September to June. The Editor sets the publication schedule and is responsible for soliciting all stories and copy as well as appointing the Associate Editor and all Contributing Editors. The Editor develops and oversees the Communiqué's annual budget, and works closely with NASP's national office which is responsible for the production, printing, and distribution of the Communiqué. The Editor will receive an annual stipend of $4,500 for services rendered under the authority of the Association.

The responsibilities of the Editor are:

- Overall supervision, operation, and management of the Communiqué
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How Do Students with ADHD Qualify for Special Education?

We are writing with regard to the "Checklist for Determining Legal Eligibility of ADHD Students" that appeared in the May 1993 issue of the Communique. This checklist is certainly of practical value to practitioners. Of specific concern, however, is the way in which the checklist is presented. Specifically, the checklist conveys to the reader the impression that a child with ADHD who needs special educational services could not only only exhibit "chronic or acute impairments that result in limited alertness which adversely affects educational performance" (e.g., Part I, #1) but also must meet the additional criteria for "specific learning disability" (e.g., Part I, #3) or other specific education category (Part I, #3).

The checklist, while accurate in what it lists as criteria, is inaccurate in that it does not reflect that the child may meet criteria for Part I by meeting the criteria for #1 or #2. It is clear that the meeting the criteria listed in Part I, #1 is sufficient for placement and in of itself in accordance with IDEA.

The authors need to make a memorandum from Robert A. Davila, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education, who issued a letter dated September 16, 1991. Specifically, the Department took the position that ADD does not need to be added as a separate disability category in the statutory definition since children with ADD who require special educational and related services can meet the eligibility criteria for services under Part B services under the "other health impaired" category as well because the term 'other health impaired' includes chronic or acute impairments that result in limited alertness which adversely affects educational performance. Thus, children with ADD should be classified as eligible for services under the 'other health impaired' category and not only one which adversely affects educational performance. The memorandum goes on to state that "the other health impaired" category states "the term 'other health impaired' includes chronic or acute impairments that result in limited alertness which adversely affects educational performance." The memorandum adds that the term "ADD" does not require additional criteria for additional eligibility criteria and thereby meets the definition of IDEA.

There were about 20 main authors in each side of the debate. Most were special education professors and most of the articles written to articles by others either presenting new and growing breaking contributions to the field of knowledge. Trachtenberg (1993) alluded to this situation. There has been a shift which may have put too much school into school psychology at the expense of the scientific study of human behavior. From my VanWinkle perspective, this seems that this particular debate divided into two camps of somewhat odd bedfellows.

On the one hand are advocates for those with severe disabilities who have joined with those who would use pre-referral interventions and special educational assessment to address the needs of those with mild disabilities. Cost-cutting groups like school-board associations and locally concerned parents advocated for a way to eliminate the need for more space and more credentialed specialists. Kaufman (1989) have joined with those who want personal aids, translators, and medical services available in all classrooms.

On the other side are entrenched traditionalists who assert that the original 94-142 models of service have not yet been implemented with integrity. The scientific practitioner, medical model folk, want more data and less anecdotal and opinion reports before they change the policy. The legalistic review of curriculum issues to the schools and offer objective evaluation data as their contribution to a multidimensional needs assessment for children. They focus on direct specialized instruction. TASH seems to favor treating individuals without regard to disability, LDA does not support inclusion for all students with Learning Disabilities. NASP has adopted the position that students be inclusively educated in the age appropriate education classroom when they would attend if they did not have a disability. The National Association of State Boards of Education has adopted the position that a child with disabilities is eligible for inclusion service models. The Council for Children with Behavioral Disorders has expressed reservation about such a model. Perhaps the longest served category of special education, represented by the National Association of the Deaf, object to separation from the deaf community via whole-maintenance.

Some have come down somewhere in the middle of the road and accepted inclusion as a place on the continuum of appropriate services. It may be that the service concept has not been defined and understood concepts associated with REI/Inclusion which have lead to the diverse concerns of these groups and the varied acceptance of these concepts among those most directly involved (Jenkins, 1990). In the mind of a scientist these issues are call for more research (Kaufman, 1990). However, in calling for more research we must be cognizant of the limitations of experimental design, path analysis, correlations and analysis of variance. Assignment of cause and effect based on statistical results is only as true as the theory which drives the analysis (Keith, 1988). And, solutions that address problems in Chicago or Los Angeles may not be transferable to Seattle and Charlotte. In some settings, reform is needed to reduce the abuse of evaluation and pull out services. Some programs boast that pre-referral interventions and inclusive classroom has reduced referrals to 12 percent of membership while, in some places, referrals for special services have not reached 12 percent. Some low-skill districts experience out-of-state referrals to such a degree that students cannot cope with even mild disabilities and make academic progress (as suggested by Hagan, 1993).

What works with one group of learners may not be effective with a group who learns differently. High expectations help us all to set high limits but increased expectation must be related to achievable goals or we have learned nothing from the mental health part of our training which addresses depression and suicide. Research needs to be done locally before reforms are implemented to address problems that don't exist. It is you, grass root psychologists, who have the scientific training and objectivity to make unique contributions to your schools and to our profession. Let's hear from you, like we heard from Bruce Bracken (1993) who reminded me that school psychologists have unique skills that can not be performed by other educators.

References
Donald Goshorn
Salem, Virginia

Ability Grouping

Statement Questioned

The statement "EdD in School Psychology" contained in contradictory statements which say, in essence, things like "mixed ability grouping must occur in the context of a curriculum that recognizes and accommodates individual differences in... abilities." It is hard to argue against these kinds of meaningless statements. I am writing to protest one statement in particular from this document: "Students with higher ability do not achieve more in tracked classes than in mixed ability classes." This statement is absolutely false in my own children's experience, and research by the National Research Council on the Cited and Talented indicates that grouping with appropriate acceleration makes a huge difference in achievement. I wonder how many of your readers are aware of the almost unbelievably academic gains in mathematics achieved by students in the Johns Hopkins program or the similar University of Minnesota Talented Youth Mathematics Program in which my children were participants. Many students in these programs complete their first year of calculus in eighth or ninth grade -- some even earlier. By the age of sixteen, they have had...

Donald Goshorn
Salem, Virginia

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Donald Goshorn
Salem, Virginia
I would also like to note that NASP is not alone among national organizations in calling for alternatives to ability grouping. Among those groups calling for change in ability grouping practices are the National Association of State Boards of Education, the National Association of Elementary School Principals, the Committee on Policy for Higher Education, the Education Commission of the States, the National Middle Schools Association, the National Commission on Secondary Schooling for Hispanics, and the American Association for Curriculum and Leadership Development. The American Psychological Association for Curriculum and Leadership Development (ASCAP) also shares this view and has published numerous articles, monographs and videotapes researching the treatment and protecting alternatives.

Just this summer, Education Week described two reports decrying the negative effects of ability grouping. The American Association of School Administrators issued a report entitled "Caught in the Middle," described by Education Week as a guide to unleashing the potential of average students. The Education Week article (July 14, 1993) summarizes the report as saying that "low expectations, tracking, passive learning, and overextended teachers are among the factors that keep students with average abilities from excelling in school." And a National Research Council report, Losing Generations: Adolescents in High School (National Academy Press, 1992), stated that in general school practices, including ability grouping, have a negative effect on the education of low-achieving adolescents. (Education Week, August 4, 1993.)

The wide variety of models that have been developed for heterogeneously grouped classrooms are truly exciting. They are moving multi-dimensional classrooms with an emphasis on higher-order thinking skills, conceptual reasoning, collaborative discourse, and cooperative learning structures. These kinds of learning environments support students of all ability levels. One high school teacher in Massachusetts, for instance, reported that when he conducted a pilot class for ninth graders from the honors, college, general, low, and special education tracks he found that "the honors and college bound students were simply getting the kind of psychology they already knew" while "the lower track students questioned them, forcing these academics to clarify what they meant and put their ideas in terms everyone could understand." The Harvard Education Letter (Harvard Education Letter, October 1992). Another teacher, in an article on using discussion "seminars" as an instructional method stated, "The labels 'low' and 'smart' cease to have meaning very rapidly in the discussion setting" (Harvard Education Letter, March/April 1992). I refer you to Wheeler's excellent book Crossing the Tracks (The New Press, 1992) for a rich discussion of alternatives to ability grouping.

I believe very strongly that children who have been tracked substantively changed when we recognize that individual differences must be noted, by sorting and categorizing into often arbitrary groups, but by developing classrooms where each child is seen as a unique learner whose strengths can be used and whose needs can be met in the company of other like and unlike learners. When it comes to our schools, many school psychologists and teachers throughout this country striving to do just this, NASP's Position Statement on Ability Grouping is intended to support these efforts.

Editor's Notes

Welcome back! I hope Communique readers survived the flood, drought, plague, and pestilence which this summer seemed to bring to virtually everybody in this country. "Summer time, and the livin' is easy." Gentzken was clearly not referring to the summer of '93.

In This Issue

I'm enthusiastic about the first issue of Volume 22. This issue presents the first in a four-part mini-series on School Reform in Iowa. Those of us in the leadership of NASP have known for years that exciting things are happening to school psychology in Iowa. This mini-series will bring lots of NASP's excitement to all schools will be left with the same sense of excitement after reading the first article by Tilly, Goffman, and Reschly that I had. Perhaps real school change is possible after all.

Readers should also find helpful the materials prepared by Tom Evenokey on lesbian, gay, and bisexual youth in schoo. As Evereole points out, it is estimated that 30 percent of our children suicides each year are gay or lesbian. Gay and bisexual minority students are at high risk, and school psychologists have a role to play in helping schools better respond to their needs.

Phil Lazarus continues his documentation of the after-effects of Hurricane Andrew with the first of three articles summarizing extensive interviews he conducted with school psychologists affected by the hurricane. This first article sets the stage: later articles talk about the lessons these school psychologists have learned from the experience and how they think their training helped them cope.

Response to Reader Feedback

I received very few surveys, but my thanks to all who returned them or provided feedback via personal letters. Some reactions to a few of the suggestions made:

- Format/style suggestions: I've asked the NASP Office to look into the possibility of no-cost ink. That may involve a slight increase in NASP's budget. Since NASP's budget is extremely tight, more costly alternatives are probably not possible, but these options will be investigated. Another reader suggested putting the Communique in a periodical format to make photocopying easier. When I prepare each issue for print, I print only one column per page, but in the past but less so last year. I bring all these suggestions to readers' attention with an invitation to contribute quotes, brief articles, or even copies of articles they think would be worthwhile to abstract in the Communique. I'm always searching for "filler" and short articles and would appreciate help from readers with these.

What Does the Future Bring?

Being Editor of the Communique gives me an opportunity to hear from a wide variety of members. Although only a small fraction of the membership contacts me, I sometimes feel like it gives me a chance to "put my finger on the pulse" of the profession. Based on letters I've received in the last year or so, I feel some tension within school psychology and the community.

Many readers respond most enthusiastically to articles about innovative practices and seem determined to fashion their role in the schools to meet broader needs than the traditional assessment function many school psychologists perform. When I look over the contributions I've received from practitioners all over the country describing the programs they have established that meet very critical needs of schools and children, I cheer. I keep thinking, if school psychologists weren't doing these things, who would be? Many readers—and most leaders in the profession—feel that this is the course we must chart if we want to keep our profession viable.

Other readers, however, write with concern that we are abandoning our traditional roles and not only putting our jobs at risk but abandoning functions that are necessary for schools to meet the needs of children. And not only that, when we abandon those roles, we give them up to people who are less skilled, with less training, and with a more narrow perspective than school psychologists. Is that good for children?

Can this tension be resolved? I wonder if some of it is based on fear and misunderstanding. I found one piece of "The Iowa Story" particularly revealing: "While many of [school psychologists] role function remains the same...the manner in which they are functioning...For example, a major role the respected expert, or still educational assessment activities. School psychologists continue to be key players in this arena, but the purpose of the procedures used in their evaluations have changed in many cases." I think many of us (myself included) who are school psychologists enjoy testing children. I think many of us (myself included) who are school psychologists enjoy testing children. What "The Iowa Story" tells us is that when school reform works, we do not give up that role—we just do it in a way that provides more meaningful information to those responsible for educating children.

I am often struck by how many in my profession embrace the idea of change—for overall good. However, as I do our jobs or run not only to the profession, but this must be the our organization, we can think of many reasons why the status quo should be preserved. I found a quote recently that speaks to this: "If in the last few years you haven't discarded your major opinion or acquired a new one, check your pulse. You may be dead." (Gellet Blaire.)

Take some time to review what you believe about how you do your job this year: And then check your pulse.

- Peg Dawson, Editor
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Dear Pam/Dear Brian: Taking on Syndicated Columnists

by Pam Beeman and Brian Stone

[Editor's Note: When we left our two correspondents, in the March issue, Pam had asked Brian to comment on the phonics vs. whole language debate, to which he responded with a wonderful Gil Trachman quote: "No two situations are ever alike, no successful tactic is guaranteed to succeed again, and unsuccessful strategies may work next time around if we do not abandon them precipitously." Brian went on to lament the demands graduate students place on professors. With this as background, we present another episode of Dear Pam/Dear Brian.]

Dear Brian,

Thank you for your thorough and thoughtful responses to my quandaries. Hah! Shoo! The fact is, you've probably covered it. Scratch the search for easy answers and accept the fact that we have to individualize. Okay, okay.

And you want sympathy about the way your graduate students treat you: break my heart. Hear tiny violins in the background! Actually, I didn't know most professors were required to do that much research, and what's involved in "service." Talks at the Rotary, that kind of thing? I do want you to know that I never (back in the Olden Days) went to their homes to our traveling caravan (actually, it's a "Grand Voyager") as we make our way through the heartland of America on an educational journey from our home in California to a family reunion in Massachusetts this June. Hey, there are only six of us, and the baby's almost out of diapers!

( NOTE: Let anyone think this request serious, please note that no address or phone number follows!!)

Pam

[And, as added security, we delayed publication of this letter until September! -The Editor]

Dear Pam,

As far as the professorial path to enlightenment goes, it's all just research, teaching, and service (in that order). Just what is service, you ask? Why, answering your letters is considered service, Pam. Also, any organizational positions (NASP, APA, etc.) are service.

As we have read columns that negate our life's work? Or do your parents read columns? Now, Dr. Rosemond, even if all the flawed research is wrong, at worst perhaps the null hypothesis is true (there is no difference between retaining and not retaining — so do whatever's cheapest). However, the majority of the research points in one direction, as the NASP position statement on retention makes clear. Probably what Dr. Rosemond (the noted researcher) meant to say is that while research shows retention is bad for the majority of kids, there may still be a few who would benefit from it. That opinion is more reasonable and gets you in with the yuppie parents who want to retain their young boys so they can do better in sports.

Unfortunately, these same parents are more likely to form their opinions by reading his column than by reading any of our more-intellectual-than-thou research journals. So, we end up having to contradict the esteemed syndicated columnist in team meetings. And for those of us without syndicated columns it's a hard sell. Parents seem to assume since Rosemond has a newspaper column he must be right (I think Rosemond also assumes this. Or maybe his editors keep deleting his last line of, "But, I may be wrong.").

So Pam-out-there-in-the-real-world, how do you deal with well-meaning parents who have read columns that negate our life's work? Or do your parents read columns?

Signed, your troubled but well-meaning academic friend,

Brian

Brian Stone is an Assistant Professor of School Psychology at Wichita State University. Pam Beeman is a practitioner in Chico, CA. Both are Communique contributing editors.

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Scoring is simple and clear-cut. The examiner checks each drawing for the presence or absence of specific characteristics, all listed in the Scoring Booklet.

Once scored, the drawing can be easily interpreted using clinically and empirically based interpretive hypotheses provided in the Manual. These hypotheses, along with numerous case studies, simplify test interpretation.

Also Available...

Adolescent Apperception Cards

Here is a new projective technique designed specifically for adolescents. Appropriate for 12- to 19-year-olds, these 11 picture cards give you a noninvasive way to obtain important information about teenagers' concerns and problems. They focus on parent, peer, and sibling adolescent interaction, pulling for themes of physical and sexual abuse, neglect, peer acceptance, loneliness, depression, drug use, and domestic violence.

The cards are available in two versions, one featuring white individuals, the other, black individuals. The two versions depict identical scenes, and both include a brief manual.

A Picture of the Child's Problems Across Two Settings

Because the Kinetic Drawing System addresses both family and school settings, it is an effective way to determine the pervasiveness of the child's problems. The drawings often expose family issues that affect school behavior (or the reverse). They also help identify relationships that contribute to the child's distress, as well as those that are potential therapeutic resources. The Kinetic Drawing System is particularly useful with younger children and with those who have difficulty with verbal expression.

If you're looking for a rich source of diagnostic information in a cost-effective and nonthreatening format, try the Kinetic Drawing System for Family and School. It is an important supplement to any comprehensive assessment of children and adolescents.
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Addressing Prejudice Against Gay, Lesbian and Bisexual Youth in School

Teachers' Handout

by Tom Eversole
American Psychological Association

Overview

The 1989 Report of the Secretary of the U.S. Department of Health and Human Services indicates that lesbian, gay and bisexual youth are at increased risk of school failure, homelessness, substance abuse and suicide. School, usually a nurturing experience for heterosexual youth, is an especially unwelcoming and often dangerous place for sexual minority youth whose attempts to learn and to develop healthy self-identities are challenged by stigma, discrimination and violence. Well meaning teachers, unaware of the gay, lesbian and bisexual children in their classes or the emotional assaults upon them may unwittingly collude in the demise of their students.

In order to respond to discrimination in school, teachers must be exquisitely aware of the interactions within their classes as well as of the issues and feelings of the students involved on both sides of the conflict. It is critical to the growth of all students in our charge that we respond to discrimination based on diversity, whether real or perceived.

First, however, teachers must be able to recognize harmful actions. Then they must understand the importance of responding. If they have either first-hand experience or have studied the gay and lesbian community, discriminatory situations may be obvious. If not, teachers can develop sensitivity to these situations just as with any other cross-cultural teaching or counseling.

Second, teachers need to know that they have authority to stop discrimination when it occurs. For people working in public school systems, responding to anti-gay prejudice and discrimination can be very uncomfortable. Teachers sometimes fail to respond because they feel that their action will be questioned or know that they will be punished. Some fear that they will be perceived as gay or lesbian and that they will endure the same discrimination that they are witnessing; peer abuse based on sexual diversity does occur in schools. It is important for teachers to discuss the issue with their supervisors and to secure their support before testing it. Teachers should have the authority to stop emotional abuse in their classrooms whether it is physically, racially, or sexually based.

Those entrusted to participate in the growth and development of youth need to be very clear as to their own values and judgments about those involved in an episode of discrimination or abuse. In order to facilitate successful growth and change in their students, teachers need to be aware of the feelings and issues of all their students involved in the conflict. They also need to be able to illuminate the incident in a way that preserves the dignity of all participants. No small task! None of the tasks we entrust our children's teachers with are small.

Some teaching in a classroom comes from a textbook, and some teaching comes from the environment, the milieu. When we as teachers intervene in a situation of discrimination or harassment of youth perceived to be different, we are in fact holding the behavior up to the light for our students to examine, evaluate, and make choices about. Our success as a role model intolerant of discrimination can be a very powerful teaching tool.

As role models we need to develop language to address discrimination in such a way that lets all the students grow (both victims and perpetrators). We need to have words for opening the conversation. We need to be comfortable dealing with sexuality, name calling, and acting out behaviors. We need to be able to say the words as part of our professional vocabulary. And we need to practice interventions in a safe place among colleagues just as we practiced teaching a lesson at the blackboard.

Every student has the right to an educational experience that allows her or him the opportunity not to be prejudiced and limited by homophobia. No student (or faculty or staff person) has the right to act out their prejudice and aggression in school. When a teacher fails to intervene in harassment of and discrimination against lesbian, gay and bisexual students he or she is colluding in child abuse. Not addressing conflict based on sexual diversity teaches gay and lesbian students that school is not a safe place to learn. It teaches all students that homophobia and aggression are acceptable. Thus, classroom interventions dealing with diversity, discrimination, and harassment address not only the identified students involved in the conflict, but all the children in the class.
The History of The Renewed Service Delivery System

planning and coordination has been undertaken across all levels of educational policy and practice. These principles offer a new impetus for, and pathway of, the reform. The shared vision for innovation and development with benefits to both students and the education system. The purpose of this article is to describe Iowa's accomplished broad-based involvement with educational reform policies and the development process that has led to the creation, implementation, and maintenance of system reform. The RSDS reforms have not occurred in a vacuum, nor should they be interpreted as the result of a single event. Rather, Iowa's special education reform is best viewed as a complex process, involving a wide range of stakeholders, that has evolved over time. One of the key aspects of this process is that it has been driven by a shared vision for innovation and development that is shared by all stakeholders. The vision for innovation and development is a shared understanding of what the system needs to achieve in order to support the learning of all students. It is this shared vision that drives the development of new policies and practices that are designed to support the learning of all students.

Planning for Reform

Early in 1988, an oversight committee comprised of 22 persons was created. Persons were appointed to serve as representatives of the stakeholders who would be involved in and affected by the reform activities. Included were school principals, general and special-education teachers, school psychologists, university faculty, and state department of education personnel. This group's purpose was to examine the consequences within Iowa's special education policies, procedures, and practices of implementing the principles that underlie the quest for educational reform. This is a story about a state that listened to the voice of its people, despite a significant amount of instruction. There has been no systematic progress monitoring, and this is a particular problem for states that believe in the notion of "success at any cost." The purpose of this paper is to document many of the theoretical underpinnings of the Iowa reform movement as well as describing the effects that reform has had on educational practices.

Foundations Principles and Hold Harmless Provision

As part of the RSDS framework, a set of foundation principles were developed to help guide educators in areas where innovation was particularly important. These principles provide guiding themes that education agencies were asked to consider when designing reform proposals. The principles include: (a) The need for flexibility in how funds would be used. The only requirement was that the funds be spent to support RSDS innovations directly. (b) A key component in every school that participated in RSDS innovations was a site-based planning process that addressed the needs and priorities of local attendance centers. A number of themes emerged from these planning processes. These themes were prevalent in many building plans. These included examining ways to coordinate and blend building resources across currently existing programs (e.g., special education, Chapter 1 at-risk, general education). In most cases, building plan implementation has involved changing some traditional approaches to teaching and learning, where students are not teaching subjects, but they're teaching kids. Changes in practice and system structure have often been difficult to accomplish, and more than one school has learned valuable lessons about how "not to do something." But the important components have been joint planning, collaborative risk taking, and shared commitment among teachers, administrators, and other stakeholders. When the states are in place, the issues are changed from "why can't we" to "how can we?" and it is under these conditions that meaningful innovation has occurred.

System Impact

Iowa's RSDS reform has involved changing some traditional educational practices in both regular- and special-education settings for students with disabilities. In many cases, these changes have required extensive staff development as well as structural changes in service delivery models (e.g., less-special-education pull-in integrated collaborative team approach). In some cases, the system went from a more student-focused to a more teacher-focused approach. In other cases, underpinnings of special education have been changed. For example, in the case of Roosevelt Elementary school in Council Bluffs, said that "My role has expanded. I now work with regular education teachers to complement a single curricular effort." Connor Holid, from the psychology's point of view stated that "I've become more of a consultant from the system."

Continued
Implications for School Psychology

Implementation of the RSDS in many places has significantly influenced school psychologists’ roles. Psychologists often have experienced more flexibility and professional autonomy in their practices. While their role functions remain the same (e.g., assessment, consultation, intervention design, direct service, etc.), the manner in which they fulfill these roles has changed substantially. For example, a major role in the renewed system is still educational assessment activities. School psychologists continue to be key players in assessing students, but the purpose of and the procedures used in their evaluations have changed in many cases.

Changing professional practice: To illustrate this shift in thinking and procedures, a description of selected psychological practices both before and after RSDS innovations will be presented. The following descriptions are based on observations regarding changes that have been encouraged and are occurring in school psychology service delivery in many places in Iowa. Five years ago, a typical evaluation for a reading problem might have included the following components:

1. A problem-centered evaluation and a general education intervention prior to special education referral.
2. A review of initial intervention data documenting classroom-based attempts to remediate the problem.
3. A screening CBM Reading Assessment (examining grade-level reading performance). The test results were used to predict potential eligibility for special education services.
4. A survey-level CBM reading Assessment (examining student skills in multiple levels of the reading curriculum).
5. A specific-level CBM reading assessment (examining reading subskills and enabling skills to determine potential targets for intervention).
6. An observation/examination of the student’s current reading instructional program (to determine potential contributors to student performance problems).
7. A review of other student’s health, vision, hearing, and educational history.
8. Participation in the design, monitoring, and evaluation of an intervention.

In this evaluation, the task is tailored to the unique nature of an individual problem. Assessment procedures are selected dynamically based on student performance on successive reading tasks and detailed information is collected about reading performance. By exchanging these skills with others, the psychologist is in the process of developing a system that incorporates the rules of educational agencies. The words “comprehensive evaluation” unfortunately had come to mean testing in the same diverse sets of domains for all problems. This interpretation encourages evaluating an exhaustive set of areas rather than or not were equally related to the presenting problem. In this system, the procedural regulations set forth by state and federal regulations were followed, but the focus of evaluation was almost entirely on determining eligibility for special education services. As a result, evaluation activities focused primarily on internal attributes of children, typically used methodologies designed to determine eligibility, and did not yield information that was useful for intervention planning. School psychologists were expected to make recommendations based on the evaluation data. However, this type of evaluation was not appreciated by teachers and most often they did not collect information that facilitated further involvement in intervention design, formative evaluation, and continued consultation.

For a student referred for a reading problem in the renewed system, a very different evaluation and subsequent services are provided. While this procedure is not yet the norm, it is increasingly occurring in agencies adopting the problem solving approach. In this case, the school psychologist might become involved in a group within the purview of the evaluation centering on assessing a student’s environment, skills, and for the purpose of determining ways to improve student performance. An evaluation for the same reading referral now might include:

1. A problem-centered evaluation and a general education intervention prior to special education referral.
2. A review of initial intervention data documenting classroom-based attempts to remediate the problem.
3. A screening CBM Reading Assessment (including grade-level reading performance) used to predict potential eligibility for special education services.
4. A survey-level CBM reading Assessment (examining student skills in multiple levels of the reading curriculum).
5. A specific-level CBM reading assessment (examining reading subskills and enabling skills to determine potential targets for intervention).
6. An observation/examination of the current reading instructional program (to determine potential contributors to student performance problems).
7. A review of other student’s health, vision, hearing, and educational history.
8. Participation in the design, monitoring, and evaluation of an intervention.

"Hold Harmless" Fiscal Provisions for RSDS Trial Sites

References

Names of references are included at the end of the article. For more detailed information, please consult the full reference list provided at the end of the article.
Resolution on Lesbian, Gay and Bisexual Youths in the Schools

Adopted by the National Association of School Psychologists Delegate Assembly, September 1992 and the American Psychological Association Council of Representatives on February 28, 1993

Whereas society's attitudes, behaviors, and tendency to render lesbian, gay and bisexual persons invisible permeate all societal institutions including the family and school system; (Gonsiorek, 1988; Hetrick & Martin, 1988; Ponse, 1978; Uribe & Harbeck, 1992)

Whereas it is a presumption that all persons, including those who are lesbian, gay, or bisexual, have the right to equal opportunity within all public educational institutions:

Whereas current literature suggests that some youths are aware of their status as lesbian, gay, or bisexual persons by early adolescence; (Remafedi, 1987; Savin-Williams, 1990; Slater, 1988; Troiden, 1988)

Whereas many lesbian, gay, and bisexual youths and youths perceived to belong to these groups face harassment and physical violence in school environments; (Freiberg, 1987; Hetrick & Martin, 1988; Remafedi, 1987; Schaefer, 1988; Uribe & Harbeck, 1992; Whitlock, 1988)

Whereas many lesbian, gay, and bisexual youths are at risk for lowered self-esteem and for engaging in self-injurious behaviors, including suicide; (Hetrick & Martin, 1988; Gonsiorek, 1988, Savin-Williams, 1990; Harry, 1989; Gibson, 1989)

Whereas gay male and bisexual youths are at an increased risk of HIV infection; (Savin-Williams, 1992)

Whereas lesbian, gay and bisexual youths of color have additional challenges to their self-esteem as a result of the negative consequences of discrimination based on both sexual orientation and ethnic/racial minority status; (Garnets & Kimmel, 1991)

Whereas lesbian, gay and bisexual youths with physical or mental disabilities are at increased risk due to the negative consequence of societal prejudice toward persons with mental or physical disabilities; (Fendler & Hingsburger, 1991; Hingsburger & Griffiths, 1986)

Whereas lesbian, gay, and bisexual youths who are poor or working class may face additional risks; (Gordon, Schroeder & Abramo, 1990)

Whereas psychologists affect policies and practices within educational environments;

Whereas psychology promotes the individual's development of personal identity including the sexual orientation of all individuals.

Therefore be it resolved that the American Psychological Association and the National Association of School Psychologists shall advocate efforts to ensure the funding of basic and applied research on and scientific evaluations of interventions and programs designed to address the issues of lesbian, gay, and bisexual youths in the schools, and programs for HIV prevention targeted at gay and bisexual youths.

Therefore be it resolved that the American Psychological Association and the National Association of School Psychologists shall work with other organizations in efforts to accomplish these ends.

References


