



SCOPE

Newsletter of the Washington State Association of School Psychologists

Volume 26, Issue 1

FALL 2003

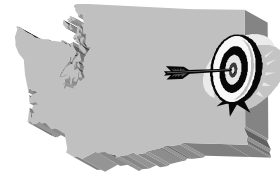
INSIDE THIS ISSUE

President's Message	2
Call for Nominations	2
Certificate of Mastery	3
The Anti-Depressant Classroom	4
Government Relations	6
WEA/ESA Task Force	7
State Leaders: Meet Dr. Scott Stage	8
NASP	10
Certification Changes??	11
NASP Tiny Grants	11

2003 Fall Conference in Spokane

Now in the Books: *A Huge Success!*

By: Steve Hirsch, Ph.D.



They came from Idaho, Oregon and the smallest towns of Washington. They even flew in from Hong Kong (welcome back to past president Phil Koester). No matter how you measure it, the 2003 Fall Conference was a huge success! The total number of conference attendees (315 plus speakers) is one of the highest in association history. Of those, some 53 were students, which is very encouraging and speaks well of the future of School Psychology in Washington.

There were 13 administrators and numerous school counselors. Many districts (e.g. Spokane's district 81) sent every psychologist (all 24) to the conference. Many psychologists paid their own way to come. While final numbers haven't been tallied, membership in the association has undoubtedly increased with the success of the conference.

There were three keynote addresses (Dan Reschly from Vanderbilt University), Marshall Mitchell (Disabilities Coordinator for WSU), and Doug Gill. While Dan and Doug focused on the changing job description with the pending Reauthorization of IDEA, Marshall filled us in on how the more things change the more they stay the same when it comes to stereotyping individuals with disabili-

ties. Something for all of us to keep in mind is that "Special" as in 'Special Transportation' and 'Special Olympics' is synonymous for 'segregation' or 'Separate but Equal'.

In addition to the keynotes, there were four workshops: *Identification of Potentially Violent Youth*, *Practical CBM and CBA Tools*, *The New SB-V*, and *The New WISC-IV*. Analysis of evaluations revealed that all four were rated highly and considered to have provided useful knowledge.

In addition to the keynote addresses and major workshops, there were approximately twenty breakout sessions on a wide range of topics. While some were geared toward administrators (e.g. the case for binding arbitration from James Rosenfeld, special education attorney from Seattle University), and others were geared toward school counselors (e.g. counseling children with developmental disabilities), most sessions addressed topics of special interest to school psychologists. A new and welcome addition to the conference this year was the graduate student research poster presentations. Congratulations to all those students who participated in this forum. A special congratulations

"A new and welcome addition to the conference this year was the graduate student research poster presentations. Congratulations to all those students who participated in this forum . . ."

Scope is the Official Newsletter of the Washington State Association of School Psychologists. The contents of this newsletter do not necessarily reflect the opinions or policies of the Washington State Association of School Psychologists or their elected officials. Permission to reproduce and use any article is granted to all state school psychology newsletter editors providing that the original source is given credit. SCOPE is mailed without charge to all members of the Association. The editors reserve the right to edit articles, however, no change will be made in the author's overall objective. Unsigned articles or letters will not be published. Commercial advertising for professional training or materials for school psychologists is accepted. Advertising rates may be obtained from the editor.

Editor Contact Information:
Mary Browning, mbrowning37@comcast.net

Association Mailing Address:
WA State Association of School Psychologists
P. O. Box 308
North Bend, WA 98045

Continued on page 3

President's Message:

WSASP gains new energy! Help us continue the momentum



Fellow WSASP members,

We are currently coming off one of the best conferences our state organization has ever presented. We had over 300 in attendance! Several people have come up to me saying that they felt that our organization has a new surge of energy. I believe this would not be possible without your support. Our organization needs people to come forward in this state in order to advance the profession of school psychology.

Right now, WSASP is working on several important projects. First, we are moving toward the development of a legislative platform to use in Olympia. WSASP will attempt to address such topics as student to school psychologist ratios. We also are exploring the possibility of developing a crisis intervention/management team of school psychologists for Washington State. In addition, to facilitate networking opportunities among members, we are putting together a WSASP membership directory that will be mailed to WSASP members. Lastly, we will begin to mail our SCOPE publication, in addition to having it available online.

Again, none of this would be possible without your support and involvement. I encourage all WSASP members to take a more active role in our association. If you or a colleague would like to become more involved and help us continue the momentum of the Fall Conference, consider becoming a member of the 2004 - 2005 WSASP Board. A nomination form which identifies board openings for next year can be found below. Please write in the name(s) of your nominee(s) for each position. Be sure to include an e-mail address and phone number of the person you are nominating so that we can ask if they accept. Feel free to nominate yourself. Return your nomination sheet to the address indicated. If you have any questions regarding board activities, you can find the e-mail addresses of current WSASP Board members on our association website: www.wsasp.org. Thank you for your continued support of WSASP!

William D. Wood, III, Ph.D.
WSASP President



CALL FOR NOMINATIONS 2004-2005 WSASP Board

Board Position	Nominee: (include the individual's name and contact information — e-mail address or phone #)
President Elect	
Area 2 (Okanogan, Chelan, Douglas, & Grant Counties)	
Area 4 (Clallam, Jefferson, North Grays Harbor, & North Mason Counties)	
Area 6 (Kittitas, Yakima, & Klickitat Counties)	
Area 8 (Ferry, Stevens, Pend Orielle, Lincoln, & Spokane Counties)	
Area 10 (Benton, Franklin, Adams, Whitman, Walla Walla, Columbia, Garfield, & Asotin Counties)	

Please mail nominations to: William Wood, 6402 Phinney Ave N #2, Seattle, Wa. 98103

www.WSASP.org

Fall Conference, continued from page 1

goes to the winner of the graduate student "Best Poster Presentation" award, Rosalie Caswell, for her poster presentation titled, "*Temperature Reactivity As A Function of ADHD*".

The two-day conference was held at the Davenport hotel, and without argument, the hotel was viewed as an ideal setting for our conference. One could hardly argue with the menu (except that perhaps the food was too good and too plentiful, leading to a post-conference let down when we returned home), or the accommodations (many were 'forced' to stay in the deluxe rooms with oversized accommodations and sunken bath tubs). The incredible service gave us a taste of how the other half lives!

Many thanks need to go out to the following individuals, school districts, and corporations that helped sponsor the conference.

Conference committee members: Maureen Rettman, Jane Thurlow, and Corie Schauls

Specific task volunteers: Steve Shafer (audio visual); Kristin Sims (conference treasurer); Carla Bagby, Shannon Duncan, Jody Fay, Mary Dolan, Tom Condon and Phil Koester (binders)

School district support: District 81-Spokane for audio visual support; East Valley-Spokane for secretarial support (Deb Lambert)

Corporate support: AGS; Harcourt Brace Johanovitch (Psych Corp division); Hidden Springs Book Company; Riverside Publishing

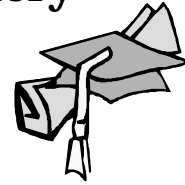
Other support: Washington Education Association (mailing of brochures)

Special thanks to the following corporations that supported the conference through educational grants (and no strings attached): Eli Lilly Pharmaceutical Corporation and Andrew Wyeth Labs.

And what's in store for next year? The board and conference committee are working feverishly to choose a site for next year's conference. Due to the huge success of this year's conference, we have to take a close look at future sites and make sure that they can accommodate a conference our size. Conference dates and location will be announced in the next issue of Scope along with an announcement regarding selection of the Keynote speaker and a Call for Papers.

I look forward to seeing everyone next year!
Steve Hirsch, WSASP Conference Chair

Certificate of Mastery Joint Task Force Formed



By: Anna LaSalle

Much controversy surrounds the role of the Certificate of Mastery in graduation requirements. An ELL / Special Education Joint Certificate of Mastery (COM) Task Force has been charged to "develop thoughtful policy guidelines or recommendations related to the COM for the purpose of graduation for ELL students and students with disabilities." The charge includes seeking to help create a system that:

- Is fair and just
- Aligns with the state system and does not "water down" standards
- Shows what students know and are able to do
- Creates an incentive for students to graduate / stay in school (vs. a disincentive)
- Is understandable to students, parents, and the general community

Thirty-six people serve on the task force. Members include Dr. Terry Bergeson (State Superintendent); Dr. Doug Gill (Director, Special Education, OSP); parents; and those who specialize in special education, ELL, and alternate assessment. A school psychologist, Dr. Anna LaSalle, joined the task force in May. The chairs are Ms. Carla Jackson (Executive Director, Kent School District) and Ms. Liz Flynn (Special Populations Director, Pasco School District). The committee was formed in January 2003 and is scheduled to offer its recommendations in December. Look for a summary of the recommendations in future editions of the SCOPE.

ARTICLES & PICTURES NEEDED FOR THE WINTER ISSUE OF THE SCOPE

We welcome reviews of innovative programs, tests, books, etc.; letters to the editor; photos; cartoons

SUBMIT BY FEBRUARY 14, 2004 TO:
mbrowning37@comcast.net

THANKS to all those who contributed to this issue!! Your thoughtful contributions enrich the professional lives of your colleagues.

The Anti-Depressant Classroom: What Teachers Can Do

By: John MacDonald

Depression is one of the most common disorders among students.

How Do We Recognize Depression? There are many different types of depression, but the most common is a chronic type called dysthymic disorder, which used to be called "neurotic" or mild depression. The symptoms of dysthymia include: sad mood, poor appetite or overeating, sleeping too little or too much, low energy or fatigue, low self-esteem, difficulty making decisions, and feelings of hopelessness. Only two of these symptoms need be present for a diagnosis to be made, and the symptoms have to have been ongoing for at least one year (two years in adults). In the general US school population, estimates are that 10% to 15% meet diagnostic criteria for dysthymia at any one time, and 20% to 30% will meet diagnostic criteria at some point in their lives. The prevalence in the US special education population at any one point in time has been found to be 30% to 50%. Other types of depression, such as major depression and bipolar disorder, are rarer, but differ from dysthymia primarily in the degree of severity of symptoms. You should consider the possibility of depression in any student who looks sad, is isolated from peers, makes self-deprecating comments ("I probably will mess this up"), seems preoccupied, or seems tired. The most important indicators I use are **a lack of playfulness** and/or **self-deprecating comments** or an **over concern with the adequacy of their performance**.

The Nature of Depression: Depression has multiple causes, and multiple effects. There are biological causes including genetics, biochemistry, and certain medical conditions; cognitive causes through learning depressive ways of thinking; and social causes through the stressors a person may experience and in ways other people interact with them. The effects of depression are nearly always *biological* (low energy, effects on the immune system), *cognitive* (worry, hopelessness, fear), *emotional* (feelings of sadness), and *social* (withdrawal, lack of interest in pleasant activities). Changes in one of these systems (e.g., cognitive) can affect other systems (e.g., emotional, biological, social). It is a mistake to think of the biological system as static or unchanging, and a mistake to think that if there is a biological predisposition, it is impossible to influence the effects of depression.

Why the Classroom is Important: Student counseling, family intervention, and medication are often important components of any package to help students with depression, but they are inadequate for the job alone. The cognitive effects of depression are the most debilitating for

school achievement, and are actually the most dangerous because they may put the person at risk for suicide. The thoughts that people with depression experience aren't random; they have a specific form. About 30 years ago, Aaron Beck presented evidence that three thoughts are very common, so common he called them the "cognitive triad of depression": a) "I am an incompetent person"; b) "the world is a dangerous or unhelpful place"; and c) "the future is hopeless". These beliefs are very strong, and resistant to contradiction. Often the person withdraws from situations that could disprove these beliefs, but even when they experience contradictory evidence, they often discount the evidence. Passing a test might be a matter of "good luck" rather than actually being skilled and knowledgeable enough to pass it. Helpful people might be thought to be helping for ulterior motives rather than really being helpful. Because others' intentions are often misread, people with depression tend not to reciprocate kindnesses,

or may respond with suspicion. This tends to make them more socially isolated, as others avoid them. They may already be socially isolated, be-

cause depression tends to reduce a person's interest in pleasurable activities. I think depressed children and adolescents are particularly prone to avoiding situations where they don't feel competent. Many of these students don't know how to play specific games competently, especially team or social games. They often do respond very well to sensitive coaching.

The classroom is where much of the "cognitive triad" comes to a head. Student's competence is often being evaluated, intentionally when they are tested, but also incidentally as they compare themselves to other students. It could be argued that classrooms (as well as the school cafeteria, hallways, etc.) are the most social settings these students encounter on a regular basis, and where they learn the nature of the world as safe or threatening. It's also where hope becomes reality: much of a student's future depends on their educational attainments. The classroom is much more prevalent and pervasive than any weekly counseling session could ever be. The classroom is also what students perceive as the "real world" of other children/adolescents. But counseling, even group counseling, is not perceived as the "real world".

Below, I've prepared a list of Do's and Don'ts that may help educators better address the needs of students at-risk for or currently experiencing depression. These suggestions primarily focus on how to enhance activities in which educators already engage, not on the creation of additional activities. It is acknowledged that some of these may be more possible to achieve in some classes than in others.

Do . . .	Don't . . .
<p>Make task-referent comments/questions: "What's the first step in solving this problem?" "That's a good answer"</p>	<p>Make self-or student-referent comments/questions: "Why don't you have that done?" "You must be very smart" or</p>
<p>Give feedback about tasks they have completed successfully or not successfully, and feedback about behavior you have observed. Place your greatest attention on successful performance. (This may be as simple as grading on the basis of points they have earned, rather than</p>	<p>Give feedback about assumed traits. Place more attention on errors/mistakes than on successful performance.</p>
<p>Make student progress as visible to them as possible, on</p>	<p>Fail to let students know how they are progressing.</p>
<p>Normalize beginning incompetence (everyone was a beginner at everything once; emphasize that being unable to do a task is a temporary condition, changed by know-</p>	<p>Make statements/comments that indicate a student "should be able" to do a task when they are putting effort in and are not being successful.</p>
<p>Provide coaching for a student if they are having difficulty being successful at a task. If this is not possible by the instructor, have a knowledgeable peer help the student. Try to arrange "errorless learning" – or at least situations where students end with a successful experi-</p>	<p>Move on from a task that the student has not yet mastered.</p>
<p>Encourage peers helping each other; they may need coaching themselves in doing this effectively, and you</p>	<p>Encourage competition between individuals (such competition can have some developmental benefits, but only if the</p>
<p>Get to know your students to the extent you can; converse with them during non-task times. Especially get to</p>	<p>Avoid conversation with students outside of classroom tasks.</p>
<p>Describe the future in hopeful terms. Describe the next lesson, unit, or year as more exciting than the one they</p>	<p>Describe the future in fearful terms, such as saying things like "If you think fourth grade is hard, just wait 'til you get</p>
<p>Be realistic, but optimistic about the future. Describe challenges that will face them, but communicate your confidence that they will meet those challenges in stride ("Next year in 6th grade, the classes will move a lot faster, and you'll have to get more done in a shorter time. But you'll be ready for it because you know how to</p>	<p>Describe the future unrealistically – you won't be convincing.</p>
<p>Talk with your students about careers that might be related to class topics, and describe realistically what might make that career interesting (guest speakers can</p>	<p>Avoid talking about careers or the distant future.</p>
<p>Encourage your students to participate in activities you think they are likely to enjoy (reminding them, if the ac-</p>	<p>Ignore isolated, quiet students.</p>
<p>Refer students who you believe may be depressed to a school psychologist, school counselor, school nurse, or</p>	



Government Relations Committee Update

By: John MacDonald



A great portion of our job activities are determined by current statute, regulation, and case law at the federal and state level. The lives of our clients, their families, and our colleagues are also affected by laws and rules. Our activities are important, and we have begun making baby steps to influence events in ways that are healthy for our clients, for schools, and for the profession.

I am currently the SPAN coordinator for Washington State. SPAN is the School Psychology Advocacy Network, and is NASP's effort to mobilize members in critical districts when action is needed at the federal level. My most basic function is to pass on NASP's legislative alerts to our state association's members, and to communicate issues regarding federal rules from our membership back to NASP. I pass on the legislative alerts to WSASP members through mailings to area representatives and other board members. If you would like to receive those mailings directly from me, send me a note at jdmacdonald2@comcast.net.

The most recent information regarding legislative alerts can be viewed at the following link on NASP's website: <http://www.nasponline.org/advocacy/legisup092603.html>. The legislative update comes out irregularly -- generally monthly, more frequently at certain times. Previous editions are also archived at the site. The SPAN newsletter, which comes out quarterly, can be accessed online at http://www.nasponline.org/advocacy/SPAN/span_sep03_chair.html. The major issues at the federal level are IDEA re-authorization, the education appropriations bill, and loan forgiveness for school psychologists and other mental health workers. At this writing, an IDEA reauthorization bill has passed the federal House in June 2003. A Senate version, S.1248, is not expected to come to a floor vote before February 2004.

NASP's primary focus is on federal legislation. We as an Association must take the lead in monitoring Washington state legislation and rule-making. For the most part, we have been in reactive mode -- monitoring bills introduced in the legislature, having members serve on rule-making committees. We would like to become more proactive -- writing bills and nurturing them through the legislative and rule-making process.

Last year, we surveyed attendees at the annual meeting regarding legislative priorities. We have also been seeking input from area representatives. Members' concerns primarily group into three categories: a) IDEA reauthorization, b) economic security for school psychologists, and c) working conditions of school psychologists. We are attempting to develop a platform for our Association that will guide our activities. We currently have 10 items on the platform:

A). Attract and retain qualified personnel in the profession.

To this end, our platform includes:

1. Loan forgiveness for school psychologists.
 2. Having school psychology designated as an area of shortage by OSPI.
 3. Developing a provisional certificate for school psychology interns that would allow them to be paid on scale.
 4. Low-cost housing loans for school psychologists (expand HUD's designation of high-poverty impact areas, currently confined to 17 zip codes, to more areas of Washington state).
 5. Acting in coalition with other education associations to raise salaries for all certificated staff.
 6. Monitoring state legislation and rules to ensure that language inclusive of "teachers and ESAs" be used affecting compensation of certificated staff.
 7. Exploration of tracks and obstacles to school psychologists attaining administrative certification.
 8. Increased funding for mental health services in schools.
- B). Improve working conditions of psychologists by limiting caseload to allow for full service delivery. To this end, our platform includes:
9. Building caseload limit language into state regulations.
- C). Revise special education rules in accordance with best practice recommendations. To this end, our platform includes:
10. Participation in Washington State's WAC revisions following IDEA re-authorization.

Following discussion at the Executive Board meeting on September 20, the EB agreed that our primary focus will be on platform issues #2 and #9. Currently, there is a loan forgiveness program within the federal Department of Education which allows forgiveness of Stafford loans if the student agrees to work in a teaching area that has been designated an "area of shortage", such as special education or math. The specific designation of "areas of shortage" is made by each state's department of education. School psychology has been designated an "area of shortage" in only two jurisdictions: Virginia and the District of Columbia. There are some years when Washington State designated no areas as "areas of shortage". We are working to explore how to have this designation. At the same time, there is a federal bill supported by NASP that will result in a loan forgiveness program specifically for school psychologists (HR 1359) and other mental health professionals.

We are looking at other states' rules

Continued . . .

Government Relations, continued from previous page. . . .

We are looking at other states' rules where there is caseload language to explore what we might introduce here. There is ample evidence that as caseload increases, psychologists become more narrowly focused on assessment and special education qualification activities. Even within the category of assessment, as caseload increases, our professional activities become more narrowly focused on testing, with less time spent on teacher and parent interviews, consultation, and trial interventions.

To assist in our legislative activities, last October WSASP signed a contract with Terry Kohl to provide the

Association lobbying assistance in Olympia. Terry has provided the Association with up-to-date information about events occurring in the state legislature, including this current period prior to the next legislative session, when there is considerable activity going on. Terry has been educating us about advocacy, and has been keeping us well informed about activities in Olympia.

We are always looking for new members to join this committee -- if you'd like to help, please contact me via e-mail me at jdmacdonald2@comcast.com, or call me at (360) 697-2565.

WEA/ESA Task Force Studies Important Issues Related to Working Conditions and School Psychology

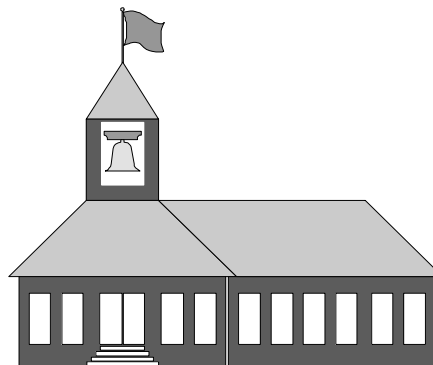
By: Cheryl Garvey

The WEA/ESA Special Education Task Force came about as a result of a new business item at the WEA Representative Assembly in 2001. Specifically, it was noted that special education teachers were leaving the profession and ESA professionals (Psychologists, SLPs, OTs, PTs, Audiologists, Social Workers, Nurses, and Counselors) were becoming scarce. Members were concerned and believed that this was an issue that required scrutiny. In the late fall of 2001, the WEA ESA/SPED Task Force met to tackle these issues. All ESA professional organizations were asked to send a representative. School Psychologists had ample representation as two of us were appointed by the WEA and Gail Hasbrouck represented WSASP. From November through February, we gathered information, put our heads together and created a comprehensive survey that went out to all special educators and ESA professionals. Two hundred and forty-one School Psychologists responded. Dan Brown, School Psychologist in Riverside School District and WEA appointed Chairperson of this Task Force, compiled interesting data specific to School Psychologists. We hope to summarize and publish this data in an upcoming issue of the SCOPE. Currently, we are working with the information derived from the survey to direct our goals.

We clearly heard that School Psychologists are asked to serve too many students and that the population we serve is getting more difficult every year. Survey results indicated that school psychologists are discouraged by the amount of uncompensated work required and most function without the needed clerical assistance to address due process paper work. In order to retain professionals in our field we have to work diligently to address their frustrations. The way we are currently empowered is through contract negotiations. We investigated issues of caseload, extra day/ extra hour compensation and work conditions. We compared and compiled what looked to be the best of the contract language available around the state to create model contract language. This language is available to all bargaining teams throughout the state. Although

the WEA website is still under renovation, you can access this language by going to: www.washingtonea.org/special. Click on [more](#) at the section titled "*contract negotiations*". This language makes recommendations about: compensation, planning time, extra days/extra hours, travel compensation, payment of professional dues and conferences, prior related service compensation, facilities, and interference with professional recommendations. It makes for relevant reading. Make sure your local bargaining team has a copy as they enter negotiations.

This spring, we have focused on ways to recruit into our profession. We spent time preparing a page on School Psychologists for the new website WEA is building. During the May meeting we started work on a recruitment pamphlet that can be distributed at Career Fairs, College Fairs, high school and university career offices. The pamphlet will contain all careers related to special education but each profession will have their own 'pull-out' section. The plan is to have this printed and in the hands of potential recruits by fall. Our next scheduled meeting is in October. Stay informed and check out the web address listed above; much of the Task Force's work finds its way onto this site.



State Leaders in School Psychology and Education: Meet Dr. Scott Stage and his research examining the validity of FBA's

Editor's note: Dr. Scott Stage is currently the coordinator of the School Psychology Program at the University of Washington. For the past three years, Dr. Stage has conducted field based research designed to examine the validity of Functional Behavioral Assessment procedures when used to address the behavioral concerns of students eligible for special education services due to an emotional/behavioral disability. Dr. Stage is currently analyzing the data collected throughout this investigation. Dr. Stage's research efforts were funded by the U.S. Department of Education, Office of Special Education Programs. It is anticipated that the findings from his research will offer school psychologists a framework for improving the validity of the FBA's they conduct in the field. In the article below, Dr. Stage outlines the types of validity which were examined in his research. As Dr. Stage completes his data analyses, he will keep readers of the SCOPE apprised of the outcomes of this important research.



FBA Procedures: Cone (1997) defines *Functional Behavioral Assessment* (FBA) as activities involved in formulating hypotheses about potentially controlling environmental variables that influence behavior. The environmental variables that influence the behavior are determined by the assessment of setting events, antecedents, and consequences that reliably predict the occurrence and maintenance of the behavior (Bijou, Peterson, & Ault, 1968). Setting events are factors that precede the behavior in time but have a strong influence on the occurrence of the behavior (Wahler & Fox, 1981). For instance, the biological state of sleep deprivation can influence a student's alertness and subsequent performance in school (O'Reilly, 1995). Antecedents are discriminative stimuli that signal a high probability that the behavior will be rewarded or punished. For instance, a teacher's proximity to a student can act as a stimulus to reduce the student's disruptive behavior (Dunlap et al., 1993). Consequences are events that follow a behavior that are likely to maintain it through reinforcement. For instance, for some students, teacher approval for appropriate classroom behavior will increase the likelihood that the students will comply with classroom rules (Becker, Madsen, Arnold, & Thomas, 1967).

The seven issues of validity that were examined during this investigation in relation to the use of FBA's with EBD students (i.e. students eligible for special education services due to an emotional/behavioral disability) are external, convergent, criterion, treatment, social, and habilitative.

External Validity: The use of FBA with students with EBD in regular education settings lacks external validity (Stage, 2000). External validity is the degree to which results derived from certain settings and populations generalize to other settings and populations (Cook & Campbell, 1979). Almost all of the empirical evidence for the use of FBA comes from studies involving individuals with severe or profound intellectual disabilities who exhibit self-injurious and/or disruptive behavior in clinic settings (Blakeslee, Sugai, & Gruba, 1994; Derby et al., 1992; Iwata et al., 1994; Nelson, Roberts, Mathur, & Rutherford, 1999).

Convergent Validity: *Convergent validity* is established by determining the level of agreement between the different assessments and informants used to generate the functional behavioral hypotheses (Cone, 1997; Gresham & Noell, 1998). In the case where the FBA yields disparate data about the setting events, antecedents, and consequences, generation of a functional hypothesis based on this information would lack convergent validity due to lack of agreement between the assessment methods used. In our current investigation, six different instruments were used across 20 different cases to examine issues related to convergent validity.

Criterion Validity: *Criterion validity* refers to how well the performance on one assessment corresponds to the performance on another assessment of interest (Ghiselli, Campbell, & Zedeck, 1981). In FBA, criterion validity is achieved when the experimental ma-

nipulation of the identified environmental variables results in a change in the behavior of concern. Clear differences in the pattern of behavior response to the experimental manipulations suggest functional control of the behavior (Cook & Campbell, 1979; Kazdin, 1982). However, because single-subject data is most often analyzed via visual inspection of data, subjective judgments can affect the purported significance of the treatment effect (e.g., DeProspero, & Cohen, 1979; Jones, Weinrott, & Vaught, 1978). Therefore, some researchers have derived statistical tests to analysis single-subject data (Busk & Marascuilo, 1992; Center, Skiba, & Casey, 1985-1986; Crosbie, 1993; Edgington, 1992; Levin & Wampold, 1999). We decided to use *Fisher's Exact Test* which is a χ^2 based statistic that was used to determine whether brief alternating treatment designs using one session of manipulation could be analyzed to determine the probability of change in behavior between baseline and hypothesis tested conditions.

Treatment Validity: *Treatment validity* refers to the degree that FBA provides beneficial treatment outcomes compared to other methods of treatment (Cone, 1997; Gresham & Noell, 1998; Hayes, Nelson, & Jarrett, 1987). This requires transforming single-subject data into an effect size so comparisons between students in different treatment conditions can be statistically analyzed. After each treatment outcome is transformed into an effect size, the statistical difference between the treatment effectiveness of different interventions can be calculated using

meta-analysis (Busk & Serlin, 1992). In our study, 20 cases were randomly assigned to a condition using FBA procedures while the other cases employed problem-solving behavioral consultation.

Social and Habilitative Validity: *Social validity* refers to relevance of the goals of an intervention, the acceptability of the intervention procedures, and the satisfaction of the effects produced by the intervention (Wolf, 1978). The most typical form of assessment of social validity is a questionnaire or rating scale given after the program has been implemented. Some researchers have questioned the authenticity of these types of assessments due to the social demands placed on the recipients of the services (Schwartz & Baer, 1991). Schwartz (1991) described the importance of studying consumer behavior as a decision-making process. Authentic assessment would include assessing the acceptability of each phase of the FBA process with verbal statements made during the discussion of the procedures by parents, teachers, and students in addition to paper-and-pencil assessment. During the *descriptive phase*, all consumers should be involved in gathering information about the problem behavior. During the *interpretative phase*, consumers should provide hypotheses about the predicting events and maintaining consequences of the problem, and finally, in the *treatment phase*, students, parents, and teachers should determine whether the proposed treatment is acceptable.

In addition to social validity, Hawkins (1991) described the concept of *habilitative validity* suggesting that goals, procedures, and outcomes should be evaluated in terms of a broader context than simply a change in the target behavior. The habilitative validity of a treatment would suggest that the clients' success further impacted their functioning at school, at home, and in the community. In regards to FBA, reduction in problem behavior should also evidence a reduction in disciplinary actions taken with the student. By providing adequate positive behavioral supports, the student's problematic behavior would be reduced in all areas of the school community,

therefore, reducing the number of disciplinary actions taken with him or her. There were no studies found that speak to the habilitative validity of positive behavioral support plans. Research is needed to address the association between FBA and discipline actions taken with students.

In summary, a more thorough understanding of the utility of FBA procedures with students eligible for EBD -- a population that is currently mandated to have these types of assessments -- must include a systematic examination of the aforementioned validity issues. It is anticipated that a complete analysis of our current data will yield a more thorough understanding of the procedures which are critical to the purpose and intent of this technology, that is, the reduction of challenging student behaviors. Important findings will be shared with practicing school psychologists through various professional forums, including future editions of the SCOPE.

References

- Becker, W. C., Madsen, C. H., & Arnold, C. R. (1967). The contingent use of teacher attention and praise in reducing classroom behavior problems. *Journal of Special Education, 1*, 287-307.
- Bijou, S. W., Peterson, R. F., & Ault, M. H. (1968). A method to integrate descriptive and experimental field studies at the level of data and empirical concepts. *Journal of Applied Behavior Analysis, 1*, 175-191.
- Blakeslee, T., Sugai, G., & Gruba, J. (1994). A review of functional assessment use in data-based intervention studies. *Journal of Behavioral Education, 4*, 397-413.
- Busk, P. L., & Maraculo, L. A. (1992). Statistical analysis in single-case research: Issues, procedures, and recommendations, with applications to multiple behaviors. In T. R. Kratochwill and J. R. Levin (Ed.s), *Single-case research design and analyses* (pp. 159-185). Hillsdale, NJ : Lawrence Erlbaum.
- Busk, P. L., & Serlin, R. C. (1992). Meta-analysis for single-case research. In T. R. Kratochwill and J. R. Levin (Ed.s), *Single-case research design and analyses* (pp. 187-212). Hillsdale, NJ : Lawrence Erlbaum.
- Center, B. A., Skiba, R. J., & Casey, A. (1985-86). A methodology for the quantitative synthesis of intra-subject design research. *Journal of Special Education, 19*, 387-400.
- Cone, J. D. (1997). Issues in functional analysis in behavioral assessment. *Behavioral Research & Therapy, 35*, 259-275.
- Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design an analysis issues for field settings*. Boston, MA: Houghton, Mifflin.
- Crosbie, J. (1993). Interrupted time-series analysis with brief single-subject data. *Journal of Consulting & Clinical Psychology, 61*, 966-974.
- DeProspero, A., & Cohen, S. (1979). Inconsistent visual analyses of intrasubject data. *Journal of Applied Behavior Analysis, 12*, 573-579.
- Derby, K. M., Wacker, D. P., Sasso, G., Steege, M., Northup, J., Cigrand, K., & Asmus, J. (1992). Brief functional assessment techniques to evaluate aberrant behavior in an outpatient setting: A summary of 79 cases. *Journal of Applied Behavior Analysis, 25*, 713-721.
- Dunlap, G., Kern, L., de-Perczel, M., Clarke, S., Wilson, D., Childs, K. E., White, R., & Falk, G. D. (1993). Functional analysis of classroom variables for students with emotional and behavioral disorders. *Behavioral Disorders, 18*, 275-291.
- Edgington E. S. (1992). Nonparametric tests for single-case experiments. In T. R. Kratochwill and J. R. Levin (Ed.s), *Single-case research design and analyses* (pp. 133-157). Hillsdale, NJ : Lawrence Erlbaum.
- Ghiselli, E. E., Campbell, J. P., & Zedeck, S. (1981). *Measurement theory for the behavioral sciences*. San Francisco, CA: W. H. Freeman and Co.
- Gresham, F. M., & Noell, G. H. (1998). Functional analysis assessment as a cornerstone for noncategorical special education. In D. J. Reschly, W. D. Tilly, & J. P. Grimes (Ed.s). *Functional and noncategorical identification and intervention in special education* (pp. 39-64). Des Moines: IA: Iowa State Dept. of Ed.
- Hayes, S. C., Nelson, R. O., & Jarrett, R. B. (1987). The treatment utility of assessment: A functional approach to evaluating assessment quality. *American Psychologist, 42*, 963-974.
- Hawkins, R. P. (1991). Is social validity what we are interested in? Argument for a functional approach. *Journal of Applied Behavior Analysis, 24*, 205-213.
- Iwata, B. A., Pace, G. M., Dorsey, M. F., Zarccone, J. R., Vollmer, T. R., Smith, R. G., Rodgers, T. A., Lerman, D. C., Shore, B. A., Mazaleski, J. L., Goh, H. L., Cowdery, G. E., Kalsher, M. J., McCosh, K. C., & Willis, K. D. (1994).

Continued on page 12

Your Connection to NASP

By: Tom Delaney, NCSP; Washington Delegate to NASP

I returned from the NASP Delegate Assembly in July with much information to share regarding resources and legislative updates. It truly is an exciting time in our field and NASP is on the forefront. With this comes the excitement of change and the anxiety of, *"What will change look like and how will it impact my job?"*. In this article I have highlighted new resources and current legislative issues that are impacting our profession.

NEW RESOURCES FROM NASP:

PROFESSIONAL DEVELOPMENT: *"Portraits of the Children: Culturally Competent Assessment"*: Winner of the Telly Award!! This resource provides schools with tools to look at each child individually and examine the real issues impacting their ability to learn. It encourages educators to develop a system that allows them to work effectively in a diverse, cross-cultural setting. It includes a video and a CD-ROM for viewing on personal computers with extensive print materials to download. It is great for university level or in-service training. You can preview it and place an order at www.nasponline.org.

CAREER CENTER : A NEW benefit which enables members to post their resumes and conduct a nation wide job search. To preview this resource, visit the NASP website and click on "Career Center".

LEGISLATIVE ISSUES:

LD ELIGIBILITY AND IDENTIFICATION: NASP just released their recommendations for LD eligibility and Identification for IDEA Reauthorization. NASP, in collaboration with other educational organizations, has proposed a three tiered model that calls for the "elimination of an IQ-achievement discrepancy criterion . . . (but continues to) *recognize the critical importance of comprehensive assessment and the essential role of school psychologists in evaluating cognitive functioning, response to intervention and program outcomes.*" NASP is continuing to advocate strongly for school psychologists to be a vital component in the evaluation role of students with learning problems and providing services to all students. *Those who are taking the stance that if we do-away with the IQ-Achievement discrepancy we will no longer need school psychologists ARE WRONG!!* Our unique and diverse areas of training allow us to provide services to ALL students at ALL three tiers listed below. In addition, school districts that have already implemented models similar to the one below have hired MORE school psychologists, as they are vital in providing a wider variety of pro-active, intervention services. The core concepts of NASP recommendations are:

- 1) Maintain the current definition of LD in law but change eligibility criteria in regulations.
- 2) Eliminate use of the scientifically unsupported ability-achievement discrepancy requirement.

- 3) Implement a three-tiered model based on dual-criteria of significantly low underachievement and insufficient response to intervention. Curriculum-based assessment and targeted interventions should be used to ensure acquisition of literacy and numeric skills during the primary grades. In addition, a systematic problem-solving process should be used at each tier to help support students.

Tier 1: High quality instructional and behavioral supports for all students in general education; if student does not respond move to Tier 2 . . .

Tier 2: Targeted intensive prevention or remediation services for students whose performance and rate of progress lag behind the norm for their grade and educational setting; if student does not respond move to Tier 3 . . .

Tier 3: Comprehensive evaluation by a multi-disciplinary team to determine eligibility for special education and related services.

In this three tiered model, school psychologists are key members of teams designing and supporting ALL three tiers. The NASP model closely follows the Student Responsive Service Delivery model (SRSD) which WSASP supported during it's pilot in Washington State and continues to endorse. (For further in-depth information on these recommendations, visit the NASP website www.naspweb.org or see your June 2003 Communiqué issue).

REAUTHORIZATION OF IDEA: The House and Senate have each developed their own bill regarding IDEA Reauthorization. In fall 2003, they will put together a Conference Committee to negotiate the differences between each bill (H.R.1350 and S.1248). Once the differences are negotiated and passed, it will go to the President for signature and become law (predicting sometime Fall 2003 or Winter 2004). Final regulations will most likely not be completed until well into 2004 with the likelihood of implementation occurring at the earliest Fall 2004, but more likely 2005-06 school year. The current law will still remain until the new law is passed.

Currently, the House (H.R. 1350) bill has provisions of interest and/or concern to school psychology. Listed below are some key issues to be aware of:

Issue #1: Potentially damaging changes to the discipline provisions, eliminating numerous protections and due process rights – no manifestation determination, no FBA's (Functional Behavioral Assessments), etc. There are concerns that this will lead to more "vague" behavioral assessments and "best practice" guidelines will not be followed. To urge the retention of FBA'S visit the NASP Advocacy Center at <http://capwiz.com/naspweb> and urge Congress to retain the use of FBA's.

Continued . . .

News from NASP, continued from previous page. . . .

Issue #2: Removal of the language that states must maintain the "highest requirements" for personnel standards for related services personnel. This could open the door for lower standards as the law is addressing "highly qualified special education teacher" but has not addressed related service providers. In some states, alternative school psychology licensure programs are being implemented and there is concern these programs do not meet professional standards. To urge Senators to include "highly qualified related services personnel" definition in this bill, go to <http://capwiz.com/naspweb>.

Issue #3: Implementation of language that will require states to implement policies and procedures prohibiting school personnel from requiring a child to obtain a prescription for psychotropic medications as a condition of attending school or receiving services — essentially a "gag-rule" on school personnel from being able to properly inform parents of their options. In meeting with other NASP delegates from around the country, most schools never *require* a student to take medications as a condition for receiving services. However, this is the misperception of many legislators. It is important that school professionals are not prohibited from being able to talk with parents about ALL options available. Both the House and Senate bill include the removal of the IQ discrepancy requirement and allow for a problem-solving model. What NASP and LD colleagues have been unsuccessful in obtaining is language that would reiterate the need for a comprehensive evaluation in determining learning disabilities. They were told this is a matter of regulation and does not need to be included in statute. Therefore, at the state level this will become key when the individual states need to determine how to implement the

federal statutes. Whether these points of interest/concern remain in the bill or get modified remains to be seen.

What do we need to do now? We need to talk with our special education directors and legislators about the importance of our role in working with students with special needs. Our involvement in writing the state regulations to implement the federal statutes will be key!!! Visit the NASP website as they post the most current legislative updates as they arise.

For those of you who are members, your membership dollars are hard at work! I highly encourage others to join, as the next few years will be an exciting crossroad for our field. NASP membership provides you with many resources to keep updated on current legislative and research issues. In addition, membership perks include Career Center and additional saving on NASP publications, just to name a few. To join NASP visit the website at www.nasponline.org where you can become a member online or call NASP at 301- 657-0270. Please feel free to contact me with any questions or issues. I would love to hear from you! Contact me at: tde-laney@lkwash.wednet.edu.

Sources used to complete this article:

- *NASP Recommendations: LD Eligibility and Identification for IDEA Reauthorization* (June 2003, Communique)
- *IDEA and School Psychology: At a Crossroads* (June 2003, Communique)
- *IDEA Reauthorization Timeline: Implications for On-going Advocacy* (July 2003)
- *NASP Legislative Update*, July 25, 2003

Changes in School Psychology Certification?

By: Anna LaSalle

Certification requirements for school psychologists may soon be changing. The State Board of Education rules require the establishment of performance-based certification programs for ESAs by August 31, 2004.

In February 2003, OSPI and the Professional Educators Standards Board convened work groups for school psychologists, school counselors, and school social workers to review and develop recommendations related to creating certification systems that are performance- and standards-based; it is expected that the system will parallel the system in place for teachers and principals to the maximum extent possible. The work groups consist of higher education program directors, representatives from state organizations, K-12 practitioners, and PEAB members.

Draft documents are and will continue to be posted at: www.k12.wa.us/cert/profed/ESA/default.asp. Please don't hesitate to share your comments. Input about these documents can be sent to Connie Reichel at creichel@ospi.wednet.edu.



NASP Announces Tiny Grants

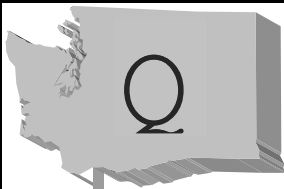
The NASP Children's Fund is pleased to announce a new grant opportunity available to NASP members. *Tiny Grants* are small grants—up to \$100—provided directly to NASP members to help meet children's welfare, educational, or mental health needs. Items that help meet basic needs of children at school are acceptable: such things as clothing, eyeglasses, book bags, school supplies, etc. Mental health *Tiny Grants* are intended to encourage school psychologists to enhance their own capabilities to provide mental health services within their schools. Acceptable purchases could include therapeutic video tapes and games, relaxation tapes, classroom guidance materials, books for bibliotherapy, etc.

To learn more about Tiny Grants and to complete a brief online application, go to the Members Only section of the NASP website (www.nasponline.org). As long as funds are available and the applicant's intent is within guidelines, he/she should receive an e-mail acknowledgment within a day or two of completion of the application.

Validity of FBA's, continued from previous page 9

- The functions of self-injurious behavior: An experimental-epidemiological analysis. *Journal of Applied Behavior Analysis*, 27, 215-240.
- Jones, R. R., Weinrott, M. R., & Vaught, R. S. (1978). Effects of serial dependency on the agreement between visual and statistical inference. *Journal of Applied Behavior Analysis*, 11, 277-283.
- Kazdin, A. E. (1982). *Single-case research designs: Methods for clinical and applied settings*. NY: Oxford University Press.
- Levin, J. R., & Wampold, B. E. (1999). Generalized single-case randomization tests: Flexible analyses for a variety of situations. *School Psychology Quarterly*, 14, 59-93.
- Nelson, J. R., Roberts, M. L., Mathur, S. R., & Rutherford, Jr., R. B. (1999). Has public policy exceeded our knowledge base? A review of the functional behavioral assessment literature. *Behavioral Disorders*, 24, 169-179.
- O'Reilly, M. F. (1995). Functional analysis and treatment of escape-maintained aggression correlated with sleep deprivation. *Journal of Applied Behavior Analysis*, 28, 225-226.
- Schwartz, I. S. (1991). The study of consumer behavior and social validity: An essential partnership for applied behavior analysis. *Journal of Applied Behavior Analysis*, 24, 241-245.
- Schwartz, I. S., & Baer, D. M. (1991). Social validity assessments: Is current practice state of art? *Journal of Applied Behavior Analysis*, 24, 189-204.
- Stage, S. A. (2000). The validity of functional behavioral assessment with students with average intellectual ability. *Canadian Journal of School Psychology*, 15, 67-84.
- Wahler, R. G., & Fox, J. J. (1981). Settings events in applied behavior analysis: Toward a conceptual and methodological expansion. *Journal of Applied Behavior Analysis*, 14, 327-338.
- Wolf, M. M. (1978). Social validity: The case for subjective measurement on how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11, 203-214.

www.WSASP.org



Washington State Association of School Psychologists
P.O. Box 308
North Bend, WA 98045