

ISPA plans China Meeting

Marco Polo called Hangzhou, the site of the 2003 International School Psychology Association summer colloquium, "Paradise on Earth." With this endorsement, now 730 years old, who wouldn't want to take advantage of the opportunity to travel to a country that overwhelms our imagination even as it peaks our curiosity. ISPA colloquia not only give participants a chance to see parts of the world they might otherwise never visit but it also gives them a chance to learn how school psychology is practiced on other continents and in other countries. Typically 300-400 people attend each colloquium. Last summer, they came from 35 countries worldwide. Next year promises the same. Each colloquium is organized by ISPA members from within the host country in conjunction with the ISPA executive board. The professional development opportunities are many and varied, but the chance to network informally with other professionals as well as learn about the host country's culture and history are other attractions that draw school psychologists to ISPA. And once you've attended one colloquium,

OSPA, UO plan March Assessment Workshop

OSPA and the University of Oregon School Psychology Training Program are collaborating to present a professional training workshop called "Assessment and Service Delivery for Culturally and Linguistically Diverse Students: What Every School Psychologist Should Know. The workshop will be held on Friday, March 14, 2003, at Valley River Inn, in Eugene. Robert Rhodes, Ph.D., NCSP will be the featured presenter.

Morning sessions will include topics such as pre-referral considerations for culturally and linguistically diverse groups, legal and ethical requirements, the use of interpreters, in addition to guidelines for conducting comprehensive interviews and observations.

you'll find yourselves coming back for more! The dates for next summer's colloquium are July 28 - August 1.

Although you might think that travel to China is very expensive, in fact, you can travel there for no more than you might spend to travel to Europe in the summer. And once in China, costs are phenomenally cheap travel, food, and lodging are all far

The afternoon sessions will focus on assessment from a variety of perspectives: intellectual functioning, language proficiency, acculturation, and academic achievement (using both norm-referenced and curriculum-based measures).

Rhodes is department chair for New Mexico State University's Special Education/Communication Disorders Department, and a member of the school psychology program faculty. He is currently collaborating with S. Hector Ochoa and Samuel Ortiz on a text focusing on assessment of students who are culturally and linguistically diverse for Guilford's *Practical Intervention in the Schools* series.

Registration information is on the OSPA website: www.ospaonline.com

less expensive than what one would pay for a comparable experience either in the US or in Europe.

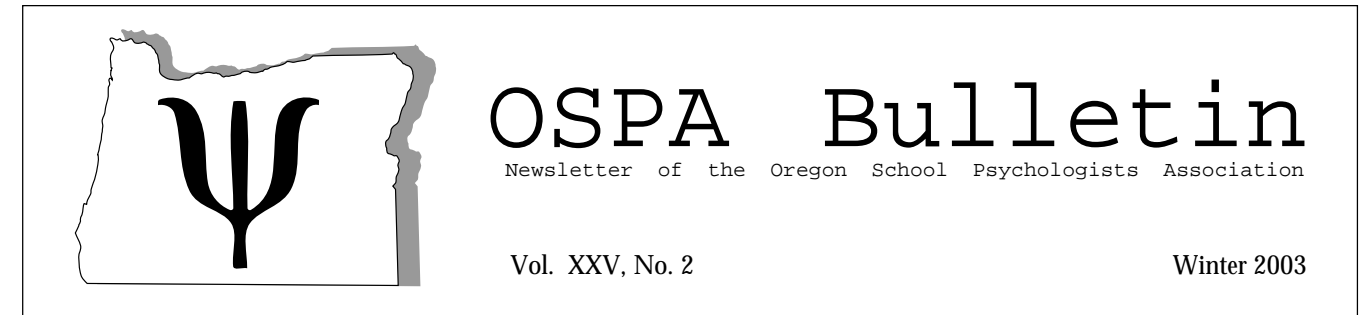
Interested? Check the ISPA website to learn more (www.ispaweb.org). For registration materials, please contact the Local Organizing Committee (LOC@ispa-china.org).

Oregon School Psychologists Association



OSPA
#419
25 NW 23rd Place, Suite 6
Portland Oregon 97210-5599

The Oregon School Psychologists Association provides leadership in creating a brighter future for all Oregon children through professional affiliation, collaborative problem-solving, and promotion of practices that are both innovative and based on solid psychological and educational research.



The Future of School Psychology Conference

by Brian Craig, Ed.D.

(Editor's note: this is part I of a two-part article. The second part will appear in a later issue.)

On November 14-16 a group of 69 school psychologists met in Indianapolis to discuss the future of school psychology. Some were there because they were leaders in the organizations that sponsored the conference (i.e. NASP, APA Division 16, Trainers of School Psychologists, International School Psychology Association). Most were chosen on the basis of a short essay they had written about how the shortage of school psychologists might be addressed.

The conference had three goals: 1) achieve consensus on current and future demands for school psychologists and our profession's ability to meet those demands; 2) conceptualize the practice of school psychology in the face of diminishing numbers and increasing demand for services; 3) develop an agenda to use the resources we have to maximize the benefits to the children and schools that we serve.

The conference was organized around a problem-solving model. Participants were asked to: 1) identify critical issues confronting school psychology, 2) identify threats/opportunities in relationship to school psychology addressing these issues, 3) brainstorm solutions/strategies and identify the most promising solutions/strategies, and 4) develop action plans. Two other parts of the problem-solving model that will be ongoing will include implementing the action plans and evaluating the outcomes.

The identification of critical issues started in September with a web cast by Thomas Kratochwill's about evidence based practice. In addition, participants were requested to read resource material that discussed everything from the reauthorization of IDEA to mental health in children, and articles about the past, present, and future of school psychology. These papers, as well as Dr. Kratochwill's presentation, can be found in the Resource area of the website under "Additional Recommended Reading."

In October, conference participants were asked to provide input about priority issues regarding children, families, and schools. This input was distilled by group facilitators and conference planners into two critical issues for each area. These issues were to drive the conference discussions. The six priority issues were:

Children

- 1) Improve academic competence and school success for all children.
- 2) Improve social-emotional functioning for all children.

Families

- 1) Improve parenting skills and increased ability of families to support students.
- 2) Enhance family-school partnerships and parental involvement.

Schools

- 1) Increase effectiveness in education and instruction for all learners.
- 2) Increase child and family services in schools that promote health and mental health and are integrated with community services.

continues on p. 11

Cross-Cultural Competence Addressed at Western Region

Some three dozen delegates, state association presidents, and other representatives from the western states convened in San Diego in October (5 - 6) for the annual Western Region Delegates Meeting. The meeting is sponsored annually by NASP, and was attended this year by both NASP president Diane Smallwood and president-elect Dennis Miller.

The meeting's key presentation was made by Emilia López, Ph.D., who spoke on "Cross-Cultural Competence in Schools." López is author of the Best Practices IV article on "working with school

interpreters." Smallwood addressed "Current Issues in School Psychology" in one of the first regional presentations of her term in office. A third order of business entailed state issues, a "staple" of regional meetings, and a primary raison d'être for such gatherings. State sharing continued on the second day morning.

Smallwood reported on the President's Commission on Excellence in Special Education, and shared some of the policy recommendations from the LD Roundtable, in addition to addressing a handful of other issues affecting school

psychology.

Defining cross-cultural competence as "the ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, sociocultural, and linguistic diversity," López addressed the importance of awareness (of our assumptions, values, and biases), understanding, knowledge of both cultural differences and intervention strategies, and skills in providing assessment and intervention strategies with our culturally and linguistically diverse students and their families. She quoted US census

continues on p. 2

presidential perspective



Although I've never been very enthusiastic about New Year's resolutions, I was tempted this year to give serious consideration to crafting a resolution that would alter in some substantial way the current love-hate relationship that I have with my job as a school psychologist. I don't have to think long and hard to come up with lots of things that drew me to the practice of school psychology and that continue to engage me, both emotionally and intellectually. From the perspective of professional challenges my cup

runneth over, solving assessment riddles, mediating conflicts, teaching new skills and on and on. However, there is a darker side to this embarrassment of riches. It is, in fact, the sheer volume of challenges that often begins to tip the scale in the other direction, the direction that replaces elation with depression and turns hopefulness to despair. Although I may be indulging in a little poetic license here, I've talked with enough school psychologists to know that I'm not alone in this regard. In spite of the current variation in caseloads most of us are faced with the unwelcome knowledge that there are far more problems that need our attention than we are likely to have the time to address. It's also the case that the volume of individual referrals keeps us so busy that we seldom have time to deal with factors, often largely systemic, that are in part responsible for the problems to which we are responding.

Lest it seem that I've wandered too far a field from my initial interest in that familiar indulgence, the New Year's resolution, let me explain how I hoped to use that self-improvement crutch to address my own

situation at work. Thinking carefully about my own situation I resolved to make an earnest effort to devote more time to issues related to systemic change. Sounds simple enough, and I was encouraged by hearing at the fall conference that students in that program are actually being taught to think of themselves as system change agents. At the very least, that's a good start. I should add that I'm not a stranger to the notion of systemic change myself, it's just that after all is said and done I don't get around to initiating very much of it. I've even had the experience of feeling somewhat guilty about co-authoring an article on school psychologists acting as systemic change agents, knowing full well that my time at work was typically devoured by my caseload.

Well it's only two weeks into the New Year and, yes, I'm honoring my resolution. I'm taking time to think about each of my cases and the extent to which each of the initial referral problems could be addressed systemically. I'm spending more time talking with administrators about service delivery issues and looking more closely at contextual factors related to a student's current performance. If nothing else I'm allowing myself to indulge in the fantasy that I might be able to reduce future referrals by taking more a more systemic and preventative approach to problems that I see arising frequently. It's slowing me down a bit, but the change in perspective is actually helping me design more effective interventions. It's not novel and there's absolutely nothing earth shattering about it, nonetheless, looking at things from a systemic perspective creates just that spot of bright light at the end of the tunnel that's needed on days when I'm feeling a bit overwhelmed by the onslaught of new referrals.

Alex Granzin

Western Region (from p. 1)

figures predicting that, whereas over 30% of the country's population will be Asian, Black or Hispanic by 2005, that number will increase to over 40% in the following two decades. Currently, only 5% of school psychologists are people of color: just one on the challenges facing school psychology today.

López stressed that the services school psychologists perform must not be perceived by minorities as an arm of social service agencies and the justice system, as too often happens.

After reviewing a few legal and ethical issues that are important to consider, she addressed assessment issues in dealing with culturally and linguistic diverse populations. Cross-cultural research, for example, has found differences in the way intelligence is defined, in the way information is organized, in the way we solve

problems, and even in the way we perceive certain kinds of information.

Recommendations López made included avoidance of "translated" tests (in favor of nonverbal instruments), assessing language proficiency with formal and informal tools, taking spontaneous language samples,



Oregon's Karen O'Brien (left) and Alaska's Joan Bohmann feign listening during a break at Western Regional Meeting, allowing photographer to snap photo he should have taken earlier.

and doing parent interviews. She also stressed the importance of curriculum based assessments, the "teach-test-teach" procedure, and, of course, monitoring over time. The whole issue of cultural and linguistic diversity certainly is one that school psychologists need to continue to work on, in terms of increasing their competence.

Oregon was represented by NASP delegate Karen O'Brien and *OSPA Bulletin* editor David Streight. OSPA members interested in a copy of the bibliography Lopez compiled ("Suggested References on Cross-Cultural Competence and Disproportionality Issues in Special Education") can contact Streight at <streight@rsiss.net>.

Future Conference (from p. 1)

Each participant was asked to bring to the conference a list of opportunities (factors that enable school psychology to address the issue) and threats (factors that prevent school psychology from addressing the issue) for each of the six critical areas. These lists were compiled in the small group sessions and then given to the organizers who tabulated and organized the group lists. A master conference list of the opportunities and threats can be found at Outcomes of Conference Activities 1-5. Go to Activity #1. (Note: you will need Excel to read the lists.)

Some general themes emerged from this discussion. One of the major opportunities for school psychologists across all areas was that we possess a knowledge base that gives us, as a profession, the expertise to address all three areas. We have more knowledge in all three areas than do most other educators. We know how to identify effective and evidence based programs in all three areas and people value our knowledge. Administrators, staff and parents often look to us for guidance. We are the most knowledgeable people in the schools about community resources. We have a great deal of skill and knowledge in linking mental health to academic success. A major asset is our collaborative skills. Finally, we know how to do assessment well and can use assessment to solve not only individual child problems, but also systemic problems.

Threats to school psychology within these critical areas included a lack of resources (especially money and time) to address the diverse issues facing children, families, and schools. We are often seen as valuable only as testers and gatekeepers for special education. Sometimes even school psychologists do not see themselves as mental health professionals or working with parents. A final broad area under threat was training—the lack of training for school psychologists and other school personnel. This lack of training encompassed both pre-service and in-service training.

There were four major presentations during the conference. Michael Curtis addressed the demographics of school psychologists and emphasized that the shortage of school psychologists will become worse over the next ten years. Robert Sternburg addressed teaching for success-

ful intelligence. The third presentation, by Deborah Crockett, addressed critical issues facing children. The final major presentation, by Sandra Christenson, addressed issues facing families and the family-school partnership. Papers that were written in conjunction with each presentation, as well as Power Point presentations, can be found on the website Resources section under "Background readings". After each presentation, participants separated into groups to brainstorm strategies that addressed each of the six critical areas.

The final day was devoted to developing action plans complete with implementation guidelines, timelines, and desired outcomes. The action plans will be discussed in more detail in a later article.

A number of major themes emerged from the "strategies and action plans" sessions.

One theme was the need to collaborate with agencies and community services to provide preventive mental health services and parent friendly schools. Action plans that addressed this area included establishing ongoing treatment teams, developing prevention training modules, and impacting policy to insure that families are integral partners in the educational process. A second theme was diversity. These action plans included ways to increase the availability of bilingual/bicultural school psychologists, becoming more aware of linguistic diversity, and helping school psychologists increase their multicultural competencies. A third major theme was to identify and use evidence-based interventions for both instructional and mental health interventions. Action plans in this area included establishing a database of promising and/or evidence-based interventions, learning how to use problem-solving models, and developing school-based mental health programs.

Training and advocacy were infused throughout the action plans. Whether it was training in learning how to implement problem solving models or training in how to develop and use prevention programs, all agreed that extensive pre-service and in-service training was going to be needed. Finally, advocacy was also seen as a necessary component. This included advocacy for children and families as well as for prevention models for both instruction and mental health. One action plan addressed

the need for a public relations campaign to let others know what school psychologists do.

If there was a theme for the Futures conference, it was that school psychology will undergo dramatic change in the coming decade. We need to reframe what we are doing. As Jennifer Kitson, a practitioner from Hays, Kansas, said in a panel presentation, we need to think of ourselves as mental health practitioners and work for changes that will improve the mental health (which includes academic success) of all children. Our roles will change over the next decade. This change will come about not only because of changes in regulations, but also because of a decrease in the number of school psychologists available in the work force. Ms. Kitson quoted Albert Einstein. "The world we have created is a product of our thinking. It cannot be changed without changing our thinking." (2002, p 11). She concluded her talk with these words. "No one individual or group can effectively address the academic and health needs of children. Working in partnership with school personnel, families, and communities, school psychologists can successfully implement systems level change to better address the needs of children." (2002, p.12).

Conference participants appeared to be fairly evenly divided between trainers and practitioners. In addition, there were a number of students from both specialist and doctoral level programs. The conference, which had been in the planning stages for a year and a half, was also broadcast to over 40 sites around the country. Remote site members were considered full participants. All conference materials from pre-conference activities to outcomes of the conference can be accessed through the conference web site at <http://www.indiana.edu/%7Efutures>. (NOTE: Almost everything on the website is easily accessed. However, the conference activities 1-4 can only be accessed using Excel.)

Reference

Kitson, J. (2002). Practitioner's Perspective: To Change or Not to Change. Powerpoint Presentation presented November 16, 2002. <http://www.indiana.edu/%7Efutures/products.html>

(Brian Craig is OSPA Membership Chair; he works in Klamath County Schools.)

Impact of Recent Federal Legislation for the Scientist-Practitioner Model of School Psychology

Recently enacted legislation such as the Reading Excellence Act, No Child Left Behind Act, and the Reading First Initiative are ushering in a new era. For the first time, there is a national agenda that every child will become a reader. Moreover, instructional practices in reading, which are grounded in science, and effective, as determined by evidence from student learning outcomes, may be financially rewarded. Large grants are available to schools serving the lowest achieving readers if they submit grant applications that receive favorable peer review. To secure funding, proposals must be based on scientifically supported instructional practices and have a progress-monitoring plan with sound measurement procedures. Because school psychologists are the assessment specialists in the school and school psychology has a long tradition as a scientist-practitioner discipline, school psychologists in low achieving schools may be able to assist their schools in writing successful grant applications. They may also be able to establish effective partnerships between their schools and university researchers.

Benefits of Partnerships between University Researchers and School Practitioners

One of the outcomes of the 2000 CASP presentation was that Alnita Dunn, Ph.D., Coordinator of Professional Development for School Psychologists in Los Angeles Unified School District (LAUSD), invited me to present the 3-Tier Model to the LAUSD school psychologists later that spring. Subsequently a group of LAUSD school psychologists piloted a study on collaboration between school psychologists and classroom teachers on Tier 1 early intervention. In spring, 2002 they invited me to present again and consult with them on the initial phase of a pilot study. That led to an invitation to partner with the LAUSD school psychologists in a larger scale project involving kindergarten, first, and second grade classrooms in about 40 schools with low literacy achievement and a large population of Spanish-speaking, ESL students. Appropriate control schools will be identified to evaluate the effectiveness of the intervention. Based on our preliminary study with Spanish-speaking ESL first graders (Quiroga, Lemos, Mostafapour, & Berninger, 2002), we anticipate that the cognitive process/functional systems approach to instructional intervention and assessment will work as well with ESL students as it did with monolingual English-speaking children.

I am honored by this opportunity to enter into a partnership with these school psychologists (contact the *OSPA Bulletin* editor for a copy of an article about this partnership) for two reasons. First, research is necessary, but not sufficient. Research has to be followed with empirical evaluation of implementations of research-based interventions in real world classrooms (Berninger & Abbott, 2002, in press). Second, based on my first experience with partnering with another school system to evaluate implementation of research in the real world of schools, I will learn as much from this collaborative study on implementing research into educational practice as I do in basic research studies. It has been gratifying to observe how

eager so many school psychologists are to embrace scientifically supported assessment and intervention practices in order to improve services to children.

Benefits of Partnerships between University Researchers and School Psychology Trainers

Another outcome of the 2000 CASP meeting was an opportunity to interact with other school psychology trainers who are interested in bringing the most up-to-date research on reading to preservice school psychology trainees. Catherine Christo, Ph.D., California State University at Sacramento, has developed an innovative program to improve school psychologists' ability to meet the needs of schools in serving students with or at-risk for reading problems. Dr. Christo is very interested in forming university-school partnerships to accomplish this goal. According to Dr. Christo, such collaboration counteracts the disconnection between research and practice that characterizes the status quo if universities and K-to-12 schools do not work together to establish a meaningful research-practice connection. Ted Alper, Ph.D., California State University at Hayward, became an advocate for the PAL- WIAT II integrated assessment-intervention model and organized a 2-day workshop for school psychology trainees and local school psychologists in the Bay Area. All first-year students in the course on learning disabilities at CSUH were trained in the model. During the first year of his retirement, Dr. Alper is working at a private school in London, where he is implementing the PAL assessment-intervention system and training others in it. Likewise, Ruben Lopez, a practicing school psychologist and Assessment Specialist for CASP, has been very supportive in providing feedback on the usefulness of a process approach to assessment-intervention links in schools, as well as in providing reality checks about how research gets implemented in school settings. Much remains to be done to achieve substantial improvement in the functional literacy levels of all children. Accomplishing this important goal will require the cooperative teamwork of many professionals and disciplines. The worlds of both schools and of university trainers and researchers are full of challenges. Both worlds will be enriched if we can establish collaborative partnerships to develop more effective ways of helping all children become readers and writers.

References available upon request from OSPA Bulletin editor

Profiles of Relative Strengths in Word Reading and Reading Comprehension in Second Year of Longitudinal Reading Intervention Study

Faster Responders

(Monitored Only in Second Grade)

Reading Comprehension > Word Reading 46% (19 children)

Reading Comprehension < Word Reading 29% (12 children)

Slower Responders (Received additional intervention in first half of second grade):

Word Reading > Reading Comprehension 60% (29 children)

Word Reading < Reading Comprehension 13% (6 children)

Got Munchausen by Proxy?

by Jennifer Kingsley

Online newspapers are at times laden with false information, written for the purpose of entertainment and based upon the opinions of individuals who may or may not have any expertise in the subject matter they present. For this reason, I was weary when I received an e-mail from a principal that included a link to an article he believed I would find interesting. The web site's home page appeared professional and the title itself, "Education Week, American Education's Online Newspaper of Record" was convincing enough for me to proceed in reading the 9-page article by Lisa Fine Goldstein.

"Maternity Wars" explores a "syndrome that disrupts and can monopolize" special education programs. Researchers have recently documented cases of Munchausen by Proxy in a setting most of us would not typically affiliate with this bizarre disorder: our schools. In 1951, Richard Asher described patients who faked their own illnesses. Nearly twenty years later a British pediatrician identified a variation on that tendency and used the term "Munchausen by Proxy" to describe someone who fabricates illnesses in someone else. Experts say the condition is a psychiatric illness in the parent and a form of child abuse as well.

School officials often are involved in primarily medical cases of Munchausen by Proxy because the children are likely to miss many days of school, fall behind, and sometimes develop learning difficulties or behavioral and emotional problems. Harvard professor and researcher Catherine Ayoub believes we are seeing more cases about educational needs because it has become more acceptable in society at large to identify children with disabilities.

In this emerging phenomenon, parents invent disabilities for their children to meet self-serving psychological needs. The needs of these parents, usually mothers, are focused around being perceived by friends and family as competent and self-sacrificing individuals. The parent in question receives attention for his or her devotion, knowledge, and sacrifice on behalf of the handicapped child. Another important interest is in attracting and maintaining the attention of powerful professionals—pediatricians, teachers, and

mental health professionals—in an effort to demonstrate intellectual superiority by "fooling" the experts.

School officials often abet such parents' intentions and their often relentless pursuit of unnecessary special school services. However, recognizing the disorder could mean saving already scarce school resources as well as rescuing children from the educational, social, and emotional effects of being incorrectly identified as having disabilities. Results of a recent Harvard study found the most commonly faked disabilities were Attention Deficit Hyperactivity Disorder, learning disabilities, or behavioral disabilities. An educator might, for instance, encounter a case in which a parent insists a child has a physical, behavioral, or learning disability that a district just cannot seem to diagnose. The school nurse may notice that a student is taking numerous, seemingly unnecessary, medications. Administrators might find a child with an excessive number of medical excuses for missing school, even though the child appears to be fine.

Upon further research, I found that the Munchausen by Proxy phenomenon in the school setting has given rise to additional research and literary publications, advocacy groups (such as Mothers Against Munchausen Syndrome by Proxy Allegations), and even legal specialization.

In investigating these cases, educators must tread carefully. Incorrectly accusing someone of the syndrome could bear serious consequences for the parent's reputation and the future of the family. Educational psychologist Marilyn Atherley, Ph.D. recommends educators be cautious and examine all possibilities before drawing conclusions. She reminds us to a) include observations and data from a wide variety of persons and sources and 2) extend observations and testing over a long enough period of time for results to be consistent. "I am sure [Munchausen by Proxy] happens" says Charles Rogers, a spokesman for the Council for Exceptional Children, "But schools should still give most parents advocating for services the benefit of the

continues on p. 12



The *OSPA Bulletin*, the official publication of the Oregon School Psychologists Association, is published four times a year and distributed to members as a membership benefit. OSPA is a nonprofit, nonpartisan, educational association of professional school psychologists. It is dedicated to providing for the educational and mental health needs of all children and to advocating for their achievement of independence, dignity, and purpose of life.

President: Alex Granzin
541.774.6362
agranzin@qwest.net

Treasurer: Colleen Caulfield
541.280.6662
ccaufield@bendcable.com

NASP Delegate: Karen O'Brien
541.440.4038
kobrien@harborside.com

OSPA Web Site:
<http://www.ospaonline.com>

The contents of this publication and the opinions expressed by its contributors do not necessarily reflect the opinions or policy of OSPA or the National Association of School Psychologists (NASP) or their elected officials. Other newsletters for school psychologists may freely reprint from this bulletin. However, a reciprocal agreement is assumed. If this is not the case, please contact the editor in writing.

The *OSPA Bulletin* invites contributions. Professional issues and news, articles, questions, reviews, letters and graphic works should be sent to David Streight, 7735 SW 87th, Portland OR, 97223, or <streight@rsiss.net>. Changes of address should be sent to Brian Craig, Membership Chairperson, 2727 Old Fort Rd., Klamath Falls OR, 97601, or <bcraig@cvc.net>.

Bulletin deadlines for future issues:

Spring, April 1, 2003
Summer, June 15, 2003

Musings

By Vinny Martin, NCSP
OSPA Health Care Representative to NASP,
and co-chair, OSPA Fall '03 Conference
Committee

*I should not talk so much about myself
If there were anybody else whom I knew so well.*
-Thoreau

Everybody has his or her own way of keeping body and soul together, maintaining equilibrium in life. As OSPA's health care representative to NASP, I thought I'd share some professionally related activities, which help me maintain a healthy perspective.

Fall Conference '03—The third stop on the conference committee's "Pub Tour" will be at the Iron Horse in Sellwood, 5:30-7:00 p.m., Feb. 6. Contact Mark Downing, co-chair, at downmark@aol.com to let us know you're coming to this or any future meetings to plan for our Fall conference. Food and libation are on OSPA. Sam Aley, Mark Downing, David Dugo, Dan Goldman, Vinny Martin, Anne May, Todd Nicholson, and Khaliyah Williams topped off their tanks at the last meeting.

Board Meetings—Next meeting is March 8 in Roseburg. There are lots to learn at these meetings, which are open to members. Check OSPA's website; tell President Alex Granzin of your interest.

Interns—Working with two interns

Munchausen, from p. 3

doubt."

Additional information:

"Munchausen by Proxy in School Settings" An Interview with Associate Professor Catherine Ayoub, Harvard Graduate School of Education, January 1, 2003, www.gse.harvard.edu/news/features/ayoub01012003.html

"Special Education or Special Medication?" Marilyn Atherley, Ph.D. *Social and Emotional Learning*, November 28, 2002, www.suite101.com/article.cfm/social_emotional_learning/96668

"Maternity Wars" Lisa Fine Goldstein Education Week November 20, 2002, www.edweek.org/ew/newstory.cfm?slug=12munchausen.h22
(Jennifer Kingsley is OSPA Student Representative from Lewis and Clark College)

from Lewis and Clark (Jennifer Campbell and Garry Turner) is a joy. Assuming the responsibility for three new schools and doubling responsibilities for the number of students is challenging.

Retirement—The good news is that I started collecting on my New York State pension this year. The bad news is that I'm one year closer to not collecting it in the future. There's a tremendous shortage of school psychologists around the country and, therefore, an opportunity for mature citizens to continue to contribute. There is life after retirement.

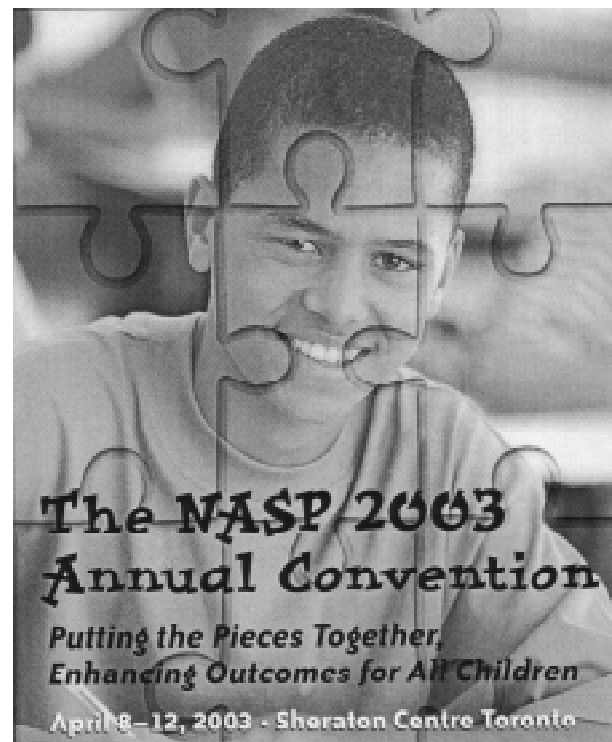
Licensure—Oops! My transitional license lapsed after three years here in Oregon; I spent 3.5 days on unpaid leave while I was getting an extension. There were "glitches" with the ETS scoring of my Praxis 1 basic test, which were beyond my control, but my advice is don't procrastinate and take timelines very seriously.

Licensure #2—In New York State, school psychologists don't have licensure to work in schools. They get "certification". Licensure is for those Ph.D. folks in private practice. On Dec. 9, 2002, New York passed a scope of practice law establishing four licensed professions (psychologists are already a licensed profession) regulated by the State Education Department: marital and family therapist; mental health counselor; creative arts therapist; and psychoanalyst. (Notice school psychologist is not one of them.) The new law explicitly defines the psychological profession and sets qualification standards for psychologists. School psychologists are exempt to practice our profession (and use "psychologist" in our title) only in schools, not "after hours" in what would be considered a "private practice". This is an issue barely on the radar screen for school

psychologists here in Oregon...Maybe someday.

Contract Negotiations—The NWRES D and its licensed employees are in negotiations and there is talk of a strike. I remember being out on strike for 21 days, twenty-five years ago in New York. Seven of our teacher officers went to jail (strike were illegal in New York) and we lost 42 days pay. Oregon law is different, but becoming knowledgeable about the issues tends to take time, but lessen the anxiety while increasing the solidarity among members (i.e. better mental health). I particularly appreciated recently attending a NWRES D Board meeting with about 90 other teachers. During the meeting, we held up 8 x 11 yellow signs which said, "I Support NWRES D Sp. Ed. Professionals In A Fair Contract Agreement".

Misc.—Approximately one out of every one hundred teachers is a school psychologist. We are relatively unique and offer to schools diverse and sometimes not easily understood services. What we have to offer can be enhanced by supporting our profession and ourselves. I thank you for being there when I need you and I encourage you to continue to be active with OSPA and your fellow school psychologists.



ing. With explicit, systematic instruction, they may become accurate in letter naming and word decoding, but typically experience persistent reading rate and spelling problems during the intermediate and high school years, which can interfere with their ability to complete successfully written assignments in the upper grades.

Another specific learning disability that frequently is not identified in school psychological assessments is dysgraphia (2002, in press), which may occur along with dyslexia or independent of it. *Dys* is a prefix meaning impaired. *Graph* is a Greek root referring to the hand or letter form. Dysgraphia refers to a condition in which the affected individual has inordinate difficulty producing letters or the written word by hand, despite language skills that otherwise fall within the normal range. Transcription skills for producing written language are affected. Early in schooling affected children have inordinate difficulty in learning to write alphabet letters and/or spell words. Our research has shown that deficits in producing letters and written words may be related to fine motor planning problems (PAL-RW Finger Sense), orthographic coding (PAL-RW Receptive or Expressive Coding or Word Choice), or phonological coding (PAL-RW syllables, phonemes, and rimes).

Yet another kind of learning disability is language learning disability in which language processing and production problems affect many aspects of school learning and functioning outside school. The language problems are more global and not as specific as dyslexia or dysgraphia in which only written language is affected. Their aural language (listening) and oral language (speaking) may also be affected as well as their written language skills (Wallach & Butler, 1994), even though their cognitive development apart from language functions falls in the normal range.

The Verbal Comprehension factor in the Wechsler Scales is a useful initial measure in the differential diagnosis between dyslexia or dysgraphia and reading problems related to mental retardation. If Verbal IQ falls in the borderline or below average range, further comprehensive assessment of all areas of development is warranted. Mental retardation is an appropriate diagnosis when all areas of development fall outside the normal range.

The Visual-Spatial Reasoning (nonverbal reasoning) factor on the Wechsler Scales is a useful measure in the differential diagnosis between primary language disability, which is not due to impaired cognitive development, and impaired language development that is due to mental retardation. The differential diagnosis between dyslexia or dysgraphia and primary language disability depends on the degree to which receptive and expressive oral language fall outside the normal range. To some degree language learning disability falls along a continuum; some children may have subtle language learning disability that is not so impaired as to qualify for primary language disability but is sufficiently impaired to interfere with their using language effectively to learn academic subjects. More research is needed on language learning disability.

For situations when factors from IQ tests cannot be used, the WIAT II Listening Comprehension Composite, Oral Expression Composite, Reading Comprehension Composite, and Written Expression Composite may be useful in making such differential diagnoses. Impairments in listening and/or oral expression are not associated with dyslexia or dysgraphia but are with language learning disability or primary language disability. Although the rigid IQ-achievement discrepancy approach to qualifying students for special education is not adequate for the kind of differential diagnosis just described, which has instructional implications, some measure of current cognitive or intellectual functioning should be part of the Tier 3 comprehensive assessment.

Even though dyslexia and dysgraphia have a biological basis—genetic (Raskind, 2001; Thomson & Raskind, 2003, in press) and neurological (Berninger & Richards, 2002)—these reading and writing disabilities that persist despite Tier 1 and Tier 2 intervention are treatable, to some degree, and the severity of the disorder can be greatly reduced with appropriate intervention. In our family genetics study, we found evidence that phonological nonword memory (CTOPP Pseudoword Repetition; Wechsler Digit Span) (Wijsman et al., 2000) has a highly probable genetic pathway to word reading and spelling disabilities; and accuracy and rate of phonological decoding have highly probable genetic pathways to word reading (Hsu, Berninger, Thomson, Wijsman, & Raskind, 2002). Research in our laboratory is identifying neuroanatomical differences (Eckert et al., in press), neurochemical activation differences (Richards et al., in press), and fMRI Blood-Oxygenation Level-Dependent (BOLD) response differences (Aylward et al., 2002, submitted; Corina et al., 2001)

between dyslexics defined on the basis of unexpectedly low word reading compared with reading comprehension (Berninger, 2001 b) and age- and Verbal IQ-matched able reading controls. Worldwide, numerous other investigators, using a variety of imaging modalities, are also reporting such brain differences between dyslexics and controls (for review, see Berninger & Richards, 2002). Nevertheless, this disorder is treatable and appropriate instruction results in changes at the behavioral and brain levels (for review, see Berninger, Nagy et al., 2003, in press; Berninger & Richards, 2002). Specific writing disabilities may also be treatable (Berninger, Abbott, Abbott et al., 2002).

It is devastating to parents of children who have dyslexia and/or dysgraphia to be told that these disorders do not exist—just because they are not included in categories for qualifying students for special education. School psychologists have an important role to play in making the diagnosis of dyslexia and dysgraphia, when appropriate, and acknowledging that these disorders do exist, even though not all reading disabilities are dyslexia and not all writing disabilities are dysgraphia.

continues



the children (total sample of 128 first graders) increased to grade level or higher after a brief intervention (twenty-four 20-minute lessons over a four-month period) but that half the children required a second year of systematic, more intensive intervention to improve, on average, to the average range and their expected level of reading or spelling achievement. Four profiles, based on the relationship between word reading and reading comprehension skills, emerged in the word reading intervention for the faster responders during first grade, who were only monitored in second grade, and the slower responders, who received additional intervention during second grade (Berninger, Abbott et al., 2002). These are summarized in Table 1, which also reports the percentage of individual children who consistently showed the same profile at the beginning and end of second grade. The differences between word reading and reading comprehension were, on average, sizable, about one standard deviation unit in the fastest responding group, and about 1.5 to 2 standard deviation units in the slower responding group. School psychologists could use the WIAT-2 Word Reading and Reading Comprehension subtests to look for these four profiles in the students given early, supplemental intervention. Reliable profiles have instructional implications as to whether early intervention should focus only on explicit word reading skills or also on reading comprehension skills. These profiles indicate that assessment of the reading skills is relevant to beginning reading instruction and one-size fits all instruction is probably insufficient if all children are to become readers.

Among the fastest responders were those who only needed a boost in explicit word reading instruction, and then, probably because of their relative strength in reading comprehension, they read at grade-appropriate levels or better and maintained these gains in second grade. The smaller group among the fastest responders had been low in word reading, but even lower in reading comprehension, and should be monitored in third and fourth grade for specific comprehension disability; although their word reading improved, their reading comprehension remained a relative weakness.

Among the slower responders, the largest group had weaknesses in word reading and reading comprehension, but word reading was their relative strength even though it was low. These children may have language learning disability (Wallach & Butler, 1994) and need intervention that provides explicit word reading instruction and explicit reading comprehension instruction. Two of our intervention studies indicate that combining explicit instruction in alphabetic principle and reading comprehension may indeed have a beneficial effect in improving word decoding of at-risk second grade readers. Among the slower responders, the smaller group had weaknesses in word reading but strengths in reading comprehension - at least at the beginning stages of learning to read. These children have the profile most characteristic of the dyslexics in our family genetics study. They have a specific deficit in word reading despite their strength in verbal comprehension (prorated Verbal IQ or Verbal Comprehension factor on the Wechsler Scales) or reading comprehension. Their strength in general knowledge and reading comprehension may mask the extreme difficulty they have in learning to read single words early in the early grades. Often schools refuse to even assess these children

in first and second grade because they seem so bright and to understand what they are reading. Later in the middle grades, the word reading difficulties manifest themselves not only in very slow text reading but also in significant spelling difficulty, and can no longer be ignored - even though a critical period for optimal early intervention may have already been missed.

Tier 1 and Tier 2 writing interventions (see Berninger & Amtmann, in press, 2003) indicate that certain profiles of writing skills may also have instructional implications. Some children have specific handwriting problems only, some have specific spelling problems only, and some have combined handwriting and spelling problems. The latter need more explicit and intensive Tier 1 and Tier 2 intervention in writing. Some have problems specific to word spelling only and some have problems in both word reading and spelling; the latter require more systematic and intensive explicit instruction to remediate. However, if psychologists note only the problems in written expression, they may fail to identify the underlying profile of skills contributing to the written expression problems, and whether the problem is specific to handwriting, spelling, word reading, and/or written expression only. Each profile has important implications for planning instructional intervention and evaluating response to intervention. The WIAT-2 has standardized, normed measures for evaluating spelling, word reading, and written expression; and the PAL-RW has standardized, normed measures for evaluating handwriting and spelling (Word Choice). The WIAT-2 Written Expression subtest is unique in that it assesses the different levels of written language (subword, word, sentence, and discourse) that our research has shown contribute to written expression (reviewed in Berninger & Richards, 2002). Although Tier 1 and Tier 2 treatment of handwriting and spelling problems may prevent written expression difficulties, by third or fourth grade, higher-level cognitive, metacognitive, executive functions for self-regulation, and genre-specific writing instruction also become important in preventing and treating writing disabilities (Berninger, Vaughan et al., 2002; Wong & Berninger, 2003, in press).

Tier Three

Not all reading problems are caused by dyslexia, which is only one kind of specific learning disability (Berninger, 2001 b). Dyslexia is a disorder that is specific to learning to read single words. Its defining feature is not reversals or a visual perceptual deficit but rather inordinate difficulty in learning to integrate the written and spoken language systems (e.g., letters and their corresponding name codes or phonemes, or written word forms and their corresponding spoken word forms). *Dys* is a prefix meaning impaired. *Lexia* is a Greek root meaning word. Dyslexia is an impairment in learning to read words, despite language skills that are otherwise within the normal range. Initially, children experience difficulty in attaching name codes to letters during the preschool and early school years. Early in schooling they have extreme difficulty in learning correspondences between graphemes (one or two-letter units) and phonemes in spoken words and applying those correspondences during word decod-

Demographics of School Psychologists at the 2002 OSPA Fall Conference: A Reflection of National Trends?

By Leah R. Benazzi, Nicole J. Nakayama, Lisa Sterling, Karina Kidd, Christine A. Davis, and Richard Albin

Participants at the 2002 Oregon School Psychologists Association (OSPA) fall conference provided demographic information about their training and professional activities as part of a larger study conducted by the University of Oregon. This information will be compared to national statistics to assess similarities and differences in national and state-wide trends. Table 1 summarizes major findings.

Sixty-eight participants (23 males and 43 females) completed the survey. Although this self-selected group may not reflect total OSPA membership, the participant pool was 35% male and 65% female. This trend is reflected nationally (Fagan, 2002). Fagan reports that approximately 70% of practicing school psychologists are women and that membership in this group may increase to up to 80%.

Eighty-two percent of conference attendees reported earning a specialist degree or two-year master's degree. This trend reflects the national increase in such degrees. Fagan and Wise (2000) estimate that 67% of practicing school psychologists hold either a two-year master's degree or a specialist degree. The 9% of conference attendees holding a doctoral degree does not reflect the 20% to 25% of school psychologists nationwide that the authors estimate have earned such a degree. Fagan and Wise predict a continued increase in specialist and doctoral degrees, and a decrease in two-year master's degrees.

All conference attendees completing the survey work directly with students and 97% of those do so in a school setting. Fagan (2002) estimates that nationally 89% of practicing school psychologists work in public schools, while the remaining 11% work in private practice, clinic settings, colleges and universities, or residential treatment centers. Fagan predicts that over time an increasing number of school psychologists will work in non-school settings.

Of those conference attendees currently serving students in schools, 77% of respondents reported serving between one and three schools. The majority of participants serve elementary students (79%), while 50% serve middle/junior high students, 35% serve high school students and 18% serve preschool students. Only 4% of participants reported serving students of all age categories.

Sixty percent of attendees served up to 1100 students in the last year, while 35% served more than 1100 students. The National Association of School Psychologists (NASP) has, since 1984, recommended a ratio of one school psychologist to every 1,000 students (Fagan & Wise, 2000). Therefore, the majority of conference participants serve roughly the recommended number of students.

The statistics provided offer a basic understanding of the nature of school psychology in Oregon in comparison to current and predicted national trends. These data suggest that the majority of practicing school psychologists in Oregon are women practicing in the schools, and holding a specialist or two-year master's degree. These trends reflect national statistics. In fact, Fagan and Wise (2000) predict an increasing percentage of women in the field and a continued increase in specialist and

doctoral degrees. Although Fagan and Wise expect that school psychologists will continue to practice predominantly in the schools, they predict an increase in work in non-traditional settings.

The larger study conducted by University of Oregon researchers evaluated the effects of functional assessment information on school psychologists' confidence ratings of indicated and contraindicated behavioral interventions. Preliminary findings indicate that functional assessment information enables school psychologists to select *with confidence* function-based interventions for problem behavior. A detailed summary of the results of this study will be included in a future OSPA newsletter.

References

Fagan, T. K. (2002). Trends in the history of school psychology in the United States. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 209-222). Bethesda, MD: NASP.

Fagan, T. K. & Wise, P. S. (2000). *School psychology: Past, present, and future*. Bethesda, MD: NASP.

Editor's note: Benazzi, Nakayama, Sterling, Kidd, and Davis are students in the school psychology program at the University of Oregon. Richard Albin is a school psychology trainer.

Demographic	OSPA Attendees	National Trends in School Psychology
Gender	65% Female	70% Female
Degree	82% Specialist or Two-Year Master's Degree 9% Doctoral Degree	67% Specialist or Two-Year Master's Degree 20-25% Doctoral Degree
Students Served	60% serve up to 1100 students	NASP recommendation: 1000 students
Employment Setting	97% Serve Students in the Schools	89% Serve Students in the Schools
*National Statistics from Fagan (2002), Fagan & Wise (2000)		

Research Update on Assessment-Intervention Links

Scientifically Supported Practices for Preventing and Treating Reading and Writing Problems in School Settings

by Virginia W. Berninger University of Washington (reprinted from *CASP Today*, Fall 2002)

CASP Today asked me to update research, including its direct implications for practice, in my invited presentation at the 2000 annual CASP Convention in Monterey. I had presented an overview of our National Institute of Child Health and Human Developmental (NICHD)-funded research program at the University of Washington on the assessment, prevention, and treatment of reading and writing disabilities.

In progress since 1989, this research program has used cross-sectional, longitudinal, and instructional research; and has been conducted by school psychology faculty and graduate students. In this program we have two separate but related projects—Literacy Trek and the Write Stuff Intervention—in which we have studied normal variation in the development of writing and reading skills and the nature of specific writing and reading disabilities within a theoretical framework that emphasizes functional systems (Berninger, 1998a; Berninger & Richards, 2002). In the Multidisciplinary Disciplinary Research Center on Learning Disabilities, which has been funded since 1995, the research has focused on school-based prevention studies and clinic-based treatment studies, teacher training, family genetics, and brain imaging before and after instructional intervention. All studies have a focus on dyslexia or dysgraphia, which I define later in this article. As in the 2000 CASP presentation, our research results are organized around a three-tier model of assessment-intervention links (service delivery) (Berninger, 2002; Berninger, Stage, Smith, & Hildebrand, 2001).

In the first tier, research-validated measures of cognitive-language processes underlying reading and writing (Berninger, 2001a; the Psychological Corporation, 2001) are used to screen kindergarten, first grade, and second grade children to identify those at-risk in specific reading and writing skills. First tier activities may be conducted through student study teams at the children's schools. At-risk children participate in supplementary instructional intervention using research-supported lessons for developing specific reading and writing skills (Berninger, 1998a, 1998b; Berninger & Abbott, 2002, in press). School psychologists work with a multidisciplinary team of general and special educators, including speech and language pathologists, to administer the screening battery, plan and supervise the supplementary instructional interventions (which may be delivered by certified teachers or paraeducators); and plan and carry out the assessment for evaluating response to Tier 1 intervention.

In the second tier, children's progress in response to instruction in the general education program, which may be conducted through a student study team, is monitored using a multi-modal combination of curriculum-based probes, standardized tests, criterion-referenced measures, and portfolio assessment (Chapter 10, Berninger, 1998a). When children are not making reasonable

progress, curriculum is modified on the basis of current cognitive and linguistic research on the component processes involved in learning to write and read (Berninger, 1998a). Response to the modified curriculum (replacing, adding, and/or eliminating instructional components) is also evaluated using multi-modal assessment so that instructional decisions are based on empirical evidence showing whether or not an intervention is effective for an individual student. Sometimes several curriculum modifications are necessary until the one in place is shown to be effective. School psychologists assist in (a) problemsolving with teachers to determine if, and if so how, curriculum should be modified, and (b) in planning and collecting the multi-modal assessment to evaluate response to intervention.

In the third tier, children with persisting reading and writing problems receive in-depth assessment of their developmental and/or learning problems. The in-depth assessment goes beyond deciding whether a child has a disability and qualifies for special education. The assessment has three goals: (a) to describe the child's learning profile of relative strengths and weaknesses within and across multiple domains - cognitive, attention and executive functions, motor, language, academic functioning in specific curricular areas, and social-emotional functioning; (b) to diagnose, if appropriate on the basis of a pattern in the profile, a specific developmental and/or learning disability; and (c) to link assessment findings with an individually tailored instructional plan (Berninger, 1998a).

The remainder of this research update is organized by the three-tier model, providing details about the research that support implementation of the model. The implications of the University of Washington research program, which has been carried out by faculty and graduate students in school psychology, for the practice of school psychology are discussed, with focus on (a) recently enacted legislation and (b) the benefits of forming partnerships between university researchers and school psychology practitioners and between university researchers and school psychology trainers.

Tier One

Screening. On the basis of our assessment studies (e.g., reviewed in *Test Manual for Process of the Assessment Test Battery for Reading and Writing* [PAL-RW] Berninger, 2001 a; Berninger & Amtmann, 2002, in press), studies of response to early intervention (e.g., Berninger, Abbott et al., 2002; Stage et al., in press), and our family genetics studies (Berninger, Abbott, Thomson, & Raskind, 2001), we recommend that a screening battery for identifying kindergarten and first grade children at-risk for reading and writing disabilities includes measures of

- accuracy and rate of single-word real word and single word pseudoword reading,

- three language processes related to single-word reading (orthographic, phonological, and rapid automatic naming), and
- handwriting automaticity.

By second grade, a screening battery should also include a measure of spelling and compositional fluency (amount written under a time limit), such as narrative and expository paragraph prompts in the Appendix of the PAL-RW *Test Manual or Woodcock Johnson Psychoeducational Battery* (WJ3) Writing Fluency (sentence writing) subtest.

For both reading and spelling, it is important to assess pseudoword reading and spelling with novel, unpracticed word items (drawing on knowledge of the alphabetic principle of correspondences between 1- and 2-letter spelling units and phonemes). Equally important is the assessment of real word reading (drawing on alphabetic principle, orthographic word form with all constituent letters and corresponding phonological name code and morphological meaning codes, and repeated practice with specific words) and spelling. Like many other investigators, we are finding that IQ-achievement discrepancy is not a good predictor of Tier 1 intervention (Stage et al., in press). However, IQ and specific cognitive processes, discussed later in the Tier 3 section, are useful in differential diagnosis. Nonetheless, the current rigid system of using IQ-achievement discrepancy as the sole criterion for qualifying students for services is not working well, especially at the Tier 1 early intervention stage.

The Wechsler Individual Achievement Test, Second Edition (WIAT II) has measures of accuracy of reading single real words (Word Reading) and single pseudowords (Pseudoword Reading). The Test of Word Reading Efficiency (TOWRE) (Torgesen, Wagner, & Rashotte, 2000) has measures of rate of reading single real words (Word Efficiency) and pseudowords (Pseudoword Efficiency). All too often only accuracy of word reading and pseudoword reading is assessed. Children who are accurate, but not fast and automatic in word recognition, are missed; yet are at-risk for comprehension problems. See Berninger, Abbott, Billingsley, and Nagy (2001) for review of evidence showing importance of also assessing rate of single word reading (automaticity) and fluency (speed, smoothness or coordination, and melody) of oral reading. The PAL-RW has measures of orthographic processing (Receptive and Expressive Coding; Word Choice), phonological processing (Syllables, Phonemes, and Rimes), and rapid automatic naming (RAN) (Single Letters, Letter Groups, Whole Words, and Alternating Words and Numbers), all of which were normed on the same national sample. CTOPP Ellision subtest can also be used to assess phoneme skills. The Wolf RAN (2002, in press) has the original RAN tasks for letters, numbers, colors, alternating letters and numbers, and alternating letters, numbers, and colors; these measures were used in research that stimulated a growing body of research on the double deficit in phonological and rapid naming skills (Wolf & Bowers, 1999). Individuals with the double deficit are more impaired in reading than those with a single deficit (Berninger et al., 2001; Wolf & Bowers, 1999).

The PAL-RW has measures of handwriting automaticity (accurate, legible letter production that is fast and effortless)—with (Alphabetic Writing) and without (Copy A and Copy B) memory requirements. These measures are highly predictive of

writing skill (both compositional length and quality) throughout the elementary grades (evidence reviewed in Berninger & Amtmann, 2003, in press). WIAT-2 has a measure of spelling that assesses real word spelling and can be used in conjunction with the WJ-3 subtest of spelling pseudowords (Spelling Sounds) to obtain a full picture of beginning spelling processes. If children are taught procedures for stopping immediately when time is called and examiners have assistants to monitor when individual children reach ceiling, PAL-RW handwriting measures, Word Choice (orthographic long-term representations of written word forms), WIAT II Spelling, and WJ3 Spelling Sounds can be administered to small groups or whole classes to save time in the screening process.

Tier Two

Once at-risk children are identified, for example, using the criterion of 30th percentile or lower on PAL-RW measures or 30th percentile or lower on WIAT-II measures (or another criterion deemed appropriate for a particular school), children are given supplementary instruction in addition to the regular general education program. Some children need even more explicit and systematic instruction and practice than the regular program provides. The PAL Research-Supported Reading and Writing Lessons (Berninger & Abbott, 2002, in press) are based on 15 of our instructional research studies (five Tier 1, five Tier 2, and five Tier 2). For example, Lesson Set 1 is appropriate for kindergarten or first grade children who qualify for supplementary instruction on the basis of low-word or pseudoword reading; Lesson Set 2 is appropriate for second graders who qualify for supplementary instruction on the basis of low-word or pseudoword reading; Lesson Set 3 is appropriate for kindergarten, first-, or second- grade children who qualify for supplementary instruction on the basis of low handwriting legibility and automaticity; and Lesson Set 4 is appropriate for second graders and Lesson Set 5 is appropriate for third graders who qualify on the basis of low spelling. For maximum literacy gains, we recommend using a combination of Lesson Set 1 and Lesson Set 3 for kindergartners and first graders, and of Lesson Set 2 and Lesson Set 3 for second graders who qualify on the basis of low reading; a recent pilot study (unpublished results) shows evidence of transfer to word reading of handwriting automaticity training.

Multi-modal assessment, which combines probes based on instructional components in the curriculum, standardized tests, criterion-referenced measures, and portfolio assessment, should be used for progress monitoring (see Chapter 10, Berninger, 1998a and section on recommended progress monitoring at the end of each Lesson Set in Berninger & Abbott, 2002, in press). For example, school psychologists can show teachers how to administer and score *The Texas Primary Reading Inventory* (Texas Education Agency, 2000), a criterion-referenced measure, so that they can monitor the response of their children to the general education reading.

In our longitudinal intervention studies in reading (Berninger, Abbott et al., 2002) and spelling (Berninger, Vaughan et al., 2000), we did progress monitoring and discovered that half

continues