

NASP Delegate Report, from page 3

Provision of School Psychological Services. This will replace the outdated OSPA Professional Standards document. A copy of this document can be found at the NASP website: <www.nasponline.org/pdf/ProfessionalCond.pdf> Copies will also be available at the OSPA Fall Conference.

OSPA Reorganization Meeting

Reserve Thursday, October 9th from 4:15 to 6:00 pm at the Resort at the Mountain, after the final conference session for the day. The agenda will

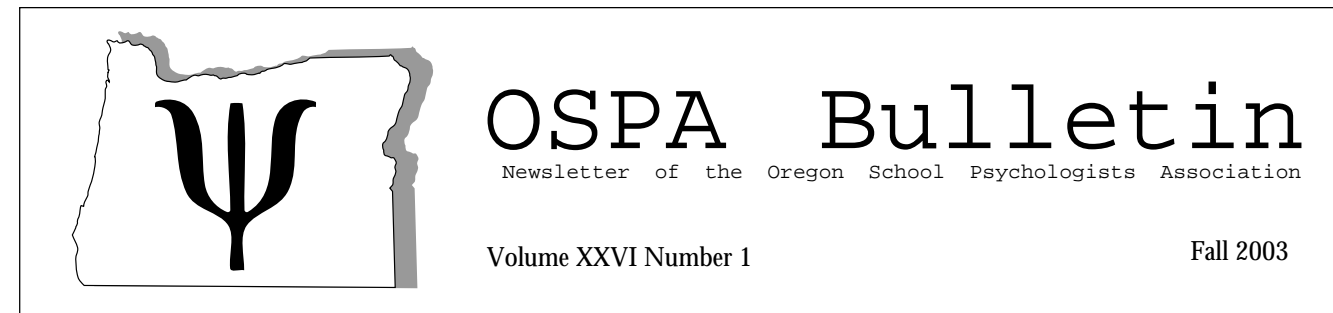
include introductions, review of the consensus model for decision making, determining goals for the 03-04 year and soliciting volunteers to carry out the goals. A spokesperson and co-treasurer will also be solicited as we only have commitments for these positions until the Fall Conference. If you are not attending the conference, but would like to have input into goals or would like to volunteer, please email Alex Granzin, <agrzanin@sps.lane.edu>, or present co-treasurers Phil Bowser <pbowser@roseburg.k12.or.us> or Karen O'Brien, <kobrien@roseburg.k12.or.us>

OSPA Fall Conference
Thurs, Fri. October 9, 10
Resort at the Mountain
Welches Oregon
see details at
www.ospaonline.com

Differentiation, from page 5

fact that some believe such a differentiation can be made, sides have been drawn as to whether or not programs, which combine both populations, should be utilized. While opponents of differentiation contend the presenting behavior needs to be addressed not labeled, other authors have argued that the currently used model of combined programs have not proven to be the most effective or appropriate means of serving either group (Kelly, 1990, and Murray Myers, 1998).

Peg O'Grady is a certified school psychologist and transition coordinator with the Avon Grove School District. Ryan Kieffer is a school psychologist with the Octorara School District. This article is reprinted from the Association of School Psychologists of Pennsylvania's bulletin, ASPP Insight. Both authors are members of the ASPP Executive Board. References may be obtained from Dr O'Grady.



Volume XXVI Number 1

Fall 2003

Consensus Model to Guide Fall Meeting

by Rod Windle

(Editor's note: As Oregon School Psychologists Association goes through a new phase, the need for broad base consensus moves into a larger forum. On Thursday October 9, OSPA members will convene at the fall convention to decide on guidelines and directions for at least the coming year. See more on this in this issue's NASP Delegate Report, on page 3. The OSPA consensus model adopted by the OSPA Board in late 1995—and heretofore used only at board meetings, but not for general membership gatherings—will be used at that meeting. The following article, written by former OSPA president Rod Windle and reprinted from the Winter 1996 OSPA Bulletin, explains some of the "whys" and "hows" of the Oregon Consensus Model.)

At the annual fall retreat, OSPA board members made a major shift in the way they will make decisions. Gone is the "majority vote, Robert's Rules of Order" model. In its place, decisions will now be made by consensus. Consensus, it was agreed, is a better way of doing business. In using the old system, board

members sometimes found that not all had an equal opportunity to express their positions. In addition, the process of deciding by majority rule occasionally caused resentments and other impediments to effective group process.

The heart of the board's consensus model is that everyone must be comfortable with a decision, or else there is no decision. The process of consensus building is respectful of each individual's thoughts and feelings on an issue, and is designed so that each person gets to be heard. Members agree to participate with directness, with a non-adversarial spirit of openness, and without personalizing the issues.

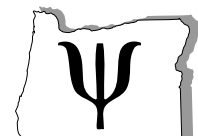
One of the foundations of a consensus process is the "survey," where each person gives a quick summary of where he or she stands on the topic at hand. Going around the circle with a "survey" helps to equalize input and keep the more extroverted members of a group from dominating.

When all have had their say, a decision vote is called for. For consensus to be reached, all members must favor or

be neutral about the idea. It is okay to have no formal stand, or even be mildly opposed, as long as the member can support the group's decision. If any member stands in firm opposition, the decision will not be made unless the opposing member agrees to "stand aside" in the interest of group unity. A "stand aside" must not be pressured, as respect for the integrity of the individual is at the heart of the consensus process. In taking a "stand aside," the dissenting member agrees not to sabotage the decision of in any way.

If consensus cannot be reached, several options exist: the subject can be tabled, it can be delegated to a committee to work out differences, or the members can even decide (by consensus, of course) to suspend the consensus process on an item in an emergency! Once an agreement is reached, all members equally own the agreement. Everyone is responsible for seeing that the decisions and agreements are carried out, though of course the people who were most enthusiastic about an issue will do the majority of the work.

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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 Futures of School Psychology Conference: Part II

by Brian Craig

On November 14-16, 2002, a group of 69 school psychologists met in Indianapolis to discuss the future of school psychology. The school psychologists invited to the conference were practitioners and university trainers of school psychologists, with a sprinkling of school psychologists who function at the national level (such as people from NASP and APA Division 16). Over two-and-a-half intense days there was a great deal of discussion about where

school psychologists should place their energies for the next twenty years.

The amazing thing about the conference was that although conference attendees came with very different backgrounds, interests, and agendas, all were respectful of each other, listened to what others had to say, and were willing to compromise. In the end there was remarkable agreement on where school psychology should be going. We really practiced what we (as school psychologists) preach!

Looming shortage of school psychologists

Over the past 20 years there has been a huge increase in the number of school psychologists. Many, however, are now reaching retirement age and training institutions will be unable to replace those who are retiring (Curtis, Chesno Grier, Walker Asheir, Sutton, & Hunley 2001; Curtis, Hunley & Chesno Grier 2002; Reschley, 2000; Charvat & Feinburg 2003). The major question posed to conference attendees

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Futures (from page 1)

was, given the shortage in school psychologists over the next 10-15 years, where should school psychologists focus their attention.?

Conference Goals and Assumptions

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 we serve.

Major principles and assumptions included the need for prevention and early intervention, the necessity of using

evidence-based practice, and the need to understand and respect the diversity of our school population.

Future goals for school psychology

Prior to the 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 six priority issues. During the conference one of the priority issues was dropped for lack of interest. The five priority issues were:

- 1) Improve academic competence for all children .
- 2) Improve social-emotional functioning for all children.
- 3) Enhance family-school partnerships and parental involvement in schools.

4) Make education and instruction more effective for all learners.

5) Increase, in schools, child and family services that promote health and mental health and are integrated with community services.

Over two-and-a-half days of discussion conference participants came up with fifty-three action plans addressing these issues. Obviously trying to implement this many action plans is overwhelming. Thus, over the next few months, numerous attendees worked to identify commonalities and to pare down the list to three priority goals in each area that could be addressed at both the national and state level. The goals identified and the areas they address are as follows.

1. Improved Academic Competence and School Success for All Children

Advocacy & Public Policy	Goal A: Advocate for universal early prevention and intervention programs that emphasize language, cognitive, and social-emotional development and are placed in the context of ethnicity, SES, gender, and language
Practice	Goal B: Ensure that assessment practices of school psychologists are empirically linked to strategies to improve academic performance, and that those assessment practices account for the influence of ethnicity, SES, gender, and language on learning outcomes
In-service Training	Goal C: Develop and implement in-service training for school psychologists related to universal early prevention and intervention programs

2. Improved Social-Emotional Functioning for All Children

Advocacy & Public Policy	Goal A: Promote the availability of a comprehensive range of services, from supportive and inclusive placements through interim alternative placements, for students with severe emotional and behavioral disorders
Collaboration & Communication	Goal B: Educate all stakeholders about the importance of social-emotional competence for children
Practice	Goal C: Ensure that school psychologists develop a systematic plan in all schools to reduce social/emotional barriers to learning

3. Enhanced family-school partnerships and parental involvement in schools

Research & Knowledge Base Practice	Goal A: Identify evidence-based models of effective family-school partnerships Goal B: Ensure that school psychologists engage in activities to change the culture of schooling to ensure that families are integral partners in the educational process of children
Pre-service Training	Goal C: Change pre-service education and training of school psychologist candidates to infuse a focus on families as integral partners in the educational process

4. More effective education and instruction for all learners

Research & Knowledge Base	Goal A: Identify key components of effective instruction of all learners, including evidence-based approaches to prevention and early intervention for learning problems
In-service training	Goal B: Provide in-service training for school psychologists in the use of a data-based problem-solving model to implement evidence-based instruction and interventions
In-service Training	Goal C: Implement a national pre-service and in-service training initiative for school psychologists regarding effective instruction

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Futures (from p. 2)

5. Increased child and family services in schools that promote health and mental health and are integrated with community services

Practice	Goal A: Define and promote population-based service delivery in schools and school psychology
In-service training	Goal B: Prepare current practitioners to implement a public health model
Pre-service Training	Goal C: Prepare future practitioners to implement a public health model

What these goals mean for school psychologists

There is something in these goals that every school psychologist can work on. For those interested in research there is the need to identify evidence-based models for effective family/school partnerships and to identify key components of effective instruction for all learners (Goals 3A and 4A). For the university trainer there are goals that would require changing the way school psychology students are taught (Goals 3C and 5C). For the practitioner there are goals that address how we would change our practice at both the systemic (Goals 2C, 3B, and 5A) and the individual level (Goals 1B and 4B). Many of the goals address the need for in-service education (1A, 4B, 4C, and 5B). Finally some of the goals address the need for advocacy (Goals 1A, 2A, and 2B).

The goals cover a wide range of objectives and to be successful must address policy, practice and training. To implement these goals will require organization, planning and training at the local, state and national level. It will require work by people involved in all

aspects of school psychology. Implementing any of these goals in our own practice it will require us, at a minimum, to be aware of evidence-based strategies and how we can help implement empirically-based models of improving academic success and social-emotional well being in children.

Systematic change and indirect services

The major trend to come out of this conference is a shift from working with individuals to using indirect service models and developing, and working for, systemic change. Much of this work will occur at the building level. Goals 1B, 2A&B, 3B, 4B, and 5A all address things that school psychologists could do in their buildings and school districts. If there is going to be a shortage of school psychologists for the next 10-15 years we may need to change some of our focus. As Charvat and Feinberg (2003) note, it is important ...to increase school psychologists' implementation of indirect service models, which recognize that we must find ways to expand the scope of our services to meet the needs of more students without significantly expanding the workforce. Many services that could

be provided by school psychologists—particularly consultation, group and school-wide interventions, parent education, and staff training—can efficiently support improved learning and safer schools for large numbers of students.

This is not to say that we will not be working with individual children (see goals 1B and 4A), but that we must expand our view of our role to be more than assessment specialists. Reschly and Ysseldyke (2002) talk about the need for a paradigm shift in school psychology. Some of this shift may be forced upon us by the changes in the definition of Learning Disabilities in the IDEA legislation now moving through Congress (Hayman, Fiorello, Blue, Kalberer, Quann & Mattie, 2003). The results of the Futures Conference are a beginning in attempting to shape school psychology for the next 20 years.

(Editor's note: Brian Craig is outgoing membership chair for OSPA. He works for Klamath County School District. References available on request. Contact the Bulletin editor at email or mailing address on page 3 of this issue, or Brian Craig at bcraig@cvc.net)

NASP Launches Online Career Center

*by Katherine Cowan
NASP Marketing & Communications*

NASP is pleased to announce the launch of the NASP Career Center, the first and only interactive online career center dedicated to the profession of school psychology. The Career Center received an enthusiastic response at its official launch at the NASP 2003 convention in Toronto.

In Toronto, NASP past president Diane Smallwood noted that "Especially because NASP's reputation is as the leader in school psychology resources, our

website attracts non-members all the time." In addition to the NASP Career Center url, people can link directly to the Career Center from the NASP website. Access to the Career Center is free to both NASP member and non-member jobseekers.

Employers can post job announcements, search the resume database free with job posting, update and track posting activity, and receive applications online at any time, seven days a week. Jobseekers can search jobs, post resumes (confidentially if desired), store and

update resumes, references and back-up documents, and apply for jobs for free.

The advertising rate is extremely competitive. The introductory price begins at \$175 for a 30-day job posting and resume search capability.

NASP also plans to add career development resources to the site, such as job interview and resume writing tips. "We are very excited to be able to offer this service," said Smallwood. "It is another example of why NASP is the number one professional resource for school psychologists."

Musical Jobs

by Vinny Martin, NCSP

Oregon Health Care Coordinator to NASP

Musical chairs is usually played with a predetermined number of chairs (N) and participants (N +1). The participants circle the chairs while the music plays and everyone tries to find a seat when the music abruptly stops. The person is left standing is out of the game, a chair is removed, and the music begins again. The game continues until one person is sitting and one person is standing. The winner is left sitting.

Last spring (and throughout most of the summer) Oregon educators, esp. school psychologists found themselves playing a not so pleasant variation of this childhood game. Reduced state revenues resulting from a sputtering economic engine lowered the number of available chairs (jobs), while new school psychologist graduates (i.e. approx. 16 from Lewis and Clark alone) and working school psychologists (approx. ten least "senior" from the Beaverton schools) joined many others around the state in search of job security.

Even some of those who knew they would have a job based upon seniority did not learn of their assignment until the week before school started. Such uncertain circumstances

often produces a stress not easily handled. Fortunately, the legislature eventually approved a state budget to improve school financing and the economic outlook is noticeably better as we start a new school year than it was in mid-summer. Hopefully, a possible voter referendum next February to overturn the legislature's budgetary decision will not materialize.

No school psychologist I know has been unable to find a job. My sources tell me that the 16 Lewis and Clark school psychology graduates have found positions, although some needed to look outside Oregon and some commute a bit further than anticipated. After four years in Forest Grove, I was placed by the NWRESA at the three Tigard-Tualatin middle schools. A former Beaverton school psychologist also obtained a placement (through the NWRESA) in the Tigard-Tualatin School District (TTSD) and there is a position available in Roseburg. The past six months have probably strained our personal and professional networking skills more than any other time in recent memory.

Although the National Association of School Psychologists (NASP) provides substantial leadership at a national level,

it is the Oregon School Psychologists Association (OSPA) that provides the school psychologists in our state with the networking medium to relieve the greatest amount of stress by providing a forum for its members to communicate. OSPA provides a state-of-the-art website (Phil Bowser, webmaster), *Bulletin* (David Streight, editor), and an annual conference (Mark Downing and moi, co-chairs). Karen O'Brien (NASP delegate), Alex Granzin (past president), and Sirena Brown (secretary) have been most active through OSPA on your behalf to keep Oregon's school psychologist connected and well informed.

At the conclusion of the first day of this year's annual conference (10/9 at 4:15-6 p.m.) there will be a general membership organizational meeting. Your participation in the upcoming process of OSPA's reorganization may be the most professionally relevant activity of YOUR ENTIRE CAREER. Besides, we may decide to hold the freebee raffles during the meeting. Seriously, without your participation, there may not be an OSPA in your future. You are OSPA. Let's keep the music playing with the realization that OSPA may be the networking chair you rely upon.

3. Registration is \$155 for NASP members by 2/27/04 OR \$205 after 2/27; hotel rates at the Adams Mark are \$130 per night for single or double occupancy. The program will include half-day and full day workshops, special and featured sessions, poster sessions, paper, mini-skill and symposium presentations as well as social events. There are extra fees for the half and full day workshops.

Professional Standards

At the July meeting, the OSPA Board decided to adopt the NASP Professional Conduct Manual that includes the Principles of Professional Ethics and the Guidelines for the

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gift" at the NASP table at the OSPA Fall Conference. If you cannot attend the conference, your gift will be sent to you.

Member Directory

Have you moved? Do you have a new email address or phone number? You can easily change your directory information by going to the Members Only section at the NASP website and click on member directory. You will need your NASP ID number that can be found on an issue of the *Communiqué* or *School Psychology Review* and a password to access the member only section.

2004 Convention

The annual convention will be held in Dallas, Texas, on March 30-April

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information and applications.

Membership

If you have already renewed your NASP membership, THANK YOU! Oregon maintained membership numbers for 02-03 relative to 01-02 despite a dues increase and difficult economic times. If you have not renewed yet, you can do so by mail or on the NASP website. If you are not a member, you may join on the website or contact me for an application. First year school psychologists (if you were a student member last year): I encourage you to take advantage of the "transitional membership" rate that is lower than the regular member rate! *Current NASP members can pick up a "free*

By Karen O'Brien

Summer Delegate Assembly

One of my responsibilities as NASP Delegate is to attend two assembly meetings during the year. One is held in July, and one during the annual convention. This summer we met in sunny and very hot Dallas, Texas, at the Adams Mark Hotel – our convention hotel for 2004. We met for two-and-a-half days in small and large group activities to discuss issues affecting school psychology, set NASP policies, and learn about the new NASP services and initiatives. I'll highlight some of our activities for you.

The delegate assembly passed the **03-04 budget** of \$4,706,000 that will provide services to members and pay salary and benefits to the 28 office staff members. NASP is projecting revenues from a variety of sources of \$4,726,000.

Four **position statements** were adopted: Students with Attention Problems; Children's Rights and Education; The Role of Assessment in the Practice of School Psychology; and Character Education. All current and updated position papers can be found at the NASP website. www.nasponline.org/information/position_paper.html

2003-04 Year of the NCSP

NASP will be highlighting those who are Nationally Certified School Psychologists and continuing to educate others on the high level of training standards and continuing professional development that NCSP's must obtain. Each year more states are accepting this credential for reciprocity and some states have even acknowledged this credential for higher salary increases.

Communications Plan

NASP will be developing a **Communications Plan** every year. Most of the focus will be on providing members with adaptable resources and information to help them be more effective communicators. The plan seeks to help members build connections between school psychologists and

allied groups at the state and local levels. Adaptable materials about key issues will be available on the web and in the *Communiqué*. Some of the other parts of the plan include **School Psychology Week (November 10-14, 2003)**, a poster sent in the *Communiqué* and a calendar card (8 1/2 by 11 inches) with a prevention message, school year calendar and a list of direct links to favorite NASP webpages. Calendar cards should be available by the OSPA Fall Conference —so come get one at the NASP table!

NASP has developed a new task force for Minority Recruitment and Retention to increase and retain minority school psychologists in the NASP membership. Your feedback to the following questions will help us develop effective recruitment strategies.

1. In addition to the current task force initiative, what can we do to attract more school psychologists from culturally diverse backgrounds to join NASP?
2. What do you believe are the reason(s) school psychologists from culturally diverse backgrounds are not more involved in NASP?
3. With regards to survey research and focus groups, what questions should we ask minority school psychologists?
4. What additional feedback or ideas do you feel will be helpful?
5. Contacts and/or helpful resources?

Please send your thoughts to Fulvia Franco, Chair <fulvia.franco@jordan.k12.ut.us> or Tonika Duren Green, co-chair <tduren@mail.sdsu.edu>.

Children's Fund

The NASP Children's Fund thanks OSPA for our support in providing the beautiful Pendleton throw that was auctioned at the 2003 convention in Toronto. The funds generated from this annual auction have provided grants for unique projects of universities, school districts and interdisciplinary agencies. The Children's Fund also has grant monies available for small projects in your schools. See the NASP website for

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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, non-partisan, 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.

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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 the same address.

Bulletin deadlines for future issues:

Winter, December 15, 2003
Spring, March 15, 2004

Differentiating Between Emotional Disturbance and Social Maladjustments in Students with Challenging Behaviors

by Peg O'Grady and Ryan T Kieffer

Social maladjustment has not been defined in the federal regulations, and has infrequently been defined in the literature. With the reauthorization of IDEA in 1997, the legislation remained silent on a definition of social maladjustment yet dictated that students who are solely social maladjusted do not qualify for special education. In order to make this social maladjustment distinction, professionals have frequently consulted the criteria for conduct disorder and oppositional defiant disorder in the Diagnostic and Statistical Manual of Mental Disorders (DSM).

The task of distinguishing between children with emotional disturbance and children with social maladjustment continues to present a huge problem for educators because the definition of social maladjustment has not been agreed upon (Clarizio, 1992; Skiba & Grizzle, 1992; Forness, Kavale & Lopez, 1993). Due to the lack of any formal definition of social maladjustment, educators and researchers have dealt with the exclusionary clause for social maladjustment through a variety of strategies, ranging from equating it with conduct disorders (Cheney & Sampson, 1990; Sienkovich, 1992) to ignoring the question altogether and focusing only on the severity of the behavior problem (Weinberg & Weinberg, 1990).

While legislation remains silent on the social maladjustment definition, scholars have attempted to arrange the definition of social maladjustment into three levels ranging from a restrictive definition to a broad definition (Clarizio, 1992). Clarizio indicated that the most restrictive definition includes only socialized aggressive and adjudicated delinquent children. In contrast, the broad definition includes conduct disorder (all three types), oppositional defiant disorder and antisocial personality. Finally, the intermediate definition includes socialized aggressive and unsocialized aggressive types while the anxious-withdrawn-dysphoric group is viewed as both social maladjusted and emotionally disturbed.

Raiser & Van Nagel (1980; cited by Zabel, 1986) hypothesized that socially maladjusted students are those whose social, not emotional, behaviors inhibit meaningful, normative growth and development. Specifically, they consistently disregard or defy authority, refuse to meet minimum standards of conduct required in regular classrooms, and have problems relating to society's normative expectations. These authors described these students as chronic social offenders.

Other authors have attempted to define social maladjustment and gain consensus of opinion for a definition based on information generated by groups of professionals practicing in the field of education (Clarizio, 1987; Kelly, 1986; Stein & Merrill; 1992). Clarizio (1987) and Kelly (1986) found that conscience development and domain of psychological activity were characteristics that school psychologists believed differentiated students with emotional disturbance and social malad-

justment. In addition, Stein & Merrell (1992) found that, while attempting to identify which of 27 descriptors were important in differentiating emotional disturbance from social maladjustment, the proportion of school psychologists' responses was significantly different from special education teachers' responses on 12 (44%) of the descriptors and significantly different from principals' responses on 13 (48%) of the descriptors. However, no significant differences were found between the proportion of responses by special education teachers and principals.

Some scholars suggest that while certain behaviors present the same, the function of these behaviors are quite different and this difference in function should be the basis of distinguishing between social maladjustment and emotional disturbance.

The recurring theme in distinguishing between social maladjustment and emotional disturbance is choice and purposive behavior (Kelly, 1988). Focus has been placed on differentiating social maladjustment and emotional disturbance on the following five dimensions: perception of self, perception of reality peer relations/social situations, adaptive behavior, and affective responses. Descriptions of emotional disturbance have included but are not limited to the following:

- Perception of self: Self-critical and naive; self-devaluing.
- Perception of reality: Fantasy; disorders of thinking or reasoning.
- Peer relations/social situations: May be fearful, anxious, or withdrawn; may consist of seeking negative attention or seeking approval.
- Behavior: Consistently poor across settings; behavior appears to be non-purposive (function of the behaviors is seen as an attempt of expression of internal discomfort); self-destructive behavior.
- Affective responses: May be a pervasive negative mood; impulsive or aggressive outbursts toward self or others an end in itself; somatic complaints.

In contrast, descriptions of social maladjustment have included but are not limited to the following:

- Perception of self: Pleasure seeking; has a right behavior, little remorse; self-reliant.
- Perception of reality: Streetwise; knowledge of appropriate social behavior and norms but chooses to disregard.
- Peer relations/social situations: Disrespect and intimidation of "outsiders," may be more socialized with the "in group."
- Adaptive behavior: Situation specific (varies from situation to situation); purposive behavior to gain tangible rewards or responses is a means to an end. Affective responses: May be hostile or noncompliant or cool and relaxed; aggressive responses are a means to an end; little remorse for misbehavior.

Based on the assumption that one can distinguish between social maladjustment and emotional disturbance, several arguments have arisen in favor of making the differentiation. These arguments have focused on the effects of ignoring the

differentiation issue in regards to resources, student outcomes and legal issues. Nelson, Rutherford, Center & Walker (1991) believe special education classification for social rule breaking excuses responsibility for behavior and is not reflective of society's rules beyond the educational environment. They also contend these children do not deserve special education resources (Nelson, Rutherford, Center & Walker, 1991). Others believe failure to discriminate between emotional disturbance and social maladjustment will lead to the misappropriation of valuable limited resources to students who are not handicapped (CCBD, 1990). Finally, in the legal realm, medical diagnoses do not always equate with exceptionalities defined for educational purposes. Murray & Myers (1998) state, "While recognized by the Diagnostic and Statistical Manual of Mental Disorders, 4th ed. (DSM-IV) as a disruptive behavioral disorder, such conduct disorders do not, as a matter of fact of law, meet the federal definition guidelines under the Individuals with Disabilities Education Act as a disabling condition" (p. 66). In a similar vein, Sienkovich (1992), a lawyer, reports that conduct and behavioral disorders fit the social maladjustment category. She indicates that Congress intended for the definition of emotional disturbance to be restrictive and recommends usage of the DSM in distinguishing between social maladjustment and emotional disturbance.

In contrast, there are many authors who argue against differentiation between social maladjustment and emotional disturbance. Zabel (1986) and Forness & Cline (1990) document that the lack of operational definitions as well as valid and reliable measures with which to base decisions makes differentiation decisions impossible. A similar argument is made by Kovacs, Paulauskas, Gatsonis, & Richards (1988) who believe that characteristics typically associated with social maladjustment and emotional disturbance often occur together because of the vague definitions for social maladjustment. From an ethical standpoint, many believe the exclusion of socially maladjusted students allows schools to justify the exclusion of students whom the district simply does not want to serve (Maag & Howell, 1991).

The most documented argument against differentiation is the issue of overlap of the social maladjustment and emotional disturbance definitions. An inability to build or maintain satisfactory relationships and inappropriate behaviors of feelings under normal circumstances are two of the criteria that qualify a child as seriously emotionally disturbed. However, the types of behaviors that meet these two criteria may also qualify a student for a DSM diagnosis of conduct disorder. When the diagnosis is then equated with social maladjustment, students who otherwise would be (and have always been) eligible for emotional disturbance service are suddenly excluded. This legalistic "Catch 22" effectively nullifies two of the five emotional disturbance criteria (Skiba & Grizzle, 1992; Forness, Kavale & Lopez, 1993; Zabel, 1986). It has also been voiced since the definition of emotional disturbance is in fact primary, any student diagnosed as socially maladjusted would qualify for emotional disturbance by virtue of the "Catch 22" (Skiba & Grizzle, 1992).

In 1957, Bower (1982) and associates were financed by

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the California State Legislature to conduct a study to develop a protocol for identifying which students needed to be served in special education for emotional/behavioral concerns. Bower conducted this seminal research upon which the current definition of emotional disturbance is based and concluded that "irrespective of etiology, the emotionally disturbed child as defined in the Bower study had to be socially maladjusted in school" (p. 58).

Supporters of the argument against differentiation highlight the fact that educational programs need not be differentiated for students with social maladjustment and emotional disturbance because the presenting behavior is the focus of the intervention. Therefore, it doesn't matter if the source of the problem is social maladjustment or emotional disturbance. On the other hand, proponents of differentiation between social maladjustment and emotional disturbance offer other arguments for their position. First, the lack of differentiated educational programs increases victimization of emotionally disturbed students by students with conduct problems. Combined programs are not therapeutic settings (Kelly, 1986; Zabel, 1986). Clarizio (1992) contends students with social maladjustment benefit from interventions at the group level, which are designed to change peer-group norm while students with emotional disturbance benefit from consistent, structured, individual or small-group interventions. Along the same line of thought, Heshusius (1986) wrote that combined programs minimize the importance of internalized problematic perceptions and insights. Lastly, it has been posited that combined programs do not help students or teachers. Combined programs often result in permanent "short term" placements housing delinquent students in classroom settings yielding little educational benefit and result in high teacher burnout and attrition rates (Kelly, 1990).

In summary, several key points are emphasized in the literature. Historically, students whose primary difficulty in school consisted of problematic behavior were not differentially identified for social maladjustment or emotional disturbance.

Much of the reason for this inaction was due to the fact that differential diagnosis of social maladjustment and emotional disturbance has been made difficult by the absence of a widely accepted working definition of social maladjustment that has relevance in schools (Zabel, 1986). Inaction has also been fueled by the belief that one cannot separate emotional disturbance from social maladjustment. Given the

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