

Karen O'Brien (from p. 2)

ticipate in career fairs; meet with minority students about possible careers in school psychology; visit high school and university psychology classes; and disseminate materials, handouts, and related literature to these students. NASP will provide a script and materials for the presentations. You will be asked to make at least 3 presentations during an academic year.

Children's Fund Service Projects

The NASP Children's Fund is soliciting applications for service projects. There is no deadline as applications are reviewed as they are received. Projects can be funded in any amount up to \$5000. They must be consistent with Children's Fund priorities: advocate for the essential rights and welfare of all children and youth; promote learning environments that facilitate optimal development; research effective interventions that address distressing circumstances of children and youth; and embrace individual differences in children and youth.

Go to http://www.nasponline.org/about_nasp/CFapp_proc0803.pdf

Karen O'Brien

Changes in School Psychology (from p. 7)

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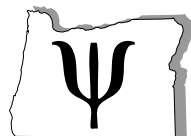
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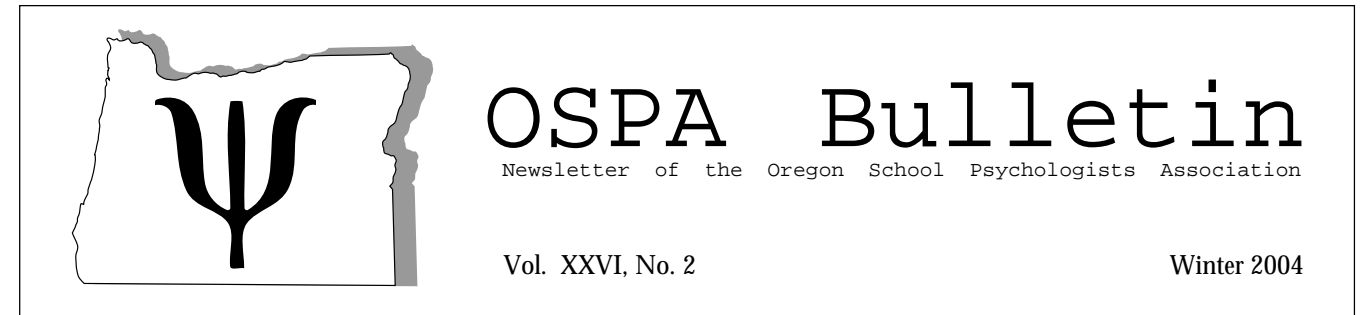
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Oregon School Psychologists Association



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.

**Changes in School Psychology**

Brian Craig, Ed.D.

Whether we like it or not, change is coming to school psychology. First, we are being hit with a national shortage of school psychologists (Thomas, 2000 a; Thomas, 2000b; Curtis, 2002). Secondly, there will soon be major changes in how learning disabilities are going to be identified for special education purposes. Both of these changes will have a major impact on what school psychologists will be doing in the future.

Demographic Changes

Over the past two decades the number of school psychologists has increased dramatically (Charvat & Fienberg, 2003; Fagan & Sachs Wise, 2000; Fagan, 2000; Reschly, 2000; Miller & Palomares, 2000).

Over the same time period, however, the median age of school psychologists has increased significantly (Curtis, Chesno, Walker, Sutton & Huntley, 2001; Reschly, 2000). Thomas (2000b) reported that a survey of school psychologists indicated that 10% of all school psychologists were going to retire in the next three years. In 1999 retirement within 10 years was the median response from school psychologists in nine states (Thomas, 2000a). Over the next decade the projected rate of retirement is higher than the projected number of people entering school psychology. (Curtis, 2002) While this may initially sound like good news to people new to the field, in also means that over the next decade the ratio of school psychologists to students will increase (Curtis, 2002). Historically,

the higher the school psychology to student ratio the more likely school psychologists will be involved in evaluations and special education related activities rather than in intervention and prevention oriented services (Curtis, Hunley & Chesno, 2002). In a time of declining numbers of school psychologists, if we want to change our role from merely being evaluation specialists we may have to change how we practice.

Changes in IDEA

Concurrent with the decline in the number of school psychologists is the revision of IDEA. As of this writing, (December, 2003) this legislation awaits a vote

continues on p. 2

SLOW LEARNERS**Low Intensity Pressure on Educational Reform**

Steven R. Shaw, Ph.D. Dept. of Developmental Pediatrics The Children's Hospital, Greenville, S.C.

The average intelligence test score of children in the juvenile justice system is 81.3. The average intelligence test score of high school dropouts is 86.5. The average intelligence test score of girls who leave high school due to pregnancy is 80.2. The average intelligence test score of persons collecting unemployment is 89.0. The average intelligence test score of adults in state prisons is 85.0

Children with borderline intelligence are more likely to address social conflict with aggression, are more likely to have mental health problems, are more likely to have inadequate coping mechanisms when faced with personal crisis and are

more likely to become addicted to illicit drugs than persons with average intelligence.

Children with borderline intelligence are more likely to receive government assistance as an adult, are more likely to finish school with under a sixth grade reading level than children labeled reading disabled, are more likely to be absent from school and are more likely to get suspended or expelled from school than are children with at least average intelligence.

The above laundry list mirrors every major educational problem and, thus, societal problems we face today. Children with borderline intelligence, also known as slow learners, disproportionately account for these problems. This group is

continues on p. 4

Editor's Note: With a new version of IDEA on the horizon, change is in the wind. School psychologists—some excitedly, some with trepidation—are talking more about this version of IDEA than perhaps any other. One question is "What's going to happen to my role in cognitive assessments?"

This issue of the OSPA Bulletin offers comments on change from four points of view, and from four parts of the country. The article above is from Oregon's Brian Craig. To the left are thoughts from outspoken, and eloquent, defender of the "slow learner," Steve Shaw, from South Carolina. Additional comments in this issue come from Pennsylvania and Louisiana (pp. 4-5).

Do you have comments on the matter? Let us know, and we'll do follow-up.

Changes in School Psychology (from p. 1)

in the Senate, final passage and signature. The revision of IDEA changes the eligibility requirement for Specific Learning Disability. SB1248 (as reported out of committee) says,

...when determining whether a child has a specific learning disability as defined in section 602(29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures.... (SB1248RS, Section 614(b)(6))

This new requirement for evaluating a Learning Disability means that no longer will every child identified as LD need a test of intellectual ability. How the regulations are written after the new IDEA becomes law will determine to what extent cognitive testing will be involved in the identification of LD. The proposed changes in the evaluation of LD reflects NASP's position statement on LD eligibility, which recommends early intervention with "high-quality, research-based instruction", "emphasis on response to intervention", and the use of "noncategorical models" (National Association of School Psychologists, 2002).

Changes in What We Do

The decrease in the number of school psychologists and the changes in IDEA will impact how we practice school psychology. With the decrease in the number of school psychologists, if we are going to be a resource for the improvement of children's lives we need to shift some of our attention from working with individual children to working to change systems. If we are going to be involved in helping LD children we need to learn how to use a problem-solving model. Both of these changes will be difficult for those of us who have been trained in working with individual children and administering IQ tests.

These changes open some exciting possibilities. School psychologists are often the best-trained people in a school building. We certainly are the only ones who have training in consultation and know more about how to evaluate research than most educators. Our national and state associations do a better than most other education related professional associations in keeping us up to date on best practices in our field. Those of us who are OSPA members keep ourselves well informed about current changes in practice. (Out of 180+ members 130+ attended 2003 OSPA state conference.) When a child is having educational or behavioral difficulties we are the ones that teachers turn to for help. We can be effective in changing how schools, school districts, and even ODE address students.

continues on p. 7

IT'S TEDDY BEAR ROUND UP TIME AGAIN

by Rivka I. Olley, Ph.D., NCSP

For several years, The Children's Fund has been collecting Teddy Bears from our NASP members who attend the national convention.

Members bring a wide range of bears and we are often able to collect several hundred bears to give to children around the nation. Some members bring several Teddy Bears. The most memorable donation was from a NASP member whose daughter helped him pick the Teddy Bear. He had hand carried the bear to the convention in Washington D.C., and he wished his daughter could see the lovely white bear with the red heart sitting with the other bears. A picture was taken of the bear and emailed to him. He wrote back to tell the committee that when he and his daughter opened the email and picture, she cried when seeing her bear with all the others.



The bears are used to help ease the pain of young children after the loss of their homes, and belongings. Last year bears were given to children who had lost loved ones in the Rhode Island fire. Bears were also given to children in the Baltimore, Maryland area whose parents had lost everything after the hurricane in the fall. Homes were flooded and lost and all belongings unusable. These children had no toys, books, or clothing. Unfortunately insurance, FEMA and donations of clothing do not make up for the loss of stuffed animals and favorite books and toys.

Please help us, and the children, by bringing as many stuffed animals as you can to Dallas. It is important that the stuffed animals are new for reasons of hygiene but all styles, sizes, and types are welcome. All species are accepted.

You can find us at our booth in the Exhibit Hall.

When you bring your bear, you can pick up your bidding number for the Children's Fund Auction, which is considered one of the highlights of the convention and is sponsored with a generous donation from AGS. Do not forget that donations for the auction are needed, too. Please contact your state delegate or Shelve Cole directly at: cole@cei.net. You can also contact Rivka Olley with questions at: rolley@bcps.org

See you in Dallas with a Teddy Bear in Hand.

Changes in School Psychology (from p. 2)

There is evidence that in changing our role from IQ administrators and gatekeepers of the LD label to facilitators and consultants we will not decrease the need for school psychologists. Places such as Iowa and Minneapolis have moved from the IQ—Achievement discrepancy to a problem solving model for identifying SLD students without losing school psychologists (Canter, 2003; Marston, Canter, Lau & Muyskens, 2002).

The Need for Training

Such changes in what we do will require most of us to update some of our skills and abilities. First, we need to learn how to utilize a "problem-solving model" and what "evidence based instruction" is. Secondly, we need to learn is how to implement mental health prevention models in our schools and community. Thirdly, some of us may need to brush up on our consultation skills. Although most of us had a class and a practicum in consultation while we were in our training programs, doing consultation in the real world is not that same as doing it in a training program.

Finally, we need to learn to become more politically active and how to be effective in our political activity. I sometimes think that we are the invisible people in education. Often when I tell people that I am a school psychologist they respond with "Gee I didn't know that there are psychologists in the schools. How wonderful. We really need such people." That it is a surprise to people that there are school psychologists means that we need to be doing more in our schools, our community and our state to raise people's awareness of what we do and how useful we can be.

True Confessions

What have I done to change how I practice? I work in a rural school district and serve eight schools (although most of my time is spent in four of them). Working in a rural school district has its pluses and minuses. On the minus side, I have a very large student/psychologist ratio. On the plus side I am on a first name basis with all the administrators in my district including the superintendent.

Because my school psychologist/student ratio is so large I find that consultation is difficult. I might consult with a teacher or a principal, but don't get back for a week to find out how things are going. On the other hand, having access to administration allows me to continually place best practice information in front of them. I have had some success in helping change school practices. My greatest success has been getting special education staff to change the way that they assess students and write IEP's. Because of a change in our curriculum department, most of our elementary teachers know what evidence based reading instruction is and some are implementing these practices. After five years of persistence, I have been able to get reading CBM's required of all our resource staff. I am still working to get CBM's required of all regular ed children who are struggling with reading

I have not been as successful in changing how schools deal with student behavior. I have been providing schools and

principals with the idea of school wide behavior plans for about three years, but have not had much success. The concept of prevention is not a popular one. I have not given up hope. I have found that persistence pays off.

The one area where I have not done much is increasing the visibility of school psychology. I do use a number of NASP parent and teacher handouts and the sticky notes that Karen O'Brien has provided that say "from your school psychologist," I have not, however, done the harder work of attending school board meetings or writing an article for the local newspaper. I have good intentions, but one can pave the road to hell with good intentions.

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continues on p. 8

Have a colleague who deserves recognition as an outstanding service provider? Consider a nomination as school psychologist of the year (more info in the upcoming issue)

Shortage? (from p. 4)

for school psychologists will be dramatically decreased in our schools. Less demand means that we are probably overproducing a supply of school psychologists. In Pennsylvania alone, we have approximately 15 training programs.

Results of a lowered demand along with lowered supply suggests a crisis of identity. From this crisis can come opportunity. Indeed, what is clearly not going to be diminished is the need for psychological services in the schools. Who will provide such services? In this paper, a radical and revolutionary solution is proposed -- the demise of the field of school psychology along with child clinical psychology, applied developmental psychology, or any other discipline that: names itself differently but whose objective is to service the psychological needs of students. The replacement of these artificial divisions and titles with a single entity entitled based on the functional definition of providing service will be proposed, "Professional Child Psychologist."

Districts would be able to hire psychologists who meet the needs of the district...

If one thinks futuristically about requiring that schools provide psychological services but not necessarily with school psychologists, the outcomes are potentially staggering for role change. Districts would be able to hire psychologists who meet the needs of the district. Those that perceive needs for individuals to offer health promotion and prevention services could hire psychologists with that skill set. Those that perceive needs for individuals to assist in consulting with teachers related to academic skills problems would be able to hire psychologists with those skills. Districts that re focusing more on improving the social/emotional functioning of students would hire psychologists with strong competencies in these areas. The results of such a process would be significant role change for psychologists, would open the schools to those psychologists well trained in areas that fit within the school context, and would certainly push training programs to new types of specialized curricula that would offer schools the types of psychologists that meet their needs.

Obviously, the type of radical revolution called for here is certainly not likely to happen in the near future. However, the type of role change that has been called for in the recent Futures Conference on School Psychology, the type of changes that are being proposed in the reauthorization of IDEA '97, and the calls for role definition that have consistently plagued school psychology for decades requires a revolutionary, not evolutionary, level of change. I believe that it will take this type of "out-of-the-box" thinking to bring about the level of change we desire. Can it happen? Maybe, or maybe not. But the future is certainly exciting to think about.

Reprinted from Insight, the Association of School Psychologists of Pennsylvania newsletter (Spring, 2003)

Fall Conference Planned for Coast

Fall Conference preparation has been under way, and will continue throughout the spring. Present plans are for the gathering to take place on the Oregon coast, at the Inn at Spanish Head (near Lincoln City).

The meeting is slated to begin on Wednesday, October 6 (noon), and end on Friday, October 8, also at noon. Presenters will include Randy Kamphaus, Kevin McGrew and NASP President Lee Huff.

Summer Legislation on Medication

Most school psychologists received, this past fall, news of legislation enacted during the summer. The legislation affects the extent to which school personnel can discuss certain medications with students and parents. For those who may have missed the information, the wording is as follows.

**CHAPTER 485
AN ACT SB 456**

Relating to students; and declaring an emergency.
Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) A kindergarten through grade 12 public school administrator, teacher, counselor or nurse may not recommend to a parent or legal guardian of a student that the student seek a prescription for a medication that is prescribed with the intent of affecting or altering the thought processes, mood or behavior of the student.

(2) Nothing in this section:

- (a) Prohibits a kindergarten through grade 12 public school administrator, teacher, counselor or nurse from communicating with a parent or legal guardian of a student concerning the behavior of the student at school; or
(b) Relieves a school district of the duty to identify, locate and evaluate students with disabilities.

SECTION 2. Section 1 of this 2003 Act first applies to the 2003-2004 school year.

SECTION 3. This 2003 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2003 Act takes effect on its passage.

Approved by the Governor June 26, 2003

Filed in the office of Secretary of State June 27, 2003

Effective date June 26, 2003

From Oregon's NASP Delegate**NASP Minority Scholarship**

Are you a minority student? Could you use \$5,000 in scholarship money to help with your program expenses? The application deadline is January 20, 2004. Qualifications include being a part or full time minority student, a US citizen, enrolled in a NASP approved or regionally accredited school psychology program with the aim of becoming a practicing school psychologist, be in good academic standing, and have a minimum GPA of 3.0. Only those students in specialist level (or equivalent) school psychology training programs will be considered. The scholarship recipient will be announced at the Minority Scholarship reception at the NASP Convention in Dallas. Go to http://www.nasponline.org/about_nasp/minority.html for an application and guidelines.

2004 Convention

The annual convention will be held in Dallas, Texas, on March 30-April 3. Registration is \$155 for NASP members by 2/27/04 OR \$205 after 2/27; student member registration is \$55 and \$60, respectively; nonmember registration is \$305 and \$375, respectively. Hotel rates are \$130 per night for single or double occupancy. There are extra fees for the half and full day workshops.

Theme: Minds Matter - several sessions/workshops focusing on recent research on the relationship of brain function to learning and health. Some of the workshop topics include performance assessment, cognitive-behavioral therapy for child/adolescent depression; response to intervention; working with multiracial children; improving student study skills; interpretation of the Stanford-Binet V; KABC-II; neuropsychology of memory and learning; and FBA.

Come join us in Dallas for professional growth and some fun!

Membership

Join NASP now to take advantage of lower convention rates, discounts on NASP publications, great resources on the web, the latest school psychology research in School Psychology Review and 8 issues of NASP's newspaper, Communiqué. At this time, membership rates are for 1.5 years (January 2004 to June 2005) at \$225 for regular members, \$75 for students and \$90 for retired membership.

Listservs

NASP has many listservs by topic areas that you can join whether you are a NASP member or not. Here is a listing of all the open listservs: autism-PDD, behavioral, character education, crisis management, early childhood, rural school psychology, deaf, students of school psychology, supervision, and multicultural. To subscribe send an email to NASP-Listserserv-subscribe@yahoo.com. Let them know which listserv(s) you would like to join. You may pose questions and ask about resources on these listservs.

Volunteers Needed

NASP is looking for a couple volunteers from our state association to be a contact person and help with various tasks. Here are the two descriptions. If you are interested, please contact me. SPAN coordinator: is the initial contact for their state, responsible for acting on legislative alerts, monitoring state and local legislation, and relaying information to other SPAN members in their state. SPAN=School Psychologists Action Network. Multicultural Affairs Committee Representative: will be a state representative to this national committee for the purpose of minority recruitment. You will be asked to par-



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.

Spokesperson: Alex Granzin
541.774.6362
agranzin@qwest.net

Co-Treasurers: Phil Bowser
541.440.4308
pbowser@sorcom.com
Karen O'Brien
541.440.4038
kobrien@harborside.com

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

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

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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:
Spring, April 1, 2004
Summer, June 15, 2004

Shortage? What Shortage? Doing Away with School Psychology

by Edward S. Shapiro

Recently, the profession of school psychology held an important and potentially landmark conference to discuss the future of our field. The "Tuture of School Psychology" conference was prompted by a recognition that, despite marked growth in the number of individuals in our profession over the last 25 years, data collected across the country (Curtis, Grier, Abshier, Sutton & Hunley, 2002) have shown that in many parts of the nation, school psychologists are in short supply.

School psychology as a profession is facing a crisis. Although some may believe the crisis is one of fewer school psychologists to fill the need, the crisis is of a different nature. School psychologists are still commonly viewed as having primary responsibility for conducting assessments and evaluations for student eligibility for special education. The crux of the assessments are usually the administration of standardized tests that include measures of cognitive ability, oeneral achievement and personality. Given the large numbers of children who are failing in schools, the demands on school psychologists to conduct such evaluations creates backlogs and logjams in completing their evaluations within expected time frames. Although many school psychologists have tried to expand their roles to include consultation and pre-referral intervention programs, and some have certainly succeeded, the large proportion of school psychologists remain in the role of testing specialist.

Slow Learners, from page 1

14.1% of the population. This group is larger than mentally retarded, learning disabled and emotionally handicapped populations combined. However, the current educational and social support systems ignore this important and large group.

This is like stopping global warming
by adding more thermometers...

Education's answer: Increasing testing and raising standards. This is like stopping global warming by adding more thermometers and commanding that temperatures return to normal: or else. What will school districts do? Fire teachers when their students' test scores are low? There is already a massive teacher shortage in nearly all areas. Given the commitment to lower student-to-teacher ratios, I doubt that there will be many firings. Retaining children and not allowing them to graduate causes far more problems than it solves.

Every time a child repeats a grade it costs taxpayers between 5 and 9 thousand dollars (typical cost per pupil per year). This is

There is a potential revolution brewing in the future! In the upcoming reauthorization of IDEA '97, it has been made clear by those individuals who are chairing the effort at the federal level that significant change in the process of identifying students as in need of special education is on the front burner of discussion. In particular, efforts to remove the use of assessments of intellectual functioning, the use of normreferenced standardized tests, and the other "bread-and-butter" skills of the typical school psychologist are viewed as impediments to the process of identifying students clearly in need of special education. What is being touted as the replacement metric is a paradigm of identification that uses "Iresponsiveness to treatment" as the model for making diagnostic decision-making. This model examines the change over time in student performance when interventions that are known to be "scientifically supported" are put in place with integrity for students who are struggling. Students who are non-responders are considered eligible for special education, while those who respond are not.

The formula for having a shortage or not is simple. If the schools have no requirement to conduct formal testing, they have need for far fewer personnel who conduct those tests. Who are those personnel? They are primarily school

psychologists. Therefore, under this scenario, the demand

continues on page 6

an expensive intervention that may have more negative than positive results. Has anyone seen a child legally drive to the 4th grade yet? You may soon.

My solution is an odd one, given that my profession is built on the administration of intelligence tests: Eliminate intelligence tests for nearly all special education eligibility decisions and educate children based on need rather than test scores. There is no assessment system that reliably and effectively differentiates children who are slow learners, learning disabled and mild mentally retarded. There is no evidence that there are different teaching methods for children who are slow learners, learning disabled or mild mentally retarded. Those groups are functionally the same in the classroom. The assessment procedures for special education eligibility depend more on test error than true discriminative ability. The reliance on intelligence test scores complicates educational service delivery without providing educationally useful information. Children failing in the general education classroom require additional support for them to be as successful as possible. Yet, we exclude many failing students because they do not meet the established criteria for program eligibility.

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Positioning Ourselves As Problem Solvers

by Ray Soh, Ph.D.

As a school psychologist, I know that I am well trained to provide a range of direct and indirect services to students. Unfortunately, principals and teachers have a tendency to perceive school psychologists as mere "assessors" of emotional and academic problems of students in need and gatekeepers of special education services. Breaking this perception continues to be a real challenge. While I value the role of assessments (after all, these are key skills for a school psychologist), I couldn't help but feel my skills were under-utilized when I started to work in the schools where I was assigned last year. It was a challenge to market myself as a problem solver. Here are some strategies that have worked for me.

Working with principals should
be an important priority...

1. Work closely with principals and assistant principals. If the principal sees psychologists as front line service providers, then our impact for system-wide change will be changed. Unfortunately, most principals see our roles as merely providing a testing service, so we are rarely called upon to assist in addressing the many needs that arise their schools. Working with principals should be an important priority because they have the power and the influence to limit or expand our roles. At the first available opportunity, demonstrate your problem solving skills with a specific case. For example, share with the principal how you would conceptualize the case, specify about intervention, and the strategies you would use to collect data. Then present data to demonstrate how the problem was resolved. After you have done that, the principal will view you as more than just a "test-and-place" psychologist. Check in with the principal regularly to give him/her an update of your activities. The more familiar they are with our work, the greater the probability that we will be consulted on important issues.

2. Get involved with in-service training and staff development. In-service training is a great way to demonstrate your knowledge of a number of educational issues. Providing training allows teachers to perceive you as a trainer and a coach, and they will be able to see that you have expertise other than testing. I also enjoy training because it gives me a good feel for staff morale and issues.

Slow Learners, from page 4

Slow learners are born of special education bureaucracy. Slow learners are only important because they fall through the cracks of IDEA and other service delivery initiatives. Special education law is set to miss more needy children than it catches. Many special educators and school psychologists have lost their way. Many are defenders of the current bureaucracy, and not teachers of chil-

Teachers will often come up to me after an in-service to discuss issues. This allows opportunities to provide consultation, and teachers are more likely to seek out my expertise later to explore intervention strategies when they have students who have problems.

3. Get involved in departmental and/or system-wide committees. Seek out opportunities to become part of a crisis team or a positive behavioral support team. It can be especially important to become involved when these teams are forming, becoming trained to provide services, or in the process of updating materials. Active involvement in such committees would allow, other school personnel to see your range of skills.

Be visible...
team up...

4. Be visible and available. The more visible you are, the more school personnel will believe you are there to help share the responsibilities of making things better for students—and for them. Develop a habit of coming to school early, perhaps 45 minutes before school starts. Teachers tend to be more relaxed before they begin their teaching routines and may be more open to a variety of opportunities to consult and engage in problem solving.

5. Team up with other school personnel like the social workers. When we serve multiple schools, it's often hard to fit in quickly enough to know what things are most important. Personnel who are in the school setting every day can help facilitate your involvement in important services or in addressing needed issues. Often, teaming up with another school based professional can help them stretch the services they can provide and energize their practice (and yours!) by sharing the excitement of doing the job well together. Consider co-running a social skills training group with the social worker or school counselor. Once you form a strong alliance, he/she will promote your skills for you.

Reprinted from the Louisiana School Psychologist, End of the School Year Issue, 2002

dren. Whether special education is effective in improving academic and social skills, compared to the general education system, is debatable. By not providing any support to slow learners, there is no debate... This population will fail in our society. Just as our society has failed them.

Reprinted from South Carolina Association of School Psychologists *School Psych Scene*.