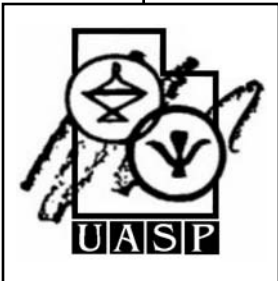


president's podium

Carol Evans
UASP President
2003-2004



Intolerance: It's Not Just a Utah Problem

I'm prepared for some people to take offense. It is not my intention to offend, but it may be an inevitable outcome of the fact that I'm much too old to mince words and make folks have to guess what I'm thinking. And this is my last opportunity to have my say in this space. Despite all our talk about tolerance and diversity, all the "consciousness-raising" rhetoric we hear (and say), I fear we haven't progressed as much as we'd like to think we have. Somehow, just when we think we've come to understand our common humanity, to believe that the differences among us are just variations of humankind and not universal characteristics of racial, ethnic, or religious groups to be painted with the proverbial broad brush, someone says something that shocks our sensibilities and reminds us that "us and them" thinking is still alive and flourishing, despite all the ad campaigns and calls for political correctness.

Some of us are old enough to remember the early days of the civil rights movement. The public service announcements on the old black and white TV showed jazz musicians of various ethnicities forming a great sounding band; the jingle ended with these words: "We can make beautiful music together!" There was another spot: "You can get good milk from a brown-skinned cow; the color of the skin doesn't matter anyhow. Ho-ho-ho, can't you see? The color of your skin doesn't matter to me!"

A young Jewish child growing up in the 1940s, playing happily on the sidewalks of New York with children who were Catholic was told one day that they could no longer play with him, because he was a Jew, and the Jews killed Christ. He cried, and wondered what that meant. "I don't know who Christ is, and I know I never killed anyone!" His mother tried to comfort him, to soften the blow of his first experience with social rejection, not for what he *did*, but for what he *was*.

Many years ago a fourth-grade student moved to Utah from California. Rosie was a lovely little girl, and played with the girl across the street for weeks, without any conflict between them. They were back and forth in each other's homes every day. One day, Rosie politely declined an invitation to go to Primary (LDS Sunday School for children). Her mother called me; her child was in tears.

(see **Intolerance**, p. 3)

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Did you know that you may express your concerns to members of Congress through the NASP Public Action/Advocacy Network? **Only six school psychologists from Utah took advantage of this service last year—that's less than 5% of our membership!**

Take action! Go to the NASP Advocacy Action Center at <http://capwiz.com/naspweb/> and send an email or letter to your congressional reps to express your views on IDEA Reauthorization and other topics.

THE OBSERVER

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Please take this opportunity to make a significant contribution to your profession! Submit articles to:

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THE OBSERVER
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(Intolerance, continued from front cover)

The neighbor had called and said, "From now on, your Rosie can play at our home, but my daughter can only play over here, or outside, with your child." I wondered what evil the neighbor thought might be lurking behind Rosie's door. It didn't help much when I explained that xenophobia was not a teaching of the LDS church, and that the neighbor didn't understand the principles of her own religion.

Tolerance cuts both ways, however, and this is something that has to be said. It's only obvious that there are ethnic and religious tensions in this state. There are tensions in most communities where there are sizable majorities that have influence around public issues. Conflict over liquor laws, for example, is an issue in a number of other states where conservative Christians of various denominations are in the majority, or at least have a strong plurality. When we lived in a southern state, the newspapers carried controversial stories about zoning laws against issuing liquor licenses to restaurants within a certain distance of a school or playground. There were dry counties in that state. The press tried to portray it as a Baptist/non-Baptist issue. Contrary to the opinions of some, school closure on religious holidays (like the High Holy Days

of Judaism) in New York City was not a matter of establishing Judaism as an official religion of the state; it was a pragmatic decision. In many areas, the schools would have been more than half empty on those days.

**"Tolerance cuts
both ways,
however..."**

In the South, I was told that my neighbors would be very upset if we entertained black people in our home. Some of my neighbors had moved out of other neighborhoods when black people had purchased homes there. They didn't understand that it wasn't the presence of black neighbors that made their property values decline; it was the "For Sale" signs sprouting up on twenty lawns over the course of a weekend. My husband and I weren't folks to be pushed around with that sort of threat. Along with some of our neighbors' children (we car pooled), our three-year-old daughter went to preschool at a

Methodist church. When a black child began to attend the preschool, my child came home parroting what she heard from another child whose family had twice moved out of those other neighborhoods: "White is good; black is bad." I waited for a teaching moment. It came later that day as we took a walk around the neighborhood. She loved flowers and stopped to admire a very colorful garden. She started to name all the colors of flowers. I asked, "What do you think it would be like if all the flowers in the garden were the same color?" She answered, "I think that would be boring!" I said, "I think so too. I think people are like the flowers in God's garden. Maybe that's why *we* come in all different colors." I suggested, if she saw the new girl playing alone because other children wouldn't play with her, maybe she could make an extra effort to make her feel welcome. Throughout her life, she has moved easily among people of other colors, cultures, and languages.

So, imagine my surprise when I heard a fellow education professional refer to an acquaintance thusly: "She's LDS, but she's nice." Granted, some in our community have had negative experiences in interacting with people who are LDS, and I am sorry for that. I am occasionally embarrassed by the behavior of some of my co-religionists toward those of other faiths, and their disregard of others' points-of-view. I cringe inwardly when I am told that someone is surprised to hear that I am LDS, and that I don't seem like it, meaning it as a compliment. It tells me that they feel that they (and/or their ideas and beliefs) have been met with rejection, perhaps even ridicule.

(see **Intolerance**, p. 11)

LEGISLATIVELY SPEAKING

By Dan Olympia
UASP Legislative Committee Chair

Utah: The legislative session for 2004 wrapped up deliberations this past spring with several items of interest to school psychologists. Some of the more controversial issues involved the use of state monies to fund special scholarships for students with disabilities, the rights of parents to establish and direct medical treatments for children, parental rights during child protection matters and supplemental reading instruction for children in K-3 settings. The Carson Smith Scholarship Bill was initiated to help underwrite the additional costs incurred by parents when they choose to enroll their child with a disability in specialized treatment settings without school district financial support. Vetoed by Governor Walker because of legal and procedural concerns, this bill became a hotly debated issue in the Governor’s quest for re-election. At this point, the money remains available when and if the legislature is called into special session to iron out some of the concerns. Unfortunately, the legislation appeared to polarize the educational community and parent advocates for children with autism and somehow overlooked the larger need for more early intensive intervention programs and the funding to support them across the state.

Several bills were introduced which attempted to clarify or establish parental rights when children may require major medical interventions. While nothing substantive emerged, it is likely that this issue will be back next year. Governor Walker managed to salvage her reading initiative for children in K-3 grades by providing for partial state reimbursement of the cost for remedial help in those grades. School districts must come up with the remainder of funds to actually implement the programs. In some cases, this will be accomplished through a tax increase, in other cases money will come from existing funds. Additionally, legislation passed which allows children to possess and self-administer asthma medication at school. From a financial standpoint, educators can expect somewhere in the neighborhood of a 1% COL increase and a one time bonus of 1% for each employee. Reimbursement for supplies used by teachers and other educational specialties (including school psychologists) were also funded.

IDEA: The Senate finally passed a version of the IDEA that allows the process to move forward. The House and Senate must still negotiate several critical and controversial differences, most notably in the resolution of simplified discipline provisions. The House version eliminates FBA, manifest determinations, and other due process protections. While the House version retains “no cessation of services,” there is no 45-day review to facilitate return to regular school. In this situation, the student can be removed indefinitely. There are no teeth to the “requirement” that students continue to receive services if there is no Interim Alternative Education Setting (IAES) or means of providing continued services. The Senate version removes “stay put,” but maintains FBA and a simplified manifest determination process.

“Unfortunately, many school psychologists in Utah and in the country fail to make their views known on these and other important topics.”

Both House and Senate bills also remove language from current law that specify how states must maintain the “highest requirements” for personnel standards for related services personnel. There is a sense among Congress that this may be an “unreasonably high threshold” for states and school districts to maintain. This opens the door for states to lower standards to deal with shortages (in school psychology for example) or to hire less expensive staff. While the Senate bill recognizes related services personnel, it does not define highly qualified related

services personnel other than to reference current state standards. NASP feels that Congress should not allow for the development of lower, multiple, and uneven standards for school-based service providers versus those in other settings.

Action Needed: Unfortunately, many school psychologists in Utah and in the country fail to make their views known on these and other important topics. Some may feel that such efforts are wasted, some may be unsure of their rights and abilities to express political sentiments as public employees, some may have a sense that there is little time or opportunity to express their opinions. Suffice to say, none of the aforementioned concerns should prevent you from weighing in on issues which are important to the profession and to the educational enterprise.

(see **Legislatively**, p. 5)

(Legislatively, continued from p. 4)

I would like to suggest two specific activities you can accomplish this summer that will have an impact.

- Consider writing a letter to the editor of your local newspaper. In fact, Utah Children is recognizing that summer is an ideal time to submit letters, because there is an increased likelihood that they will get published. They are promoting a letter writing campaign this summer on a variety of topics and issues, including the need for early intervention programs for children. Who is better at recognizing the need for early intervention services for children than school psychologists? Send a copy of your letter to the UASP Observer and we will make sure you are recognized for your efforts.

- You also have an opportunity to express your concerns to members of Congress through the NASP Public Action/Advocacy Network. Only six school psychologists from Utah took advantage of this service last year (under 5% of our membership). We need to increase this number significantly. NASP and UASP encourage you to take this opportunity by going to the NASP Advocacy Action Center at <http://capwiz.com/naspweb/> and send an email or letter to your congressional representative this summer on IDEA Reauthorization.

The views expressed in this column are solely those of the author and do not reflect formal positions of the Utah Association of School Psychologists or its individual members.

RETIRED THEN REHIRED: WELCOME TO THE PROMISED LAND

**By Bob Green
UASP Past-President**

Great opportunities await you upon retirement. NASP studies reveal a definite “graying of the ranks.” There is a serious need for school psychologists across the country. Utah also continues to need qualified school psychologists, particularly along the Wasatch Front. Many school districts prefer to hire “seasoned veterans” who already know what to do and can easily adapt to any one of a number of school district settings. With their many years of experience in proper assessment techniques; consultation skills with teachers, parents and administrators (*this being the area where experience is of the most value*); and in direct dealings with students who have complex behavioral issues, experienced school psychologists have a real advantage.

Bob Gallimore, a school psychologist in a local district and long-time friend of mine through UASP, gave me the idea of retire/rehire a couple of years ago. He had put 30 years into the state’s retirement system, retired from one district, then was immediately rehired by another district. He strongly recommended it to those of us who were talking with him on this subject during break time at a UASP Fall Conference, and now I can see why he spoke so highly of this plan.

A great thing about retire/rehire is the fact that you immediately begin to draw your monthly retirement check from the Utah Retirement System (URS), and at the same time you also receive your district paycheck. And, since the school psychologist is hired on a salary step in the Master’s + 60 lane and begins on whichever step the district negotiates, it’s like Christmas every payday. Go ahead and do the math. The school psychologist, through the URS, receives a monthly check which is 60% of the “high three years” established during his or her career, plus the salary with the current district. Sounds good, doesn’t it? **Lastly, it is so rewarding to continue to make a difference in the lives of children and families when you’re still young and healthy and not ready for the rocking chair.**

There are a few of us around the state in the retire/rehire situation and who love it. So many districts will gladly pay whatever it takes to hire skilled, experienced school psychologists to enhance their special education and related service programs. For seasoned veteran school psychologists, it truly is like being in “The Promised Land.” See, it’s worth all those years and dollars that we have put into the system, and now we can reap the rewards!

A SCHOOL PSYCHOLOGIST IN CHINA

By Ellie L. Young with photos courtesy of the author

I recently returned from an incredible trip to China in order to attend and present at a conference for Chinese educators organized and sponsored by Beijing Normal University. While the conference was enlightening, my favorite time at the conference was the afternoon we (two BYU colleagues, a BYU colleague's sister, my daughter, and our translator) visited a school for children who were deaf and blind and another high school in Linfen, an industrial city in the Shanxi Province. Linfen is a fairly isolated place, although it seemed to be a large city; train or bus were the only ways to the city. We were told that there are Chinese cities of over a million people that aren't even on the map. Linfen probably belongs in that category.

My purpose in going to the conference was to give a presentation about special education policy and practice in the United States. Essentially, China has no legal mandates for serving children with disabilities.

The children with disabilities that are typically served include children with sensory impairments. Children with autism or mental retardation would probably be institutionalized and receive few interventions. Most Chinese schools do not serve children with learning disabilities, communication disorders, or behavior/emotional disorders; few schools have special education teachers. I am not aware of any sanctioned or focused programs in Chinese universities for training special education teachers or school psychologists. Most classrooms have 50 to 70 students. High school students attend school for at least eight to nine hours each day. They have two or three hours of homework each evening. The students we talked to shared that they typically spend Saturdays studying as well.

While we believe we have high stakes testing in the U.S., Chinese students face incredibly high stakes testing as they leave high school. We heard many times how

the purpose of schooling was to prepare students to take the high school exit exams which would determine if students would attend a university. This exam permeated almost every conversation we had with teachers. There appear to be few, if any, institutions for vocational training;

so, if a student does not attend university, he or she seems to have very few other vocational options. This is very different from our students' opportunities; they may choose to attend a community college or work for awhile and then go to college. In China, students either go to the university because they have done well on the exam or they find a job doing something that involves unskilled or minimally skilled labor. Going to the university is a very sought after goal and a mark of status. Most students seemed very motivated to do to well in school.

According to Chinese tradition, all school yards are gated and locked. As we entered the building of the residential school for the deaf and blind, we saw cement floors, heavy metal doors, walls in need of paint, happy children, and smiling teachers. We visited with the principal and his staff for a few moments through translators. We discovered that the principal had no specific training in meeting the needs of children with disabilities. Some of his faculty may have had some inservice training but no preservice training. They were very curious about how we worked with students, especially in the areas of vocational training. We learned that they trained all their students who were blind to be massage therapists. (And we had massages from some wonderful students!) Their teachers were amazed that our students who are blind or deaf have opportunities for a wide range of vocational training.

(see **China**, p. 7)



Deaf students wearing headphones to aid in classroom instruction in China

(China, continued from p. 6)

In a classroom of children who were deaf, we saw children doing tongue exercises. They would stick out their tongue, point their tongue at their right ear, point their tongue to their nose, then their left ear. They wore head phones and had machines that would help them hear when the teacher used a microphone. Few of the students seemed to have hearing aids. Then we attended a music class for students who were blind. They made beautiful music with stringed instruments and flutes.

Next, we visited a high school. We saw similar physical conditions: cement floors, a cement podium for teachers at the front of the class, poor lighting, window coverings in disrepair. All students sat at wooden desks with their books stacked on top because there were no drawers in the desks. Each student sat on a small wooden stool that looked like a little ladder. (And my students complain about the hard seats in some of my classes?) Although it was a warm day, there was no air conditioning, except the dusty breeze. During the English class the students were discussing the early 1960's civil rights movement and Dr. Martin Luther King. After we observed for a few moments, the teacher let us have a question and answer session. The students were amazed that my fifteen year old daughter could take a two week leave from school; they were convinced that she had to be on holiday. Few of the students had jobs after school. There were no school-based after school athletic teams—there just didn't seem to be time to do anything but study for 'the exam.'

Chinese teachers have their challenges too. I asked the teacher how parents were involved in the school or their child's education. She replied that she did not know many of the students' parents. Most of the parents were not well-educated and could not help with their children's homework. This teacher worked about 10 hours a day, probably six days a week. Teachers typically work at one school for most of their careers. I sensed a very genuine care for students and a hope to be a force for good in the lives of their students. They did not complain about the conditions of their school or the demands of their work.

As we finished our tours, I had gratitude for the resources that I have and a sense of appreciation for those who work many more hours than I do, and don't complain. I realized that many people accomplish a great deal with very little means. I also realized that even though our lives are drastically different in many ways, that educators in China and the U.S. find joy in being with and teaching children. They know the ultimate value of their work and take pride in that.



Chinese high school students hard at work

“I realized that many people accomplish a great deal with very little means. I also realized that even though our lives are drastically different in many ways, that educators in China and the U.S. find joy in being with and teaching children. They know the ultimate value of their work and take pride in that.”

ANNUAL NASP CONFERENCE PRESENTATIONS

With photos courtesy of Bob Green and Dan Olympia
(Presenters from Utah are printed in bold)

Assessing Latino Students Suspected of Having a Learning Disability

Jesus Rodriguez

Coming Soon: Woodcock-Johnson III Test of Achievement in Braille

Lynne Jaffe
Carol Evans

Comorbidity of Pervasive Developmental Disorders and Attention Deficit Hyperactivity Disorder

Adam Schwebach
Sam Goldstein

A Curriculum-Based Assessment Approach to Enhance Equitable Placement of Bilingual Students

Donna Gilbertson
Amy VanDerHeyden

Curriculum-Based Evaluation: Beyond the ABCs of CBM

Kenneth Howell
John Hosp
Michelle Hosp

Depressed, Angry, and Defiant Youth: Strategies for a Youth Epidemic

Sam Goldstein

Interventions for Nocturnal Enuresis and the Effects on Self-Concept

Michael Cruce
Gretchen Gimpel
Brett Kuhn
William Warzak



Carol Evans (left) presenting, and Terese Pawletko (right) assisting in the presentation on the Braille WJ-III



Adam Schwebach stands before his poster display



Kenneth Howell, John Hosp and Michelle Hosp (left to right) take a moment from their workshop



Elizabeth Christiansen, Daniel Olympia and Hollie Pettersson (left to right) preparing for their presentation



Elaine Clark (right) congratulating Megan Farley (left) on a great presentation

An Introductory Workshop on Curriculum-Based Measurement: The ABCs of CBM

Michelle Hosp
John Hosp
Kenneth Howell

Multicultural Considerations in Providing Crisis Intervention

Melissa Allen
April Gstettenbauer
Neil Annandale

Positive Behavior Interventions for Students at Risk for School Failure

Leanne Hawken
Richard March

Practical Interventions for Young Children with Internalizing Problems

Gretchen Gimpel
Melissa Holland

The Principal's 200 Club: A school-wide, all Positive Discipline Program

Hollie Pettersson
Elizabeth Christiansen
Daniel Olympia

Supporting First Year Teachers: What School Psychologists can do

Megan Farley
Daniel Olympia
Hollie Pettersson

Sexual Harassment in Special Education Settings

Ellie Young
Melissa Allen

WISC-III and CAS: Which Correlates Higher with Achievement?

Brianna DeLauder
Jack Naglieri
Sam Goldstein
Adam Schwebach

STATEMENT ON COMPREHENSIVE EVALUATION FOR LEARNING DISABILITIES

American Academy of School Psychology

The American Academy of School Psychology (AASP) is committed to the development and maintenance of school psychology practice at the highest level. Fellows of the AASP are all holders of the Diplomate in School Psychology that is awarded by the American Board of Professional Psychology (ABPP). The AASP represents a group of broadly trained and experienced school psychologists who are dedicated to the application of the science and profession of psychology to issues related to the protection and promotion of children and youth. One aspect of school psychology practice is the provision of comprehensive psychological and psychoeducational evaluations for students with suspected exceptional educational needs. The AASP is concerned with certain language in H.B. 1350 and S.B. 1248 that appears to allow an alternative “response-to-intervention” model for determining whether a child has a specific learning disability (LD). The language suggests that a local educational agency may use a process that determines if the child responds to scientific, research-based intervention. Fellows of the AASP caution that this alternative should not be interpreted by federal regulators, state guidance document writers, and/or local practitioners to mean that a comprehensive evaluation need not be conducted for any student suspected of having a specific learning disability.

AASP Survey

Recently, AASP Fellows were surveyed about the proposed IDEA changes for the evaluation of individuals with suspected learning disabilities. Five statements were posited to ascertain levels of agreement or disagreement about whether the new IDEA law should contain a standard procedure for diagnosing LD; whether the response-to-intervention model should be used as a sole criterion to diagnose LD; whether practitioners should include other alternatives to diagnosing LD; and whether the new law should require comprehensive evaluations in suspected LD cases. Survey items were scaled on a 4-point Likert scale

(1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree). There was a 51% response rate. Results of the survey are found in Table 1. Responses to two of the questions are particularly noteworthy: Fellows of the AASP strongly agreed that any proposed criteria for diagnosing LD should require a comprehensive evaluation of the child. Further, the AASP Fellows contend that using a response-to-intervention model as a sole criterion for diagnosing LD would not be an improvement in practice.

Need for Comprehensive Evaluation

As professional psychologists, AASP Fellows believe that a comprehensive evaluation, which includes psychometrically sound, norm-referenced measures of cognitive ability and academic achievement, is an important part of an LD diagnosis. A comprehensive evaluation includes objective, valid, and reliable measures of both ability and disability to provide documentation of any limitations in cognitive processing that may be required for legal protections and/or the provision of special services or accommodations. A comprehensive evaluation includes multiple sources of information, including standardized, norm-referenced tests; interviews; observations; curriculum-based assessments; and informed clinical judgment. A student’s response to scientific, research-based interventions can be a part of a comprehensive evaluation, *but a response-to-intervention process should not be viewed as a sole criterion for diagnosing LD*. The core procedure of a comprehensive evaluation of LD is an objective, norm-referenced assessment of the presence and severity of any strengths and weaknesses among the cognitive processes related to learning in the academic area. These cognitive processes include (but are not limited to): knowledge, storage and retrieval, phonological awareness, reasoning, working memory, executive functioning, and processing speed.

(see **Statement**, p. 11)

Table 1. Mean and Standard Deviation Results for the Five Survey Items

Question	M	SD
1. The new law needs to contain a standard procedure and criteria for diagnosing LD	1.76	1.0
2. Using the response-to-intervention model as a sole criterion to diagnose LD would be an improvement in practice	3.40	.8
3. The new law should retain the alternative response-to-intervention criteria but include other alternatives for diagnosing LD	2.31	1.0
4. The new law should not contain the response-to-intervention criteria, and instead define different procedures for diagnosing LD	2.23	1.1
5. The proposed criteria for diagnosing LD should require a “comprehensive evaluation” of the child	1.18	.4

Key: 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree

(Statement, continued from p. 10)

Final Regulations, Guidelines, and Procedures Can Be Influenced

Although the requirement for a comprehensive evaluation is clearly outlined in both the House and Senate bills, AASP Fellows are concerned that the need for a comprehensive assessment may be eclipsed by any forthcoming procedural guidance suggesting a response-to-intervention model as an alternative. We believe that a sole reliance on the response-to-intervention model will hinder the effective application of a comprehensive, scientifically sound approach to identifying individuals with disabilities. The final federal regulations, state guidelines, and school district procedures will have the greatest impact on the identification, assessment, eligibility, and provision of services for students with LD. School Psychologists should act to influence these regulations, guidelines, and procedures with a strong statement reinforcing the necessity for a comprehensive evaluation for LD. Fellows of the AASP believe that it is important that the need for a comprehensive evaluation not be diminished in any attempt to redesign the process for determining LD eligibility. We urge school psychologists to become active at the federal, state, and district policy-making level to influence the forthcoming regulations, guidelines, and provisions for services for students with LD.

February 21, 2004

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(Intolerance, continued from p. 3)

When this happens, perhaps it can be attributed to limited experience outside the offender's own culture, a lower level of education, fear, or just ordinary meanness. But someone please tell me, how is saying, "She's LDS, but she's nice" different from saying, "He's Jewish, but he's not stingy" or "He's Mexican, but he's not lazy" or "He's an Indian, but he's not a drunk" or "She's Asian, but she doesn't study all the time?" How is that different from painting any other group with the broad brush of negative stereotypes?

How about appreciating people who are members of any group (racial, ethnic, religious, or sexual) one at a time, and ascribing their less-than-ideal behaviors to them as *individuals*, and not to their membership in that group? We all, regardless our religious affiliations, stand inside some circles and outside others. There are active LDS people who are at the same time black, brown, Spanish-speaking, intellectuals, cosmopolitans, wrestling fans, farm laborers, and school psychologists, etc. Don't tell anyone—but some of us are even Democrats! There are non-LDS individuals who are far more conservative than some LDS people. Just look at the popularity of Sean Hannity, Bill O'Reilly, and Rush Limbaugh all across the country.

As professionals in the field of education, we school psychologists need to remember that we must interact successfully with people of all kinds. If we expect the children with whom we work to behave with respect toward others who are different, WE must first set the example by doing so ourselves. Maybe the statement "She's LDS, but she's nice" just slips out, the way that "He wanted \$50 for that tool set, but I Jewed him down" sometimes does. (Everyone I ever called on that statement said he didn't "mean anything by it.") Maybe it's not intended as a slur, but it is. However important our religious, racial, cultural, and ethnic identities are to our sense of ourselves, we are human. There is only one race: the human race, and I'm pleased to be a member of it.

*Comments are welcome at crevans@xmission.com or on the UASP listserv:
<http://groups.yahoo.com/group/utahschoolpsychologyassociation/>*

USEFUL WEBSITES

U.S. Dept. of Education – Especially for Parents (www.ed.gov/parents/landing.jhtml)

This website has links to information that families of children with disabilities as well as those without disabilities may find helpful. For example, there is a comprehensive guide to IEPs as well as information on the No Child Left Behind act.

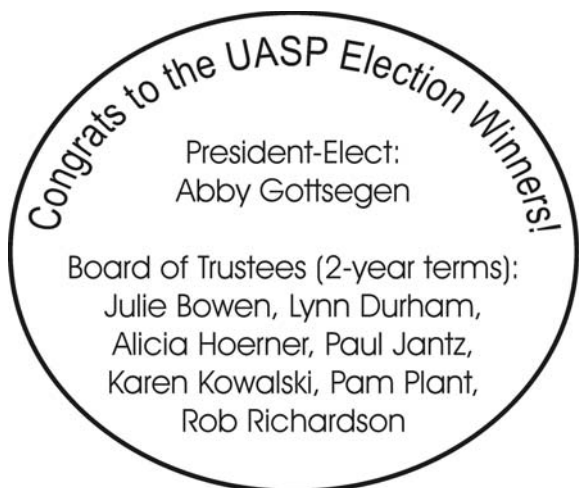
National Dissemination Center for Children with Disabilities (www.nichcy.org)

This site contains the latest information on federal laws—updates on the IDEA reauthorization process are highlighted—as well as other resources for those who work with children with disabilities.

SAVE THE DATE!

**UASP Conference:
February 4th, 2005**

**Featured speaker:
Russell Barkley**



NASP PRESIDENTIAL AWARD PRESENTED TO DR. FULVIA FRANCO

At the recent NASP Convention in Dallas, Fulvia Franco received a Presidential Award from NASP President Dan Miller. She was recognized for her work as Chair of the Minority Recruitment Task Force. ***Congratulations!***

Fulvia is a member of the NASP Children's Fund Board and assisted at the annual Children's Fund Auction. She is also a member of the Government Professional Relations Committee and assisted at the GPR booth during the Convention.

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