



The Texas School Psychologist
A partner on the path to student success

Texas Association of School Psychologists

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President's Message

Hello fellow LSSPs! Happy New Year!

If you aren't excited about what 2011 can do for you as an LSSP, then you must be living under a rock! This will be our year!! To begin with, the year started with a public hearing on the proposed rule change to allow those LSSPs with the NCSP credential to rightly use this credential. A tremendous TASP thank you goes out to those LSSPs, parents, and members of the public that came to Austin to support the proposed TSBEP rule change. We had twice as many supporters in comparison to those that oppose the rule change. Yeah TASP!!

While we did not get an answer at the Feb. 10th TSBEP meeting, we are continuing to pursue rightful use of the NCSP credential. The final decision regarding the use of the NCSP will be made at the April 14th meeting of TSBEP. The reason cited to delay the vote was so TSBEP could seek an Attorney General's opinion regarding the legality of the proposed rule. You may recall that TASP asked for an Attorney General's opinion on this very same issue almost two years ago

Ashley Arnold, President

and the AG declined to have an opinion on this matter. The other reason cited by those delaying the vote was so the full TSBEP could be in attendance, since there were two public members absent.

I want to personally thank each and every LSSP, teacher, administrator, and members of the public that wrote in to support this proposed rule during the written comment period prior to the public hearing on Jan. 14th. TSBEP received 277 letters in favor of the proposed rule and 239 letters opposed to the proposed rule. At least we won that battle!! :) A tremendous thank you goes out to our Past President and current Government and Professional Relations Chair, Laurie Klose, for all her hard work on this issue in the past year.

My goals as your 2011 TASP President are to increase membership and increase the visibility of TASP as a professional organization. Currently we have just fewer than 600 members of TASP, while there are approximately 2500 LSSPs in the state of Texas. While I would love to have about 1200 members of TASP, this may be a lofty goal for 2011. Instead, let's



set a goal of 800 members for 2011. If you haven't joined TASP, I want to know why. If you haven't renewed your membership since you were no longer a graduate student, I want to know why. If by just reading this article you are already motivated to join TASP, you may rush to the web and join on-line at www.txasp.org. As far as increasing the visibility of TASP, the Executive Board at our meeting a few weeks ago came up with numerous ways to increase TASP's visibility in the coming year. Stay tuned!!

Remember, WCTDFY!!! What Can TASP Do For You?? Contact me: ashley821@hotmail.com

TASP Professional Development Conference 2010

Ashley Arnold, President

2010 CONFERENCE

The 18th annual Professional Development Conference in Dallas continued last year's success with just under 700 people registering for the conference.

Our pre conference sessions were a smashing hit. We received many positive comments about both Bill Jenson and Steven Feifer. Each session in the regular conference was just as popular as many reached room capacity early on. However, what was truly the success of the conference was keynote speaker, Temple Grandin. I know this was a thrill for many to see Temple in person and hear her speak. We are such geeks!!! The handouts from the conference are already posted on the TASP website. In addition, we were able to raise money for a tremendous charity, the Heart Gallery of North Texas.

Heartfelt thanks go out to the Conference Committee, who without

their tireless efforts, the conference would not have been possible: Maureen Hicks-Exhibits Chair, Sandy Roland-CALC Chair, Evelyn Perez-Awards and Honors Chair, Kelly Anderson-Volunteers Chair, Mindi Jeter-Webmaster, and James Crosby-Professional Development Chair. Special thanks go out to the 2010 TASP Executive Board for their volunteer efforts during the conference.

Mark your calendars for the 19th annual Professional Development Conference at the Westin Galleria Hotel in Houston, October 6-8 2011. Howie Knoff, author of the Stop and Think Social Skills program, will be one of the pre-conference speakers.

See you at the Galleria!!

Ashley Arnold

2010 Conference Chair



Celebrating this year's CALC at the 2010 Conference!

Every year, as part of the annual conference, a community charity is chosen to benefit from a fundraiser. This year the Children's Assistance for Living Committee's charity was the Heart Gallery of North Texas. The Heart Gallery of North Texas is [a unique photographic exhibit](#) that introduces children who are anxiously awaiting adoption by loving families. The compelling portraits in this exhibit, photographed by professional photographers, are designed to raise awareness of the hundreds of children in our community who are waiting for loving adoptive families. Some of the wonderful pictures were displayed at the conference. If you want more information about fostering or adoption or the Heart Gallery, please visit www.thefaithconnection.org.



Conference-goers had the opportunity to show their heart with purchasing heart stickers for their name tags. Conference-goers donated \$527.00 and TASP matched it for a grand total of a \$1054.00 donation. Way to go! Thanks everyone.

Government & Professional Relations Update

The Government and Professional Relations Committee has been very busy during the beginning of this legislative session. Our first ever TASP Public Policy Institute was a success with members coming to the capitol to learn about public policy making, review current bills related to education and psychological services in schools and make visits to individual legislators. There are many bills related to the work of school psychologists during this legislative session including bills related to education funding, bullying, person first disability language, supervised practice of Licensed Psychological Associates, policies for AEPs, parents rights to time off work for school meetings and corporal punishment. As a school psychologist, you can offer valuable information regarding the impact of these various bills on children's mental health and educational opportunities. The GPR Committee and TASP's Legislative Liaison had a successful meeting with Senator Zaffarini's staff to ensure that LSSPs are not excluded from the professionals who are qualified to diagnose intellectual disabilities (SB 26). Your TASP Legislative Liaison has been working hard with members of the GPR Committee to encourage legislators to draft legislation that would amend the Psychologist Licensing Act to allow the use of the NCSP by those LSSPs who hold that credential. This effort has been proceeding at the same time as the attempts to encourage adoption of the TSBEP proposed rule change. If the bills do pass, the rule change will become mandatory. If they do not, the rule change is completely in the hands of the TSBEP.

Please contact your state legislators and express your support for House Bill 899 and Senate Bill 709. Legislators are quite pleased to hear from constituents regarding proposed legislation.

Please refer to the talking points when making these legislative contacts. You can contact your legislators by email, snail mail, phone or in person. If you do not know who your legislators are, you can find out at <http://www.fyi.legis.state.tx.us/> Please take a few minutes of your time to

make these important contacts! Remember the only way to be wrong in advocacy is to do nothing!

HB 899 (Rep. Gutierrez/ Rep. Strama)/ SB 709 (Sen. Van de Putte) Talking points:

A. Purpose of HB 899/SB 709 – This bill will codify a proposed rule to allow Licensed Specialists in School Psychology (LSSPs) to use the national credential on their business cards if they have earned it. The national credential is called the “Nationally Certified School Psychologist.”

B. Why is this law necessary?

1. We would like this issue to be permanent. This would provide stability and consistency.

2. Many LSSPs now are NOT choosing to pursue the national credential because the state agency, up until recently, was NOT recognizing the credential. As a consequence, LSSPs were not pursuing the national credential.

3. With the rise of cyber-bullying, bullying, and sexting, schools need highly qualified personnel at this critical time. Note: The national credential requires an additional 75 hours of continuing education at a cost only to the LSSP, not the school district.

4. If HB 899 becomes law, this will not allow LSSPs to practice psychology outside of schools. This law will not take business from any other licensed psychologist.

5. All 49 other states already allow those practicing school psychology to use the NCSP on their professional correspondence. At least 31 other states recognize the National Association of School Psychologists (NASP) and its certificate (NCSP) as part of its certification/credentialing of practitioners of school psychology.

C. Fiscal Note? This change will not have a fiscal note on the state or on school districts.

LSSPs obtain the national credential and pay for the continuing education hours out of their own pocket.

D. Who is opposed? The Texas Psychological Association (TPA) is opposed. TPA

is made up of licensed psychologists who have a Ph.D.

1. TPA believes only a Ph.D can have the word “psychologist” on their business card. TASP response: The agency disagreed and proposed a rule anyway.

2. TPA believes the NCSP is misleading. TASP response: The national credential actually tells parents that they have additional education and training in school psychology.

3. TPA believes the agency is wrong to propose a rule. TASP response: 49 other states allow LSSPs to use the NCSP on their business cards. Are 49 other states wrong?

E. Policy/Fiscal Impact of allowing LSSPs to use the term “nationally certified school

psychologists” on their business cards/letterhead

- The change will not increase the authority or contract rights or salary of LSSPs.

- The change will not increase or decrease the scope of duties of LSSPs.

- The change will not increase the membership for TASP, the state association representing LSSPs.

- The change will not increase the revenue or lead to more members paying dues for

TASP.

- The change will not remove or undermine the authority of other health professionals

practicing psychology in or outside schools.

- The change will not eliminate the term “Licensed Specialists in School Psychology” in the Texas Occupations Code or agency rule.

- The change will not change the requirements for licensed specialists in school psychology.

- This change will allow LSSPs to have their licenses renewed without penalty.

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- This change will reinforce the high standard of care provided by LSSPs.
- This change will not have a fiscal note on the state or on school districts.

Bills Currently Filed that Relate to Education and/or Psychological Practice

TASP’s position is to not enter into this debate. LSSPs have more extensive training requirements than LPAs; this is not our issue.

SB 320 Carona- related to LPAs

HB 142- Laubenberg- related to LPAs exactly the same text as SB

TASP supports:

HB 387- Turner- right of parent of spec ed child to have time off from work to meet with school

personnel related to the education of the child

TASP opposes:

HB 359 Allen- allow corporal punishment in public schools

TASP would like to be considered as a resource to legislators regarding the impact of these types of bills on children’s education and mental health.

HB 711 Related to disciplinary placements- has to do with requiring districts to conduct and study

a prepare a report that includes various demographic statistics and that describe various outcome measures for students in placements

HB 1 Related to school funding, including removing the cap on class size in K-2.

HB 622- Hochberg- and HB 195 relating to expulsion for persistent misbehavior, the house bill simply replaces Or with And

TASP has not taken an official opinion on the following at this time:

HB 692 – Farias- Related to high school graduation requirements for students with physical disabilities, specifically related to substituting fine arts courses

HB 677- Lucio- related to cognitive-linguistic assessments for athletes who have received concussions and must receive a physical exam before returning to play

HB 675- Lucio- related to football helmet safety

SB 242- and SB 245- Davis, Wendy- and SB 205 Whitmore- and HB 224- and HB 170- related to bullying in public schools

SB 354- Wentworth- Handguns on college campuses

SB 346- Gallegos- curriculum in AEPs

SB 345- Gallegos- relating to staff development with regard to disciplinary actions

HB 619- Dutton- relating to providing behavior modification classes in AEPs

HB 402- Fletcher- relating to adding dyscalculia to dyslexia statute- adds “and dyscalculia” after every mention of dyslexia and defines it as "Dyscalculia" means a specific learning disability or difficulty involving innate difficulty in learning or comprehending mathematics.

HB 357 Rodriguez, Eddie- and SB 35 Zaffirini (text is the same)- related to transition planning and services for spec ed students

HB 29 Guillen- related to which assessments are included in a school’s performance evaluation

SB 26 Zaffirini- related to “persons with intellectual disabilities” person first language

**Government and Professional Relations
update, continued.**



Texas State Board of Examiners of Psychologists Update

Laurie Klose

Government and Professional Relations/Past President

The issue related to the prohibition of the use of the Nationally Certified School Psychologist credential came to light in February 2008. At that time, TSBEP sent a letter to the TASP President stating that for non-Licensed Psychologists, the use of the NCSP in conjunction with the LSSP title would be a violation of board rules. Since that time, TASP has been working very hard to remedy this unacceptable situation. Early steps were to work with TSBEP members to educate them on the NCSP (it is a credential, not a specialty title, use is consistent with APAs MLA, use is acceptable in all other states, use does not constitute a change in scope of practice, use provides evidence of a highly qualified school employee). The results of the substantial effort was not met with satisfactory changes. In the spring of 2010, NASP provided support for the retention of legal counsel to ensure that LSSPs civil rights were not being violated by the restriction of the use of a legitimately earned credential. These actions ultimately led to the proposal of the amendment to the board rule that would allow non-LP LSSPs to use the NCSP credential in conjunction with the LSSP. The rule was proposed in December 2010 and the public comment period began.

A public hearing was held at TSBEP in January 2011. There were 3 TSBEP members present: Tim Branneman, chair, Donna Black, LPA/LSSP and Leslie Rosenstein, PhD, LP. Also attending were Sherry Lee, TSBEP Executive Director, Dianne Izzo, TSBEP General Counsel and TSBEP staff Brian Creth and Brenda Skiff. There were a total of 15 individuals who presented comments, 10 in favor of the proposed rule change and 5 opposed. Those who spoke and briefly what they said (apologies for misspelling and/or inaccurate names): Laurie Klose, Ph.D., LSSP focused on appreciation of the increased communication between TSBEP and TASP that led to the proposal of the rule change and briefly stated the reasons that TASP supports the rule change. Jon Lasser, Ph.D., LP/LSSP, focused on the training requirements needed for the NCSP and the difference between masters and specialist level training requirements. An LSSP from Austin ISD (so sorry, I did not catch the name) shared the importance of the NCSP in terms of continuing education and access to professional resources. She also stated the tendency to let the credential lapse when being told in was in violation of board rules to use it. Jacqueline Phillips, Ph.D., LP stated that masters level persons should not be able to call themselves psychologists and this would be confusing to the public. Bonnie Gardner, Ph.D., LP represented Texas Psychological Association and Capitol Area Psychological

Association stating that masters level persons should not be able to call themselves psychologists and this would be confusing to the public. Maureen Hicks, MA, LSSP spoke about her pride in holding the NCSP and the recognition that she receives from school personnel who know that she holds this credential. Dana Goins, MA, LSSP spoke about the importance of demonstrating that school personnel are highly qualified and how the NCSP is an indication of an LSSP being highly qualified. Nancy Huth, MA, LPA, LSSP spoke about returning to school after being "grandfathered in" for the LSSP to meet the standards of the NCSP. She also gave an example of how the public is not confused regarding the LSSP vs Psychologist title. Carole McGarry, a member of the public, described her role as the chair of a pediatric neurology clinic and her volunteer work with many types of medical and mental health professionals. She described the importance of clinic personnel knowing the qualifications of school based professionals with whom they coordinate services for the patients in the clinic. She stated that she is not confused by the NCSP and that she understands that someone is doctoral level by addressing that person as "Dr." Beth Durrett, parent of three children, expressed her right, as a parent, to understand the qualifications of the professionals working with her children and that seeing the NCSP on an LSSP's business card or signature on a report is certainly more appropriate than having to ask for a resume to

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Six Warning Signs that a Child is Being Bullied

By Ted Zeff, Ph.D.

Approximately 160,000 children miss school every day in the United States for fear of being bullied. More than 50 suicides have been linked to prolonged bullying. Approximately 85 percent of school shootings have revenge against bullies as a major motive. School-related bullying has led to depression and poor school performance in many children. The costs of bullying are high, but, unfortunately, many children suffer alone, keeping their experiences of being bullied to themselves.

Many children are taught that it is a sign of weakness to ask for help, and frequently fail to tell a parent or even a counselor or therapist when they are being bullied for fear of appearing weak. Many children feel shame and assume, "Something must be wrong with me. Why else would they target me?"

Children who are bullied are at risk for developing a number of emotional difficulties, including depression and anxiety symptoms. Children who are particularly traumatized may develop post-traumatic stress disorder (PTSD). PTSD is usually brought on by a terrifying physical or emotional event or series of events. Some of the symptoms of PTSD include trouble sleeping, withdrawal from normal activities, a lack of concentration, and emotional numbness. When children are suffering from PTSD, they are prone to developing strong physical symptoms in situations where they feel unsafe and in danger. They appear disconnected from others, and they may experience an intense physical response from their nervous system that can involve angry outbursts, jumpiness, and hyper alertness. This reaction is the nervous system's response to potential danger, whether real or imagined, creating constriction and disassociation in order to protect the body.

When children experience trauma, they often become frozen and exhibit feelings of helplessness and shame, rendering them nearly unable to defend themselves when attacked or put under pressure. These traumatized children then bring this frozen state of helplessness to many other situations that they perceive as threatening throughout their lives. And, the more withdrawn these children become, the more fearful and helpless they feel, the stronger the likelihood that they will slip into serious emotional trouble.

Although children may experience depression, severe anxiety, or PTSD due to a variety of factors, frequently these symptoms are related to school bullying. The following is a list of red flags that a child may be bullied:

Is the child disconnecting from people and isolating him/herself in their room? Although teens usually separate from the family, they normally connect more often with their friends.

Has the child developed physical problems such as stomachaches and headaches that interfere with their life?

Has the child's schoolwork recently suffered, and is it difficult for the child to concentrate?

Does the child have trouble falling or staying asleep or experience frequent nightmares?

Does the child seem listless, unenthusiastic, and disinterested in life?

Does the child seem hyper vigilant, extremely nervous, depressed, or emotionally explosive (beyond the normal teenage angst and moodiness)?

If the child is suffering from any of the above symptoms as a result of school bullying, it's important to immediately intervene on many levels simultaneously with the child, parents, and school personnel.

Dr. Ted Zeff is the author of *The Strong, Sensitive Boy*

For more information please visit www.drtedzeff.com

or the amazon.com book link: <http://amzn.to/ciWRxa>

Membership Notes

- At the conference, TASP members voted to change the by-law governing our membership year, which had run from June through June of each year. Beginning with your next renewal, membership will be valid for 1 year from the date of YOUR renewal.
- Going green, saving green: Membership cards/certificates will no longer be mailed upon renewal. We are working on making a printable membership card available on our website for those who would like a paper copy.
- A change has been made to the TASP Trainee Member category. As it was, this category excluded persons who already held the NCSP credential. The Board agreed to remove the exclusionary statement, thereby allowing trainees in Texas who hold the NCSP to also become TASP Trainee Members.
- Renewing your membership online is fast and easy! <http://txasp.org/membership/signup>



By Law Change

TASP also called for a membership vote for a by-law change that would move the membership year from a static start and end date (July 1st—June 30th) to a full calendar year from the time of joining/renewing. The majority of membership voted in favor of this bylaw change.



TASP would like to formally introduce the newly elected executive board members. Thanks to those of you who participated through running for office or taking the time to vote. This year's newly instated officers are as follows:

President-Elect—Maureen Hicks

Treasurer-Elect—Art Hernandez

Area I—Lisa Daniel

Area III—Pam Moore

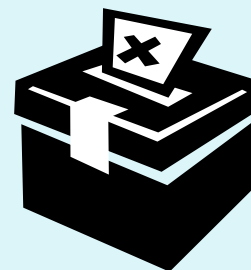
Area V—Jeremy Sullivan

Graduate Student Representative—
Angela Canas

Maureen Hicks' position of Area IV representative has been filled with Diane Friou.

Congratulations to our newly elected officers.

We expect great things from you all!



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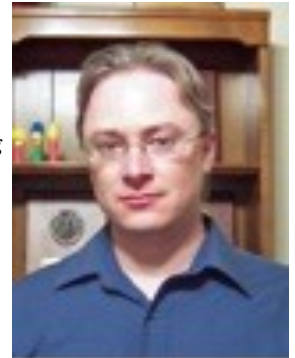
Get to know your Area Representative!

AREA REPRESENTATIVES

Area V

Jeremy Sullivan

Howdy, TASP Members from Area V. I am writing to introduce myself as your new representative. I am an assistant professor at the University of Texas at San Antonio, where we recently implemented our new School Psychology program. Something that struck me at the January TASP Board Meeting in Austin was the high level of commitment expressed by Board members with regard to advocating for the profession of School Psychology in Texas. While some of these efforts have been appropriately well publicized (e.g., the NCSP issue), I am impressed by all of the “behind the scenes” work that goes into running this organization, and I hope to be able to contribute to these efforts. I look forward to serving as your representative. If you have ideas about how I can best represent your needs on the TASP Board, or if you have thoughts about how you or your graduate students/interns/colleagues would like to be involved in TASP, please feel free to email me at jeremy.sullivan@utsa.edu.

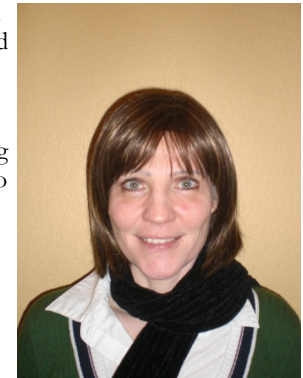


Area III

Greetings All,

Allow me to take a few minutes of your time to introduce myself. I am the new Representative for Area III, which includes Beaumont, Houston, and Victoria. I am the Director of Psychological and Assessment Services for Clear Creek ISD. In January, I attended my first TASP Board Meeting, and let me assure you, as a member of TASP, you have some of the finest, most knowledgeable and determined people working for you to forward the mission of this great organization.

With this being a legislative session in our state capital, the TASP Board spent some time discussing proposed bills and amendments. Some of the proposals are very interesting, and I encourage you to peruse them to see what might be in store for us in the future. You can visit <http://www.capitol.state.tx.us/> and search text for “education” to find bills related to public education. It is amazing the difference one word can make in the lives of so many. In addition to reviewing proposed legislation to determine if TASP would have an official opinion on specific bills, we also discussed strategies and talking points to share with legislators for codifying the TSBEP board rule allowing LSSPs who have earned the NCSP credential to use that credential in their business communications.



TASP is gearing up for a membership drive. We currently have proximately 600 TASP members; however, there are approximately 2500 LSSPs in the state. We would be a stronger organization if we could recruit some of our fellow LSSPs to join us. If you have a colleague that has been a member but let their membership lapse, encourage them to renew their membership. If you have a colleague that has never joined TASP, please encourage them to do so. Our member benefits include reduced conference registration, access to the members only area of the TASP website, which is being updated and will include TASP TIPS, our own peer reviewed journal.

The agenda also included preparations for our 2011 conference. Our annual conference will be in Houston for the next two years! This is a wonderful opportunity for our area to host the conference locally, as travel budgets are tighter than ever for most school districts. The Board Representative whose area hosts the conference is in charge of providing the opportunity for conference attendees to donate to a chosen children’s charity. Thus, I am currently accepting referrals for our Children’s Assistance for Living Committee (CALC) for the upcoming conference. The conference will be held at the Westin Galleria Hotel, October 6-8, so save those dates for some good professional development and fellowship!

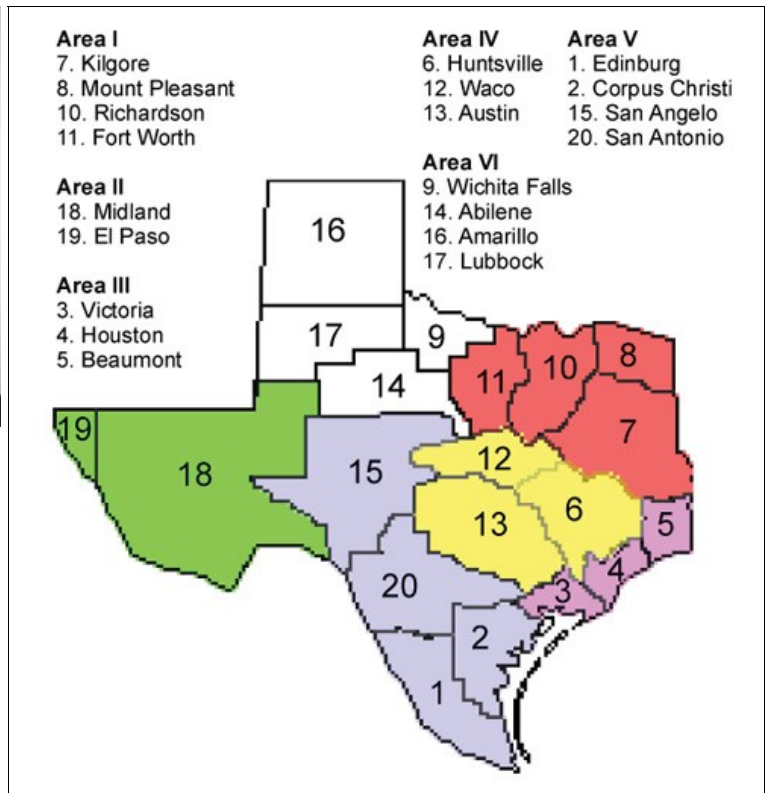
I hope 2011 is off to a great start for everyone. If you have any suggestions for the TASP Board or for the upcoming conference, please contact me and stay tuned for Area III meeting announcements and good times!

Pamela Moore Ellis, pmoore1@ccisd.net

Area Reps, continued.

Area I

Hello TASP Area 1 LSSPs!!! I am your newly elected TASP Area 1 Representative and look forward to working with you and for you to support LSSPs in our area and in Texas as well as to help support students, parents, teachers, and staff with promoting children and adolescents' mental health. Area 1 encompasses Region 7 (Kilgore), Region 8 (Mount Pleasant), Region 10 (Richardson), and Region 11 (Fort Worth).



Initiatives I Need Your Assistance With Include:

- Compiling information about topics that Area 1 LSSPs want to receive training on at future TASP conferences & Regional Educational Service Centers (ESC)
- Gathering nominations for Award nominees
- Encouraging LSSPs who are not TASP members to join
- Compiling ideas for training, meetings, or meet & greets for Area 1 LSSPs
- Communication about anything else that you find is a need, area of service, or resource idea for Area 1 LSSPs
- Encouraging your colleagues to submit articles or consider submitting articles yourself to the new TASP TIPS (Tools for Intervention and Practice in Schools) online peer-reviewed journal
- Suggestions for booths at the conference exhibit hall for the next conference
- Encouraging your colleagues to conduct a poster or paper presentation at the TASP Conference or consider conducting a poster or paper presentation yourself

Objectives As Your Area 1 Representative Include:

- Speaking on your behalf at TASP board meetings as to what you find important and speaking as the voice for Area 1 LSSPs
- Emailing Area 1 TASP members of important trainings that become available
- Advocating for & promoting effective training opportunities & advanced training provided to LSSPs at Regional Educational Service Centers (ESC) which is specific to the role of the LSSP
- Advocating for LSSP Leadership Evaluation Assessment Personnel (LEAP) tri-monthly meetings at Area ESCs which is separate from the diagnostician LEAP meeting in order to allow time for LSSPs to receive specific needed training and discuss LSSP specific issues and hot topics with those working in the field
- Promoting participation by TASP members on future TASP Boards
- Promoting involvement in future TASP Day at the Capitol & ongoing communication with your area Representatives and Senators as to important issues for LSSPs and those that LSSPs serve in Texas

January 2011 TASP Board Meeting-The board met and newly appointed board members were inducted. TASP Day at the Capitol as well as proposed Bills were discussed. The board worked diligently in planning ahead for future conferences and discussed how each board member would contribute in order to make upcoming conferences even better than the last. The board heard written comments that were included on conference evaluation forms and suggestions from those who attended the last conference. The board used the information provided to brainstorm ways to make the next conference an even better experience than the last.

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Area I Update, continued.

The new online TASP journal *Tasp Tips* which is in the works was discussed and discussion ensued as to how to make the journal a great resource for TASP members, parents, teachers, mental health workers, and others. Many other topics were discussed by your board. For more information please see the TASP website.

Update on January 2011 Day at the Capitol-As a first time LSSP at the Capitol the experience was a very eye opening experience and humbling experience as well. One of the main things that I realized was how little others truly know of what a LSSP is, what a LSSP does and how the LSSP is beneficial, integral, and essential to the success of children and adolescents in regards to social, emotional, behavioral, and academic functioning. LSSPs are truly busy people who have typically huge responsibilities in a variety of employment settings. As I mentioned, this was my first experience, however after having had the experience I understand how important it is that LSSPs turn out for this event in Austin. Getting to know your Senator and Representatives, maintaining contact with them, and letting them know that you are a resource for them is critical especially in today's political climate. Several bills are up for our Senators and Representatives to support or oppose which have the potential to affect LSSPs, districts and students' in significant ways. As our TASP logo states "A Partner on the Path to Student Success" LSSPs and TASP members have a great responsibility to help ensure student success. LSSPs have expertise that is highly specialized hence the "Specialist" which can, should, and must be shared with others albeit teachers, parents, staff, mental health agencies, or politicians. As your Area 1 Representative I strongly encourage you to contact and get to know your Senator and Representatives and let them know you are a resource for them to call upon to help ensure positive mental health for children and adolescents. To find out who your Senator and Representatives are visit: <http://www.fyi.legis.state.tx.us/>

The Board Experience-It was an honor to be added to the TASP board this year. I had considered this position for several years but never really felt that it was for me or that I would fit in with the "Board Crew". As a person who was a member who really only attended conferences and read emails and other correspondence sent out by TASP board members I initially felt insecure, a little scared, and did not know what to expect. These feelings undoubtedly kept me from getting to know the board let alone considering joining the board for several years. I felt compelled to share this story so that others will not hesitate to join the board when various positions become available. On the first day of the January 2011 board meeting current board members welcomed new board members with open arms. They were very understanding of questions that were asked as well as very open to ideas that the newbies such as myself had. On the first day the new board members received a very detailed crash course that I feel will be vital in being able to carry out goals as the Area 1 Representative as well as continuing the assistance that TASP has provided to LSSPs since the inception of the association. On the second day of the board meeting TASP business continued to be discussed and my understanding of how much the board does to serve LSSPs and others became more clear. Being a board member is a big job but the team work that takes place appears to allow TASP to make a huge difference. It does not matter what position you hold from President to Area Representative and all other positions all board members work together to ensure a smooth operation which allows for the continuation of school psychology as a profession and best practice. Some of you may also be hesitant to join the board for various reasons such as the ones I had or maybe due to not knowing what you will be responsible for doing as a board member, how much of your personal time being a board member will take, how much it would financially cost you to serve as a member, or other reasons. Hindsight being 20/20 I realize that all of these and other questions or roadblocks in the way to consideration of serving on the board could have been prevented if only I had taken the time to ask board members or past board members about these questions as well as their experiences. Board members like us all appear to be very busy and may seem unapproachable but after getting to know the board I realize they are a group of very approachable, kind, and humorous folk. I encourage all members to get to make a point to get to know their board members. Being on the board will take some of my personal time, I will be responsible for certain duties, and I may have to use a few of my dollars (very few-the board is very gracious as of now in covering costs for travel, rooming, meals) for traveling or associated expenses but even as early as I am in the stint of the Area 1 Representative position I already see how many more benefits there are than costs to serving. The professional correspondence and interaction, opportunities, fellowship with other LSSPs, learning from other LSSPs, and serving to assist school psychology

Continued on page 13

Meet your new TASP Graduate Student Representative!

Hello Everyone,

My name is Angela Canas and I am the TASP Student Graduate Representative for 2011. I would like to start off this year by expressing how excited I am to serve as a liaison between students in School Psychology programs across Texas and TASP. It is my hope that I will be able to voice any concerns or comments that you may have, and encourage the installment of opportunities that will prove to be beneficial to the student population. This coming year, for instance, I plan to work closely with board members as we aim to improve the resources available through TASP's website. In particular, I have recently joined the TASP Scholarship Task Force with the hopes of obtaining aid for at least one student member. In addition, I will be exploring the possibility of continuing the graduate student speaker series at the annual conference in October, which was enacted last year. With that being said, I am open to any input or ideas that you may have for this year. I hope that you will view me as a resource and safe outlet. In addition to this brief introduction, I have included some information about my academic background and how I got involved with the TASP board.

I am currently a second-year graduate student in the School Psychology Doctoral Program at Texas Woman's University, where I also obtained my Master of Arts degree in Counseling Psychology in 2009. I have attained my provisional licensure as a professional counselor and am currently working on obtaining my full licensure by providing counseling services to perpetrators of domestic violence at The Family Place in Dallas. In addition, I am a graduate assistant and am involved in the newsletter committee for my program's student organization. My current research interests include assessment and neuropsychology,

particularly in the area of executive functions. Concurrent to my academic and counseling pursuits, I serve as the regional manager for a small business. With my current obligations, you might wonder how and why I got involved with TASP.

My general involvement with TASP began the first semester of my doctoral program when I joined as a student member. I became interested in playing a different role, however, when I heard Dr. Kathy DeOrnellas, TASP's current Treasurer, speak to our cohort about the student representative position on the board. Since advocacy and team work are important aspects of my daily life, I sensed that this might be a good fit for me. After some encouragement from faculty and colleagues, I decided to place my name on the ballot. Before I knew it, I was attending my first board meeting in January. So now, I hope that you all will join me on my journey as a member of the TASP board by voicing your opinions about issues, concerns, or hopes that you might have this year! Please feel free to contact me at acanas@twu.edu.

-Angela



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TSBEP update, continued.

have that information. She described the use of the NCSP as offering clarification as opposed to confusion.

Gail Cheramie, Ph.D., LP/LSSP framed her support of the rule change in the historical context of the creation of the LSSP. She emphasized that the model for the qualifications for the LSSP is based on the national standard for the practice of school psychology- the NCSP.

Bryce Benjet, JD, is an attorney for NASP and TASP. He focused on the legality of using the NCSP related to Texas law, the constitutionality of disallowing the use of an earned credential and the federal precedent for the use of the NCSP.

Dan Roberts, Ph.D., LP/LSSP spoke against the rule change. He stated that it is confusing and misleading to the public/consumer for a masters level person to use the word psychologist. Shannon Noble, attorney for Texas Psychological Association, stated that TPA does not support the use of the title psychologist by anyone who does not hold the doctoral degree.

Stephanie Palas, Ph.D., LP raised concerns about masters level persons using the title psychologist and raised concerns about this leading to inappropriate scope of practice issues.

The TSBEP members and staff listened respectfully. There were no questions and no discussion- that is the way that this sort of hearing works. There was a court reporter present who will produce a transcript of the proceedings. This transcript, along with all the written comments that were sent, were made available to all TSBEP members before the meeting on February 10th. TASP made a public information request and received copies of the transcript of the public hearing and copies of all written comments that were received.

On the February 10th meeting of TSBEP, additional public comments were given that followed much the same themes as were presented at the public hearing in January. Donna Black moved that the proposed rule amendment be adopted, Joanne Campbell seconded. Lengthy discussion included Tim Branneman, TSBEP Chair summarizing the process up to this point. Included in the discussion was that TSBEP should seek an opinion from the attorney general regarding the legality of the proposed amendment (TASP sought an opinion from the AG 2 years ago and the AG declined to render an opinion) and the need to have the vote on the amendment when all members of the board were present (two public members were not present). Carlos Chacon, TSBEP public member, moved to table the vote until the next TSBEP meeting and this was seconded by Leslie Rosenstein. That motion carried (vote was 4 to table, 2 against tabling) and so the previous motion to adopt the proposed rule change was tabled.

So that is where we are. Thank you to everyone who wrote letters and provided public comments on this proposed rule change encouraged advocacy on behalf of school psychologists in Texas. In addition, TASP is truly appreciative of tremendous support from NASP in this endeavor. The GPR Committee will keep working on this issue and will keep you informed of any progress.



KEEP INFORMED!

Let TASP know your E-mail address and update your membership profile!

Send your E-mail to membership@txasp.org or call TASP at their toll-free number:

1-888-414-TASP
(8277)

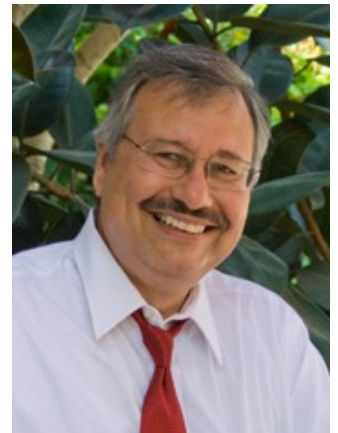
Area Representatives, continued.

are a group of very approachable, kind, and humorous folk. I encourage all members to get to make a point to get to know their board members. Being on the board will take some of my personal time, I will be responsible for certain duties, and I may have to use a few of my dollars (very few-the board is very gracious as of now in covering costs for travel, rooming, meals) for traveling or associated expenses but even as early as I am in the stint of the Area 1 Representative position I already see how many more benefits there are than costs to serving. The professional correspondence and interaction, opportunities, fellowship with other LSSPs, learning from other LSSPs, and serving to assist school psychology as a profession and promoting positive mental health as I already see will be an experience that I will not be able or want to have been without. My only regret is that I did not get involved more and earlier with the board and waited so long to do so. All of this to say please consider becoming a future board member. I can assuredly say that you will get way more from the experience than you will probably be able to give. Thank you again current board members for your warm welcome to the board. I look forward to serving with such a great group of people.

Lisa Daniel, LSSP
TASP Area 1 Representative

Treasurer Elect

Art Hernandez is the new treasurer-elect. He has been a member of TASP for many years and has served on the board before. He is looking forward to returning to the board and being of service to his colleagues. Art currently works at Texas A&M University Corpus Christi.



Area IV

Hello Area IV members! Hopefully your spring semester has gotten off to a smooth start in spite of the cold weather. I am your Area IV representative finishing the term for Maureen Hicks who is now President Elect. If you would like to contact me about events in your district or you just have a question for me, please don't hesitate to contact me. Good luck with the rest of the spring semester (is it summer yet?). I hope to be in contact with you soon.

Diane Friou

The Texas School Psychologist is published four times a year.

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The TASP newsletter is published to enhance communication among school psychologists in a manner that advances the general purpose of the Texas Association of School Psychologists. The acceptability of an ad for publication is based upon legal, social, professional, and ethical considerations. All advertising must be in keeping with the generally scholarly, and/or professional nature of the publication. Thus, TASP reserves the right to unilaterally reject, omit, or cancel advertising which it deems not to be in the best interest of the scholarly and professional objectives of the Association, and/or not in keeping with appropriate professional tone, content, or appearance. In addition, the Association reserves the right to refuse advertising submitted for the purpose of airing either side of controversial social or professional issues.

Permission is granted to all other school psychology associations' newsletters to reproduce any article, providing the original source and author are credited.

Advertising Deadlines

Camera ready artwork or Employment Notices must be received prior to deadline date for desired publication. Contact TASP at 888-414-8277 for artwork specifications.



Interested in getting your doctorate in School Psychology from an APA accredited/NASP approved program? Texas A & M University's School Psychology program is accepting applications for the Fall semester through March 15th, 2011. A scientist-practitioner program, graduates are employed in higher education, schools, and clinical settings. Information on admission and course is available on our website (spsy.tamu.edu). For additional information, please contact Cyndi Riccio, Program Coordinator. (criccio@tamu.edu).



School Psychology Program

Texas State University offers a Specialist in School Psychology (SSP) degree in school psychology, approved by the National Association of School Psychologists (NASP). The program endorses the scientist-practitioner training model. Texas State also offers a program for individuals who already hold a master's level psychology degree in a related field and would like to re-specialize in school psychology.

For more information, please contact:

Jon Lasser, Ph.D.

Coordinator, School Psychology Program

www.txstate.edu/clas

Mark your calendars!

TASP Annual Conference 2011

Save the date: October 6-8, 2011

Westin Galleria, Houston

More information to come!





School Neuropsychology Summer Institute July 6-8, 2011

Outdoor World Embassy Suites Hotel (near DFW Airport)

This conference is intended for school neuropsychologists, school psychologists, educational diagnosticians, licenced psychologists, and related pupil personel and mental health professionals who work with children and adolescents. Attendees can obtain up to 15 hours of CE/CPD credit at the conference and 6 more at the preconference.

Conference Highlights

Wednesday, July 6, 2011

- Pre-conference Sessions - Brain cutting Demo (Dr. James B. Hale) and functional neuroanatomy review (Dr. Christine Castillo) AM and PM concurrent sessions.
- Keynote Address (6:00 - 9:00 pm): The Truth About Intelligence and Achievement Tests: What They Measure and What They Should Measure—Dr. Jack A. Naglieri

Thursday, July 7, 2011

Choose one of the two morning concurrent sessions:

- Assessment Strand: Evaluating Autism Spectrum Disorders with the ASRS: New Data & New Ideas - Dr. Jack Naglieri (3 CE/CPD credits)
- Intervention Strand: Evidence-Based Interventions for Students with Dyslexia - Dr. Nancy Mather (3 CE/CPD credits)

Choose one of the two afternoon concurrent sessions:

- Assessment Strand: Neuropsychology of Juvenile Delinquency
Dr. Ann Leonard-Zabel (3 CE/CPD credits)
- Intervention Strand: Neuropsychology of Writing Disorders: What have we learned in recent years? - Dr. Steven Feifer (3 CE/CPD credits)

Friday, July 8, 2011

Choose one of the two morning concurrent sessions:

- Assessment Strand: A Comprehensive Approach to the Assessment of Executive Functions - Dr. George McCloskey (3 CE/CPD credits)
- Intervention Strand: Evidence-based Assessment and Intervention: Bridging Research and Practice in the Education and Evaluation of English Learner - Dr. Sam Ortiz (3 CE/CPD credits)

Choose one of the two afternoon concurrent sessions:

- Assessment Strand: How to Administer and Interpret the Tasks of Executive Control - Dr. Peter Isquith (3 CE/CPD credits)
- Intervention Strand: Working Memory: Assessment and Intervention using the COGMED program - Dr. Peter Entwistle (3 CE/CPD credits)

Visit www.schoolneuropsych.com for complete Summer Institute information
(discounted air travel, speaker bios, online registration)

University of Texas at San Antonio

School Psychology Program

The Department of Educational Psychology at UTSA is pleased to announce the approval and implementation of a new Master of Arts program in School Psychology. The program includes coursework and field-based experiences consistent with guidelines provided by the Texas State Board of Examiners of Psychologists and the National Association of School Psychologists. Most courses will be offered in the evening at the UTSA Downtown Campus, in order to accommodate working professionals.

For more information, please contact Dr.
Jeremy Sullivan
(jeremy.sullivan@utsa.edu)



University of Houston
College of Education
COLLABORATION
FOR LEARNING & LEADING
Department
of Educational
Psychology
Ph.D. in School Psychology

Head Injuries Among Athletes

Angela Canas, Graduate Student Representative TASP

According to the Centers for Disease Control and Prevention, the annual number of sports-sustained concussions in the United States is estimated at 300,000. So, why is this staggering statistic so critical as it relates to this article? Foremost, it increases awareness about the frequency of this injury and opens the door for a discussion about its effects and interventions. Additionally, it serves as the foundation for an important piece of legislation recently filed by State Representative Eddie Lucio III. Neither the National Association of School Psychologists (NASP) or its Texas affiliate, TASP, have an official position in regards to the proposed house bill at this time. However, it can safely be assumed that the decrease of sports-related injuries is an important goal that should be discussed. With that in mind, this article begins with an explanation of the recently proposed legislation, House Bill 677 (HB 677).

House Bill 677 proposes that Chapter 33 of the Education Code be amended to include “cognitive-linguistic assessments” of students who participate in athletic activities sponsored or sanctioned by the University Interscholarship League (UIL). Specifically, HB 677 would require that any student participating in such an event receive a cognitive-linguistic assessment in addition to an already required physical examination. This assessment would be carried out by an “appropriately licensed health care professional,” prior to any type of participation, including practice. In addition, HB 677 would require that that such an assessment also be conducted after a student sustains a concussion. This act would take effect immediately if sufficient votes from house members are obtained. Otherwise, the act would take effect September 1, 2011. Perhaps two of the most important question one should be asking are, “what do cognitive linguistic assessments entail and who should perform them?” Prior to delving into these questions, however, it is important to familiarize oneself with the UIL and its current regulations as well as current research pertaining to play-obtained concussions.

The UIL was created by the University of Texas at Austin as a means of organizing and supervising extracurricular academic, athletic, and music contests. Providing healthy competition based on character building, fairness, and good sportsmanship is a core aspect of the league. The UIL’s Constitution and Contest Rules is comprised of official regulations that govern UIL activities and standards of eligibility that students must meet prior to commencing their participation. These rules were compiled with the assistance of various administrators across Texas and apply to participating schools. Section 1205 of the Constitution and Contest Rules deals with all aspects of athletic eligibility. Currently, a standardized pre-participation physical examination upon entering the first and third years of high school is required for each student. Appropriate health care physicians who can sign off on the examination are delineated. Section 1207, which deals with rules, violations, and penalties, requires that participating schools follow The Management Of Concussion In Sports Public Education Campaign; this campaign delineates concussion ranking/grading, recommendations and protocols, and return to play rules.

While the UIL currently has regulations surrounding post-concussion procedures, it is no surprise that stringent legislation governing appropriate assessment has been proposed considering the effects that such an injury can have on a player. While headaches are the most commonly reported complaint, vision disturbances and seizures are also probable (Lew, Thomaner, Chew, & Bleiberg, 2007). While such effects typically do not have a prolonged course, more serious effects can result from multiple concussions. In addition, some players may experience second-impact syndrome or post-concussion syndrome, which are characterized by more severe and chronic symptoms that could potentially be fatal (Lew et al., 2007). Given this information, one can gather the importance of this issue. What remains to be resolved, however, are the two previously proposed questions we should all be asking.

According to Body and Perkins (2006), the term cognitive-linguistic, sometimes referred to as cognitive-language and traditionally used synonymously with cognitive-communicative, refers to the processes and systems that incorporate both cognitive and linguistic abilities and capacities. While linguistic functions include phonology, syntax, and semantics, cognitive functions include attention, perception, and memory, to name a few. There currently appears to be “no generally accepted battery of assessments that address cognitive-linguistic disorders in a theoretically robust way” (Body & Perkins, 2006, p. 217). There are, however, some routinely utilized assessments that purport to address cognitive-linguistic abilities. These assessments include The Measure of Cognitive-Abilities (MCLA), the Cognitive linguistic Quick Test (CLQT), and the Scales of Cognitive Ability for Traumatic Brain Injury (SCATBI) (Body & Perkins, 2006).

Body and Perkins (2006) argue, however, that these tests are limited in their ability to address such abilities, particularly as it relates to the interaction of the two. The authors propose that a true cognitive-linguistic assessment would require a cross battery approach. What neither of these authors or the proponents of HB 677 expound on, however, is who is considered an appropriately trained and licensed professional. In other words, who can administer and interpret these cross battery assessments effectively? Even if we were to consider that many professionals are familiar with a general cross battery approach to assessment, the prevention of practicing outside of one’s scope of competency needs to be considered. In addition, this proposition brings about yet another issue-cost. During a time marked by budget cuts, one might wonder how such cognitive-linguistic assessments will be funded. Despite the outcome of HB 677, sports-related concussions are impacting students across the nation, making this issue one that is deserving of proper discourse.

Awards and Honors

By Evelyn Perez



Awards and Honors of 2010

The award ceremony of 2010 was a great success thanks to TASP members' nominations. Six categories were recognized this year: Outstanding Graduate Student (specialist and doctoral level), Outstanding School Psychologist (specialist and doctoral level), Outstanding Service to the Profession, and Outstanding Delivery of Psychological Services. The board was also excited to add an additional recognition for Outstanding Poster Presentation to this year's conference awards and honors.

The Outstanding Graduate Student: Specialist Level was awarded to Lopa Mudra Paul. Lopa attends school at Sam Houston State University (SHSU) and is completing her internship in Klein ISD. She is described by her nominators as "inspiring" and one whom goes beyond the requirements in practice, academics, and research. The Outstanding Graduate Student: Doctoral Level was awarded and received by Raychel C. Muenke. Raychel is a student of Texas Woman's University (TWU) and is completing her APA accredited doctoral internship in Fort Worth ISD. Raychel is interested in pursuing a career in academia following graduation. She was described as a valued asset to TWU's faculty and a skilled practitioner by field supervisors with strong interpersonal skills.

Grand Prairie ISD was recognized with the Outstanding Delivery of School Psychological Services honor. The psychological support staff was described as "dedicated" regarding to the amount, breadth, and quality of services provided to students, teachers, parents, and trainees of school psychology.

Michael Serrano and Cindy Plotts, Ph.D. were recognized with Out-

standing School Psychologist. Both Michael and Cindy have made significant contributions to the field by being leaders in direct and indirect services, and training of future practitioners. Michael currently contributes his skills in Galeana Park ISD and Cindy is at Texas State University at San Marcos.

Christabel Jorgenson, Ph.D. was honored with Outstanding Service to the Profession of School Psychology. Her career began in teaching and evolved into school psychology resulting in numerous practice, academic, and research accomplishments. She is retired from Texas State University at San Marcos after begin involved with the university since 1976; however, she continues to dedicate her time to the School Psychology program's students and alumni.

The awards ceremony was conducted in front of one of its largest audiences providing the recipients with the exposure they deserved for their professional and personal endeavors in the field of school psychology. Congratulations to all nominees and recipients.



Nomination forms for this year's Outstanding School Psychologist!





The Texas School Psychologist
A partner on the path to student success

Texas Association of School Psychologists

Call for Nominations:

Outstanding School Psychologist Award: Doctoral Level

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 6 - 8, 2011.

This award is intended to recognize a doctoral level school psychologist whom demonstrates excellence in the suggested categories.

- **Direct Service:** This area relates to providing school psychological services to students and parent(s)/guardian(s) (i.e., assessment, counseling, parent training, etc.)
- **Indirect Service:** These services are those which involve consultation with teachers, parents, administrators, and other school and non-school personnel. In-service training would also fall in this category.
- **Supervision or Administration:** This category involves supervision of other school psychologists and related personnel and administrative responsibilities such as coordination of programs.
- **Leadership in School Psychology:** This area includes work done in professional organizations and/or the community, public lectures and/or workshops given, membership on advisory boards, membership in professional organizations, and so forth.
- **Research:** This area includes both empirical and applied research work carried out either as part of the job or outside the job. The research should be related to school-aged children with respect to psychological and/or educational issues/practices. Publications, project reports, presentations at professional conferences and similar activities would be included here.

Nominators, please submit this form, the nominee’s resume or vita, and a letter of recommendation expanding upon the suggested categories.

Name of Nominee: _____ TASP Member: (Circle One) YES or NO

Nominee’s Job Title: _____

Employed by: _____

Nominator: _____

Send completed nomination by September 1, 2011:
 Evelyn Perez
 52 April Point South
 Montgomery, TX 77356 OR
awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>



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Texas Association of School Psychologists

Call for Nominations:

Outstanding School Psychologist Award: Specialist Level

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 6 - 8, 2011.

This award is intended to recognize a specialist level school psychologist whom demonstrates excellence in the suggested categories.

- **Direct Service:** This area relates to providing school psychological services to students and parent(s)/guardian(s) (i.e., assessment, counseling, parent training, etc.)
- **Indirect Service:** These services are those which involve consultation with teachers, parents, administrators, and other school and non-school personnel. In-service training would also fall in this category.
- **Supervision or Administration:** This category involves supervision of other school psychologists and related personnel and administrative responsibilities such as coordination of programs.
- **Leadership in School Psychology:** This area includes work done in professional organizations and/or the community, public lectures and/or workshops given, membership on advisory boards, membership in professional organizations, and so forth.
- **Research:** This area includes both empirical and applied research work carried out either as part of the job or outside the job. The research should be related to school-aged children with respect to psychological and/or educational issues/practices. Publications, project reports, presentations at professional conferences and similar activities would be included here.

Nominators, please submit this form, the nominee's resume or vita, and a letter of recommendation expanding upon the suggested categories.

Name of Nominee: _____ TASP Member: (Circle One) YES or NO

Nominee's Job Title: _____

Employed by: _____

Nominator: _____

Nominator's email: _____

Send completed nomination by September 1, 2011:

Evelyn Perez

52 April Point South

Montgomery, TX 77356 OR

awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>



The Texas School Psychologist

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Texas Association of School Psychologists

Call for Nominations:

Outstanding Service to the Profession of School Psychology Award

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 6 - 8, 2011.

Outstanding Service To The Profession Award is designed to recognize an individual who has contributed to the profession of school psychology by making contributions in the following areas:

- Publications and Conference Presentations, training, and development of procedures & policies
- Leadership in promoting school psychology at state level and holds membership in state and national associations
- Other areas which you feel show exemplary service to the profession such as community involvement and participation in task forces or other groups to promote school psychology

Nominators, please submit this form, the nominee's resume or vita, and a letter of recommendation expanding upon the suggested categories.

Name of Nominee: _____ TASP Member: (Circle One) YES or NO

Nominee's Job Title: _____

Employed by: _____

Nominator: _____

Nominator's email: _____

Send completed nomination by September 1, 2011:

Evelyn Perez

52 April Point South

Montgomery, TX 77356 OR

awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>



The Texas School Psychologist
A partner on the path to student success

Texas Association of School Psychologists

Call for Nominations: Outstanding Delivery of School Psychological Services Award to a School District

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference, October 6 – 8, 2011, to an administrator from the selected district.

This is for nominations of school districts, which recognize and implement the best practices or innovative practices of school psychology. This award will not be granted based on geographic location, or size of the district.

- **Model of Service Delivery:** This relates to the model by which school psychological services are delivered within the district. Include the number of psychological service personnel employed by the district and in what capacity they are employed.
- **Programs:** This category involves programs for special students (i.e., At-Risk, ADHD, ED, LD, or regular education students, etc.).
- **Direct and Indirect Service:** This area relates to providing school psychological services directly to students and parent (s)/guardian(s) (i.e., assessment, counseling, parent training, and/or indirectly through consultation, in-service training, etc.).

Include the primary activities performed by psychological service personnel.

- **Research, Grants, and/or Projects:** Please list program evaluation activities, any special projects being conducted, and/or any grants which have been awarded to the district regarding the provision of school psychological services.

Nominators, please submit this form and a letter of recommendation expanding upon the suggested categories.

School District: _____

Contact Person/ Nominator's email: _____

Address: _____

Telephone: _____

Send completed nomination by September 1, 2011:
Evelyn Perez
52 April Point South
Montgomery, TX 77356 OR
awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>



The Texas School Psychologist
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Texas Association of School Psychologists

Call for Nominations

Outstanding Graduate Student Award: Doctoral Level

This award will be presented at the awards ceremony during the Annual TASP Professional Development Conference October 6 - 8, 2011.

This category is intended to recognize students that demonstrate evidence of impact upon graduate education in school psychology after entering a program, and sets the student apart from other students regarding:

- Leadership skills
- Creative endeavors
- Observed Personal Growth
- Interpersonal Skills
- Professional Competencies
- Conference Presentations

Eligibility: The graduate student must be enrolled in a school psychology program and have the status, "Intern." The student must also have a minimum overall grade point average of 3.75 and be a student member of TASP.

Criteria: A recommendation from a school psychology professor and field-based supervisor.

Nominators, please submit this form, the nominee's resume or vita, and two letters of recommendation expanding upon the suggested categories.

Name of Nominee: _____ TASP Member: (Circle One) YES or NO

University Attending: _____

GPA (at time of nomination): _____

Date Degree will be Awarded: _____

Internship Site(s): _____

Nominated and Verified by: _____

Nominator's email: _____

Send completed nomination by September 1, 2011:

Evelyn Perez

52 April Point South

Montgomery, TX 77356 OR

awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>



The Texas School Psychologist
A partner on the path to student success

Texas Association of School Psychologists

Call for Nominations:

Outstanding Graduate Student Award: Specialist Level

This award will be presented at the awards ceremony during the Annual TASP Professional Development Conference October 6 - 8, 2011.

This category is intended to recognize students that demonstrate evidence of impact upon graduate education in school psychology after entering a program, and sets the student apart from other students regarding:

- Leadership skills
- Creative endeavors
- Observed Personal Growth
- Interpersonal Skills
- Professional Competencies
- Conference Presentations

Eligibility: The graduate student must be enrolled in a school psychology program and have the status, "Intern." The student must also have a minimum overall grade point average of 3.75 and be a student member of TASP.

Criteria: A recommendation from a school psychology professor and field-based supervisor.

Nominators, please submit this form, the nominee's resume or vita, and a two letters of recommendation expanding upon the suggested categories.

Name of Nominee: _____ TASP Member: (Circle One) YES or NO

University Attending: _____

GPA (at time of nomination): _____

Date Degree will be Awarded: _____

Internship Site(s) : _____

Nominated and Verified by: _____

Nominator's email: _____

Send completed nomination by September 1, 2011:
Evelyn Perez
52 April Point South
Montgomery, TX 77356 OR
awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>