



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

# Texas Association of School Psychologists

www.txasp.org

Summer 2014

Volume 27, Number 2

## President's Message

*Kelly Anderson, President*



Please feel free to contact me regarding any thoughts or suggestions you may have so that we may better serve you. Hopefully I will see you in June at our 2<sup>nd</sup> annual summer institute in Corpus Christi!

### 2014 SUMMER

### INSTITUTE

JUNE 13th-14th, 2014

Corpus Christi, Texas

One additional CEU hour has been added for a total of 10 available CEUs. The additional hour will include the opportunity to de-brief and have further discussion with the presenters from the institute.

Register online at [www.txasp.org](http://www.txasp.org)

See you at the beach!

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Hello TASP,

It is hard to believe that summer is fast approaching as we begin to unbury ourselves from the paperwork of spring ARD meetings, state assessments, and evaluations. I am always impressed by what we are able to accomplish as professionals. You all should be proud of yourselves!

The TASP board recently met this past April and we were busy putting our heads together making finalizations to the summer institute, our upcoming conference in Irving, and working collaboratively towards our organizational goals. Additional discussions included board fiscal responsibility, increasing membership, and organizational efficiency. I am proud of the discussion and activity that occurred at our last meeting and I am really looking forward to seeing the output of those discussions.

As a board, we hope to become a better resource to you as members. In an effort to do this, we will be drafting position papers, as well as resources for best practices that are tailored to the state of Texas. Additionally, we are planning to distribute TASP Talks, a short one-page newsletter of TASP highlights. We encourage you to get involved in the organization. We are seeking a TASP district leader from every district in the state of Texas, as well as a student leader from each university to help keep an active flow of information from the board to professionals and future professionals in our state.

As I mentioned in our last newsletter, I have rearranged our organizational board structure in order to focus on our goals and accomplish tasks more effectively and efficiently. I am continuing to monitor our progress towards accomplishing our strategic areas of focus.



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# **The 2014 TASP Summer Institute June 13-14, 2014**

**“New Directions and Advocacy: School Psychologists’ 2014 Summer Institute”**

Emerald Beach Hotel—Corpus Christi, TX

All the plans are coming together. The group of speakers put together by Professional Development Chairperson Norma Guerra are making their preparations to bring you the CEU’s you need. All that could be missing from this picture is **YOU** if you do not register soon and book your travel arrangements.

Just a few things to remember:

- 1) Hotel reservations must be made by 5/20/2014 to get the \$99.00 room rate. Call the hotel directly at 361-883-5731 and use the code TAS.
- 2) Register online for the institute at <http://tasp.memberclicks.net/2014-summer-institute> . Keep in mind that the registration for members is \$75.00 and for nonmembers is \$100.00. There will be on sight registration that will increase by \$25.00 for both members and non- members.
- 3) Breakfast will be included each morning to get you going, with light snack at break time. Lunch will be on your own.

**Sessions for June 13, 2014 am** are:

Ethics Toolkit: What You Need to Know as a LSSP

**OR**

Becoming a Bilingual School Psychologist: Texas State Training Model

**Session for June 13, 2014 pm** is:

Culturally Competent Practice

**Sessions for June 14, 2014 am** are:

School Psychologist’s Role in Tier 2 Systems Implementation: Overview, Critical Features & Legal/Ethical Considerations

**OR**

Ecological Assessment and Culturally Responsive Practice in the Schools

## TASP School District Spotlight

### Pflugerville ISD- Special Education Department

By Stephanie Mathis

Pflugerville Independent School District, was founded in 1902, and is a fast-growth district located in Northeast Travis County. The District encompasses approximately ninety-five square miles and includes all or part of six municipalities including Pflugerville, Austin, Coupland, Hutto, Manor and Round Rock. Pflugerville ISD has 20 elementary schools, 6 middle schools, 3 high schools and 1 alternative high school. For the past two years and including next year, Pflugerville has opened a new elementary or middle school every year. Pflugerville ISD employs 2 diagnosticians and 20 LSSPs, which are fortunate to be supervised by an Evaluation Coordinator, who is also a LSSP and NCSP. Pflugerville ISD also employs 11 ARD Facilitators, who cover all but one elementary campus in the district. The LSSPs complete all types of assessments, engage in consultation, and provide counseling and psychological services.

Pflugerville ISD Special Education Department has a vision *“To create a collaborative environment that embraces all learners to successfully achieve their potential.”* There are several unique programs in this department that emphasize this vision which include such programs as **the continuum of Preschool Programs for Children with Disabilities (PPCD) services** for students age three until school-aged. The PPCD program offers several components to this program such as:

- Speech-Language services: walk-on (to the home campus) services or services provided at a daycare located within PISD for those that have stuttering or articulation difficulties.
- Preschoolers Acquiring Language Skills Program (PALS)- a 2 hours a week speech program that focuses on articulation skills
- Pegasus- 4 hours/5 days a week program for students that do not demonstrate age-appropriate communication, cognitive, social-behavioral, and/or adaptive skills. This class has up to 10 role models (district employee’s children) since school is not required for 3 and 4 year-olds. This is PISD’s version of “general education” for PPCD; the class is led by a special education teacher.
- Self-Contained- 4 hours/5 days a week program for students working on foundational skills. All students in the class are receiving special education services.

Another unique program in PISD is known as the **RESOURCE INTENSIVE NEEDS (RIN) program** which is for students needing more intensive academic, social, emotional, communication, and behavioral supports with specialized instruction throughout the school day that is offered at all levels on all campuses across the district. Some examples of this program in action are: daily check in/check out with students, within the general education setting to monitor behavior and provide social skills or social thinking instruction to promote effective positive social interactions within the general education setting. These programs help to promote Pflugerville’s district motto of *“Each child. Their future. Our world.”* I must say that I have the pleasure of working in this wonderful district that is continuing to push for a more inclusive education for all students.


Another unique program in PISD is known as **Pflugerville Community Connect 18+ Program**. The Pflugerville Community Connect 18+ Program is a community-based transition program designed for students who are eighteen years and older, in need of additional instructional support to help with their transition from high school to adult life. The Pflugerville Community Connect 18+ Program assists students with meeting the requirements of their IEP, while achieving their post-secondary goals related to the four life domains of employment, education/training, independent living, and recreation/leisure. Throughout the program, students participate in community and classroom-based activities that emphasize learning skills for promoting self-determination, performing independent living tasks, and learning how to develop and access community supports. In addition, students participate in supportive and work-based learning opportunities that assist them with their transition from school to work through job acquisition and training experiences. A flex-day schedule is utilized in PCC, in order to meet the individual needs of the student, rather than a traditional school day schedule. Students have access to a food lab throughout the school week for cooking and nutritional education. PCC has also built a greenhouse in which students' access for the basics of horticulture.



University of Texas at San Antonio

### School Psychology Program

The Department of Educational Psychology at UTSA is pleased to offer the 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 are offered in the evening at the UTSA Downtown Campus, and full-time and part-time tracks are available. Application deadlines are as follows: July 1st for the Fall, November 1st for the Spring, and April 1st for the Summer. Students are currently completing their practicum experiences with the following sites: Alamo Heights ISD, Atascosa-McMullen Cooperative, Bexar County Academy, Boerne ISD, George Gervin Academy, San Antonio ISD, San Antonio Special Programs Cooperative, Somerset ISD, and South San ISD. Students are currently completing their internship experiences with the following sites: AIM Consulting, Alamo Heights ISD, Atascosa-McMullen Cooperative, Autism Treatment Center, Belton ISD, Boerne ISD, East Central ISD, George Gervin Academy, Granbury ISD, Heartland Special Education Cooperative, Katy ISD, and San Antonio ISD.



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Interested individuals should contact Dr. Tara Stevens at [tara.stevens@ttu.edu](mailto:tara.stevens@ttu.edu).



# GRADUATE STUDENT CORNER



Greetings from West Texas!

Although the TASP Annual Conference is months away, it will be here before we know it! TASP would like to invite all LSSPs as well as school psychology graduate students to participate in an exciting networking opportunity. This year we are hosting a mentorship program during the conference. This is an excellent and valuable opportunity to connect with other professionals across the state or within your area. Experienced professionals are encouraged to participate as a way of giving back to the profession. Graduate students and early career professionals should consider taking advantage of this professional development opportunity and get to know a fellow LSSP.

If you are interested in participating, the application and instructions will be linked on the annual conference registration form. The mentorship will not cost you anything except your time which is determined by the mentor and mentee. Mentors can prefer to have one or two mentees (subject to availability). Mentors and mentees will be paired based on area and topic interests related to the field and research. There will be more information to come; however, if you have any questions, please contact Stephanie Barbre at sbarbre@frenship.us.

## TASP Annual Professional Development Conference 2014

The 2014 TASP Professional Development Conference will be held October 16-18 in Dallas at the Omni Mandalay at Los Colinas Hotel. This year's theme is "Celebrating the Many Hats of School Psychology."

I am proud to announce that we have a great line up this October. With the increase of required CEU's required to maintain your current license this year, TASP Annual Conference allows you to obtain hours while having fun. The TASP conference is a great chance for Texas school psychologists to get together to network, renew relationships and re-kindle passion for the profession. More information will be posted on our website, so be sure to look out in the following months as we have a few surprises up our sleeves and some new activities planned to make this year's conference one to remember. I can't wait to see you all at the conference in October! Please visit our website for more conference information: [www.txasp.org](http://www.txasp.org)

Taylor Garrison, Conference Co-Chair

# TASP Board positions up for election in 2015

**Dana Goins**  
Past President

There are several TASP Executive Board positions which will be open for election next year. The deadline to submit nominations is September 7, 2014. You may nominate yourself or anyone you think is qualified. If you are interested in any of the positions listed below, please contact Dana Goins, Past President and chair of the Nominations committee at [pastpresident@txasp.org](mailto:pastpresident@txasp.org). If you have any questions about the responsibilities of any of these positions you may also contact any of the current TASP Executive Board members for further information.

The following is a list of the positions open for nomination and the duties as set forth in the TASP by-laws:

## **President-elect**

The President Elect shall:

1. Serve as an officer and member of the Executive Board.
2. Serve as chairperson of the Executive Board in the absence of the President.
3. Consult regularly with the President regarding Association activities to insure continuity and smooth transitions between terms of office.
4. Succeed the President according to the Constitution.
5. Assist the President, as assigned, in working with committees and implementing Association activities.
6. Serve on the Convention Planning committee. *(Note: The President-elect is primarily responsible for selecting speakers for the TASP Fall Conference)*

## **Treasurer-elect**

The Treasurer-elect shall:

1. Serve as an officer and member of the Executive Board.
2. Assist the Treasurer in maintaining records of financial transactions and financial status of the Association.
3. Assist the Treasurer in preparing and submitting copies of financial reports to the Executive Board at meetings.
4. Assist the Treasurer in providing written financial summary reports and budget information to the Association general membership on at least an annual basis.
5. Assist the Treasurer by taking assigned responsibility for signing all vouchers for payments made by the Association.
6. Assist the Treasurer in maintaining a tax exempt account number for the Association and supervise the use of this.
7. Assist the Treasurer in collecting and accounting for all monies accrued by the Association.
8. Assist the Treasurer in recommending financial policies and procedures, and propose changes in the financial matters of the Association as needed.
9. Serve as a member of the Financial Advisory Committee.

## **Area I (Kilgore/Mt. Pleasant/Richardson/Ft. Worth)**

### **Area III (Victoria/Houston/Beaumont)**

### **Area V (Edinburg/Corpus Christi/San Angelo/San Antonio)**

Area Representatives shall:

1. Serve as members of the Executive Board.
2. Make recommendations to the Executive Board in matters concerning the professional needs and opinions of the members in his or her geographical region of the State.
3. Provide information regarding the activities of the Association to members and other interested professionals within the region.
4. Assist the President as assigned in working with committees and implementing, Association activities.

## **Graduate Student Representative**

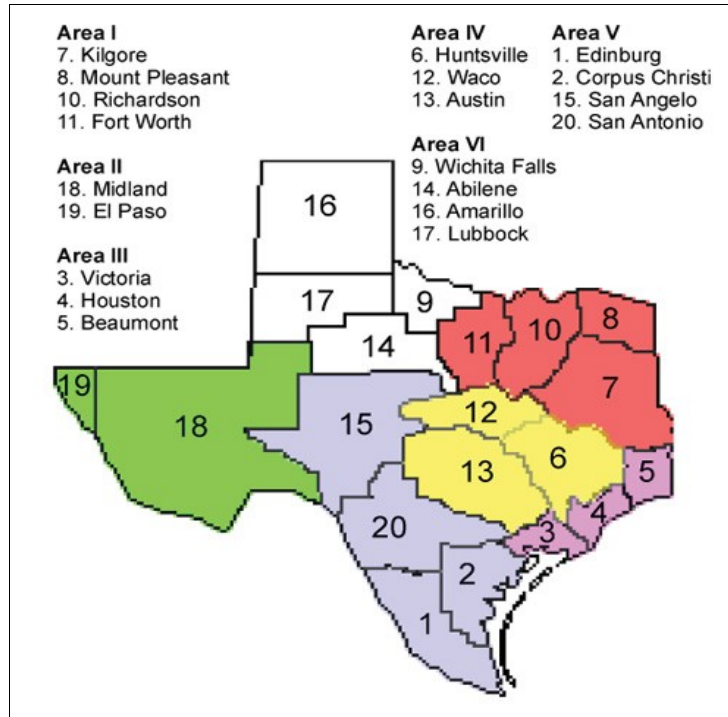
The graduate student representative shall:

1. Be a student member as defined in the constitution.
2. Make recommendations to the Executive Board in matters concerning student needs and opinions of the student members.

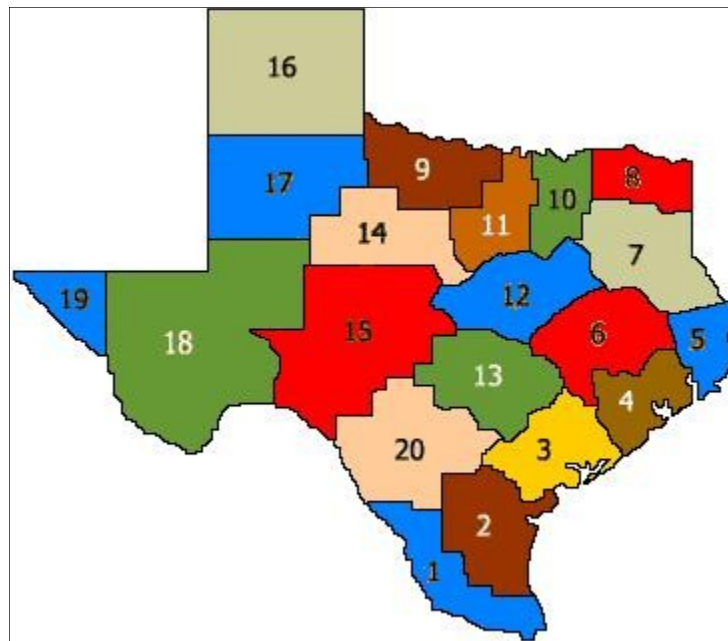
# Information from the Area Representatives!

# AREA REPRESENTATIVES

Area Representative Map



Regional ESC Coverage Map





Hello Area 1 TASP members. The end of the school year looms close and the promise of summer is coming! I hope it has been productive and a good year for you all. Please take a few moments during your summer to reflect on two things before you start your new year: 1) think about your profession and how you can further it or make a bigger impact on not only students and parents, but your campus and district, and your professional organization as well. And 2) think about how you can help in facilitating legal compliance in whatever area you are employed in, whether 504 or IDEA. It is incumbent on us to not only understand school psychology, but to understand as much about the law that governs education as we can. Come back to school with a goal to be more professional, be more knowledgeable and better able to assist your ARD committees.

In the coming months you will see a more concerted effort to raise awareness of TASP and create new members. Please help by talking about TASP and the benefits of being a member. TASP offers a fantastic annual conference that completely meets a professional need for required CEUs. If TASP did not exist, the annual conference would not exist either. If a non-member asks you what the benefits to being a member of TASP are, the annual conference alone should be motivation enough to maintain the professional association. In the absence of that, we at least have an ethical obligation to maintain a professional association with others in order to ensure the quality of our work. It's not "what can TASP do for me?", it's "what can I do for TASP?"

Stacy Akin



Area IV had its first TASP sponsored event in the month of March during an Ethics training for LSSPs at the Region 13 Service Center in Austin. Attendees were provided with light snacks and great give-a-ways to promote membership in the organization. It is in the works to co-host a TASP sponsored Texas State Alumnae Event with current and past graduates of the School Psychology Program at Texas State University in San Marcos, Texas. It was a suggestion of several of the LSSPs at the training to have a way to reconnect with other LSSPs in the state in a social networking arena. It is the desire of the Area IV Representative to work on hosting or co-hosting future trainings for LSSPs throughout the area at different points within the upcoming school year.

Stephanie Mathis



Howdy, Area V. In March the College of Education and Human Development at UTSA held its second annual collaborative event called “Principals, Counselors, and School Psychologists: Collaborating for Student Success.” This was a collaborative effort among the departments of Counseling, Educational Leadership, and Educational Psychology in which three campus leadership teams consisting of principals, school counselors, and school psychologists from area school districts (Northside ISD, Randolph Field ISD, and San Antonio ISD) participated in a panel discussion to share their experiences in working collaboratively to promote students’ academic, social, and emotional success. Topics included working as an effective team, different roles and responsibilities of team members, professional identity, response to intervention, leadership planning, school accountability, school safety, and bullying prevention and intervention. Building on lessons learned from last year’s program, the purpose of this event was to allow UTSA graduate students in the School Psychology, Counseling, and Educational Leadership programs the opportunity to hear from school-based professionals who collaborate effectively on a daily basis. Students submitted questions for the panel to address, and the panel discussion was followed by smaller breakout sessions where students could ask questions specific to elementary, middle, and high school settings. I mention this event because it served as an opportunity to introduce future school counselors and administrators to the message that school psychologists are a critical part of the campus team. The LSSPs who served as discussants conveyed that message effectively, and I thank Rebecca Power (Vale Middle School, Northside ISD), Christina Petofi-Casal (Randolph Field Secondary School, Randolph Field ISD), and Blanca McCully (Madison Elementary School, San Antonio ISD) for representing LSSPs so skillfully.

As always, please feel free to email me at [jeremy.sullivan@utsa.edu](mailto:jeremy.sullivan@utsa.edu). I hope to see you at the Summer Institute in Corpus Christi!

Jeremy Sullivan

Hello Area VI, the warm weather is finally upon us. Spring is always a busy time in the schools (when isn’t it really?) and I know the demands of getting referrals completed, finding time for counseling, swimming through reports, and/or writing or grading those term papers has likely incited summer fever. We just met to finalize the planning for summer institute. Join us as we learn, network, and relax on the beach in Corpus Christi June 13<sup>th</sup> & 14<sup>th</sup>.

Our annual conference will be in Omni Mandalay at Las Colinas Oct. 16<sup>th</sup>-18<sup>th</sup>. Workshop offerings will include ethics, cultural competency, behavioral supports, supervision, and more. Key note speaker Darrel D. Spinks, Executive Director of TSBE, should provide some valuable insight into the current state and future of LSSPs in Texas.

Are you passionate about our profession? Sign up to be a District Leader and be the voice for your district directly to TASP. Please contact me if you are interested or if you would like additional information at [klopez@canyonisd.net](mailto:klopez@canyonisd.net).  
Kassi Lopez



Texas A&M University Commerce

Students are admitted to the School Psychology program in both the Spring and Fall semesters. Deadlines for applications are 4/15 and 11/15, respectively.

Dear Ethical Eddie,

I am always receiving emails asking me to join TASP and NASP. Sometimes I do, if I am planning to go to the conference and want to pay the member rate for registration; but sometimes I don't. Why should I join both organizations? Can't I get all of my professional development hours through one? It seems like everything that I could need to do my job is available online anyway.

Sincerely,

What's the Big Deal



Dear WTBD,

Interesting question. As professionals, we often wonder what our professional organization can offer us for our membership fee. Certainly, the benefits of membership are many: current information about changes in laws or regulations that affect practice, resources organized and readily available, access to other professionals for consultation, networking opportunities, reduced rates for conferences and conventions, representation in advocacy efforts to protect and elevate the profession and increased visibility for school psychology in general. However, this may not be the best way to ask the question. One of the NASP ethical principles includes an obligation to contribute to the profession:

#### *IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY*

*School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and schools and strive to reform systems-level patterns of injustice. They maintain the public trust in school psychologists by respecting law and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.*

Many of these types of contributions to the profession can be easily pursued through membership and participation in professional organizations. Working on committees that monitor TSBEP activities, advocate with legislators, plan and put on conferences, assist other agencies that serve children, disseminate and support research, and promote the profession in general are important activities in which all school psychologists should participate. With the participation of all 2500+ LSSPs in Texas, school psychology could be a significant contributor to educational excellence and reform! Through this type of contribution to the profession, school psychologists enhance the quality of the lives of children at school, at home and in life.

In short, ask yourself, "What have I done to improve the profession in the last year?" Hopefully, you can answer that question. If not, ask any TASP leader, they will help you find a way to use your own special talents to make a difference for all!

Ethically yours,

Eddie

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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.

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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](http://www.txstate.edu/clas)



## Where Are They Now?

Dr. Ed Scholwinski, TASP President, 1997

Dr. Scholwinski has been a member of the School Psychology Program faculty in the Department of Educational Administration and Psychological Services at Texas State University for 20 years. His primary work has been the training of highly qualified specialist-level school psychology practitioners at Texas State. In this role, he has helped to prepare over 500 graduates for practice in Texas public schools. Dr. Scholwinski has taught graduate courses in cognitive and personality assessment, child and adolescent psychopathology, roles and functions of the school psychologist, and school consultation. He has provided site supervision to Texas State practicum students and interns in public schools and other settings across Texas.

In his 35+ years of experience in the field of mental health, Dr. Scholwinski has held professional positions in private treatment facilities, state hospitals and MHMR clinics. He received his doctoral degree at Texas A&M University in 1985 and was on the faculty of the Department of Educational Psychology at Texas A&M during his doctoral training.

Dr. Scholwinski has been actively engaged in research which includes the evaluation and treatment of the emotional problems of childhood with special emphasis on attention disorders, learning differences, and autism. He has served on a wide variety of boards and commissions, including serving as President of the Texas Association of School Psychologists.

Dr. Scholwinski, Ph.D. is the founder of the School & Family Institute in San Marcos where, in addition to his teaching responsibilities at Texas State, he has been practicing as a licensed psychologist since 1995. The School & Family Institute provides advocacy, training, and therapy for parents, children, and families and enhances the skill and knowledge base of professionals working in educational or therapeutic relationships with children and/or families. The Institute is dedicated to providing quality continuing education and consultation for educators, mental health and allied health professionals. Training is provided at the Institute, on-site at schools or agencies, and through national or regional presentations. In addition, the Institute celebrates the diversity of individuals by producing documentary films that capture the similarities and differences of people from all walks of life, reviews and recommends quality age-appropriate books, games and toys which are chosen to enhance the quality of communication and family life.

Documentary film making has become a passion for Dr. Scholwinski and his phased retirement from Texas State has allowed more time to focus on this interest. *A Deeper Side*, a film that examines the relationship between mental illness, art and the criminal justice system, has been screened in several locations to rave reviews:

### ***A Deeper Side*** - A Documentary Film

*"The psychotic break was the low point in a story without many peaks, of a normal life shattered by mental illness and then drug abuse. But David's story is more than that. Now stable in the Jester 4 psychiatric unit in Richmond, he is an accomplished, largely self-taught artist whose work offers a unique glimpse into the inner life of someone with schizophrenia. Shaded with depth and meaning, his work provides a portal into the human condition."*

*Melissa Fletcher Stoeltje, San Antonio Express - News (3/2/08)*

Dr. Scholwinski has had a tremendous impact on the practice of school psychology in Texas. Through his leadership, teaching, supervision and mentoring, the profession is enhanced and elevated.





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# Position Statement

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## GRADE RETENTION AND SOCIAL PROMOTION

Although retaining students who fail to meet grade level standards has limited empirical support, promoting students to the next grade when they have not mastered the curriculum of their current grade, a practice termed social promotion, is not an educationally sound alternative. For these reasons, the debate over the dichotomy between grade retention and social promotion must be replaced with efforts to identify and disseminate evidence-based practices that promote academic success for students whose academic skills are below grade level standards. NASP urges educators to use methods other than grade retention and social promotion to ensure that all students have access to effective and equitable education.

Grade retention in U.S. schools has a long history characterized by fluctuations in the frequency and application of this educational practice. The majority of studies conducted over the past four decades on the effectiveness of grade retention fail to support its efficacy in remediating academic deficits (e.g., Jimerson, 2001). However, because students are not randomly assigned to this intervention, a failure to adequately control for pre-existing differences between retained and promoted students that may affect students' academic and social-emotional trajectories leaves open the possibility that pre-existing vulnerabilities rather than retention per se may be the cause of poor post-retention outcomes. Consistent with this possibility, recent studies utilizing more rigorous methods to control for selection effects are less likely to report negative effects (e.g., Hong & Yu, 2008; Wu, West, & Hughes, 2008; Hughes, Chen, Thoemmes, & Kwok, 2010). Retention effects also vary depending on whether retained and promoted students are compared at the same grade or the same age. When retained and promoted peers are compared at the same age, retained students achieve at a slower rate. When retained and promoted peers are compared in the same grade, retained students experience a short-term boost that dissipates within 4 years (Wu et al., 2008). When the measure of achievement is closely aligned with the curriculum, as in the case of state accountability testing, retention bestows short-term benefits (Hughes et al., 2010) but there is no evidence of long-term benefits for students.

## ALTERNATIVES TO RETENTION AND SOCIAL PROMOTION

NASP encourages school psychologists to collaborate actively with other professionals by assuming leadership roles in their school districts to implement models of service delivery that ensure:

- Multitiered problem-solving models to provide early and intensive evidence-based instruction and intervention to meet the needs of all students across academic, behavioral, and social-emotional domains
- Equitable opportunities to learn for students from diverse backgrounds
- Universal screening for academic, behavioral, and social-emotional difficulties
- Frequent progress monitoring and evaluation of interventions



Furthermore, NASP urges schools to maximize students' opportunities to learn both in and outside of school through effective teacher professional development and extended day/year programs. Grade retention is a costly intervention with questionable benefits to students because, for students who attended school regularly, having them repeat the same grade with the same instruction will yield no improvement for the student. Except in very rare circumstances when a student has missed a large number of school days, grade retention and social promotion are not recommended. Instead, students whose performance is substantially below their grade level peers need an intensive individualized intervention plan with frequent progress monitoring and involvement with specialists and related services providers, in order to ensure the maximum benefit for the student.

Additional information concerning grade retention and social promotion practices can be found in the following NASP documents:

- NASP White Paper on Student Grade Retention and Social Promotion
- NASP Position Statement on Appropriate Academic Supports to Meet the Needs of All Students
- NASP Position Statement on Appropriate Behavioral, Social, and Emotional Supports to Meet the Needs of All Students

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