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Texas Association of School Psychologists

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President's Message

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Hello TASP,

I hope this newsletter finds you all well and in good spirits as the holidays quickly approach. We had an exceptional conference this year in Las Colinas with a host of great speakers. Representation from TSBEP allowed for an informative discussion and highlights on board rules and proposed changes to Supervision. Keep a look out on official changes and opportunities for public comment from the board website (www.tsbep.tx.gov). Of course, TASP will do its very best to keep you abreast of any changes.

Additionally, congratulations are in order for our newly elected board. I'm sure your new president, Jennifer Schroeder, has lots of exciting plans for TASP. We plan to have our first meeting in January to kick off the New Year.

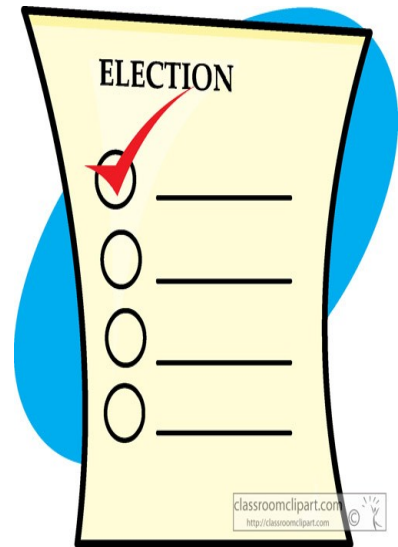
As a board, we hope to become a better resource to you as members. We encourage you to get involved in the organization. Whether you are interested in serving on the board, serving as a district leader, or as a student leader; TASP is here for you. As I mentioned in all of the previous newsletters, I 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. Please feel free to contact me regarding any thoughts or suggestions you may have so that we may better serve you.

Thank you for allowing me to be your president for the past year. It has truly been a pleasure to serve you, the members, and advocate for LSSPs across the state. It has been another great year for TASP and we are looking forward to 2015!

Congratulations to the winners of the election for the **2015 TASP Executive Board**:

President-Elect - Brook Roberts
Treasurer-Elect - Thomas Schanding
Area I - Raina Walterscheid
Area III - Evelyn Perez
Area V - Amanda Real
Graduate Student Representative - Kelsey Theis



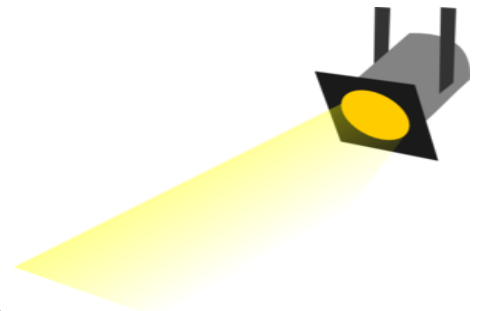
Best of luck next year as you serve TASP and the LSSPs in Texas!

Dana Goins

TASP Past-President

TASP SPOTLIGHT ON A LSSP

This TASP Spotlight on a LSSP newsletter article is written about an LSSP who was recommended to be acknowledged due to her work as an LSSP as well as work and practice in the field of psychology in general. Staff working with Kim Komon, PhD, LP, LSSP, NCSP, at Lewisville Independent School District (LISD), reported that Dr. Komon serves as the LISD APA Pre-Doctoral Psychology Internship Training Director and has worked with the LISD for eight years. Dr. Komon is responsible for coordinating didactic seminars and group supervision for four APA Pre-doctoral interns, organizing and facilitating the application for future interns and providing support to staff supervisors and leads the Doctoral Training Committee. She also directly supervises an intern. Dr. Komon is an LSSP Autism Lead for schools in the East Zone of LISD and she is the campus based LSSP at The Colony High School where she provides a variety of psychological services. Dr. Komon is a certified instructor for Non-Violent Crisis Prevention and regularly trains staff in CPI. She is a member of SPARC (School Psych Advisory, Resource, & Collaboration) committee, a peer nominated position in which she provides peer supervision to colleagues as well as reviews and drafts psychological services policies and procedures. Dr. Komon is a member of LISD's district CARE team that provides support to campuses during crisis. In addition, Dr. Komon models the practitioner-scholar model of LISD by leading research teams for which she has presented over 16 times to national conferences. Dr. Komon also currently co-facilitates a Professional Learning Community on the topic of Best Practices in Autism for her peers as part of professional development in LISD. In her spare time, Dr. Komon likes to coordinate social functions and create group t-shirts for psychological services to maintain the collaborative and supportive focus of the group. Overall, Dr. Kim Komon goes above and beyond to serve students and families, provides best practices and seeks to assist fellow LSSPs in any way that she can. LISD co-workers report that Dr. Komon is an excellent choice for the TASP Spotlight on an LSSP and appreciate all the hard work, effort and time she puts into to serving others. GO LISD!!!





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Graduate Student Corner

2014 Scholarship Recipients

At this year's annual conference, TASP awarded scholarships to four talented, promising graduate students. Although there were several deserving applicants this year, funds were limited to four \$500 awards. The following recipients were awarded this year:

Alyzae Karim

Alyzae is a third year doctoral student in the school psychology program at Texas Woman's University. Her current research interests include pediatric neuropsychology, executive function, and working with students with traumatic brain injury, epilepsy, and brain tumors. Alyzae would like to work in academia and in a children's hospital, and continues to research neuropsychological assessment of children with disabilities in the areas of social-emotional and neurological difficulties and issues related to diversity.

Poonam Desi

Poonam is currently in the process of completing a predoctoral internship in Cypress-Fairbanks ISD to become not only an LSSP, but also a certified instructor of mindfulness. Her dissertation evaluated an intervention that explored the benefits of mindfulness in adolescents with emotional/behavioral disorders. Poonam aspires to help incorporate mindfulness in the schools through instruction, interventions, and counseling.

Kristina McCray

Kristina is currently pursuing her LSSP at Texas A&M Commerce. She has a background in Clinical Psychology and has practiced as a Mental Health Counselor in Louisiana. She is also in the process of getting her LPC. Kristina would like to work with students who have experienced trauma, student with disabilities, and students with behavior problems. Overall, Kristina would like to help bridge the gap between the schools, families, and community by providing optimal services to aid in students' overall success.

Sarah Ochs

Sarah is currently pursuing her doctorate in school psychology at the University of Houston. Her current research interests include the utility of universal screening in reading. Sarah's main goal is to help bridge the gap between research and practice to local school districts. She would like to focus on conducting significant, practice-oriented research that can be directly utilized to help make data-based decisions in the schools.

Congratulations to our 2014 scholarship recipients! If you are a graduate student next year and a member of TASP, the association encourages you to apply for a scholarship next fall. Someone has to win and it just might be you!

Closing Remarks

As my term as Graduate Student Representative comes to an end, I wanted to thank you all for allowing me to serve on the board as a voice for graduate students. The experience has been rewarding and I have a new appreciation for the time and effort our board members put into making TASP a success. As an association, we have come a long way. I am excited to see where the next leadership takes us and what improvements can still be made. I continue to encourage you all to get involved in the profession which may include volunteering with TASP, serving as a university student leader, participating in School Psychology Awareness Week, and advocating for the profession as Sunset 2017 approaches. There are so many opportunities available. Make contacts, get involved, and explore the different areas of school psychology. School psychology is an incredibly diverse field and we have the privilege to see rewards every day.

Again, thank you for allowing me this opportunity. I have no doubt the next Graduate Student Representative will do a fantastic job. Good luck with your future endeavors, research, and final exams and safe travels during the holidays!





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School psychologists work with parents, teachers and administrators to provide supportive learning environments and ensure students' successful social and academic interactions. Their responsibilities include identifying learning disabilities and other special needs as well as offering counseling and intervention services to students and their families.

To highlight the many contributions of school psychologists to the overall academic health of our children, an awareness campaign will be conducted during a week in November.

At this time, I encourage all Texans to recognize the role school psychologists play in educational communities across the Lone Star State.

Therefore, I, Rick Perry, Governor of Texas, do hereby proclaim November 10–14, 2014, to be

School Psychology Week



in Texas, and urge the appropriate recognition whereof.

In official recognition whereof,
I hereby affix my signature this the
10th day of November, 2014.


Rick Perry
Governor of Texas



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.

TASP SPOTLIGHT ON A DISTRICT

RAINS INDEPENDENT SCHOOL DISTRICT

Wildcat Territory



Rains Independent School District (RISD) is the district TASP Spotlight for the current newsletter. The district is located in Rains County in Emory, Texas. The district is comprised of four main campuses; Rains Elementary, Rains Intermediate, Rains Junior High and Rains High School. The district serves 55.1% of economically disadvantaged and 4.4% of limited English proficient students. The district drop-out rate is at zero percent which is a commendable achievement. The district boundaries cover more than 178 square miles. The district offers many programs. Some of these include adult education, at-risk programs, character education, distance learning, job training and Students Against Destructive Decisions (SADD). The Special Education Department is comprised of the Director of Special Education, an Assistant, two Educational Diagnosticians, a Speech Language Pathologist and one Licensed Specialist in School Psychology, Ms. Mary Carter, in addition to teachers, providers and other staff. Ms. Carter has provided a spectrum of services for the district including evaluation, consultation, counseling and other supports. Ms. Carter, along with other special and general education staff, provide services to students to assist with improving functioning in the areas of social, academic, emotional and behavioral functioning. Although the district is small, not unlike many districts in Texas, social, emotional, academic, and behavioral needs exist and Ms. Carter and other Rains ISD staff strive to ensure that each student's educational needs are met through the use of research-based interventions, supports and strategies and best practices.

Changes in LSSP license renewal- Effective October 1, 2014

A reminder to all LSSPs, the Texas State Board of Examiners of Psychology (TSBEP) has enacted changes in CEU requirements for licensure renewal. Effective October 1, 2014 all licensees must have 20 CEU hours to renew their license, an increase from 12 hours. License holders are still required to obtain 3 hours in ethics, Board rules, or professional responsibility each year.

In addition, 3 hours are now required in the area of cultural diversity. As defined in board rules, cultural diversity is defined as age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

Finally, 10 of the 20 hours must be obtained from or endorsed by national, regional, state, or local psychological associations, public school districts, or psychology programs at regionally accredited institutions of higher education.

To clarify, the words "ethics" or "cultural diversity" are not musts in workshop titles to satisfy Board requirements. Also, you may NOT count the same workshop for both ethics AND cultural diversity. You must obtain 3 hours in ethics, Board rules or professional responsibility, as well as another separate 3 hours in cultural diversity.



TASP is proud to wrap up this year's Annual Professional Development Conference, highlighting the "Many Hats of School Psychology". We had an amazing turn out with over 600 LSSPs from around the state who enjoyed listening to distinguished speakers. Participants enjoyed the pre conference sessions on the new WJ-IV and WISC-V as well as learning the latest about aggressive behavior. Feedback was great on the group counseling session, writing counseling IEPs, and dealing with dangerous students. The keynote session provided by the TSBEP Executive Director and TSBEP board members was entertaining and well received. All enjoyed this informative update about LSSP disciplinary sanctions and board rules.

In addition, this year TASP was able to add a couple more CEUs through mini skills sessions to accommodate the recent increase in CEU renewal. Overall, a total of 19.5 hours were possible. All sessions were well attended, and the feedback from the attendees was positive regarding topics, location, and delivery of presentations.

Many thanks to those who make this conference possible and successful every year! From the loyal vendors, to all the volunteers, we appreciate all that you do for the conference. Know that your efforts year after year, help to provide important information on our TASP membership. Thank you!



Photos by: Amanda Meyer

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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



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Position Statement

SUPERVISION IN SCHOOL PSYCHOLOGY

Supervision of educators is essential to school improvement and student success. Through professional supervision, the practices of administrators, teachers, and support personnel are observed, monitored, and evaluated to ensure implementation of appropriate and up-to-date services. The roles and functions of school psychologists are summarized in the NASP Practice Model and related documents (e.g., NASP position statements). Supervision serves to protect the public and improve educational outcomes (Sergiovanni & Starratt, 2007). Therefore, it is essential that all school practitioners have access to knowledgeable professional supervision.

The National Association of School Psychologists (NASP) strongly promotes the professional supervision of school psychologists by school psychologists at all levels of practice (e.g., student, intern, early career, and expert) as a means of ensuring effective practices to support the educational attainment of all children. Supervisors who are both knowledgeable about and experienced in the delivery of school psychological services promote adherence to high standards; ensure appropriate, high quality services to children and youth; and provide appropriate evaluation of personnel.

DEFINITION OF SUPERVISION

Supervision in school psychology includes both professional and administrative supervision. It is provided through an ongoing, positive, systematic, collaborative process between the school psychologist and the school psychology supervisor. This process focuses on promoting effective growth and exemplary professional practice leading to improved performance by all, including the school psychologist, supervisor, students, and the entire school community.

TYPES OF SUPERVISION

Professional supervision refers to oversight of the specific professional practices of personnel within one's own profession, and requires specific training and knowledge in the area of supervision. Professional supervisors are responsible for supporting practices consistent with professional standards (NASP, 2010a) as well as ethical codes (NASP, 2010b). Professional supervisors are also responsible for promoting ongoing professional development to improve and update skills (NASP 2010d), and to ensure systems of personnel evaluation that are consistent with these professional standards (NASP, 2010c). These standards indicate that school psychologists should engage in continuing professional development in order to remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. Professional skill development beyond that of the early career practitioner requires well-planned continuing professional development and professional supervision. As indicated in the Graduate Preparation Standards (NASP, 2010c), professional supervisors of practicum students and interns are responsible for all professional practices of their supervisees. Graduate students in school psychology require more

intensive supervision than those with many years of experience. Graduate students and interns are identified as such, and their work is cosigned by the supervising school psychologist (NASP, 2010c). Professional supervision is only provided by a licensed/certified school psychologist or by an individual holding an equivalent title (e.g., NCSP, school psychological service provider, school psychology specialist). Consistent with the intent of the NASP *Standards for Graduate Preparation of School Psychologists* (III.3.4), when supervision takes place in a setting other than public schools, provision of supervision may be by an individual holding the appropriate state psychology credential for practice in that setting (e.g., licensed psychologist; NASP, 2010c).

Professional supervisors must collaborate with administrative supervisors to ensure appropriate and ongoing evaluation of models of service delivery. NASP promotes access to both administrative and professional supervision for all school psychologists, regardless of work setting. Although an ideal situation would have professional supervision provided by individuals with administrative supervisory responsibility, NASP recognizes that different configurations of supervision will be necessary based upon available resources and organizational structure. Graduate students and interns must be supervised only by credentialed school psychologists who can provide professional supervision.

Administrative supervision focuses on the functioning of the service unit, including personnel issues, and legal, contractual, and organizational practices. Administrative supervision addresses the logistics of service delivery and performance of job duties in accordance with conditions of employment and assigned responsibilities, and is primarily concerned with outcomes and consumer satisfaction rather than discipline-specific professional skills. Administrative supervisors also monitor the work levels of employees and are available to solve problems when job expectations and personal factors conflict. Administrative supervision may be carried out by individuals trained and credentialed in school administration and not school psychology. Professionals who are not school psychologists can provide only administrative supervision.

PROFESSIONAL STANDARDS

NASP has adopted standards of service delivery including standards for supervision of practicum trainees and interns, new school psychologists, and experienced practitioners. These standards should guide service units in their implementation of supervision of school psychologists. As delineated in Organizational Principle 5, *Supervision and Mentoring (Model for Comprehensive and Integrated School Psychological Services)*; NASP, 2010a), school psychological services units should ensure supervision of all levels of personnel in order to “ensure the provision of effective and accountable services.” NASP recommends that school systems provide and support the supervision of school psychologists by an appropriately credentialed and experienced school psychologist so that the development of professional skills is continued and maintained over time. School psychologists seek and use appropriate types and levels of supervision as they acquire new knowledge, skills, and abilities by creating and following a personal plan of professional development. NASP Standards address the qualifications of supervisors; the nature and frequency of supervision for practicum trainees, interns, new professionals, and experienced practitioners; and the supervisor’s leadership in developing and evaluating effective and accountable services. NASP promotes the implementation of these standards in all school psychological services units.

Qualification of supervisors. Supervisors have a valid state school psychologist credential for the setting in which they are employed, and have a minimum of 3 years of full-time experience as practicing school psychologists. Education and/or experience in the supervision of school personnel are desirable. Typically, supervision is provided by those with more experience for those with less, such that all school psychologists have access to supervision throughout their careers.

Nature and frequency of supervision. Supervision methods should match the developmental level of the school psychologist. Graduate students, interns, and early career school psychologists require more intensive supervisory modalities and hours of weekly support. As indicated in the Graduate Preparation Standards (NASP, 2010c), interns should receive an average of at least 2 hours of field-based supervision per full-time week. Additional time may be needed to review work products. The preponderance of the 2 hours should be provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern's attainment of competencies. Some distance-based supervision, to supplement in-person supervision sessions, is acceptable, as part of an articulated program of supervision, and as the skills and development of the individual warrant. For at least their first postgraduate year of employment, school psychologists should participate in district-provided supervision or mentoring. Such induction experiences should be for the purpose of establishing a foundation for lifelong learning and professional growth. For initially credentialed school psychologists, participation in district-provided supervision and/or mentoring conducted either directly or indirectly is recommended for a minimum average of 1 hour per week (NASP, 2010d). More experienced school psychologists may utilize alternative methods, such as supervision groups, mentoring, and/or peer support to ensure continued professional growth and support for complex or difficult cases. For all school psychologists, school systems should allow time for school psychologists to participate in supervision and mentoring. In small or rural systems, where a supervising school psychologist may not be available, the school system should ensure that school psychologists are given opportunities to seek supervision and/or peer support outside the district (e.g., through regional, state, or national school psychologist networks).

Regardless of proficiency, practitioners require supervision whenever they enter situations in which they have no previous experience, either in terms of the population with which they are working, or with regard to the procedures and/or tools used. Supervisors of school psychologists should adjust their supervisory strategies according to the skill level of the supervisee. Novice and advanced beginners require frequent, direct supervision to enhance skill development to ensure appropriate and effective practice. Although requiring less frequent, more indirect supervision, school psychologists at the proficient and expert levels continue to engage in the supervision process to help maintain objectivity, choose appropriate methods of child advocacy, and continually upgrade skills. Expert and proficient school psychologists are themselves likely to supervise interns or other school psychologists, which requires development of their professional and administrative supervisory skills.

Evaluation. The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services, including supervision (see below). This plan should address evaluation of both implementation and outcomes of services.

SUPERVISION METHODS AND STRUCTURES

Professional supervision techniques vary based on the supervisor's ability to intervene and assist the supervisee or client, the reliance on technology, the amount of the supervisor's time required, the level

of supervisee skill required, and the intrusion on the client. Because proximity and knowledge of school district personnel and policies are substantial advantages in providing supervision, it is most desirable for a supervisor to be an employee of the same school district as a supervisee. However, not all service units have access to full-time school psychologist supervisors. Alternative models can provide satisfactory professional supervision, including part-time supervisors, shared supervisors (collaboration among school districts or between districts and community agencies), peer supervision networks across and within districts, online supervision, and more. Individuals who do not hold a school psychologist credential should only provide administrative supervision. Professional supervision is only provided by a licensed/certified school psychologist or by an individual holding an equivalent title (e.g., NCSP, school psychological service provider, school psychology specialist).

TRAINING AND EVALUATION OF SUPERVISORS

NASP strongly recommends that supervisors of school psychologists receive formal and/or informal training in supervision. It is recommended that beginning supervisors take coursework and participate in workshops in supervision and that all supervisors monitor their skills by self-applying supervisory techniques. Any skill areas in which the supervisor is not at the competent level may be problematic, and the supervisor therefore should access supervision, consultation, and collaboration from expert school psychologists to support supervisory responsibilities in these areas. All supervisors are encouraged to refer to NASP standards for supervision. These standards include requirements for ongoing preparation and development in supervision skills. Just as it is essential that practitioners and service units undergo periodic evaluation to ensure quality and effectiveness, NASP also urges service units to conduct evaluation of supervisors and the program of supervision. This should include both external and self-supervision to ensure that supervisors provide accessible, constructive support, monitoring, and feedback to practitioners in a manner that promotes professional development and effective service delivery.

RECOMMENDATIONS

Professional supervision is one means of addressing accountability for school psychologists. NASP recommends that all school psychological service units support the professional supervision of school psychologists by:

- Assigning one or more credentialed, experienced school psychologists responsibility for administrative and professional supervision of all staff school psychologists and interns;
- Providing, as needed, opportunities for experienced school psychologists to gain initial and ongoing training in professional supervision;
- Ensuring that all school psychologists have access to and support for receiving professional supervision and mentoring as appropriate to their levels of experience and expertise;
- Providing multiple avenues and methods for obtaining supervision; and
- Ensuring the periodic evaluation of supervisors and the program of supervision.

Further, NASP calls upon school psychology training programs to offer preservice training as well as continuing professional development in techniques and models of effective supervision.

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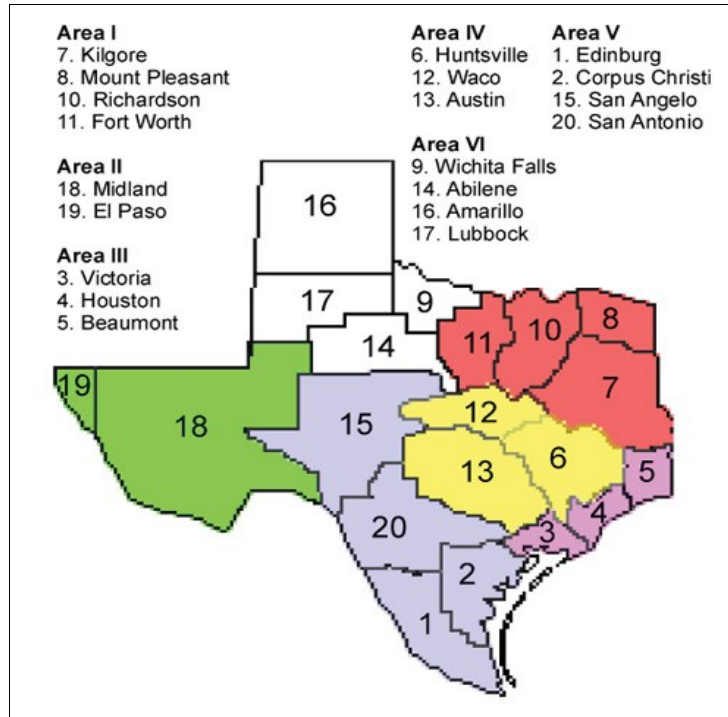


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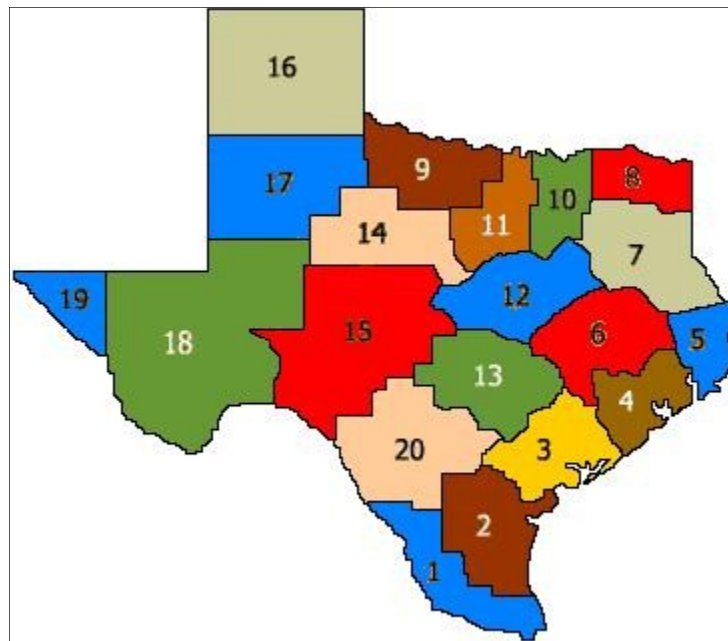
Information from the Area Representatives!

AREA REPRESENTATIVES

Area Representative Map



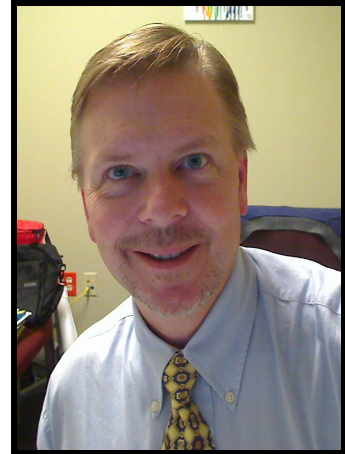
Regional ESC Coverage Map



Area 1 Update

Hello all my fellow TASP members in Area I! It has been an awesome year as I had the privilege to serve on the executive board to help fill in for Lisa Daniel as she moved on to another position. It had long been a dream of mine to be an active part of the TASP board and I'm grateful for that opportunity. I look forward to helping with TASP wherever I can. Unfortunately, I didn't feel I could continue as an Area representative. This position requires a lot of action! An area rep should be out and about, visible and actively contacting members and potential members. In my current employment, I was unable to do those things and therefore, it would be a disservice to TASP to continue in that role. However, I have gained a completely new respect for the people who serve our profession in those capacities and who volunteer their time and energy, without payment. I would ask each of you to please volunteer in some capacity. Earlier in my career, I wanted badly to be a part of TASP other than as a member, but I had the incorrect perception that I would probably not be needed or at least viewed as "not as capable". I know now that any and all who show a desire to help the profession are valued on the TASP Board. I encourage you to run for an office, let your area rep know you are interested in helping somewhere, ask fellow LSSPs to join. Be active!

Stacy Akin



Dear Area III Members,

It has been a privilege to serve on the Board for the past two years. I was very pleased to see many members in our area at our Fall Conference and have the opportunity to discuss what's happening in your districts and how TASP may be able to help provide resources. Your Board is working to help create guidance documents, frameworks, and Best Practices documents relevant to the practice of school psychology in Texas to assist you in your daily work. If you have a topic you'd like for us to cover, please let us know! As always, you may contact us through the TASP website with any thoughts you have or needs you think need to be addressed.

Thomas Schanding

Area III Representative

Sheldon ISD



Area V

Jeremy Sullivan



Howdy, Area V. I hope everyone was able to attend the annual TASP conference in Dallas. I enjoyed seeing many of you there. It has been great to see the evolution of our conference over the last few years, especially in terms of involvement of graduate students from multiple graduate programs and the inclusion of diverse presentation formats such as poster and paper presentations. I really think this makes our conference feel inclusive and gives our membership multiple options to meet their professional development needs.

In closing, this will be my last newsletter update, as my second term as Area Representative will soon come to an end. It has been an honor and a pleasure to represent your concerns on the TASP Executive Board. I look forward to continuing to serve on the Board as co-editor of the TASP journal, *Research and Practice in the Schools*. I also hope to continue offering professional development opportunities for TASP members through the Educational Psychology Department at UTSA.

Thanks for your membership in TASP!

Greetings Area VI,

It was wonderful to see you all at the TASP Annual Conference this October! I enjoyed getting to see familiar faces and meet new friends. Thank you for your attendance and the excellent feedback we received on the sessions. I want to thank everyone who contributed to this year's CALC project Love for Kids. They are a nonprofit charity that helps local children in the Dallas area.

TASP recently sponsored a luncheon for Region 16 following an LSSP roundtable. Thank you to all who attended and shared in our discussion about current issues in school psychology. TASP strives to be a dynamic organization that is responsive to the needs and interests of our members.

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.

Thanks!
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 have a concern about something going on in my district: Our director routinely hires a Licensed Psychologist from the community to provide counseling as a related service for our special education students who need it. While this person is very nice and professional, her primary practice, training and experience is working with adults and teens with substance abuse issues. I think it would be more appropriate for one of the LSSPs in our district to provide this counseling to special education students, but our director has indicated that she feels it is more appropriate for a Licensed Psychologist to provide this service. Is this an ethical issue? A legal one? A personal one?

Sincerely,

Confused

Dear Confused,

You are not alone in your experience or your concerns. The practice of contracting other professionals, who do not hold the LSSP, is something that many districts do. This can occur for a number of reasons, with the most common being a shortage of LSSPs available to provide the broad range of psychological services in the schools for which we are trained.

Your specific questions raises a few different issues. TSBEP has provided specific language regarding the appropriate provision of psychological services in schools:

465.38 (3) Providers of School Psychological Services. School psychological services may be provided in Texas public schools only by individuals authorized by this Board to provide such services. Individuals who may provide such school psychological services include LSSPs and interns or trainees as defined in Board rule §463.9 of this title (relating to Licensed Specialist in School Psychology) and persons seeking to fulfill the licensing requirements of Board rule §463.8 of this title (relating to Licensed Psychological Associate), Board rule §463.10 of this title (relating to Provisionally Licensed Psychologists), and Board rule §463.11 of this title (relating to Licensed Psychologist). Nothing in this rule prohibits public schools from contracting with licensed psychologists and licensed psychological associates who are not LSSPs to provide psychological services, other than school psychology, in their areas of competency. School districts may contract for specific types of psychological services, such as clinical psychology, counseling psychology, neuropsychology, and family therapy, which are not readily available from the licensed specialist in school psychology employed by the school district. Such contracting must be on a short term or part time basis and cannot involve the broad range of school psychological services listed in paragraph (1) (B) of this section. An LSSP who contracts with a school district to provide school psychological services may not permit an individual who does not hold a valid LSSP license to perform any of the contracted school psychological services.

So, you see, it can be a bit complicated.Schools may contract for services that cannot be provided by an LSSP because it is beyond the LSSP's scope of competence, however, a school district should not contract with a non-LSSP for services that are within the LSSP's scope of practice. In your specific example, providing counseling as a related service would certainly be considered within the LSSP's scope of practice.

In terms of ethical concerns, you raise an implicit concern that the contracted private practice professional may be practicing outside her area of training/competence. As a school psychologist, you have an ethical responsibility to approach another individual with whom she has a concern to address that concern. NASP addresses this in the Principles for Professional Ethics:

Standard IV.3.2 When a school psychologist suspects that another school psychologist or another professional has engaged in unethical practices, he or she attempts to resolve the suspected problem through a collegial problem-solving process, if feasible.

In addition, school psychologists are ethically required to cooperate with professionals from other disciplines to ensure that children receive the services that they need as stated by NASP:

Standard III.3.1 To meet the needs of children and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote coordination of services.

As you see, there are a number of factors involved in the situation you describe- that is the crux of an ethical dilemma! If the answer was simple or straightforward, no dilemma would exist. These concerns are best addressed through open, professional communication with all parties involved while keeping the best interest of the child at the center of any conversation.

Ethically Yours,

Eddie





September 15, 2014

To Whom It May Concern:

It is my pleasure to recommend Dr. Mark Pantle for the Outstanding School Psychologist Doctoral Level award. Dr. Pantle has served as the district School Psychologist at Midway Independent School District for the past fourteen years. He plans to retire at the end of the 2014-2015 school year. Dr. Pantle has built a strong foundation of trust with teachers, staff, and students. Anytime there is a question of how to appropriately deal with a challenging student, Dr. Pantle's phone is ringing. He also serves as a go to advisor for our team of Evaluation Specialists for assessment related questions. Dr. Pantle supervises LSSP practicum students each year from Baylor University. He developed and coordinates our district behavioral support program, IBIS (Intensive Behavioral Intervention and Support). The program focuses on keeping students in the classroom and pulling them out for interventions as needed. Dr. Pantle also trains all required staff in CPI each year.

Dr. Pantle has invested in the lives of many emotionally and behaviorally challenged students, many of whom have made tremendous progress over the course of their years at Midway. He also pours into teachers, providing them with the strategies and tools they need to support students in the general education classroom.

Dr. Pantle is one of the first people to arrive in the mornings and one of the last to leave each evening. He spends countless hours developing behavior intervention plans, answering parent and teacher e-mails, evaluating students, writing reports, and attending ARD meetings. Dr. Pantle is highly regarded across the district. His many years of service to Midway ISD have been invaluable to the lives of students, teachers, and support staff.

Dr. Pantle has been a trusted mentor to me during my years at Midway ISD. I have learned a great deal from him about the field of school psychology and have been able to practice and refine my skills as a LSSP with his guidance and leadership. Dr. Pantle is a true asset to Midway ISD and he will be greatly missed when he retires. His dedication to students and teachers goes beyond "outstanding." Thank you for your consideration of my nomination.

Respectfully,

Lindsay Shockley

Lindsay Shockley, LSSP, NCSP
Evaluation Specialist



2014-2015
Outstanding School Psychologist
Award



September 4, 2014

To Whom It May Concern:

Please accept this recommendation of Karyn Cooper for the TASP Outstanding Licensed Specialist in School Psychology award. As I begin to explain the reasons for which I feel she deserves this recognition, you will see that Karyn is the consummate professional, a cheerleader and advocate for students with special needs, a trusted advisor to her colleagues, a pioneer in practices, and all in all one of the kindest individuals I have had the honor to meet.

Karyn began her LSSP career at Harrison-County Co-op (a co-op that serves 5 local school districts) in 2002 as the only LSSP on staff. Since then, she has helped the department grow to 4 full-time LSSPs often with an additional Intern or Practicum student. In her years at the Co-op, Karyn has implemented and directed the addition of a long list of procedures, practices, and programs designed to better serve our students and staff. Just a few of these include:

- Pursued and implemented team-based approach to Autism assessment
- Began and coordinates Autism services for the Co-op, including trainings, Autism Consultants, and student, parent, and staff needs
- Developed fair and equitable system for disseminating evaluations among team members
- Began a Social Skills group in coordination with Speech-Language Pathologists
- Helped develop a grief/crisis manual for the district
- Instigated addition of technology into counseling practice

Karyn is a professional through and through. She maintains meticulous records, keeps her colleagues up-to date on assessments, and is well-respected by students, parents, teachers, and administrators. Karyn's calm and thoughtful demeanor, along with her ability to connect with anyone have made her a candidate for most committees on both a campus and departmental level. When Karyn speaks, we all know that her thoughts will be well-organized, well-received, and listened to.

Karyn actively works to maintain her professional knowledge base. She looks for and attends trainings in the field, keeps up to date with current research, and is always open to new learning. She is often asked to consult with teachers, administrators, and colleagues due to her wide knowledge-base and caring delivery.

In the 10 years I have known Karyn, I have never heard her utter even one negative comment about a student. Karyn is always positive and child-centered. She looks for the best in her students and because she does so, she sees results. Karyn always arrives to work early and leaves late. She takes work home on the weekends and spends her own money on counseling supplies. Karyn truly cares about students, parents, and teachers and it is evident in her day to day activities.

Karyn gives back to her community as well. She has volunteered her LPC services with a nonprofit counseling group, organized an annual charity run that provides students with scholarships, and developed a fitness class for school employees to help combat stress and promote healthy living. In her "down time", Karyn runs marathons!!! No, really. She does! I have never met anyone like her. Her energy, drive, and determination are contagious.



LEANDER INDEPENDENT SCHOOL DISTRICT

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September 19, 2014

It is my pleasure to nominate Kayla Jones for the Outstanding Graduate Student at the Specialist Level.

Kayla completed two practica in LISD and it became clear very early in her graduate studies that she would evolve into an outstanding practitioner. Kayla was hired in Leander ISD in the spring of 2014, and was chosen among a large group of highly qualified applicants, most of them with many years of experience. During the time that Kayla has spent in LISD thus far, she has been faced with a variety of challenging situations and has handled them with a calmness and confidence that betray her age and years of experience.

Kayla has evaluated students for autism spectrum disorders, emotional disturbances, learning disabilities, and other health impairments. She has strong assessment skills and excels at considering all of the data within an evaluation. She writes excellent reports and is able to present her results in a parent- and teacher-friendly manner, enhancing the ability of the IEP team to utilize the information gathered during the evaluation process to develop solid interventions and supports.

Kayla provides individual and group counseling sessions and designs individualized behavioral interventions. In addition, she has gained experience with crisis management, conducting risk assessments, and coordinating with social workers, CPS, and physicians/psychiatrists in order to assure student and staff safety when critical incidences arise. She understands that behavioral change often starts with positive relationships between students and support staff. Kayla routinely provides guidance to teachers in regards to implementing behavioral supports and is able to coach them on the use of appropriate methods that are consistent and manageable within the classroom environment. She has strong interpersonal and communication skills and is well liked by her colleagues and campus staff. In addition, Kayla is a lot of fun to work with.

I am confident that Kayla will continue to develop into a wonderful LSSP and leader in her profession and I recommend her for the TASP outstanding graduate student award without reservations.

Sincerely,

Uli Crane, MA, LSSP
Lead LSSP and Behavior Program Facilitator
Leander Independent School District



www.leanderisd.org



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September 19, 2014

Dear Selection Committee:

It is with great pleasure that I write this letter of recommendation for Amanda Gray as the TASP Doctoral Graduate Student of the year. I have known Ms. Gray for several years in my capacity as an Associate Professor and Director of the Specialist in School Psychology Program at Texas Woman's University. She was a student in several courses that I teach. I also supervised her in practica at Lake Dallas Independent School District (LDISD) and the Salesmanship Club Youth and Family Centers. She was a leader on my research team and I served as the chair of her dissertation committee. Most recently, Ms. Gray has been completing her internship in my private practice office two days a week.

As a doctoral student, Ms. Gray has demonstrated the skills required for success as a psychologist and a LSSP. She is an extremely bright, highly motivated young woman who seeks out challenges; she is never content to settle for the minimal experience. Ms. Gray has been responsible in meeting deadlines and she completes assignments in a timely manner when no deadline is imposed. Her assessment and diagnostic skills are exceptional and she works well with students, parents, and school personnel. She has excellent writing skills and accepts constructive feedback and supervision in the spirit with which it is offered. Her practica supervisors have commented that she is one of the best students with whom they have ever worked. It is not uncommon to hear from a field supervisor, "Send me another Amanda!"

Ms. Gray came to TWU with experience as a researcher having worked with local hospitals and the June Shelton School and Evaluation Center following her graduation from the University of Texas. She gained experience in working with children with ADHD and dyslexia and their parents. She conducted assessments and kept track of data and materials within a rigorous research protocol. Her organizational skills have been invaluable to the TWU School Psychology programs.

As a graduate assistant, Ms. Gray has been responsible for maintaining and organizing the test library. This involves keeping track of hundreds of test kits, test protocols, and other materials. In addition to this duty, she has been very helpful to students as they learn to administer new evaluation tools and in the interpretation of test data. She is always gracious in working with other graduate students and they appreciate her expertise. Ms. Gray has also had to enforce the

Simply the **BEST**

rules regarding checking out materials and this has sometimes resulted in angry students. She handles these situations in a professional manner. Having had difficulty finding a graduate assistant who can handle this duty as well as Ms. Gray has been able to do, we were very sorry to see her leave the test library when she left to go on internship.

I have also had experience with Ms. Gray as a researcher. We explored several facets of life with autism spectrum disorders and, as previously noted, she was a leader on my team. In that role she was very helpful to undergraduate and graduate team members as they began the research process. She was instrumental in developing research protocols and has written applications to the university's Institutional Review Board. She also has taken initiative in creating poster presentations with peers on the team and presented findings at two national conferences. She turned a statistics class assignment into a journal article and submitted it for publication. Ms. Gray is one of two doctoral students in our program that completed her dissertation prior to interviewing for internships.

Now that she is on internship, I continue to have the opportunity to work with Ms. Gray. She was instrumental in creating a consortium so that she could work in a public school system three days a week while working in a private practice two days a week. In my private practice, she conducts neuropsychological and psychoeducational assessments and provides counseling to individuals. She will also be conducting social skills groups for children. In all of my interactions with her, Ms. Gray is professional and personable. She has demonstrated excellent skills and is popular with her clients.

It is therefore without reservation that I give Amanda Gray my highest recommendation for this honor. Based on her work as a graduate student, I believe she possesses the skills, flexibility, and character to be an excellent psychologist and LSSP. She will be an asset to any organization and has the potential to make a significant contribution to the field.

Please do not hesitate to contact me if you have any questions regarding this outstanding graduate student.

Sincerely,

Kathy DeOrnellas, Ph.D.

Kathy DeOrnellas, Ph.D.
Director, Specialist in School Psychology Program

