



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

Texas Association of School Psychologists

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Fall 2017

President's Message

Amanda Real, President

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Amanda Meyer

While there is quite a whirlwind of things going on around us- special session ending, the possibility of a second special session, on-going state, national, and world news events and the beginning of the 2017-18 school year, we stay true to our ever grounding professional purpose. While we may struggle to find a way to make an impact on the colossal topics hovering over us, there are many achievable, digestible actions we can take to broaden our impact on the future of students and education. Our Texas Association of School Psychologists sees these achievable actions as stepping stones to achieving our strategic priorities. These priorities have been crafted to include the promotion of best practices through professional development, professional advocacy, and membership development - permeating and influencing everything we do as an organization.

Let us consider how these priorities can impact you as an individual practitioner and with whom you work .

Promotion of Best Practices through Professional Development:

The association strives to provide high-quality education and training to the School Psychologists in all domains of practice. By cultivating data-informed decision makers who engage in consultation and collaboration, we are increasingly prepared for student- and systems-level services delivery and review to promote growth and positive change. These transferable skills of being informed, collaborative, ethical, and proactive problem-solvers prepare us for whatever challenges come our

way.

Professional Advocacy:

The association advocates regarding any legislation that would impact an individual's practice of school psychology, but also advocates for appropriate, increased access to school-based mental health services. We work to ensure the school setting is a place where all students can come and feel safe and supported.

Membership Development: The association encourages professional growth at both the individual and systems levels. These individuals contribute to the overall well-being of our profession, this professional organization, and the specific organization(s) within which we work.

Like you, the association develops goals and objectives to measure, track, and monitor our progress to completion. Rather than thinking of our objectives as solely the means to solving the association's goals, I think of each of these actions as achievable steps to creating impact. That is, impact in the world of school psychology and impact in the everyday world around us.

May you all have an *impactful* 2017-18 school year!

Amanda Real

TASP President, 2017



TASP 25th Annual Fall Convention

By Thomas Schanding

TASP is excited to announce that registration is open for the 25th Annual Fall Convention in Dallas, TX, November 2-4, 2017. You won't want to miss out on the stellar lineup of presenters and sessions this year. The Convention Committee has expanded the offerings so you'll have more sessions to choose from compared to previous conventions. We've added more Mini-Skills sessions, where you'll hear from veteran practitioners as well as students piloting new programs. The poster session is always a favorite, but we have also added several paper sessions so you'll keep up-to-date on some of the latest research in the field.

You'll definitely want to sign up for the Pre-Convention this year. **Dr. Gerard Gioia** (George Washington University School of Medicine), Division Chief of Neuropsychology and director of the Safe Concussion Outcome, Recovery, & Education (SCORE) program will share his expertise on the impact of executive functions on academic, social, emotional, and behavioral outcomes. Should you be more interested in learning about utilizing motivational interviewing, be sure to sign up for **Dr. Gill Strait's** (University of Houston-Clear Lake) session on School-Based Motivational Interviewing. In this session, you will learn how to help students and teacher set goals and adopt plans to achieve success.

Come celebrate this year's award winners at the **Convention Kick-off Reception**. We will announce the Outstanding School Psychologists of the year (Specialist/Doctoral levels), Outstanding Graduate Students (Specialist/Doctoral levels), Outstanding Service to the Profession, and Outstanding Delivery of School Psychological Services. Following the awards, **Mr. Darrel Spinks** (Executive Director of the Texas State Board of Examiners of Psychologists) will give us an update regarding the results of the 85th Legislative Session and Special Session. You'll also want to catch Dr. John Kelly's (President of the National Association of School Psychologists) keynote address on creating the connections needed to create transformative experiences in students' lives.

And that's just the beginning! We'll have expert speakers on Assessing Bilingual Learners, Autism Evaluations, Improving Related Service Evaluations, Restorative Justice, Disproportionality in Special Education, School-Based Mental Health Services, Social Emotional Learning, Manifestation Determination Reviews, Bullying Prevention, Multicultural Consultation, Legal and Ethical updates, and more! Be sure to register today. <http://www.txasp.org/25th-annual-fall-convention>



Retirement Celebration for Gail Cheramie

By Thomas Schanding



After over 30 years of serving as the Director of the University of Houston-Clear Lake School Psychology program and providing leadership within the state, Dr. Gail Cheramie begins a new chapter in her life.

On Sunday, July 23, 2017, over 100 friends, family members, colleagues, students, and former students gathered to celebrate Dr. Cheramie's impact on School Psychology in Texas. Several speakers regaled the party goers with great stories regarding her dedication, high standards, and encouragement.

Dr. Cheramie joined the faculty at University of Houston-Clear Lake in 1987. She is a founding Charter Member of TASP, serving as President of the association in 1996, and was involved in the creation of the LSSP license.

While she may be retiring from the university, you're sure to see her at your local Educational Service Center, the TASP Fall Convention, or even in your district! TASP wishes Dr. Cheramie the best in her retirement.

School Psychology Program

The University of Houston-Clear Lake's College of Human Sciences and Humanities offers a Specialist in School Psychology (SSP). Approved by the National Association of School Psychologists, the UHCL School Psychology program seeks to prepare students to become Licensed Specialists in School Psychology (LSSPs) and Nationally Certified School Psychologists (NCSPs).

Students gain knowledge and skills aligning with national standards such as:

- assessment for academic, behavioral, developmental, and social-emotional functioning;
- evidence-based prevention and intervention services for academic, behavioral, and social-emotional functioning;
- crisis prevention/intervention; and
- consultation and collaboration with schools and families.

Students complete courses with outstanding faculty and have hands-on training in the UHCL Psychological Services Clinic, school-based practicum, and the capstone, paid school-based internship.

Applications should be submitted by January 25th.

<http://www.uhcl.edu/schoolpsychology>

For more information, contact Dr. Thomas Schanding (schandingjr@uhcl.edu).



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Clear Lake

The choice is clear.

BREAKING NEWS: LSSP Identified as the Appropriate License for Practicing School Psychology in Private School Settings!

By Laurie Klose

At the August 17, 2017 meeting of the TSBEP, the board voted to amend the rules of practice to allow LSSPs to practice school psychology in private school settings. Several rule amendments were approved to reflect work in private school settings. **IT IS IMPORTANT TO REMEMBER THAT PRACTICE IN PRIVATE SCHOOLS IS SUBJECT TO ALL TSBEP RULES OF PRACTICE AND NOT NECESSARILY UNDER THE SAME FEDERAL AND STATE LAWS THAT APPLY TO PUBLIC SCHOOL SETTINGS.** It is the responsibility of the LSSP to understand and operate in accordance with these rules. Watch for more information from TASP here in the newsletter and at the Fall Convention for more information about this exciting development.



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.



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.

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

Treasurer's Report

The third board meeting for 2017 was held the first weekend of August. For this meeting only the elected members were required to attend. Reducing the number of attendees for specific board meetings is just one of the ways we are decreasing the cost involved with executive board meetings. Comparing the cost of the August board meeting to January and April indicates a reduction of approximately one half. This supports the Board's attempts to cut costs across all areas. Board members will be proposing their budgets for 2018 soon with the goal to further reduce spending.

The Fall Convention schedule was reported to be on target with all sessions completed and registration set to open before this newsletter is released. Summer Institute was a success. See the article by TASP Treasurer Elect Stephanie Barbre for a recap. TASP is now a SMILE nonprofit organization on Amazon.com. This means that if you buy items through Amazon, you can set TASP as your nonprofit of choice. I look forward to seeing everyone in Dallas for the convention this year. Also, keep in mind we will have a Summer Institute for 2018. The location is changing to Texarkana, AR, where we will be co-sponsoring the event with the Arkansas Association. Look for exact dates to be released soon.

Cheri Waggoner

Treasurer

Membership Report

TASP would like to take a moment to thank our membership for their efforts and involvement during this busy legislative season. While some of the goals and objectives of TASP were more successful than others, your continued engagement in contacting your representatives and spreading the word regarding current legislation relevant to the profession is greatly appreciated!

Additionally, I would like to highlight some important news relevant to our membership. Recently, an increase to membership prices was accepted by the TASP Board. While we strive to keep prices as affordable as possible for our membership, costs in other areas continue to rise making it more challenging to provide the professional development opportunities and legislative advocacy our profession deserves. If you have any questions regarding this change, please feel free to contact me at membership@txasp.org.

Please do not forget to vote for proposed name change for the membership category "Trainee." Given recent licensure changes adopted by TSBEP, the category name "Early Career" was proposed by the Board. We will have voting stations available at the convention for your convenience. We look forward to seeing you in Dallas!

Kelsey Theis

Membership Chair

Graduate Student Corner

Here we go! Another fall semester is upon us and with it brings new and exciting adventures for us individually as students and collectively as the graduate students of TASP. As you prepare for your upcoming classes, practicum, or internship, keep in mind that the 2017 TASP Convention will be in November this year. I highly recommend attending the Convention this year, as we have an amazing set of presenters scheduled. One of the sessions has been specifically designed for graduate students and will address how we can best prepare for internship, what to expect during internship, how to prepare for the licensure exam, and things to consider when applying or interviewing for a job. During this session, you will have the opportunity to ask the presenters questions relevant to your individual experience. You definitely do not want to miss this one!



I remember my first time attending the TASP Convention, and I have to admit that I was a little bit on the shy side and ate/sat by myself. Others of you may come to the convention ready to network until you drop! For these reasons, TASP has experienced convention mentors ready to partner with you and guide you through your convention experience. All you must do is indicate that you would like to be partnered with a conference mentor when you register and we will do the rest.

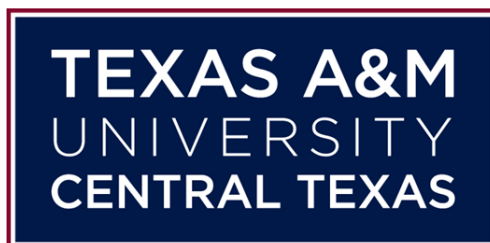
Speaking of registering for the TASP convention, did you know that graduate students who volunteer for the convention receive a discount on their registration fee? If you would like to volunteer, please send an email to our convention volunteer coordinator at volunteer@txasp.org.

Finally, do not forget to apply through the TASP website for the Graduate Student Scholarship, by September 29th. This is a great opportunity to offset some of the costs associated with grad school.

Thank you again for the honor of representing you on the TASP Board and I look forward to visiting with each of you at the TASP convention in November!

Kristin Streich

Graduate Student Representative



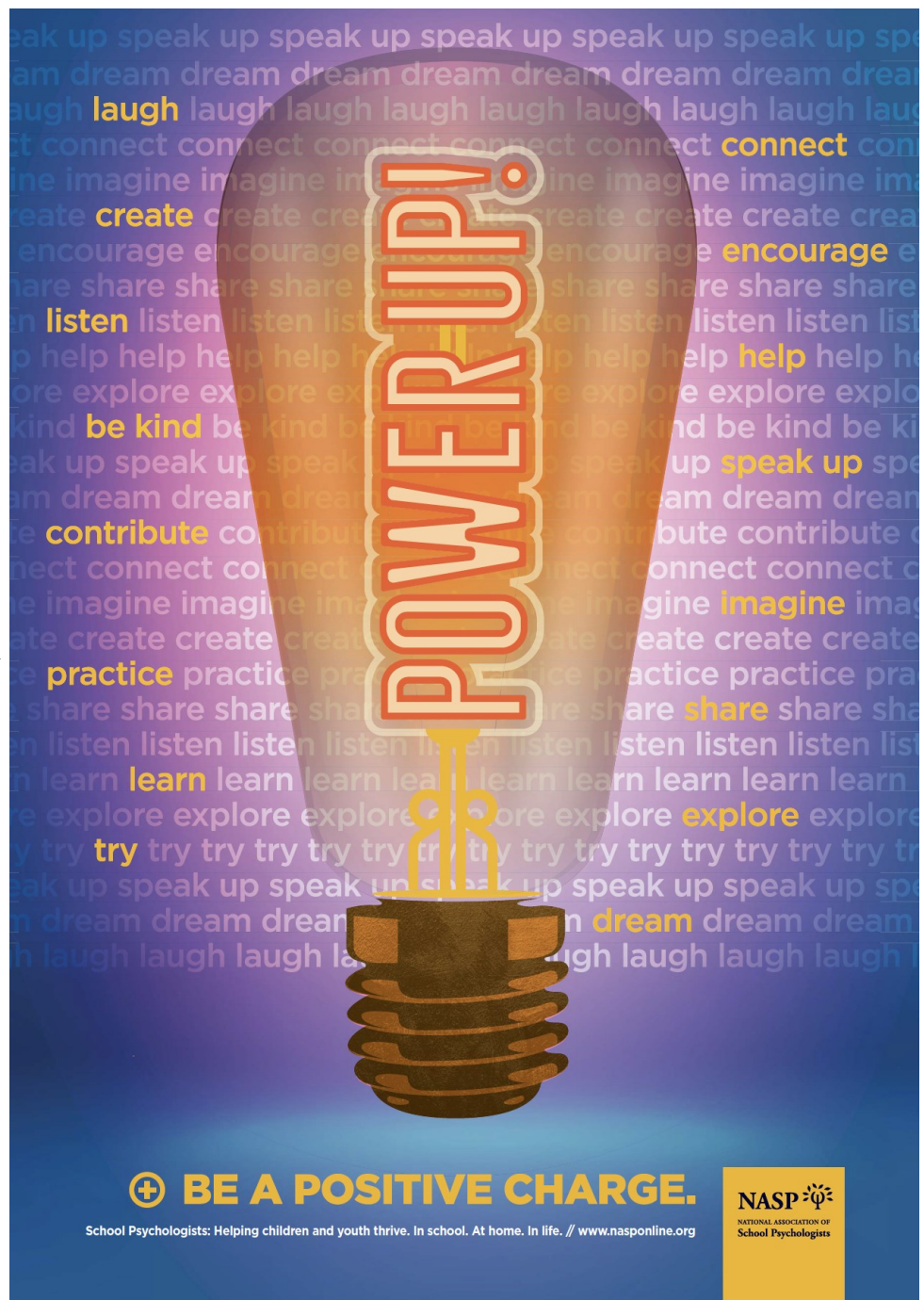
Texas A&M University – Central Texas School Psychology program is accepting applications for their Specialist Degree in School Psychology (SSP) program. Interested applicants should hold a Bachelors degree in Psychology or a closely related field and be dedicated to improving the lives of students and schools. The SSP program is 63 graduate hours and prepares students to become a Licensed Specialist in School Psychology in the state of Texas, or seek licensure as a School Psychologist in other states. The program includes extensive training in assessment, counseling, consultation and internship experiences that help apply classroom learning to real life problems. Send letters of inquiry to: Dr. Co-ady Lapierre, LSSP, 1001 Leadership Place, Killeen, Texas 76549 or lapierre@tamuct.edu

The National School Psychology Awareness Week is November 13-17, 2017!

Power Up! Be a Positive Charge.

During the week of November 13–17, 2017, schools throughout the country will celebrate National School Psychology Awareness Week to highlight the important work school psychologists and other educators do to help all students thrive.

This year's theme is "Power Up! Be a Positive Charge." Our goal is to highlight how taking a small positive action can create momentum for positive change. The idea is that a small spark—a new skill, a piece of knowledge, an extra effort, a kind gesture—can create the connections necessary for students to develop critical academic and social-emotional skills. Sparks can include action words such as dream, laugh, connect, imagine, create, encourage, share, listen, help, explore, try, and speak up. Students can be both the recipients and conduits of a positive charge that generates personal achievement, growth and resilience, and sense of belonging and community.



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Spotlight on a District: Grand Prairie ISD Behavior Support Program, S.E.A. (Social Emotional Achievement)

By Lynn Roland

Nicholas Hobbs (1915-1983), the founder of Re-ED, Re-Education of ED students, was famous for saying, “we treat kids with bad habits, not bad kids.” It is this monumental philosophy that grounds Grand Prairie ISD’s behavior support programs for students with emotional disturbance. Hobbs teaches that emotional disturbance is the “troubled way in which a child responds to his environment, and the troubled way in which his environment responds to him.” With this understanding we switch from a medical disease model to a therapeutic positive health model.

Grand Prairie ISD has an overall student population of 26,000, with 41 campuses, and 12 S.E.A. programs, ranging from Kinder to 12th grades. Each classroom has a ratio of 6:3 to 7:3. One classroom teacher, we emphatically call the Teacher Counselor, and 2 para-professionals. Our program is grounded in several key components, each of which are a critical cog in the wheel for treating ED students.

First, we rely on Hobb’s 12 Principles of Re-ED (see reference CF Learning @ <http://re-ed.cflearning.org/about>). The 12 Principles ground us in our philosophy as we approach our work. They are listed below.

1. Life is to be lived now.
2. Trust between child and adult is essential.
3. Time is an ally.
4. Competence makes a difference.
5. Self-control can be taught.
6. Intelligence can be taught.
7. Feelings should be nurtured.
8. The group is important.
9. Ceremony and ritual give order.
10. The body is the armature of the self.
11. Communities are important.
12. A child should know some joy each day.



Each classroom has the 12 principles hanging for staff reminder. Classroom teams meet weekly to staff and address challenges. PLC’s by grade also meet to support each other, connect, and give feedback.

Second, the Circle of Courage, developed by Larry Bendtro, Martin Brokenleg, and Steve Van Brockern in their book *Reclaiming Youth at Risk: Our Hope for the Future*, helps to guide our focus on the student development of internal self-control and social emotional health. The Lakota medicine wheel is used to represent the 4 phases of developmental health that closely parallel resilience and self-models. The students complete the phases in order: Belonging, Mastery, Independence, and Generosity. Their movement on the circle is correlated with the percentage

of their daily point score. As they biologically progress through the program, their behavior will match the current phase they are working on. In order to move to the next phase, the candidate student must have the expected point percentage, and interview with their peers and staff during group meetings to obtain advancement.



Third, group work is an essential daily ritual for all staff and students. We practice four types of groups: Goal setting groups, skill training groups, problem solving groups, and positives groups. Hobbs understood that the Re-ED environment supports intentional involvement with kids, making each minute a minute of opportunity. Hobbs felt Teacher-Counselors were better suited for addressing psychological needs, rather than sending them to a 50 minutes session with counselors. Because the Teacher-Counselors and paraprofessionals are in close proximity to students and have more time with them, Hobbs believed they should be trained in effective therapeutic interventions. We train our staff in Love and Logic, Life Space Crisis Intervention, Conflict Cycle (Nicholas J. Long) along with basic counseling techniques. They ARE the therapeutic intervention.

Fourth, is the importance of staff training and support. Teachers working with troubled youth need a constant flow of training and education. However, trainings are often too expensive, too far away, and not at convenient times for frontline Teacher Counselors and Paraprofessionals. Therefore, Grand Prairie ISD sponsors and collaborates with multiple supporting districts to host the Summer Institute for Educators of Behavior Disorder Students (<http://newhopecounselingr.wixsite.com/summer-institute>).

This free conference is open to anyone with a heartfelt interest in working with behavior disordered students. Speakers are frontline staff from districts around the state, who volunteer their time to teach a skill or tool they are using with students, and finding effective results. The conference is held each August and partners with the time tested wisdom of CF Learning, <https://cflearning.org/>. Support for staff is focused on each classroom having a designated Special Education Counselor and LSSP assigned to them. The counselors provide weekly group work and serve as a therapeutic role model and consultant. Special attention is given to using positive behavior interventions and supports with students and staff are continuously trained in their implementation. Additionally, we recognize the value of parents as head of the treatment team and conduct weekly calls, home visits, and parent support groups to focus on family stability, teaching of new tools, and cohesion with staff. The LSSPs serve a critical role in behavior analysis, testing and assessment, and general support.

For additional information on the program or conference, contact Lynne Roland LPC, at lynne.roland@gpisd.org.

Spotlight on an LSSP: Gary Joseph Galbraith

By Robert Frank Smith

This is a hard article to write because my dear friend of 25 years and my long-time LSSP colleague, Gary Galbraith, recently died in a tragedy on July 1, 2017. Gary was 57 years old at the time of his death. He was born in Oceanside, California on January 22, 1960 and spent his childhood and youth in Gaylord and Traverse City, Michigan. He earned his Bachelors and Masters degrees at Central Michigan University, with a specialty in School Psychology, before moving to El Paso, Texas for his first job as an Associate School Psychologist. Gary was killed by a drunk driver in El Paso. We are reminded of Gary every time we pass that intersection several times a week.



Gary worked with me as a Licensed Specialist in School Psychology in Socorro ISD in El Paso and we shared an office for 12 years from 1994-2006. Prior to that he worked as an Associate School Psychologist in Ysleta ISD, also in El Paso, for about 10 years before the advent of the LSSP licensure. He initially worked under my supervision with the job title of Associate School Psychologist (while I held the job title of School Psychologist) until we were both certified by TSBEP as LSSPs in 1996, in addition to our other professional psychology credentials. At that time Gary and others in his category state-wide, were granted the rights and responsibilities of independent practice in public school districts as LSSPs. Prior to then, Associate School Psychologists had to be supervised by a doctoral level licensed psychologist, which seemed ludicrous to me and to

Gary, because all other mental health-related disciplines (e.g., counselors and social workers) could practice independently in the schools without required supervision. Thank you TASP for your tireless efforts in helping achieve that major milestone for our profession.

Gary was one of the nicest individuals I have ever known. He would refer to me as “Hey Buddy” and he always seemed to have a smile on his face even when hurting. He really cared about others and always inquired upon their welfare. Everyone loved Gary and he appeared to have no enemies. He genuinely loved people. My wife Rebecca Linda and I often babysat for Gary’s daughter, Calais, while Gary taught classes at night. He taught for El Paso Community College all the years he was in El Paso and also became an Adjunct Professor for the University of Phoenix. Many individuals in various local school districts knew Gary because they had him as an instructor while they were working on obtaining college degrees.

We were so devastated when we heard about this tragic event that took Gary’s life. It was so senseless and all who knew Gary have been in shock. However, we know Gary was a devoted Catholic and loved The Lord. Many of the thoughts in this article are part of what I shared at Gary’s Memorial Service at St. Luke’s Catholic Church on July 8, a short distance from the intersection of his death.

Gary, we love you and miss you dearly.

TASP 25th Annual Professional Development Convention

What?

Preconvention topics include executive functioning and motivational interviewing. Convention sessions include SEL, MDRs, disproportionality, assessment of bilingual students, restorative justice, multicultural consultation, legal updates, and many more!

When?

November 2-4, 2017

Where?

Marriott Quorum by the Galleria in Dallas, Texas

Who?

Anyone! The convention is geared towards school psychologists in Texas, but TASP welcomes other professionals to attend.

Why?

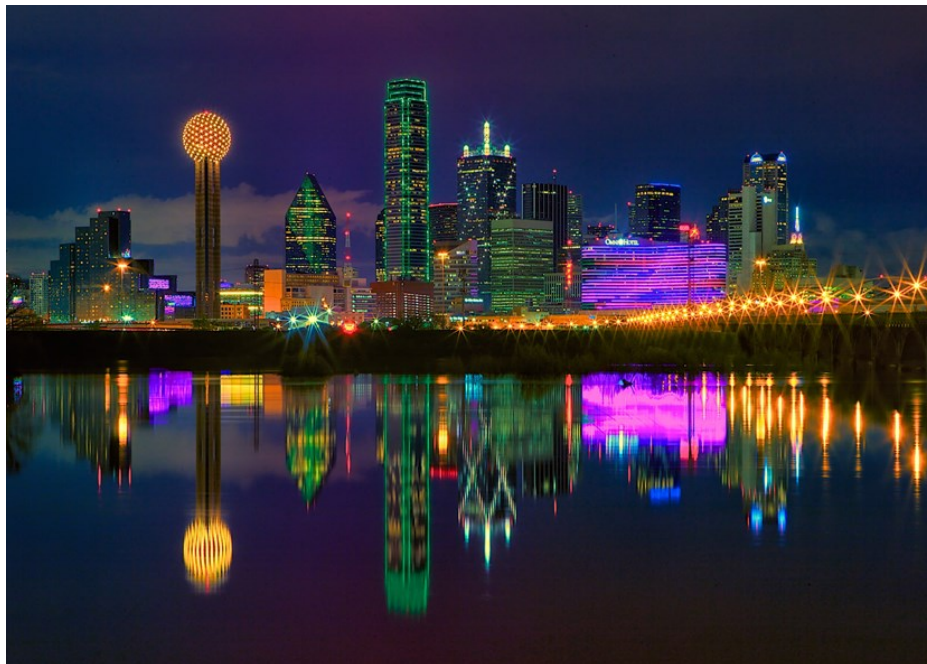
Build skills by learning about mental health topics, assessment, consultation, ethical considerations, legal updates, and many others!

Strengthen connections with other mental health professionals!

Achieve success for students, the communities we serve, and ourselves!

Visit the TASP website for more information at

www.txasp.org



Diversity in Action

By Kassi Lopez

As our children walk through our doors, we get the honor and privilege of providing them with an education and the tools to be successful when they exit. School psychologists are an invaluable tool to enhance the lives of children and to strengthen the systems that surround them, including families, schools, and communities. School psychologists are advocates as well as direct service providers. They produce policies and foster change. The shoes are big, but you do not stand alone. Professional organizations such as TASP and NASP stand with you. Quality resources are available to you in your mission to support children.

What issues stand between the children in front of you and their future success? Currently, there are statewide and national changes that impact our students. Immigration, bathroom bills, nondiscrimination policies, healthcare changes, and more have filled the headlines and many of these issues directly affect the families we serve.

At TASP, we know that it can be difficult to find the words to convey the message of respect and inclusion that is needed in our classrooms. In April 2017, the TASP board passed a Resolution Affirming the Rights to Safe and Supportive Schools and Communities for All Students. In August 2014, TASP adopted NASP Position Statements covering topics including: Bullying, LGBTQ, Racism, Prejudice, and Discrimination, etc. All of these statements can be found on the new website: <http://www.txasp.org/position-statements>.

As a school psychologist you have a responsibility to provide ethical and effective practices, to keep up-to-date on current research through resources like the TASP Journal: Research and Practice in the Schools, and to advocate for all students.





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Government & Professional Relations Update

Special Session Ended August 16th

The 85th Special Session recently drew to a close on Wednesday. Governor Abbott has indicated that a second special session is in consideration, as not all issues on the agenda were addressed.

Senate Bill 20, filed by Senator Van Taylor, has been passed and signed by the Governor. This bill establishes the continuation of the Texas Medical Board, the **Texas State Board of Examiners of Psychologists**, the Texas State Board of Examiners of Marriage and Family Therapists, the Texas State Board of Examiners of Professional Counselors, and the Texas State Board of Social Worker Examiners. These agencies will be continued through September 1, 2019. Your hard work making phone calls and sending emails to legislators during this special session did not go unnoticed! THANK YOU for taking the time to advocate!

What does this mean? The TSBEP will continue operations through September 2019. At the next regular legislative session in 2019, the TSBEP will undergo the sunset review process again. There will be opportunities to continue to educate our legislators about school psychology in preparation for the sunset review and legislative session.

Other bills relevant to public school were signed by Governor Abbott in the special session:

HB21: Relating to public school finance, including funding for the recruitment and retention of teachers and the support of participants in the public school employees group insurance program.

HB30: Relating to the transfer of certain appropriations to the Texas Education Agency and the Teacher Retirement System of Texas and the adjustment of appropriations for public school finance.

LSSP Practice in Private Schools Rule Change Adopted!

The proposed rule changes to allow LSSPs to practice in private schools have been adopted by the TSBEP at their meeting on 08/17. TASP will communicate additional information regarding this rule change as it becomes available. Another example of the power of advocacy! THANK YOU to those members who shared their support for this rule change during the public comment period.

Stay tuned to continued updates from TASP on what you can do to advocate both at the local and state level. TASP will be coordinating activities in preparation for the next legislative session with regard to educating legislators about school psychology, practice definition issues, sunset review preparation, and more. Please send an email to the address below with your feedback on how TASP can help you advocate and/or resources that would be helpful to you.

As always, please reach out for questions or for more information on how you can get involved
govtrelations@txasp.org

Stephanie Kneedler

Government & Professional Relations



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From Author
Dr. Samuel O. Ortiz,
Ph.D.

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Children's Assistance for Living Committee (CALC)

The Children's Assistance for Living Committee has selected Love for Kids as our local charity this year. They have many exciting programs that help the children and families of Dallas. Love for Kids makes a huge impact on the communities they serve. They estimate that they educate and assist 800 parents, 3,000 children, and 1,200 senior citizens each year. They help children through programs such as educational events, resource fairs, clothing closets, and book donations.



As school psychologists, we know how important community support is to the success of the children and families that we serve. Please consider making a donation to support this wonderful cause. Donations can be made on the website when registering for the Convention, and at the Convention itself, by visiting the CALC table in the exhibit hall.

Want more ways to get involved? Love for Kids currently has over 600 volunteers of all ages and backgrounds working with them, but they could always use one more. They also have their annual Palette to Plate fundraiser on Saturday, September 9th, where you support Love for Kids while you enjoy great food, art, and music. You can find out more information about the organization, their programs, and opportunities to help at: <http://loveforkidsinc.org/>

Kassi Lopez

Area VI Representative
CALC Member



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This PhD program at Baylor prepares individuals to be scholars who can contribute to the knowledge base of how to best serve students in schools, families and communities.

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- Opportunity for hands-on experience at the Baylor Center for Developmental Disabilities
- Full-time or part-time options
- Competitive assistantships available
- Open to students with or without prior school psychology training

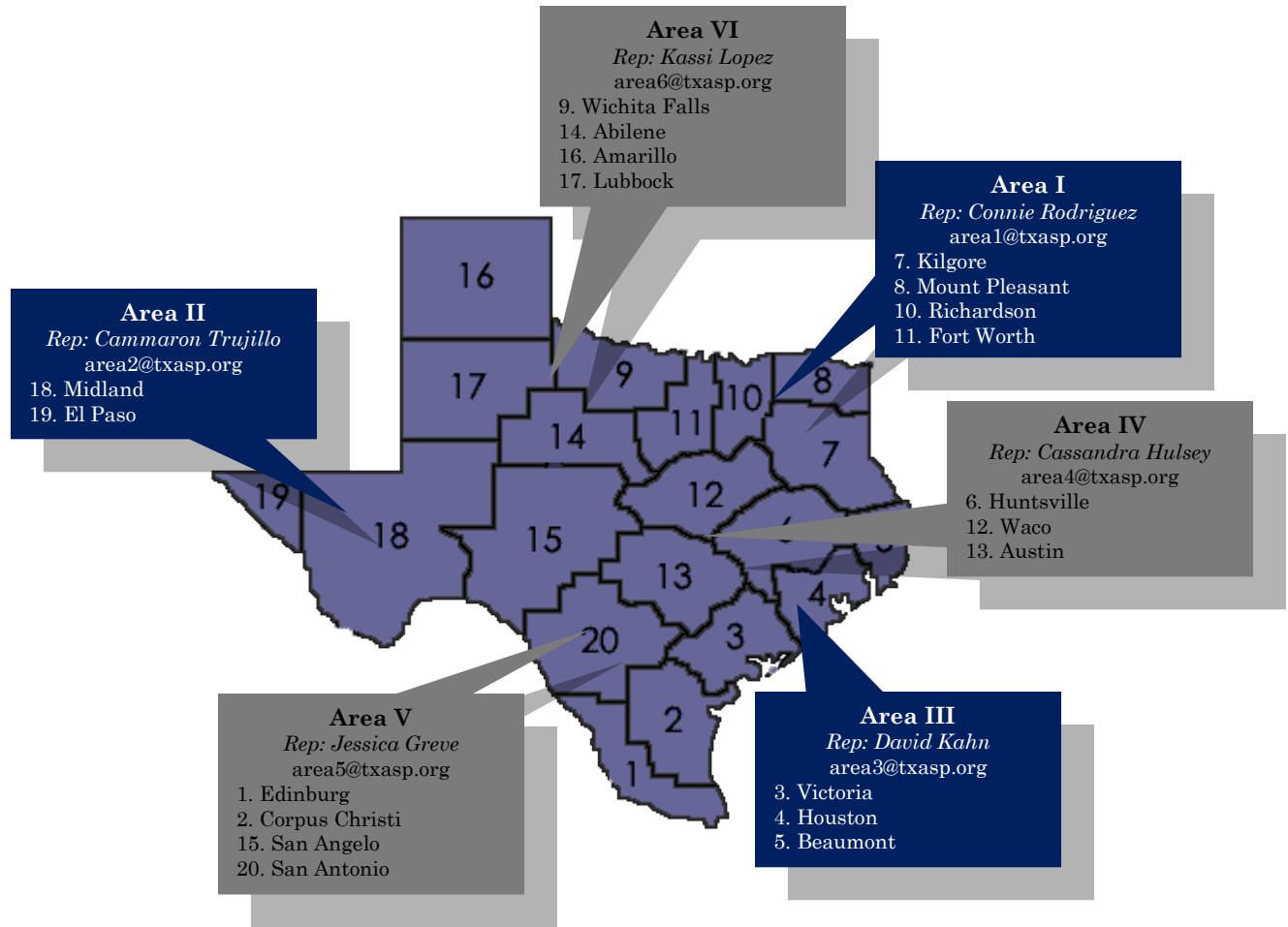
Application deadline: February 1

For more information: baylor.edu/SOE/edp/schoolpsychology

Dr. Alex Beaujean, program director: Alex_Beaujean@baylor.edu

Information from the Area Representatives!

Area Representative Map



A partner on the path to student success

Texas Association of School Psychologists

Future Conventions

Nov. 2-4, 2017 at Dallas/Addison Marriott Quorum by the Galleria, Dallas

June 2017 at Texarkana, co-hosted with the Arkansas School Psychology Association

Oct. 25-27, 2018 at Dallas/Addison Marriott Quorum by the Galleria, Dallas

Oct. 22-24, 2019 at Westin Galleria Houston, Houston

Area I Update

Hello, Area I Members,

I am looking forward to seeing you at the TASP State Convention in Dallas on November 2-4th!

Another important date coming up on our calendars is September 10, 2017. This is World Suicide Prevention Day and you may be interested in participating. Take 5 to Save Lives is a public awareness campaign started by the National Council for Suicide Prevention in support of World Suicide Prevention Day. The campaign provides suicide prevention-focused tools. What does it mean to Take 5 to Save Lives? Head to www.take5tosavelives.org to learn 5 steps you can take in just 5 minutes.

If you have any questions please contact me at corodriguez2017@gmail.com

Connie Rodriguez



Area II Update

Greetings, Area II,

Welcome to a new school year! I hope this year is off to a wonderful start for everyone. I know things can become very hectic at the beginning of the year, but we would love to see your wonderful faces at our annual convention. Please join us November 2-4th for the 25th Annual Fall Professional Development Convention in Dallas, TX. Our convention agenda has a great line-up of seasoned presenters and mini-skills sessions, focusing on restorative justice, social-emotional learning, and of course, sessions that meet the requirements for annual licensure. TASP is also partnering this year with Love For Kids (<http://loveforkidsinc.org>) to be the recipient of our annual community support project. Love for Kids is a non-profit organization that ensures that low-income families and families that are caring for special needs and chronically ill children are knowledgeable about and are able to obtain basic needs. Love For Kids provides parenting education, a helpline, and a clothes closet for adults and children in need of clothing. So please stop by the Children's Assistance for Living Committee (CALC) table and make a grateful donation to this fantastic organization. Again, if you have any questions, comments, concerns, or just great ideas, feel free to send me an email at ctruji01@sisd.net. Looking forward to seeing everyone in November!



Cammaron Trujillo

Area III Update

Greetings, Area III members! If you have not already done so, mark your calendars for the TASP Annual Convention. TASP's 25th Annual Convention is November 2-4 at the Dallas/Addison Marriott Quorum by the Galleria. This year's convention offers a little bit of something for everyone.



Thank you for being loyal members of TASP. Without you, TASP would not be able to advocate for the profession, particularly during years when our legislature is in session. Representatives from TASP worked with associations of other behavioral health providers to advocate for what is in the best interest of LSSPs. During this past legislative session, the issue of independent practice for LPAs was raised. In response, TPA sued TSBEP. Although the Sunset Bill was passed and TSBEP will continue to exist for the next two years, TASP needs the support of all LSSPs during this time of uncertainty and change.

TEA has recently drafted a state plan for how Texas will implement the Every Student Succeeds Act (ESSA). The draft places a lot of emphasis on accountability. You can review the draft on TEA's website at http://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act/.

As we start another school year, encourage your colleagues who are not currently TASP members to consider joining. We are only as strong as our membership, so let us work together to ensure that every LSSP in Area III is a member of TASP. Please contact me if there is anything I can do to assist you in your efforts to recruit your colleagues as new members.

David Kahn

Area IV Update

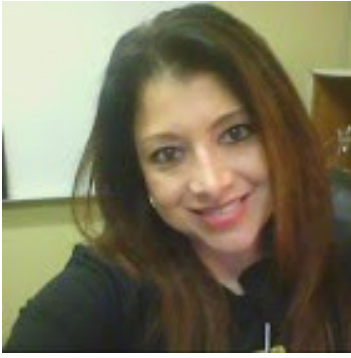
Hello, Area IV!

It has certainly been an interesting few months keeping up with all of the activity in our state's capitol! TASP has been actively participating in discussions about the profession of school psychology, access to mental health services, promoting equality for transgender students, and the new state ESSA policy. Thank you to all who have helped in this endeavor by reaching out to your elected officials, administrators, and community members—it is a big job and TASP appreciates your involvement! Although we were not able to achieve all of the goals we set out, there have certainly been steps taken in the right direction in regard to LSSPs practicing in private schools and the continuation of TSBEP. Be sure to read the Government & Professional Relations update for more information on what was accomplished this legislative session.



TASP is working hard to get ready for the Fall Convention, November 2-4, in Dallas! There is a great lineup of speakers and topics to add to your professional skillset. I hope to see many of you there! Until then, I wish you all a great start to another school year. Remember, the work you do is valuable, and, whether you work in an elementary school, high school, college campus, administration building, or clinic, your work is impacting the lives of Texas children.

Cassandra Hulsey



Area V Update

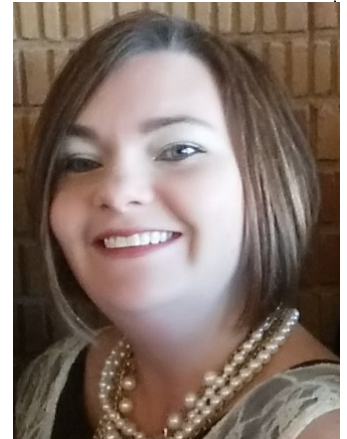
Greetings, Area V! We hope that everyone had a restful and rejuvenating summer. If you attended the Summer Institute in Corpus Christi, then you were able to enjoy a variety of great speakers. Although this was the last year to hold the Summer Institute in Corpus Christi, you will continue to have the opportunity to obtain your CPDs next summer at a new location. Look for exciting details to come! This year's 25th annual Fall Convention will be at the Dallas/Addison Marriott Quorum by the Galleria. The Fall Convention will continue to include excellent sessions, and a greater quantity of them, compared to previous Conventions. Please take a look at the newly designed TASP website for further details. There will also be a shuttle that travels from the hotel to the Galleria, for those that want to take advantage of the many shopping opportunities that the mall has to offer.

At our last meeting, the TASP Board engaged in strategic planning with the purpose of creating goals, in order to further our mission. Board members brain-stormed ideas on how to enhance our professional development, professional advocacy, and membership development. We are committed to working on these goals and encourage you to provide feedback. As always, feel free to contact me via email. We will also be present at the Fall Convention to assist you and we would love to talk to our members about any feedback or concerns. Hope to meet many of you there!

Jessica Greve

Area VI Update

Welcome back! As you greet smiling faces and organize calendars, paperwork, and your lives, your TASP Board has been meeting to discuss the future of psychology in this state. As you know, TASP has been advocating for LSSPs by meeting with legislators, educating the public and important decision makers, strengthening relationships with other organizations, and listening to the working LSSPs statewide. TASP will continue to track and provide updates on important legislation that impacts your profession.



I hope everyone has had a chance to check out the new TASP website at <http://www.txasp.org/>. Updated information is available there about the upcoming TASP Convention November 2-4 in Dallas. An exciting agenda and session descriptions are posted and I am very excited about this year's topics and presenters. A sample of the workshop topics include: Restorative Justice, Legal Updates, FBAs and BIPs, Bullying, and Neuroimaging. TASP will continue to offer Ethics and Multicultural training at the Convention as well.

Locally, please join us for the LSSP Roundtable October 19 from 1pm-4pm at Region 16 Education Service Center in Amarillo. This is a meeting that welcomes LSSPs practicing in schools, faculty, and graduate students. We will discuss current topics relevant to our practice.

Kassi Lopez

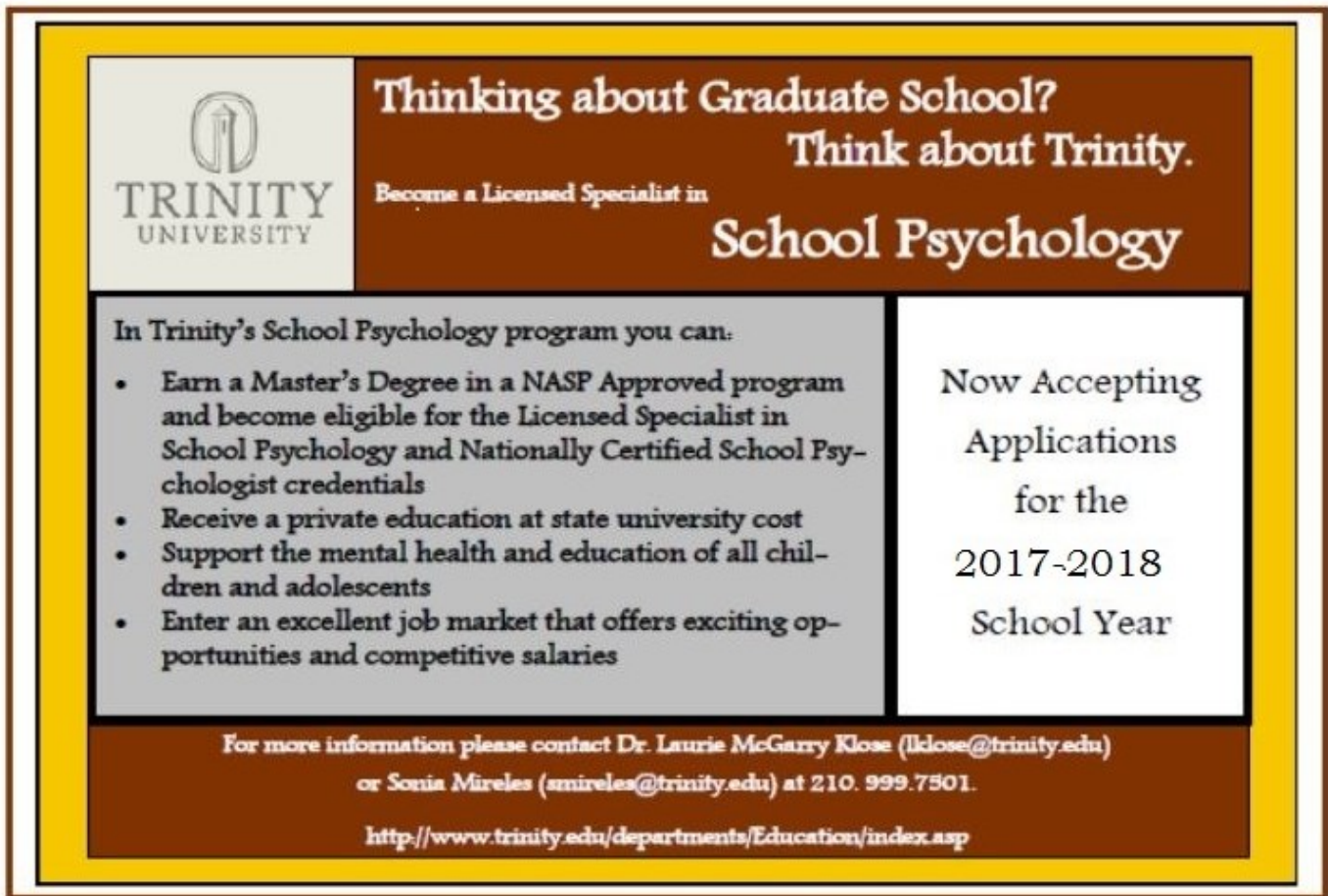
Speaker's Bureau Call for Speakers

TASP is pleased to announce that it is coordinating a Speaker's Bureau for agencies and districts in the state of Texas. The bureau is designed so that agencies and districts may find qualified speakers on a variety of topics and schedule a presenter for conferences or professional development programs without having to pay an honorarium. All speakers will agree to waive their honorarium for one speaking engagement per year for the TASP Speaker's Bureau. Agencies and districts must agree to pay for the speaker's travel expenses (e.g., mileage, meals, etc.). Speakers are offering their services for the benefit of TASP and are under no obligation to agree to all speaking engagement solicitations. All inquiries for speakers will be initially coordinated by the TASP Trainer's representative.

Speakers are being solicited at this time to volunteer their services. As noted above, they must be willing to waive their honorarium for one speaking engagement per year for the TASP Speaker's Bureau. After speakers fulfill their one speaking engagement through the Speaker's Bureau, TASP will share their contact information with interested agencies and districts with the caveat that speaker has already provided their free services to TASP and therefore is under no obligation to waive their honorarium. Anyone interested in volunteering for the Speaker's Bureau should contact the TASP Trainer's representative at trainers@txasp.org.

Jennifer Schroeder

School Psychology Trainers



The advertisement is a rectangular graphic with a yellow border and a brown background. In the top left corner is the Trinity University logo, which consists of a stylized 'T' inside a circle above the words 'TRINITY UNIVERSITY'. To the right of the logo, the text reads: 'Thinking about Graduate School? Think about Trinity. Become a Licensed Specialist in School Psychology'. Below this, there are two columns of text. The left column is titled 'In Trinity's School Psychology program you can:' and contains a bulleted list of four points. The right column is titled 'Now Accepting Applications for the 2017-2018 School Year'. At the bottom of the graphic, there is a line of text providing contact information for Dr. Laurie McGarry Klose and Sonia Mireles, along with a website URL.

**Thinking about Graduate School?
Think about Trinity.**

Become a Licensed Specialist in
School Psychology

In Trinity's School Psychology program you can:

- Earn a Master's Degree in a NASP Approved program and become eligible for the Licensed Specialist in School Psychology and Nationally Certified School Psychologist credentials
- Receive a private education at state university cost
- Support the mental health and education of all children and adolescents
- Enter an excellent job market that offers exciting opportunities and competitive salaries

**Now Accepting
Applications
for the
2017-2018
School Year**

For more information please contact Dr. Laurie McGarry Klose (llklose@trinity.edu)
or Sonia Mireles (smireles@trinity.edu) at 210. 999.7501.
<http://www.trinity.edu/departments/Education/index.asp>

Summer Institute 2017

In June 2017, TASP hosted the fifth annual Summer Institute in Corpus Christi, Texas. Historically, the Summer Institute is a little more intimate with a smaller registration rate than the annual convention. Attendees who register nearly every year continue to report they thoroughly enjoy the atmosphere, smaller sessions, and speakers which focus on intervention and practical skills.

This year, we had an incredible line up of speakers and received positive attendee feedback from each session. On day one, Dr. Jennifer Schroeder from Texas A&M University-Commerce presented on trauma in immigrant students and attendees enjoyed the moments of small and whole group discussion embedded throughout the presentation. In the next room over, Dr. Vincent Pompei, director of the Youth Well-Being Project at the Human Rights Campaign, presented on promoting safety, inclusion, and well-being for LGBTQ students. The session was so well received by attendees, that several indicated they would love to hear Dr. Pompei speak again at future TASP sponsored professional development opportunities.

On Friday afternoon, Kelly Martin from The Playroom Lubbock shared her expertise in play therapy and attendees requested her to return for a future presentation geared towards a more advanced audience. Dr. Jon Lasser from Texas State University presented on ethical counseling services to a relatively large audience. Attendees were very pleased and reports indicated Dr. Lasser's presentation was informative and entertaining.

The final day commenced with a TASP legislative update during breakfast with Stephanie Kneedler, the TASP Government and Professional Relations Chair. Stephanie has voluntarily worked tirelessly throughout the past year and a half to keep abreast of pertinent information and updates during the Sunset Review. Despite the early 7:30 a.m. session, we had a great turn out and will continue advocating for school psychologists in a political realm.

After breakfast, we listened to Dr. Don Mills from Meadowland Charter School speak on restorative practices and trauma-informed care and Dr. Gill Strait from the University of Houston-Clear Lake. Both sessions were well attended and attendees reported taking away tools to use back home in practice. The Summer Institute 2017 wrapped up with Dr. Jeremy Sullivan and Dr. David Kahn presenting on supervision in school psychology. The session provided attendees with information to consider from both site and program supervisory perspectives and experiences. Francis Chen presented on his experience with the Denton ISD's Family Services Center which focuses on parent-centered consultation.

Summer Institute 2018 will take a different approach and will be a new experience for TASP. Next year, TASP is co-hosting the Summer Institute with the Arkansas School Psychology Association (ASP) in Texarkana. The purpose of collaborating with ASP is to build a working relationship, make connections, and continue to provide professional development opportunities for LSSPs practicing in more rural parts of our states. We hope that you join us at the Fall 2017 Convention in Dallas/Addison, Texas and join us for this exciting new opportunity in Texarkana next June!

Stephanie Barbre

Treasurer Elect



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

Awards and Nominations

What better way is there to kick off a new school year than to formally recognize and nominate your fellow service providers for an award at the 2017 TASP conference? If you know of a TASP member or school district who provides exemplary school psychological services and deserves recognition, consider letting them know with an award. Please honor the persons and/or teams who work tirelessly to ensure our students receive comprehensive mental health services in our schools by nominating them for one of our awards categories:

[Outstanding School Psychologist Award \(Specialist and Doctoral Level\)](https://tasp.memberclicks.net/nomination-for-outstanding-school-psychologist)

<https://tasp.memberclicks.net/nomination-for-outstanding-school-psychologist>

[Outstanding Graduate Student \(Specialist and Doctoral Level\)](https://tasp.memberclicks.net/nomination-for-outstanding-graduate-student)

<https://tasp.memberclicks.net/nomination-for-outstanding-graduate-student>

[Outstanding Service to the Profession of School Psychology](https://tasp.memberclicks.net/nomination-for-outstanding-service-to-the-profession-of-school-psychology)

<https://tasp.memberclicks.net/nomination-for-outstanding-service-to-the-profession-of-school-psychology>

[Outstanding Delivery of School Psychological Services](https://tasp.memberclicks.net/nomination-for-outstanding-delivery-of-school-psychological-services)

<https://tasp.memberclicks.net/nomination-for-outstanding-delivery-of-school-psychological-services>

Nominations will be reviewed and considered by TASP's Awards and Honors Committee and selected award recipients will be recognized at the annual TASP Professional Development Convention in November. To submit a nomination for your favorite service provider(s), please complete the online application form found on the TASP website (www.txasp.org). Award categories, criteria, and submission links can be accessed by selecting "Awards & Honors" under the Convention tab. Info required for nomination can also be emailed to Mindi Jeter at awardshonors@txasp.org. In order to ensure consideration of your nomination, submit NO LATER than September 30th. We look forward to recognizing and honoring the hard work and dedication of these special service providers!

Mindi Jeter

Awards and Honors Chair

Ethical Eddie

Dear Eddie,

I read an article in the paper about a psychologist being prosecuted for having an intern working for him. I am terrified! I have an intern and practicum student that I am supposed to supervise this year but I sure don't want to go to jail! I thought school psychologists were supposed to train upcoming professionals as an ethical responsibility. What should I do?

Scared Supervisor

Dear Scared,

The case you reference is related to Medicaid fraud, the assignment of duties to unauthorized and unqualified individuals, and failure to inform clients about the qualifications of individuals providing services—all in a private practice setting. Here is a U.S. Department of Justice summary of the indictment: <https://www.justice.gov/usao-wdtx/pr/two-austin-psychologists-owners-psychological-arts-pc-and-patient-recruiter-indicted>.

This case involves Licensed Psychologists who were engaged in numerous violations of the TSBEP rules of practice and the ethics related to psychological practice. However, there are some lessons that can be learned for LSSPs in school practice.

One lesson is a reminder to always engage in appropriate informed consent practices. Parents and adult students must always have accurate and complete information regarding who will actually be working with the student. Parents and adult students have the right to decline the provision of services by a person in training. However, there is no reason why those in training or those that supervise them should be afraid to engage in supervised practice. The TSBEP has very clear rules related to supervised practice and the NASP Principles for Professional Ethics provides additional guidelines for supervised practice.

TSBEP:

463.9. Licensed Specialist in School Psychology.

(g) Provision of psychological services in the public schools by unlicensed individuals. An unlicensed individual may provide psychological services under supervision in the public schools if:

(1) the individual is enrolled in an internship, practicum or other site based training in a psychology program in a regionally accredited institution of higher education;

(2) the individual has completed an internship that meets the requirements of this rule, and has submitted an application for licensure as a Licensed Specialist in School Psychology to the Board that has not been denied, returned, or gone void under Board rule §463.2 of this title (relating to Application Process); or

(3) the individual has been issued a trainee status letter.

NASP Principles for Professional Ethics

Standard II.2.4 When supervising graduate students' field experiences or internships, school psychologists are responsible for the work of their supervisees.

Standard III.1.1 Competency levels, education, training, experience, and certification and licensing credentials are accurately represented to clients, recipients of services, and others. School psychologists correct any misperceptions of their qualifications. School psychologists do not represent themselves as specialists in a particular domain without verifiable training and supervised experience in the specialty.

Standard III.2.1 School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner (see I.1.2).

Standard IV.4.2 School psychologists who supervise practicum students and interns are responsible for all professional practices of the supervisees. They ensure that practicum students and interns are adequately supervised as outlined in the NASP Graduate Preparation Standards for School Psychologists. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

As you can see, there are adequate rules and guidelines for providing supervised experiences without fear. The important take away is to be transparent about who is providing what services. In addition, it is important for LSSPs to know and understand district policies related to Medicaid reimbursement procedures.

Hope this helps you to be less Scared and more Supervisor!

Ethically,

Eddie

The University of Texas
Rio Grande
Valley

MASTER OF ARTS IN SCHOOL PSYCHOLOGY

At UTRGV our graduate program in school psychology prepares you to work with children, adolescents, and families from diverse socio-cultural and linguistic backgrounds. The UTRGV School Psychology program is in accordance with the scientist-practitioner model of training, which emphasizes school psychologists to use empirical research in practice. The program training includes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and school systems.

You will also receive preparation for the following credentials: Licensed Specialist in School Psychology (Texas State Board of Examiners of Psychologists) and the Nationally Certified School Psychologist (National Association of School Psychologists Certification Board).

For more information contact Dr. Nancy P. Razo, School Psychology Program Coordinator, at nancy.razo@utrgv.edu or the UTRGV Graduate College at utrgv.edu/grad

Research and Practice in the Schools: The Official Journal of the Texas Association of School Psychologists

Journal Update

The first four issues of *Research and Practice in the Schools* can be accessed on the TASP website: <http://www.txasp.org/tasp-journal>. We welcome manuscripts from school psychologists working in a variety of settings. Submissions can include original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews.

We are very interested in receiving your manuscript submissions. If you would like to submit a manuscript for publication consideration, please email jeremy.sullivan@utsa.edu or see the latest issue for the Instructions for Authors.

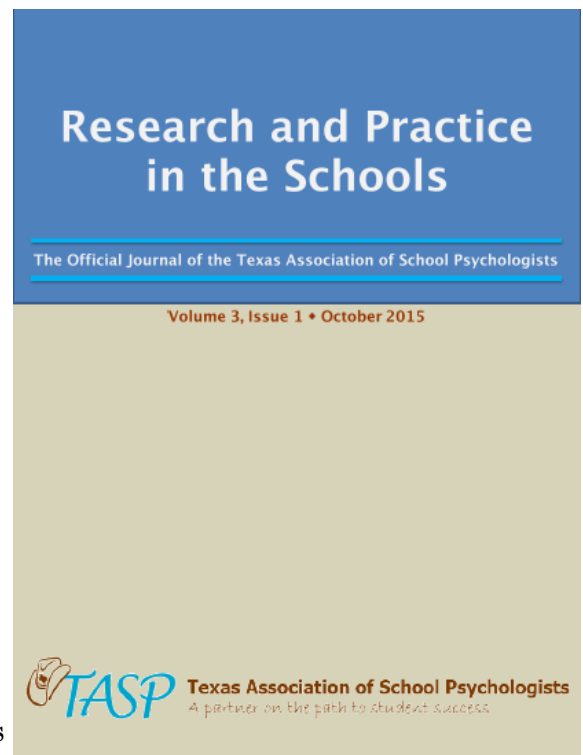
Graduate Student Section:

Ashley Doss, doctoral student at Stephen F. Austin State University, serves as Graduate Student Section Editor for the journal. The Graduate Student Section is devoted to publishing the work of graduate students, including research studies, comprehensive literature reviews on relevant topics, and reviews of books or psychological/educational tests published within the past two years. As with all submissions to the journal, graduate student manuscripts should highlight implications for practice in the schools. If you are a graduate student and you have questions about how you can best contribute to the journal (as an author, reviewer, or both), please email Ashley at: dossan2@jacks.sfasu.edu.

Please note: All manuscripts submitted to the Graduate Student Section must include either a faculty co-author or a faculty sponsor who provides the student with mentorship on the process of preparing and submitting their work for peer review. When submitting their manuscripts for review, student authors should include a cover letter verifying that their work has been vetted by a faculty co-author or sponsor.

Call for Special Issue Proposals:

We invite proposals for special issues of the journal, with the goal of publishing one special issue each year in addition to the general issue. Special issues will include collections of papers related to some cohesive theme in the field of School Psychology, and will be edited by Guest Editors who will take the lead in soliciting contributions and coordinating the peer review process.



In addition to special issues that focus on research and scholarship in School Psychology, we welcome special issues that cover important practical and applied issues in the field.

Special issue proposals should include a brief description of the theme to be covered by the issue, approximate number of articles to be included, qualifications and expertise of those who will serve as Guest Editors of the issue, and a plan for soliciting manuscripts and conducting the reviews. Proposals for special issues, and questions about the process, should be sent to jeremy.sullivan@utsa.edu.

Thanks to all who have contributed to the continuing evolution of *Research and Practice in the Schools*. If you have any questions or suggestions, please email jeremy.sullivan@utsa.edu or aeherna8@uiwtx.edu.

Jeremy Sullivan and Art Hernandez

Editors, Research and Practice in the Schools

The Texas School Psychologist is published four times a year. Articles, announcements, advertising, employment notices, and letters should be submitted to:

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The publication of any advertisement by the Texas Association of School Psychologists Newsletter is neither an endorsement of the advertiser, nor of the products or services advertised. TASP is not responsible for any claims made in an advertisement. Advertisers may not, without prior consent, incorporate in a subsequent advertisement or promotional piece the fact that a product or service has been advertised in the TASP newsletter.

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.

Camera ready artwork or Employment Notices must be received prior to deadline date for desired publication. Contact TASP at newsletter@txasp.org



The Texas School Psychologist
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Texas Association of School Psychologists

From the NASP Resource adopted by the TASP Executive Board August 2014



Position Statement

Racism, Prejudice, and Discrimination

The National Association of School Psychologists (NASP) is committed to advocating for the rights, well-being, and educational and mental health needs of all students. These positive outcomes for children and youth are only possible in a society that guarantees equitable treatment to all people, including children and youth. NASP firmly believes that regardless of race, all students are entitled to an education that affirms and validates their cultural identity and nourishes their resilience.

NASP believes that racism, prejudice, and discrimination harm all children and youth, and have a profoundly negative effect on school achievement, self-efficacy, and social-emotional growth. Poor student outcomes for all historically marginalized groups ultimately damage the well-being of our nation because of the long-term implications of educational success for adult employment, civic engagement, and health (Hernandez, 2008).

NASP is committed to ensuring that all children receive an appropriate education. In accordance with NASP's (2010a) *Standards for Ethical and Professional Practices for School Psychologists* (I.3.4), school psychologists should continually engage in critical self-reflection to identify personal biases. They should become familiar with the varying sociocultural histories and experiences of students, affirming diversity and difference, while continually examining assumptions of power and privilege. Additionally, school psychologists should advocate for structures that support equitable access and participation in educational opportunities for members of different groups (Sullivan & A'Vant, 2009).

DEFINING FEATURES OF RACISM

Racism is the overarching societal paradigm that tolerates, accepts, and reinforces racial inequalities, and is associated with racially unequal opportunities for children to learn and thrive. Racial inequalities result in the discriminatory treatment of people of minority status. For instance, individuals from historically marginalized racial groups may be perceived as less worthy or less intelligent than those from the majority culture. At the same time, children or communities from the majority culture are allowed to maintain their established privileged and valued status. This privilege can result in better treatment and opportunities than are afforded to others within educational systems and other social institutions. The presence of racism in educational settings harms everyone, but has the most negative and lasting impact on racial minority groups (Pollock, 2008).

Racial Prejudice is a group attitude or orientation about the position of different racial groups within the social order (Bobo, 1999). These attitudes can be adopted by majority and minority groups.

Racial Discrimination includes direct or indirect, overt or subtle action(s) by the majority group that limit the economic, political, educational, and social opportunities of a minority group. Negative cultural stereotypes about specific races have resulted in discriminatory practices with a devastating impact on the academic achievement of children of color (Bobo & Fox, 2003).

NASP Position Statement: Racism, Prejudice, and Discrimination

1

CONSEQUENCES OF RACISM AND DISCRIMINATION

Students and families who endure racism experience negative mental health, academic, and social outcomes. Ethnic discrimination from adults and peers in educational settings is associated with increased negative perceptions of one's ethnic group (Gaylord-Harden & Cunningham, 2009). Youth who report experiencing prejudice are less likely to feel that opportunities are equal for anyone willing to work hard (Flanagan, Syvertsen, Gill, Galloway, & Cumsille, 2009).

Discrimination stress is positively associated with depression (Rivas-Drake, Hughes, & Way, 2009). Davis, Aronson, and Salinas (2006) noted that stereotypes become self-fulfilling prophecies resulting in lower academic achievement and negative outcomes. Over four decades of research has documented that students of color, specifically African American males, are disproportionately represented in exclusionary discipline consequences, such as suspension and expulsion, despite not engaging in more severe behaviors than their White counterparts to warrant such consequences (McKinney, Bartholomew, & Gray, 2010). Such discipline in turn is associated with student dropout and entry into the prison system (Wald & Losen, 2003). In the same vein, long-standing research findings have documented disproportionality in special education placements of students of color, and subsequently less time in general educational environments (Sullivan, A'Vant, Baker, et al., 2009). In general, educational disparities (e.g., special education and discipline referrals; achievement in math, science, and reading; graduation and dropout/push-out rates; test scores) are clearly linked to minority/majority status and contribute to large-scale achievement gaps.

Students subjected to racism, prejudice, and discrimination are more resilient when they experience high expectations; have firm support from parents, school, and community; and have a strong sense of ethnic identity (Ong, Phinney, & Dennis, 2006). To support student resiliency, a social justice lens should be incorporated into all educational environments. School psychologists should serve as change agents by promoting and encouraging social justice efforts in the support of academic, social, and emotional needs of all students. Not only must school psychologists endorse, advocate, and engage in culturally competent practices, they should advocate at the school, district, state, and national levels for more socially just organizations and policies (Shriberg et al., 2008). Working for social justice in the educational setting means guiding students and staff to reflect critically on their roles in proliferating racism and discrimination and supporting systemic change to prevent ongoing inequities. Proclamations of support without a foundation of action undermine the work of social justice, rendering it meaningless.

Racism, and its damaging results on students of minority status, poses a great responsibility for school psychologists to serve as advocates who promote equity and social justice. NASP urges all educators to work collaboratively with the students, families, and community leaders they serve in the following ways:

- Develop policies to establish and maintain racial, cultural, and linguistic diversity among school personnel;
- Develop pedagogical approaches to incorporate social justice at the classroom, school, and district levels;
- Implement research-based programs that reduce racial achievement gaps;
- Implement research-based strategies that mitigate the effects of racism, prejudice, and discrimination and result in resilience and educational excellence;

- Promote active parent and community education and involvement in positive student outcomes;
- Promote ongoing evaluation of institutional policies that may passively support negative outcomes for certain groups of students.

ROLE OF THE SCHOOL PSYCHOLOGIST

NASP is committed to supporting the educational and mental health needs of all students, regardless of race, culture, linguistic background, sexual orientation, gender identity, gender expression, socioeconomic status, disability, or educational need. This commitment is demonstrated through a diverse range of professional services and responsibilities. School psychologists are charged with advocating for culturally competent, evidence-based practice and assisting schools with reforming policies and practices that contribute to inequitable outcomes (NASP, 2009). Further, NASP's standards (NASP, 2010a, 2010b) call for school psychologists to promote fairness and justice by cultivating safe, welcoming, inclusive school environments. Specifically, school psychologists should:

- Ensure their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children;
- Ensure their practices are grounded in an evidence-based framework that integrates (a) the best available research evidence and (b) thorough knowledge of how diversity factors may influence child development, behavior, and school learning;
- Learn about the different groups represented in the school community and use knowledge of this diversity to facilitate the services provided in and out of school;
- Understand how dimensions of difference influence learning and behavior of students, families, teachers, and oneself;
- Engage in critical reflection to identify one's own biases and ensure that these biases do not negatively affect students and families;
- Encourage such critical reflection in others;
- Consult with families, community members, teachers, and staff to understand more clearly student and population needs;
- Work to establish positive, productive relationships with students, families, and colleagues from all backgrounds;
- Seek supervision or consultation when dealing with unfamiliar clients or situations, or when facing circumstances that otherwise challenge one's multicultural competence or nondiscriminatory practice skills;
- Provide and seek out effective and ongoing professional development regarding evidence-based practice, cultural competence, and self-reflection;
- Assist administrators in evaluating current practices, policies, and procedures (e.g., discipline, intervention, referral) to determine overall effectiveness and any potential disparities in access, participation, or outcomes among students from different groups;
- Promote systems change and equitable alternatives when ineffective or inequitable policies, practices, or procedures are suspected or identified by school data.

School psychologists strive to ensure that all children have equal opportunity to participate in and benefit from school programs. All students and families must have access to and can benefit from school psychological services. In their words and actions, school psychologists promote positive school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic

status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristic (NASP, 2010a).

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