



President's Message

Jennifer Schroeder, President



TASP Executive Board:

President

Jennifer Schroeder

President-Elect

Brook Roberts

Past President

Kelly Anderson

Webmaster

Calvin Day

Treasurer

Cheri Waggoner

Treasurer-Elect

Thomas Schanding

Secretary

Lisa Daniel

NASP State Delegate

Laurie Klose

Professional Development

Jamey Crosby

Graduate Student Representative

Kelsey Theis

Newsletter Editor

Lisa McCleary

Membership Chair

Sarah Conoyer

Government & Professional Relations

Jennifer Langley

Awards & Honors Chair

DeMarquis Hayes

School Psychology Trainers

Victor Villarreal

Public Relations & Information

Stephanie Barbre

Area I Representative

Raina Walterscheid

Area II Representative

Kate Marcus

Area III Representative

Evelyn Perez

Area IV Representative

Cassandra Husley

Area V Representative

Amanda Real

Area VI Representative

Kassi Lopez

Conference Co-Chairs

Taylor Garrison & Stephanie Kneedler

Technology Task Force

Amanda Meyer

Historian

Ashley Arnold

TASP Journal Task Force

Jeremy Sullivan

Greetings again TASP members! By now everyone's school year has kicked off and I am hoping that all is well, even though it may already be very busy.

As you may know, this summer TASP held its third annual Summer Institute in Corpus Christi. I am happy to say that the institute was once again a big success. The success of the Summer Institute was particularly important this year as it was the last year that there was a hotel contract to fulfill over the summer. Therefore, after the Summer Institute the board met to make a decision on whether or not to continue holding a Summer Institute. Based on feedback from attendees over all three years and financial information, the Board decided to continue holding the Summer Institute for 2016 and 2017.

In addition to the discussions held about the Summer Institute at the August meeting of the Executive Board, the Board discussed the upcoming Sunset Review of TSBEP and the impact this could have on our profession. As I outlined in my previous President's message, the Board decided upon seven priorities for the Review:

1 - Preserving TSBEP - TASP believes that the current Board should be maintained to oversee licensure.

2 - Proportionate Representation of LSSPs on TSBEP - TASP would like for TSBEP to increase board membership designated to LSSPs.

3 - Title Issue of "School Psychologist" - TASP believes that LSSPs should be allowed to refer to themselves as school psychologists.

4 - Update training standards/domains - TASP thinks that the requirements for LSSP licensure should align with the current NASP Practice Model.

5 - Practice in Private Schools - TASP would like to see LSSPs be able to practice in private schools and serve students in those settings.

6 - Practice in Clinics - TASP would also like to see LSSPs be able to practice in clinics under the supervision of a Licensed Psychologist.

7 - LSSPs must have a degree in School Psychology - TASP believes that those who want to obtain the LSSP licensure should be trained and have a degree in School Psychology.

These priorities were reviewed and the Board worked on one-page papers that lay out our position on these issues. We will be working closely with our Legislative Liaison over the next year on these.

With the Fall Convention just a short time away, I am very excited about the presenters we have lined up. This year we have aligned our presenters with the NASP Practice Model, and I hope that this proves to be very beneficial to our attendees. If you haven't already registered, there is still time. Hope to see you there!

Jen Schroeder

Life on the Beach: TASP 2015 Summer Institute

What's better than spending a relaxing weekend at the beach? Not much, but being able to sink your feet in the sand while also building your professional skill set is pretty amazing.

This past summer, approximately 100 LSSPs and school mental health professionals attended the TASP's 3rd Summer Institute. The focus of the Summer Institute has evolved to promote school-based mental health services. This year, we were fortunate to have Dr. Stephen Brock, President of the National Association of School Psychologists, to come present on the PREPaRE curriculum (<http://www.nasponline.org/prepare/>) which provides a framework for Crisis Prevention/Intervention work. Dr. Brock was able to share the latest statistics and research on effective crisis responses for school-based practitioners. Following up on this topic, Ms. Connie Rodriguez (LSSP) of Dallas ISD shared the comprehensive model for school-based mental health services created by her team.

We also had the opportunity to address some of the required continuing education credits. Dr. Jamilia Blake (Texas A&M) shared the latest research on aggression in ethnic minority youth, while Dr. Nancy Razo (University of Texas-Pan American) discussed the ethics of working with at-risk youth. For those looking to expand their knowledge and skills related to positive psychology, Dr. Tyler Renshaw (Louisiana State University) enlightened us regarding incorporating mindfulness, gratitude training, and other components of positive psychology into our daily practice to ultimately increase the wellness of our student body.

And last, but not least, our featured session was Mr. Christian Moore, a licensed clinical social worker and international speaker and author of 'The Resilience Breakthrough.' Mr. Moore drew on his own personal challenges and his successes in working with at-risk youth, reminding us that we can promote, build, and train resiliency in our students so that they are empowered to succeed! Mr. Moore's "WhyTry" program (www.whytry.org) is used in over 16,000 schools. Could your campus do more to promote resiliency?

The Summer Institute has become a fun way to start a summer vacation, as well as obtain new information to build your knowledge and skills. TASP is already making plans for the upcoming Summer Institute – so think about bringing your mental health teammates to Corpus Christi June 10-11, 2016.

Hope to see you on the beach!

Thomas Schanding

Treasurer-Elect



BAYLOR
UNIVERSITY
SCHOOL OF EDUCATION

**PhD Specialization
in School Psychology**
Department of Educational Psychology

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.

Program highlights:

- Opportunities for research and publication with outstanding faculty
- 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

TASP 23rd Annual Convention

The Practice Model: Defining Our Profession

Greetings!

I have had a wonderful time over the past year contacting presenters and scheduling programs for this year's Fall Professional Development Convention. By now, you have all received numerous emails from TASP promoting the Convention next month in San Antonio. The Convention Planning Team is putting the final touches on the schedule and making sure all of the details are worked out as much as possible. The Awards and Honors Committee and the Graduate Student Scholarship Committee has been working hard to select deserving recipients. The hotel is making arrangements for more than 600 wild and crazy school psychologists to descend upon San Antonio, and I'm sure we will find some creative ways to prepare San Antonio for the arrival of the NASP Convention in 2017!

We're excited to announce that we will have computer kiosks available at the hotel this year for on-site registration to not only make things smoother, but also to allow you to vote for the TASP Executive Board officers for 2016.

Be sure to take a look at the Convention Prospectus on our website, which can be found at www.txasp.org/convention to view additional information about our speakers and their presentations this year. On Thursday, Dr. Adam Saenz will present a Pre-Convention Workshop to promote self-care and wellness for experienced school psychologists to prevent burnout, while Dr. Rebecca Branstetter will present tools for the early career school psychologist. Awards will be presented, along with a President's welcome from Dr. Jennifer Schroeder during a reception at the hotel Thursday afternoon, followed by our keynote presentation by Darrel Spinks, Executive Director of the TSBEP, and Marty De Leon, TASP's Legislative Liaison. You'll gain valuable information about updates from the TSBEP, important details about the recent legislative session, and discuss TASP's positions for the upcoming Sunset Commission Review of the TSBEP.

On Friday, you'll have the opportunity to hear from Dr. Daniel Miller on utilizing the NEPSY-II, Dr. Mark Swerdlik on supervising interns and early career school psychologists, Dr. Jack Naglieri on using the CEFI and the CAS-2, Dr. Victor Villareal on training school psychologists to work with military families, Dr. Ginger Gates with regard to conducting legally-defensible manifestation determination reviews, Dr. Cecil Reynolds on the new BASC-3, Dr. Jeffrey Wherry on trauma issues related to child abuse, Dr. Dan Florell on using technology ethically as a school psychologist, Dr. John Murphy on using solution-focused techniques, and John Reynolds on what to do after you've conducting a FBA.

Whew! That's quite a list of offerings, and don't forget the many paper, poster, and mini-skill sessions!

The aspect I'm most excited about related to Convention this year, however, is that each invited session is aligned to one or more domains of the NASP Practice Model. The TASP leadership has adopted and affirmed the NASP Practice Model and encourages its members to adhere to the model in their practice of school psychology. If we will align our professional practices individually to the NASP Practice Model, we will begin to witness the process of defining new directions in not just our profession, but also in the lives of our students, their families, and the school systems we serve.

Register now, and I look forward to seeing you all in San Antonio next month. If there is anything I can do to address your needs, please reach out to me at presidentelect@txasp.org.

Brook Roberts, LSSP

TASP President-Elect



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)

CALL FOR SPEAKERS

Speakers are being solicited to volunteer their services for the TASP Speaker's Bureau. 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 must 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.). 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.

All inquiries for speakers will be initially coordinated by the TASP Trainer's Representative who will then share contact information about potential speaker(s) with the interested agency. For more information contact the TASP Trainer's Representative, Victor Villarreal, at trainers@txasp.org.

Government & Professional Relations Update

With the closing of the 84th Legislative Session, the majority of bills monitored did not pass, including but not limited to the following:

- Senate Bill 1584 - which would require an ARD occur within 10 days after a student restraint or timeout
- House Bill 1434- relating to the assignment of certain behavioral health professionals (including LSSPs) and school counselors to a public school campus.

However, Senate Bill 507 by Senator Eddie Lucio and sponsored in the House by Representative Senfonia Thompson was signed into law by Governor Abbott on June 19, 2015. SB 507 requires school districts or open enrollment charter schools to install audio and visual equipment in self-contained special education classrooms. The bill specifies that the following people may have access to the footage in certain circumstances:

- A school district employee or a parent or guardian of a student who is involved in an incident documented by the recording for which a complaint has been reported to the district, on request of the employee, parent, or guardian, respectively;
- Appropriate Department of Family and Protective Services personnel as part of an investigation of child abuse or neglect in a school setting under Section 261.406 of the Texas Family Code;
- A peace officer, a school nurse, a district administrator trained in de-escalation and restraint techniques as provided by commissioner rule, or a human resources staff member designated by the board of trustees of the school district or the governing body of the open-enrollment charter school in response to a complaint or an investigation of district or school personnel or a complaint of abuse committed by a student; or
- Appropriate agency or State Board for Educator Certification (SBEC) personnel or agents as part of an investigation.

The legislature did not appropriate funds to the bill. Schools have until the 2016-2017 school year to have the equipment installed.

In our last newsletter, Historian and GPR Committee Member Ashley Arnold, described the sunset that the Texas State Board of Examiners of Psychology will be undergoing. TASP created a Sunset Task Force. The Sunset Task Force has diligently been working on recommendations to the Sunset Commission. Stay tuned for the release of those documents in the near future.

Jennifer Langley

GPR Chair



Treasurer's Report



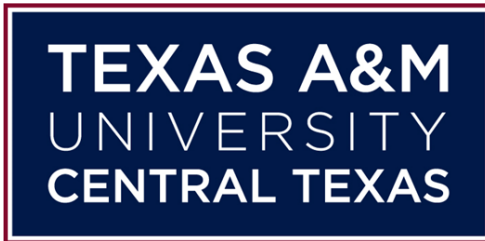
With the month of August came the third Executive Board Meeting and the beginning of a new school year. The board met the second weekend in August to review the year to date and approve plans for the convention in October. Up to date financial reports were reviewed and I was able to report to the board that our spending to date has been within our budgeted amounts. Although I was not able to report a profit for the Summer Institute, the loss was within an acceptable range that we will be able to continue offering this professional development opportunity to our membership for at least the next two years. As we have progressed over the past three years, the number of hours and variety of speakers offered has grown and with it the encouraging response of those attending. To that note, mark your calendars for Summer Institute 2016, June 9-12.

Many plans were also finalized and expenditures approved with regard to the upcoming Convention in San Antonio, October 8-10, 2015. Registration is open and we are already seeing those fees coming in along with early donations to our CALC project, The Children's Shelter. Remember one of the biggest financial advantages to your TASP membership is the reduced cost for both convention and summer institute, so if you have not already registered get online and make it happen. Pre-registration ended 9/25/2015. See below for a quick review of what your savings can be.

	Pre- Registration			Regular Registration		
	Member	Non – Member	Savings	Member	Non- Member	Savings
Pre-conference only	\$95.00	\$175.00	\$80.00	\$120.00	\$200.00	\$80.00
Pre & Conference	\$220.00	\$350.00	\$130.00	\$260.00	\$400.00	\$140.00
Conference only	\$145.00	\$265.00	\$120.00	\$170.00	\$315.00	\$145.00

And if you were thinking, well I have to be a member to get that savings – that is true, but with regular membership at only \$65.00 for the year you can see that the savings still outweighs the cost of non-membership. Just my attempt to help members make sound financial decisions – similar to my job with the board. Hope to see you all in San Antonio!

Cheri Waggoner



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. Coady Lapierre, LSSP, 1001 Leadership Place, Killeen, Texas 76549 or lapierre@tamuct.edu

Spotlight on an LSSP: Kristen Mainor

Adopted by TASP in September 2015 from the NASP Early Career Spotlight, August 2015.



Spotlight on Early Career School Psychologists
Kristen Mainor, EdS, LSSP, BCBA
Baylor Center for Developmental Disabilities
Baylor University

Where do you work?

I am currently employed as the Director of the Behavioral and Educational Services Division at the Baylor University Center for Developmental Disabilities (BCDD). The BCDD is a collaborative endeavor between Baylor University and McLane Children's Scott & White to serve children with developmental disabilities and their families in several aspects of their daily life-communication, behavior management, social skills, resource development, support services, and much more. The BCDD currently has two divisions, the Speech Language Pathology Division which houses the Baylor Speech and Language Clinic, and the Behavioral and Educational Services division which encompasses two clinics: the Baylor Autism Resource Clinic (BARC) and the Baylor Clinic for Assessment, Research, and Education (CARE). For each clinic, I coordinate services, resources, and supports, as well as, train and supervise graduate students facilitating services as a part of their graduate training program in the field of school psychology and applied behavior analysis. The graduate students training in our facility are working towards their Education Specialist degree in School Psychology or their Master of Arts, Master of Science, or Doctorate in Educational Psychology with an emphasis in applied behavior analysis (ABA).

The BARC, founded by Dr. Julie Ivey Hatz in 2008, offers a variety of services, including psychological assessments, social skills groups, parent special education consultation, Autism summer camp, and support groups for siblings of children with autism, as well as, a support group for college students with autism. Group sessions are held weekly during the fall and spring semester. The clinic also serves as a resource for several individuals in our community by housing books, videos, and other materials, and a resource directory which contains information on service providers in the area.

Baylor CARE, founded by Dr. Tonya Davis in 2014, provides one-to-one and small group applied behavior analysis therapy, functional behavioral assessment, educational assessments, and behavioral consultation services.

In addition, my role for the BCDD entails supervising services provided by our Social Work Intern, which include support groups offered under the BARC, resource management, family support services, and community projects.

Through the training and supervision of graduate students, I oversee and provide feedback for the client's goal development, progress monitoring, report writing, and intervention implementation.

I also serve as a parent and community liaison for the BCDD and clinics within the Behavioral and Educational Services Division.

What would you consider to be your areas of expertise at this point in your career?

As early as I am in my career, I do not yet consider myself an expert but there are areas in my field that I feel I have particular interest and excel. One area is working with families of children with special needs as I enjoy taking the time to get to know families in general because

Spotlight on an LSSP: Kristen Mainor (continued)

Adopted by TASP in September 2015 from the NASP Early Career Spotlight, August 2015.



they all have fascinating stories, but also to get background information in order to determine where we can provide the most appropriate support. I have also had great success in establishing rapport with children. Prior to my job at the BCDD, I worked in a public school district in central Texas, where I was often called in to work with children who refused to be evaluated (and many refused to speak). For some reason, I was often able to break the communication barrier in order to gather the information we needed to best serve these children. In my current job, I greatly enjoy working with graduate students from both clinics described above. The students are either pursuing a degree in school psychology or educational psychology with an emphasis in ABA. I spend a great deal of time serving as a resource, mentor, and supervisor to them in hopes that I can provide them with the necessary skills they need to enter the field.

Describe something that has surprised you about your career so far.

One thing that has surprised me thus far in my career is the diversity of roles and responsibilities of a school psychologist from one place of employment to the next. I was told about this phenomenon in graduate school but to hear how great of an impact school psychologists are making in places around the world based on their multi-faceted training is amazing. Many people do not even know we exist in some school districts and I feel if they only knew what we were capable of, we as a community of school psychologists could really change the face of services and supports for children everywhere.

What challenges have you faced in your early career, and how have you handled them?

Being a fairly recent graduate, I always found it challenging to determine the interaction between research and practice. We learn many research-based interventions and best practices in graduate school and it was difficult to see how they are incorporated in everyday settings in schools. I found it challenging at times to be one voice, (particularly a new one), advocating the use of a certain curriculum or intervention in such a manner that did not sound superior or conceited to school personnel. I was young and new to the field so what did I know? To handle these challenges, I collaborated with school psychology colleagues that had earned the respect of school personnel as well as gained support of teachers by involving those that showed initial interest in research-based interventions. Once I was able to be viewed as an advocate for educators, it was easier to incorporate research-based practices.

How has your NASP membership benefitted you?

Being a NASP member has provided me with many resources and opportunities for training to aid in my overall professional development. I have access to a wealth of knowledge from the NASP publications, which I am able to share with students, colleagues, and parents. Being a part of such a large organization also allows me to network with so many individuals from across the globe in forums, interest groups, and conferences. I truly enjoy attending national conventions to learn the best supports and strategies in working with clients which only enhances the training I provide to current graduate students and the treatment options for our clients.

Evaluate Attention Disorders and Neurological Functioning Across the Lifespan.



CONNERS K-CPT 2™

Conners Kiddie Continuous Performance Test 2nd Edition™

CONNERS CPT 3™

Conners Continuous Performance Test 3rd Edition™

CONNERS CATA®

Conners Continuous Auditory Test of Attention®

For Ages 4 to 7

7.5 minutes to complete and uses pictures of objects familiar to young children.

MHS.com/KCPT2



For Ages 8+

A task-oriented computerized assessment of attention-related problems.

MHS.com/CPT3



For Ages 8+

Assesses auditory processing and attention-related problems.

MHS.com/CATA



Now available! Develop a comprehensive evaluation using the gold standard in CPT assessment with the Conners CPT 3™, an auditory test of attention with the Conners CATA®, and the Conners K-CPT 2™ now with an expanded age range.

- Easy interpretation with new reports offering clear visuals & summaries.
- Trusted results with the most representative CPT normative samples collected.
- New scores were developed to help pinpoint the exact nature of the child or adult's attention problems.



Earn Continuing Education (CE) Credits with the Conners CPT 3/CATA/K-CPT 2.

It is easy to earn CE credits quickly and online. Just study the manual, pass the online questionnaire, and a certificate is created for you! [Learn more at MHS.com/CE](http://MHS.com/CE)

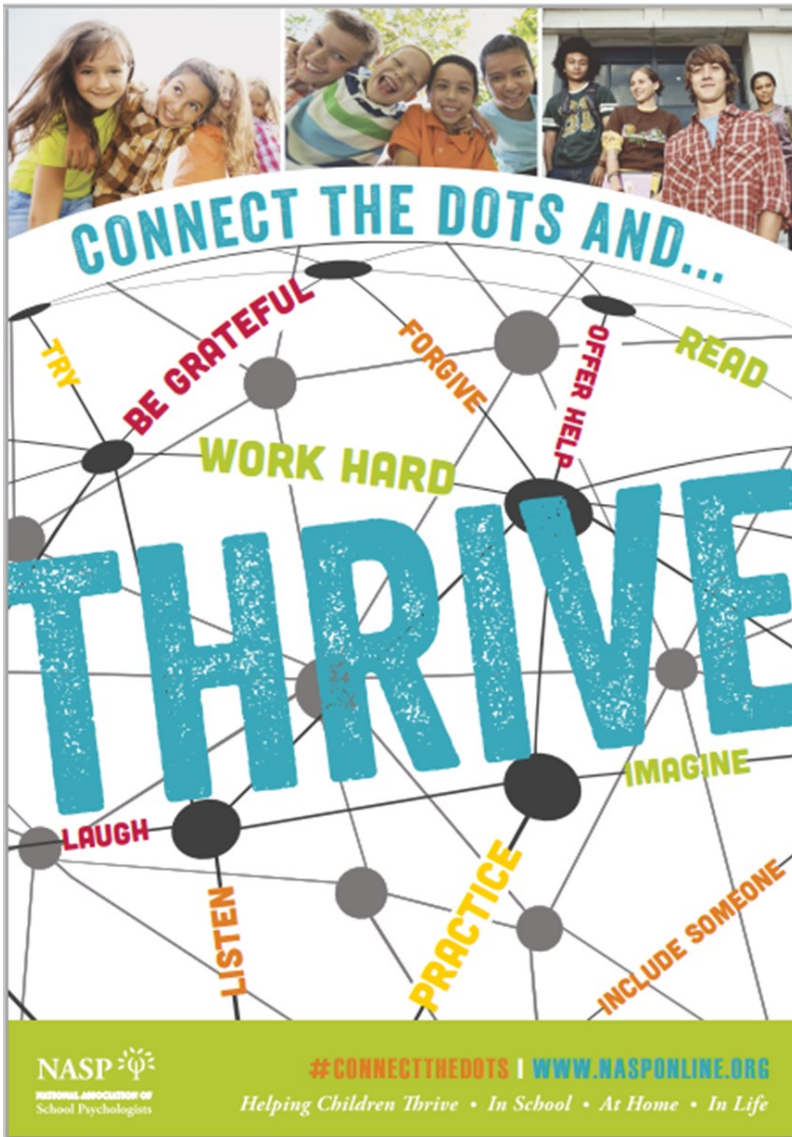


Multi-Health Systems Inc.
USA Tel: 1.800.456.3003 / CAN Tel: 1.800.268.6011
mhs.com • customerservice@mhs.com

Notice and Proclamation of School Psychology Awareness Week

It is that time of year again! School Psychology Awareness Week (SPAW) is just around the corner. This year's theme is Connect the Dots and THRIVE! NASP encourages LSSPs and school psychologists to identify student needs, both academically and emotionally, to promote personal achievement, growth, and resilience in addition to overall well-being. As we know, student success is multifaceted and the more resources and interventions available, the better likelihood of positive outcomes.

The following proclamation has been sent to the Governor's office to acknowledge School Psychology Awareness Week which will be November 9-13, 2015.



“Licensed Specialists in School Psychology work with parents, teachers, and administrators to provide supportive learning environments and ensure students’ successful social, emotional, 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 Licensed Specialists in School Psychology to the overall academic health of our children, an awareness campaign will be conducted during the week of November 9-13, 2015.

At this time, I encourage all Texans to recognize the role of Licensed Specialists in School Psychology play in educational communities across the Lone Star State.

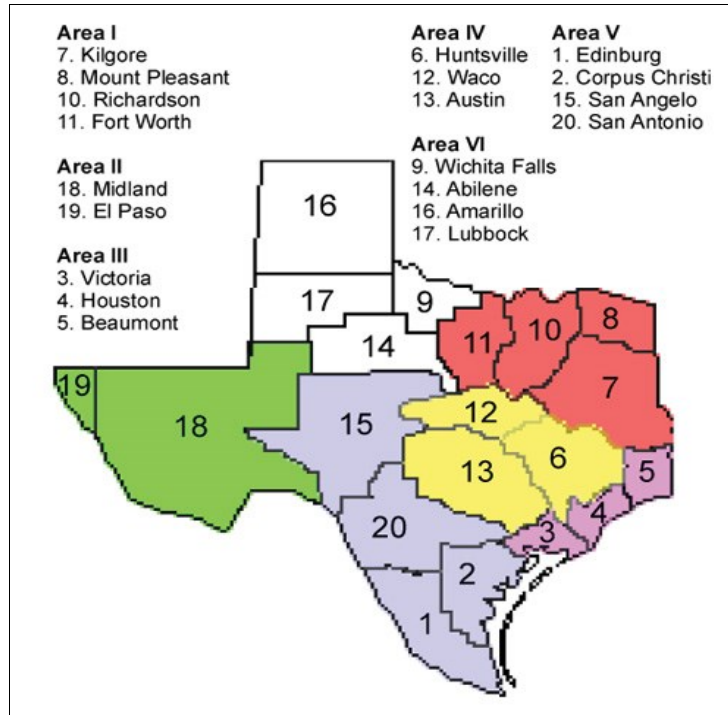
Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim November 9-13, 2015 to be School Psychology Awareness Week.”

TASP encourages all LSSPs in Texas to attend this year's annual convention which focuses on the practice model outlined by NASP. At the convention, you will be provided with additional tools and resources to use in your practice to promote social and emotional development in addition to multi-tiered interventions to help students thrive. Come out to the convention and receive invaluable information in addition to a few goodies for School Psychology Awareness Week!

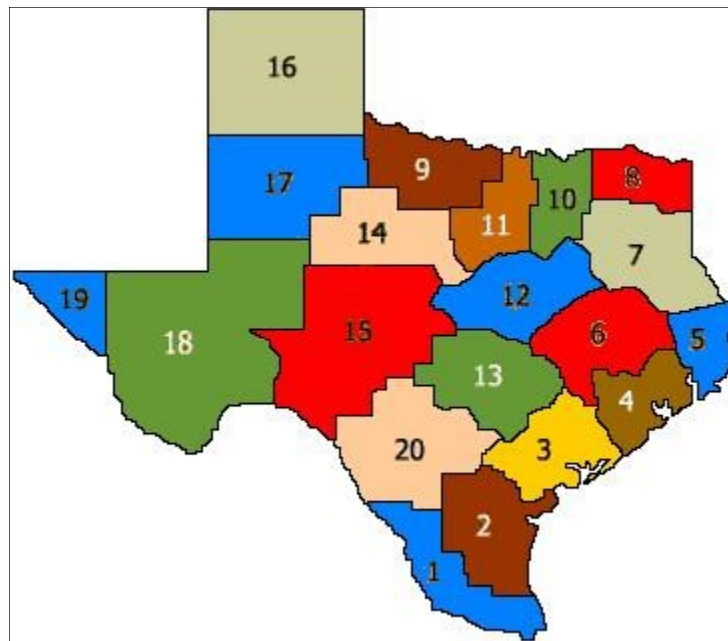
Information from the Area Liaisons!

AREA LIAISONS

Area Representative Map



Regional ESC Coverage Map



Area I

Hello Area I,

I am looking forward to a great new school year, and I hope you all are as well. I enjoyed attending the Summer Institute in Corpus Christi this past June. There were wonderful presenters, and I learned new information to assist in helping the students and school staff I work with daily. That is why I cannot wait to attend the TASP Annual Convention in San Antonio in October. We have a great lineup of speakers, and I am personally interested in learning how to prevent burnout, continue ethical and professional supervision, and utilize solution-focused counseling techniques. TASP is partnering this year with The Children's Shelter as the CALC fundraising recipient. The Children's Shelter provides a safe place for child survivors of abuse, neglect, and abandonment, which we all know is a valuable service to be provided for our children. I hope to see you all in San Antonio! If you have any ideas on how I can represent your needs on the TASP Board or for further information, please feel free to email me at area1@txasp.org.



Raina Walterscheid

Area II


Greetings, Area II! Welcome back to another exciting school year. I hope the year is off to a wonderful start for you all. We hope to see you at the upcoming fall conference. I am pleased to share that we will be offering multiple opportunities to meet both the ethics as well as the diversity requirements for continuing professional development.

I would also like to bring to your attention that the position of Area II Representative will be open for the upcoming term. I encourage each of you to consider applying for this position. I have found it is a wonderful opportunity to give back to our profession, stay connected with updates in our field, and meet and learn from other LSSPs across the state. If you have questions about serving as an area representative, please feel free to contact me at Kate.b.Marcus@gmail.com for more information.



Kate Marcus, LSSP, NCSP

 TRINITY UNIVERSITY	<p>Thinking about Graduate School? Think about Trinity.</p> <p>Become a Licensed Specialist in School Psychology</p>
<p>In Trinity's School Psychology program you can:</p> <ul style="list-style-type: none"> • 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 	<p>Now Accepting Applications for the 2016-2017 School Year</p>
<p>For more information please contact Dr. Laurie McGarry Klose (lklose@trinity.edu) or Sonia Mireles (smireles@trinity.edu) at 210. 999.7501. http://www.trinity.edu/departments/Education/index.asp</p>	




TEXAS TECH UNIVERSITY
College of Education™

Ph.D. in Educational Psychology
Specialization in School Psychology

The Ph.D. in Educational Psychology with the School Psychology Specialization gives LSSPs the power of research. Students learn to conduct and use research to inform not only practice but to transform learning in schools. Start thinking revolution and apply for a fall or spring cohort today. For more information go to <http://www.educ.ttu.edu/>

Interested individuals should contact Dr. Tara Stevens at tara.stevens@ttu.edu.



University of Houston
 College of Education

COLLABORATION
FOR LEARNING & LEADING

Department
 of Educational
 Psychology

Ph.D. in School Psychology

Area V

Greetings Area 5!

The TASP convention is right around the corner. I am so proud for our area to host this great convention again this year. I am looking forward to seeing you all at the convention! It is loaded with great speakers and covers a variety of topics related to school psychology. Also as a reminder, it's never too early to start planning your attendance at the NASP 2017 convention in San Antonio. Let's show the country what Texas school psychology is all about!

Also, heads up- November 9-13th, 2015 is School Psychology Awareness Week (SPAW). This year's theme is Connect the Dots and THRIVE! NASP has outlined a collective goal to help connect students to the academic and social-emotional skills they need to promote personal achievement, growth, and resilience, as well as a sense of belonging and wellbeing. There are resources available for students, parent, families and teachers.

See y'all in October!

Amanda Real



Area VI

Hello Area VI!

Hope your school semesters are starting off strong! I know that I have a lot of fresh faces in my schools and this year promises to be exciting. Your TASP board just met and finalized planning for the TASP Convention October 8-10 at Omni San Antonio Hotel at the Colonnade. I hope to see you there!

Region 16 ESC hosted a LSSP roundtable on September 22, from 8:30-11:30. LSSPs were invited to an open forum to discuss future training topics, current legal issues, evaluation issues, counseling resources and share organizational wisdom. TASP provided a luncheon following the workshop.

TASP continues to look to our members to identify the needs and strengths of LSSPs in our state. Please let me know what amazing things are happening in your districts and what TASP can do to assist and enhance you in your professional pursuits.

Thank you,

Kassi Lopez



Children’s Assistance for Living Committee (CALC)

The Children’s Assistance for Living Committee (CALC) selected The Children’s Shelter as the local charity this year. The Children’s Shelter is located in San Antonio and works with children and families in both crisis and long term solutions. They offer an emergency shelter, residential treatment, foster care coordination and adoption opportunities.

Our donations can make a big difference! The following information is provided on The Children’s Shelter website: <https://www.childrensshelter.org/get-involved/#t-Donate>

Donation	Impact
\$25	Provides formula or baby food for a toddler in the Emergency Shelter for 3 days
\$50	Provides 5 Compadre y Compadre® clients with a one-month bus pass to attend parenting classes
\$100	Provides 4 days of evening snacks for children in the Residential Treatment Center
\$250	Provides diapers for all the babies in the Emergency Shelter for 2 days
\$500	Provides 20 children with one day of emergency daytime respite to keep them safe from harm
\$1000	Provides 4 days of complete care for one child in the Residential Treatment Center, including trauma-focused cognitive behavioral therapy
\$2500	Provides 200 Nurse-Family Partnership® clients with a Nurturing Kit that includes: childhood books, diapers, and hygiene items for mom and baby
\$5000	Provides enough food to feed ALL the children in the Emergency Shelter for 20 days

Together, we will change a child’s life!

Kassi Lopez

Area VI Liaison
CALC Member



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

Graduate Student Corner

Hello fellow graduate students! I hope your semester is off to a great start after some summer fun and relaxation. The annual TASP convention is just weeks away and I hope you will consider joining us! The convention offers a variety of sessions for graduate students to learn from including a session specifically for graduate students called the Graduate Student Series. This year the Graduate Student Series will include a panel of current interns prepared to discuss their experiences and answer your questions. There will also be a portion dedicated to preparing for interviews for internship and early career positions. Come meet fellow graduate students from across the state and learn valuable information for your future endeavors in the field of school psychology!



Kelsey Theis

Graduate Student Representative

Dear Ethical Eddie,

I have questions almost everyday! I completed a great training program and had wonderful supervision during internship, trainee and my first year as LSSP. However, there is no way that everything that I experience can be covered in advance. I need to know where to turn to answer questions related to legal and ethical issues. Where can I turn when I can't reach you??

-Queenie with Questions



Dear Queenie,

Working as an LSSP can feel like a very lonely endeavor. There are several avenues to pursue to get your questions answered.

First and foremost, your supervisor. Even though you are working as an independent practitioner, it is always good to have someone identified as your professional supervisor. If you are not able to have an ongoing professional supervision relationship, it is advisable to maintain, at least, an informal mentoring relationship with a trusted, experienced professional.

One sign of the development of a profession is the adoption of ethical codes and professional standards. NASP provides numerous resources related to the current national standards for the provision of school psychological services. <http://www.nasponline.org/standards/index.aspx>

In addition, there is a great deal of guidance in the Rules of the Texas State Board of Examiners of Psychologists. While TSBEP does not deal with specifics of clinical decisions, rules related to consent, record keeping, limits of the scope of services, training requirements and continuing education requirements are explicit and very readable. Find the TSBEP rules and regulations online at <http://www.tsbep.texas.gov/act-and-rules-of-the-board> If you have a specific question regarding your license, you can call TSBEP directly. However, if you have a professional practice question, this is more appropriately directed to university training programs, members of the TASP board or NASP leaders. http://www.nasponline.org/about_nasp/leadership.aspx ; <http://www.txasp.org/leadership>

If you have a question regarding an ethical dilemma, an excellent resource is the NASP Ethical and Professional Practice Committee. Each region of the country has a designated representative that addresses concerns. If the issue's complexity exceeds the expertise of one individual, the regional representative consults with the full EPP Committee. <http://www.nasponline.org/standards/ethics/index.aspx>

A word of caution: While social media is an excellent resource for communicating announcements of events, promotion of the profession, release of new information, job openings and increasing professional networking, this is not usually the best venue for securing advice regarding legal or ethical practice. While most people participate with the best of intentions, these forums are not moderated by professional organizations. In fact, erroneous information has been observed on some sites related to school psychology and further investigation revealed that the person making the comments was not, in fact, a school psychologist. The take home message is: You just don't know who is saying what.

So, Queenie, my advice to you is to utilize the extensive resources available through your professional associations and feel confident in the information. Experienced professionals are obliged to mentor upcoming professionals and most are very pleased to do so!

Ethically yours,

Eddie



Comprehensive Executive Function Inventory

Jack A. Naglieri, Ph.D. & Sam Goldstein, Ph.D.



Executive Function Scores You Can Trust!

The most representative nationally normed behavior rating scale of executive function.

The CEFI™ provides a comprehensive evaluation of executive function strengths and weaknesses in youth aged 5 to 18 years.

- **Accurate Results:** Normative samples are within 1% of U.S. Census targets for an accurate representation of the U.S. population.
- **Easy to Understand Reports:** Generate three types of dynamic reports including a Comparative Report by comparing results from multiple rater forms (Parent, Teacher, and Self).
- **Strategies for Intervention:** Utilize the CEFI's nine scales to pinpoint targets for intervention.
- **Save Time:** Assess, score, and report from anywhere with the safe and secure MHS Online Assessment Center.



MHS.com/CEFI



Multi-Health Systems Inc.
USA Tel: 1.800.456.3003 / CAN Tel: 1.800.268.6011
mhs.com • customerservice@mhs.com



TASP Spotlight on a District: ARLINGTON ISD

The TASP Spotlight on a District is Arlington ISD (AISD). Arlington ISD is the eleventh largest school district in Texas and the sixth largest employer in Tarrant county with a staff of more than 8,500. AISD has a total of 75 schools. There are 10 high schools, 11 junior high schools, and 54 elementary schools. In addition to six high schools, AISD features the following high schools: the Arlington Collegiate High School at the Tarrant County College Southeast Campus, the Newcomer Center for students who are new to the country, Turning Point High School as an alternative school, and Venture High School for students who need credit recovery and to experience more success in school. There are 10 regular junior high campuses with one alternative campus and 52 regular elementary campuses with one prekindergarten campus and one campus that has begun its focus on fine arts and dual languages. Arlington ISD serves approximately 64,629 students with a population consisting of different ethnicities, including African American, Hispanic, Caucasian, American Indian, Asian, and Pacific Islander, as well as others. The Texas Education Agency 2014 Accountability Summary stated that AISD met standards in all areas: student achievement, student progress, closing performance gaps, and postsecondary readiness.



AISD provides special education services to more than 5000 students, which is approximately 8% of the total district population. The special education department offers comprehensive services and supports that are designed to meet the needs of each student who has an individualized education program. The district employs 24 Licensed Specialists in School Psychology, 13 Special Education Counselors, 59 Educational Diagnosticians, approximately 59 Speech Language Pathologists, Curriculum Coordinators, Instructional Specialists, and Behavior Interventionists. The special education department offers an internship program for Specialists in School Psychology and has had on staff one to three interns during a school year since 2003. The interns are offered a variety of experiences in assessment, counseling, consultation, and intervention. The special education department also provides mentors for employees new to the district to help them learn the policies and procedures for AISD. In 2012, Arlington ISD Licensed Specialists in School Psychology were chosen for the TASP Award for Outstanding Delivery of School Psychological Services.

Arlington ISD has 69% of its secondary students enrolled in the career and technical education program and offers the International Baccalaureate World School Program at four of its high school campuses. Dual credit choices are also offered at each high school and students can graduate with college credit in 28 courses through the Advanced Placement program. Arlington ISD offers training through its Fire Academy and Police Academy for students who would like to pursue careers in these areas. AISD's new STEM Academy opened in August 2015 at Martin High School in partnership with The University of Texas at Arlington to give students the opportunity to earn high school and college credits in engineering, biology/biomedical science, computer science, and math/science.

During the 2014-2015 school year, Arlington ISD began implementing school-wide Positive Behavioral Interventions and Supports (PBIS) to improve student academic and behavior outcomes. PBIS is a framework that emphasizes teaching and reinforcing social skills and data-based problem solving to address behavior concerns to lead to a less reactive and more engaging and productive environment for all students. Overall, the mission of Arlington ISD is to empower and engage all students to be contributing, responsible citizens reaching their maximum potential through relevant, innovative, and rigorous learning experiences.



Texas A&M University Commerce

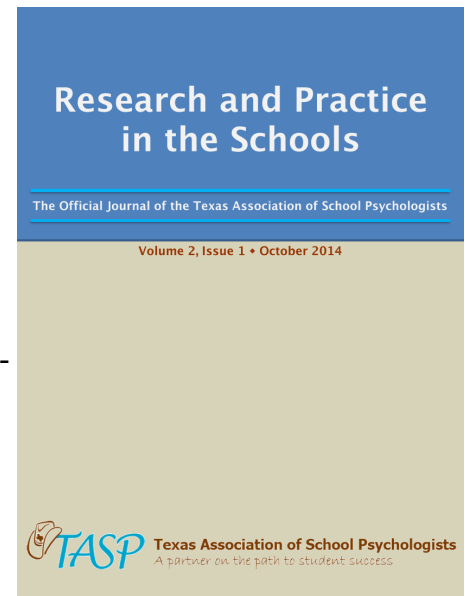
Students are admitted to the School Psychology program in both the Spring and Fall semesters. Deadlines for applications are 4/15 and 11/15, respectively.

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

The first two 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. If you (or your students, interns, or colleagues) are interested in submitting a paper, please email jeremy.sullivan@utsa.edu or see the latest issue for the Instructions for Authors.

Since the second issue was published in October, submissions to the journal have increased (including submissions from different institutions in Texas and from other states). This has resulted in the need for additional Editorial Board members who can help with reviewing manuscripts. Editorial Board members can be practitioners and/or educators. If there is enough interest among graduate students, we may develop a Graduate Student Editorial Board as well, which would be a great opportunity for students to become familiar with the peer-review process.

Editorial Board members are responsible for reviewing submitted papers, providing feedback to the authors, and making recommendations regarding publication. Reviewers are provided with a rubric to help structure their feedback to authors, and final publication decisions are made by the co-editors. If you are interested in serving on the Editorial Board, please email jeremy.sullivan@utsa.edu and include (1) a copy of your resume or curriculum vita, and (2) a list of your professional/research interests. We will make every effort to send you manuscripts that are related to your areas of interest. Thanks for considering this request.



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

The Editor:

Lisa McCleary
2100 N. Raguet, Human Services Building
PO Box 13019 SFASU
Nacogdoches, TX 75962
newsletter@txasp.org

Advertising Policy

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

Communication Matters

Think Ahead: School Psychology Awareness Week 2015

By Benjamin Fernandez & Rivka Olley

We all have potential for greatness, and we all have the promise of possibility. However, sometimes we are just blind to the possibilities. In those times, we need to know how to connect the dots. This year's School Psychology Awareness theme, *Connect the Dots and THRIVE*, recognizes that everyone has strengths, skills, and abilities that can bring about positive change and achievement. The theme also builds on incoming NASP president Todd Savage's presidential theme of *School Climate: #connectthedots*, which will focus on the many components necessary to create a positive school climate in which all students feel welcome, safe, and respected and can thrive.

The SPAW poster incorporates ideas such as: Work hard, be grateful, be kind, play, listen, think twice, read, try, laugh, practice, and relax. These words highlight some of the behaviors that lead to a more positive classroom environment and attitudes that bring about success in school-work and relationships with others while forging a sense of well-being and a positive outlook on life. Not only can dots be connected with the individual, but they can also be connected on the classroom, grade, school, and systems levels.

As school psychologists, we have many opportunities to help students, teachers, administrators, and colleagues connect their dots in order to thrive personally and as a school community. How is this accomplished? It begins with recognizing a need or a goal and then envisioning the pathway to accomplish that goal.

For example, on an individual level, a student who transferred into a new school after a long-term suspension wanted a clean start but, because of his feelings of guilt and shame over his long-term suspension, and the weight of a chaotic home life, he was lost in the transition to his new school. He could not see the potential and possibilities before him: He could not see the dots of positive change. However, the school psychologist was able to envision the possibilities and see the student's potential. The student had been meeting with the school psychologist and shared that he wanted to join an afterschool basketball activity—the first dot. The student knew that the school was aware of his discipline history and thought he would never have a chance, despite truly working hard to start fresh at his new school. The student believed and convinced himself that it was impossible and that he would never be allowed to play. Together, the school psychologist and the student began talking about what he would need to do to and how he could do it to accomplish his goal. They talked about having to work hard academically and to follow school rules to build up his courage and confidence to ask the principal for special permission, and then practice what he would say and how he would say it. Helping this student connect these dots gave him the self-belief to walk into the principal's office to ask if he could play basketball. To the student's surprise, the principal said he could absolutely play. The student went on to play, and that instance of success spurred his connecting more dots, empowerment, then confidence, and more success. Helping this student find the possibilities and potentials—his dots—changed the course of the rest of his years in high school.

On a school level, a high school English language learners teacher recognized the emotional and behavioral challenges that some of her students were having upon immigrating to the United States and reuniting with family that they had not seen in years. She sought out the assistance of the school psychologist and the two of them began to identify students' needs—the first dot. They then identified how these challenges were impacting behavior and academics—the second dot. From there, as they continued to work and develop supports the next dots became clear and were connected. Eventually the teacher, school psychologist, and administrator collaborated with a Spanish speaking group supporting both the students and their families. Now, parents are less intimidated by the school and are becoming more

engaged and connected. The students also feel more connected with each other and are excited about coming together as a group and figuring out how they may help other students with similar experiences. In another district, an immigrant school psychologist from South America knew that the parents were not familiar with the way that American schools function and created a monthly breakfast for immigrant parents. At the breakfast, she talked about the importance of attendance, of reading in Spanish to young children, of learning English to help their children, and of putting importance on school success in the home. The parents expressed their gratitude for the time to get together with other immigrant families, and to understand what to do—connecting more dots. As school psychologists, we are uniquely positioned to help students, parents, and colleagues begin connecting the dots and in doing so, we all thrive. As you can see from the examples, once the dots are identified and connected, and goals attained, the forward momentum can continue. More opportunity and more dots present themselves and are followed toward growth and success. Finding and connecting dots is not always easy and it takes time, but it can be done. By reflecting on the situation, identifying possibilities, and modeling perseverance and courage, we can serve our schools by helping #connectthedots. Suggested activities and adaptable resources will be available online at <http://www.nasponline.org/communications/spaw/index.aspx> starting in July 2015. So start thinking now about how you can help your students (and staff) find the dots that, once connected, will enable them to thrive. Share your ideas and activities to help others #connectthedots, @nasponline.

BENJAMIN FERNANDEZ is cochair of the NASP Communications committee and a school psychologist in Loudoun County Public Schools, Virginia. RIVKA OLLEY is chair of the Communications committee and Director of Psychological Services for Baltimore City Schools