



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

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Summer 2017

President's Message

Amanda Real, President

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As the 2016-17 school year comes to a close, it is easy to succumb to the tidal wave of busyness. It is times like these that I try to reflect on purpose: *What is the purpose of special education services? What is the purpose of this evaluation? What is the purpose of the math recommendation being written?* No matter the gravity, when people feel purpose for their actions, they are increasingly motivated and connected to the intention behind their work and actions. **What is your purpose?** We begin to tap into our resiliency when the times get tough. No one can deny the challenges and barriers that we face everyday, but we can choose to focus on the purpose behind our work to push through. And to finish that 30+ page report. At the end of the day, that exhaustive report illustrates a picture of a student's strengths, challenges, and needs, as well as the means to address the student's continued growth and development.

In our often under-acknowledged role, licensed specialists in school psychology work tirelessly to identify, plan, and support implementation of the needs of the over 463,000 students receiving special education services represented in the broader 5,300,000+ students enrolled in Texas public schools. While HB 627 and SB 1770 cannot move forward on their own, our work to ensure all students, regardless of setting (public vs. private school), have access to school-based mental health services persists. We will continue to work to have this language included as an amendment to another bill within the 85th Legislative session. TASP's purpose of support and advocacy persists as well. Please see the Government and Professional Relations update for additional information.

From time to time, the Texas Association of School Psychologists considers our purpose. The Board recently revised our vision and mission statements to better reflect the nature of our work. The following were adopted:



Vision Statement: *School psychologists are partners to ensure all children succeed in school, at home, and throughout life.* **Mission statement:** *Texas Association of School Psychologists is a professional organization that supports and advocates for school psychologists having a positive impact on school systems to improve academic skills, social-emotional functioning, and mental-behavioral health for all students.*

Subsequent to these revisions, we also re-visited strategic planning with a focus on fulfillment of the organization's vision and mission. All matters and actions continue to be planned and framed through the lens of their impact on progress toward achieving our mission through our vision.

Remember Newton's third law: While he may have been referring to physics, we can derive the same sentiments with regard to the practice of school psychology. For every effort we put in to improve academic skills, social-emotional functioning, and mental-behavioral health for students and their families, a life is impacted.

Amanda Real

TASP President, 2017



Resolution: Affirming the Rights to Safe and Supportive Schools and Communities for All Students

The work of the Texas Association of School Psychologists (TASP) is grounded in our professional standards, position statements, resolutions, and other official policy statements. TASP reaffirms that we are a nonpartisan organization with a commitment to advocating for the rights, well-being, and educational and mental health needs of ALL students, and to ensuring that all students attend schools and live in communities that are safe, supportive, and free of bullying, harassment, discrimination, and violence.

Whereas, TASP is committed to the promotion of equal opportunity, fairness, justice, and respect for all persons;

Whereas, TASP 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;

Whereas, TASP supports and promotes efforts that create safe, secure, and peaceful schools and communities free of the destructive influence of violence in all of its forms because such efforts improve students' readiness to learn and build school climates characterized by positive civil engagement;

Whereas, All forms of school violence, including threats, teasing, verbal attacks, cyberbullying, and hate crimes, make schools less welcoming settings for students;

Whereas, Failure to address discriminatory actions, overt acts of school violence, or other forms of victimization compromises student development and academic achievement and undermines the resilience-promoting influence of schools;

Whereas, School psychologists advocate for structures that support equitable access and participation in educational opportunities for members of all groups;

Whereas, TASP ethical standards require school psychologists, in their words and actions, to 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;

Whereas, TASP standards call for school psychologists to promote fairness and justice by cultivating safe, welcoming, inclusive school environments;

Whereas, School psychologists must endorse, promote, and engage in culturally competent practices, and advocate for these practices at the school, district, state, and national levels for more socially just

organizations and policies;

THEREFORE BE IT RESOLVED, TASP is committed to ensuring that all students—whatever their race, ethnicity, religion, socioeconomic status, gender, gender identification, gender expression, sexual orientation, disability status, health condition, language proficiency, or immigration status—attend schools and live in communities that are free of bullying, harassment, discrimination, and violence.

BE IT FURTHER RESOLVED, TASP is committed to empowering school psychologists to protect and ensure the rights of all students to receive such education in a positive, safe, supportive, and inclusive educational environment that promotes student learning.

BE IT FURTHER RESOLVED, The Texas Association of School Psychologists is committed to serving as a resolute voice and advocate for the rights, well-being, and educational and mental health needs of all students.

Approved by the TASP Executive Board on April 6, 2017.

Are You Thinking of Leaving Your Current District?

It is that time of year! TASP would like to remind LSSPs about a TSBEP rule that directly affects when LSSPs need to provide notification of resignation from their current district.

465.21. Termination of Services.

(g) Termination of employment with public schools.

(1) A Licensed Specialist in School Psychology (LSSP) who is under contract as an employee of a public school to provide school psychological services must deliver to such public school a written resignation before terminating services or employment without cause. **The resignation must be filed with the public school's board of trustees or designee not later than the 45th day before the first day of instruction of the following school year.** A written resignation mailed by prepaid certified or registered mail to the president of the public school's board of trustees or designee at the post office address of the public school is considered delivered at the time of mailing.

(2) A LSSP who is under contract as an employee of a public school may resign at any time if given written consent by the public school's board of trustees or designee or if such resignation is for cause.

Generally speaking, this means that you need to inform your current district around July 15th of your intentions to resign. Check to see when the 1st instructional day of the 2017-18 school year is for your district. This is not to mean you absolutely cannot resign after July 15th; however, your district would have to give you permission or the district would need to determine that your resignation is “for cause.”



Resolution: Affirming TASP Commitment to High Quality Public Education for All Children and Youth

The work of the Texas Association of School Psychologists (TASP) is grounded in its professional standards, adopted position statements, and other official policy statements of the Association. As legislators and agencies work to implement the Every Student Succeeds Act, TASP reaffirms its commitment to ensuring that all students have access to a high-quality, public education that provides them with the comprehensive skills necessary to be successful in school, at home, and throughout life.

WHEREAS, the rights of all children and youth are to be equally respected regardless of their background, origins, beliefs, or personal characteristics;

WHEREAS, TASP is committed to ensuring that all children and youth receive a free and appropriate public education regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, age, national origin, immigration status, socioeconomic status, language, disability, gender, gender identity, gender expression, sexual orientation, cognitive capabilities, social–emotional skills, developmental level, chronic illness, any other personal identity or distinguishing characteristic, or educational need;

WHEREAS, all children and youth, regardless of where they live, should have access to a high-quality public education;

WHEREAS, schools need to be accountable to the public, and especially to families, regarding the quality of instruction and other services provided;

WHEREAS, school psychologists assist families in understanding and adhering to legislation and regulations relevant to general and special education;

WHEREAS, TASP is committed to advocating for the rights, education, mental health, and behavioral needs of all students, and believes all students, including those with disabilities, are entitled to a free and appropriate public education in a positive and inclusive educational environment; WHEREAS, all children and youth can learn, and schools have a responsibility to teach them both academic and behavioral skills;

WHEREAS, maintaining a high-quality public education system is one of the greatest responsibilities of the United States and one of the wisest investments in the nation’s future;

WHEREAS, TASP believes racism, prejudice, and discrimination harm all children and youth, leading to a profoundly negative effect on school achievement, self-efficacy, and social–emotional growth;

WHEREAS, TASP believes school psychologists are ethically obligated to ensure all students have equal

opportunity to learn and to develop in an environment free from discrimination, harassment, aggression, violence, and abuse;

WHEREAS, school psychologists promote fairness and social justice in educational programs and services;

WHEREAS, TASP is committed to a policy of nondiscrimination and the promotion of equal opportunity, fairness, justice, and respect for all persons;

THEREFORE BE IT RESOLVED, TASP is opposed to any educational funding system that funnels public money to pre-K–12 schools that lack public accountability, require the loss or declination of rights afforded to students or families, or enable discriminatory practices.

BE IT FURTHER RESOLVED, TASP is committed to working with policy makers and other stakeholders to advance policies that support increased availability of high-quality public schools that support all students.

Adopted by the TASP Executive Board on April 6, 2017.



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.

Update: TSBEP Act and Rules 469.13. Non-Compliance with Professional Development Requirements

By Daniel F. McCleary

The TSBEP Act and Rules were updated and published on 5/5/2017. One change of particular note is that 469.13 has been repealed. Previously, licensees not in compliance with the annual professional development requirements were placed on a delinquent status and provided 45 days to comply. Also, licensees were able to pay a \$500 administrative penalty for the first violation of the professional development requirements. This one time penalty was not considered a disciplinary action. However, this section has been repealed and no longer appears in the current version of the Act and Rules. Nonetheless, 473.7 still lists a professional development non-compliance fee of \$500. All stakeholders should complete a careful review of the Act and Rules.

http://www.tsbep.texas.gov/files/agencydocs/Rulebook_March_2017.pdf

Note: This is not an exhaustive listing of all the Act and Rules changes.

Treasurer's Report

The TASP Executive Board held the second board meeting of the year last weekend in April. Several finance-related topics were discussed, including an update on how we are managing our lean budget for the year. I am pleased to report that we are within the budget and project to remain that way in the year to come. Our federal taxes were approved and filed in a timely manner.

So far this year, one of our Area representatives has been involved with her area and provided some refreshments and provided a conduit to the area for news and updates in the field. Plans for Summer Institute 2017 are well underway. All speaker slots are full and arrangements are in the works for breakfast and snacks. This is our fifth year in Corpus Christi. If you have not registered, please do so as soon as possible. If I don't see you in Corpus Christi, then I look forward to seeing you at the Annual Conference in Dallas. The convention will be in November this year, so start making plans to attend.

Cheri Waggoner

Treasurer



*2017 TASP Summer
Institute*

*"School Based Mental
Health Series:*

*Serving the Needs of All
Children"*

June 9-10, 2017

Corpus Christi, TX

Graduate Student Corner

Hello, TASP Graduate Students! I would like to begin by saying this is certainly an eventful year for LSSPs in Texas. As you can see throughout this newsletter, the TASP Board members are working hard to ensure that when you are ready to enter the field, you will be able to help students in the best environment possible.

There are two events on the horizon about which I would like to remind you. First, the Summer Institute is being held in Corpus Christi on June 9-10. This is a great time to learn exciting new skills, as well as spend some time on the beach making new friends. Next, is the Annual Conference which is being held in Dallas on November 2-4. We have some amazing speakers lined up, and I believe that this will be our best Annual Conference yet. Also, please consider applying for the graduate student scholarship that is awarded every year at the Annual Conference. Details on how to apply are listed in this newsletter. As always, I am here to answer any questions you may have, and to provide guidance as you prepare to transition from university life to a practicing LSSP.



Thank you again for the honor of representing you on the Board and I look forward to hearing from you soon.

Kristin Streich

Graduate Student Representative

UTSA[®]

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)



Attention all TASP graduate student members! Anyone in need of a scholarship? TASP has officially opened the application window for this year. The following information provides details about how to apply:

I. Introduction

The TASP Scholarship Program was established in 2011 to aid graduate students embarking on a Specialist or Doctoral degree in School Psychology who may be facing financial barriers. The intent of the Program is to support the completion of certification or degree in this area.

- The Program awards a maximum of four general \$500 scholarships to chosen graduate students.
- The Program also provides conference registration fee refunds to scholarship recipients. Refunds are based on early registration rates.
- Recipients are recognized at the annual TASP conference in November.

II. Eligibility

To be considered for a scholarship, applicant must:

- Be a full-time or part-time graduate student in a School Psychology program in Texas.
- Be in good academic standing. Minimum GPA of 3.25 required.
- Be a TASP member (<http://txasp.org/membership>).

III. Selection Criteria

Your application will undergo a blind review and evaluated by the TASP Scholarship Committee, which is comprised of current board members, excluding trainers. The Scholarship Coordinator will not partake in evaluation procedures. The Committee will consider many factors in reaching their decision, including adherence to instructions, completeness of application, academic standing, interests and growth as reflected on curriculum vitae, professional goals statement, recommendation letter, and an essay expressing the need/plan for scholarship. Required documentation is outlined on the application form.

IV. Application Deadline

To be considered for a scholarship, the completed application and all supporting documents must be received by the TASP Graduate Student Representative and Scholarship Coordinator, Kristin Streich, no later than Friday, September 29, 2017.

V. Notification

All applicants will be notified of their status prior to the TASP Annual Conference. This year, Scholarship recipients will be notified on or before Monday, October 30, 2017. Scholarship recipients will be formally recognized at the TASP Annual Conference. Therefore, the winning applicants are required to attend in order to receive their award. For 2017, the Conference will be held in Dallas, Texas, on November 2-4.

VI. Completing and Submitting Your Application

All materials must be submitted via e-mail to the Scholarship Coordinator. You may need to scan and save some documents in PDF format (i.e., recommendation letter, signed application, etc.) for electronic submission. Once you submit your materials, you will be unable to make changes, so please make sure that all information is correct and complete prior to submission. You may request that your application be retracted if you decide that you no longer want to partake in the selection process. Upon submitting your materials, you will receive a confirmation notice via e-mail indicating that your application materials have been received.

VII. Applicant Alert

It is the applicant's responsibility to ensure that ALL application materials are received as instructed and by the deadline. Documents received outside of the deadline or in addition to what has been instructed will not be considered.

VIII. Delivery of Scholarship

Scholarships will be awarded in the form of a check within 30 days following the annual TASP Conference in November.

IX. Reapplying

Scholarship recipients are not eligible for reapplication and may only receive one scholarship.

X. Questions?

Contact Kristin Streich (graduatestudentrep@txasp.org) if you have questions or need further information.

XI. Disclaimer

Any graduate student who is a current member of the TASP Board is ineligible for the Scholarship Program.



School Psychology Program

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

For more information, please contact:
Jon Lasser, Ph.D.
Coordinator, School Psychology Program
www.txstate.edu/clas



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Spotlight on a District: Capital Area Regional Day School Program for the Deaf in Round Rock ISD

by Stephanie Kneedler

Round Rock ISD is home to the Capital Area Regional Day School Program for the Deaf (CARDSPD). The CARDSPD provides comprehensive educational services for deaf/hard-of-hearing students ages three to 21 from 19 school districts within the northern half of the ESC Region 13: Bartlett, Burnet, Coupland, Eanes, Florence, Georgetown, Granger, Hutto, Jarrell, Lago Vista, Lake Travis, Leander, Llano, Manor, Marble Falls, Pflugerville, Round Rock, Taylor and Thrall.

The mission of the CARDSPD is to utilize specialized skill to maximize student potential and create an environment which increases understanding and acceptance of children with hearing loss. Their vision is to: “Design individualized programs to meet the unique needs of each student. Working collaboratively through each developmental and academic stage, we maintain high standards for academic and social development to support each student toward a confident and self-actualized future.”

The CARDSPD team includes deaf education teachers, parent-infant advisors, instructional coaches, audiologists, speech-language pathologists, and licensed specialists in school psychology, led by program director Julie Johnston. The program includes three cluster sites within Round Rock ISD: Live Oak Elementary (serves students beginning in preschool through 5th grade), Deerpark Middle School (hosts grades 6-8), and McNeil High School (hosts grades 9-12). Students who are deaf/hard-of-hearing within the 19 districts served by the CARDSPD who do not require the depth of services delivered at the cluster sites may be served in their home district with itinerant services from a deaf education teacher.

The CARDSPD employs two program-based LSSPs. One serves students in preschool through grade 8 and the other provides services at the high school level. These LSSPs provide direct services to children and families within the CARDSPD program. The CARDSPD LSSPs, traditionally trained, are provided opportunities through the program to develop their skills in sign language as well as in best practices for children who are deaf and hard-of-hearing to ensure cultural competence in their practice. Collaboration between CARDSPD service providers is at the heart of the program’s philosophy to provide comprehensive educational services to fulfill their purpose of “partnering with each family to create lasting solutions to language development impacted by hearing loss.”

The program has three core goals:

1. To close the achievement gap between children with hearing loss and children without hearing loss, in order to help our students become productive members of society
2. To facilitate the acceptance of children with hearing loss in the school community

3. To provide specialized knowledge to faculty, staff, and local community

Also, at the heart of the program is the development of communication and language skills. Communication skills are vital to a child's educational and socio-emotional functioning. The CARDSPD communication philosophy is to gauge each student's communication needs through evaluation. Strategies to develop skills include: aural, oral, signed English language, spoken language, speech reading, audition, reading, writing fingerspelling, gesture, pantomime, and body language. Students whose first language is American Sign Language are provided educational opportunity through a total communication system utilizing signed English, for the purposes of literacy development, paired with conceptual/ASL sign to enhance comprehension.

Students within the CARDSPD at Round Rock ISD are afforded opportunities to be educated with their non-disabled peers in the general education classroom. Starting with the preschool program, children who are deaf and hard of hearing are in classrooms with typically developing children who can provide age-appropriate language models. Children in kindergarten through twelfth grade are served in the general education classroom, with the support of a deaf education teacher and interpreter (where needed), with specialized deaf education services provided in a special education setting when necessary. The program serves children with a range of hearing loss and communication needs. Programming for each student is individualized to their listening, language, and speech development and is constantly changing to meet their needs.

The CARDSPD has a 30-year history of providing quality services to students and families. The program within Round Rock ISD is successful at providing students the education they need both for academic success as well as physical and emotional well-being, and does so in a unique way. Round Rock ISD cluster site schools describe themselves as places where "deafness is as common as hearing, where students who are hearing use sign language, and where hearing aids are seen as often as glasses." To learn more about the Capital Area Regional Day School Program for the Deaf in Round Rock ISD, visit their website: <https://>



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**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
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- 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

Spotlight on an LSSP: Latosha Coronado

By Jessica Greve

Latosha Coronado currently works at Northside Independent School District (NISD) in San Antonio, Texas, as a member of one of the three play-based assessment teams in the district. Like many of us, Latosha works full time as an LSSP, while trying to balance the demands of work and family life. When she is not at work, she spends much of her free time with her husband and two young boys, supporting their involvement in soccer, basketball, baseball, and football, along with many other school functions. Latosha is a Texas native, born and raised in La Vernia. She completed the Texas State School Psychology graduate program in 2006, and has been working in the field ever since. Her experience is quite diverse, as she has worked for both rural and urban districts. Latosha has the most experience working with early childhood and elementary school aged children, though each of the districts that she has worked for has given her a valuable professional experience.



Latosha commutes 50 miles to work (each way) daily, a commute that requires approximately two hours of travel time. She describes this commute as a small price to pay for working at a job that she gets much satisfaction from and loves. Latosha has been working at NISD for approximately three and a half years, as a member of the

same play-based assessment team. The play-based assessment team evaluates children under the age of three with suspected disabilities, who are mostly referred through Easter Seals, a local early childhood intervention program. The play-based assessment team consists of an LSSP, Speech Language Pathologist, and a Special Education Teacher (who is a PPCD Specialist). On occasion, a Physical Therapist and Occupational Therapist will also be a part of the assessments. On a typical day, Latosha and the rest of the play-based assessment team members will first meet with the parents to explain the assessment process before obtaining informed consent. The assessment process begins with Latosha attempting to administer a formal cognitive

assessment, followed by the Speech Language Pathologist conducting an individual language assessment. Once that is completed, the actual play-based assessment (involving the entire team) begins. After the play-based assessment is complete, a parent interview is conducted. The team will then privately consult with each other before informing the parents of the disability recommendation, which concludes before the end of the work day. Once the report is written, the play-based assessment team consults with the child's campus about their recommendations. If they recommend special education services, the campus ARDC will use the play-based assessment team's information to determine the appropriate setting and level of services for the child.

Latosha explains that she is willing to make the sacrifice of extended travel time and mileage for several reasons. For example, she loves the structure of her days, specifically, being a member of the play-based assessment team allows for the unique advantage of predictability. Every day, she knows what family she will be working with and what she will need to do to prepare for the appointments. Furthermore, Latosha enjoys working with this very young age group and their families. She finds great reward seeing such rapid development and growth within a short period of time. Latosha also finds great meaning in making a family's first experience with the school a positive one. She added that the team works very hard at incorporating transparency, allowing parents to see every step of the assessment. They create an atmosphere where parents become members of the team, and partners in their child's education. In working with a younger age group, Latosha has also learned the value of early intervention and the careful balancing between the need for special education to accommodate or modify, while supporting students in the improvement of skills, to the maximum extent appropriate for each individual child. One of the most challenging situations that Latosha continuously faces is having to be the first to inform parents of their child's disability. This process can be heartbreaking when parents are not expecting their children to require special education services. However, Latosha does not allow the weight of that moment to become lost in the technicalities of her position.

Latosha possesses a gift for identifying distinctive qualities in people. She uses this gift to help impact children by identifying their unique abilities and differences and to equip them with strategies that will improve their quality of life and education. Latosha would like practicing and future LSSPs to understand the significant impact that then can be made in the life of a child. She relishes working in the field of school psychology, which allows her to have a child-centered career. Latosha also places significant importance in establishing positive relationships with parents and creating strong partnerships focusing on the best interest of children. TASP would like to thank Latosha Coronado for her dedication in providing young children and families with high quality services in the field of school psychology.

Building Skills, Strengthening Connections, Achieving Success

What?

25th Annual Professional Development Convention

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?

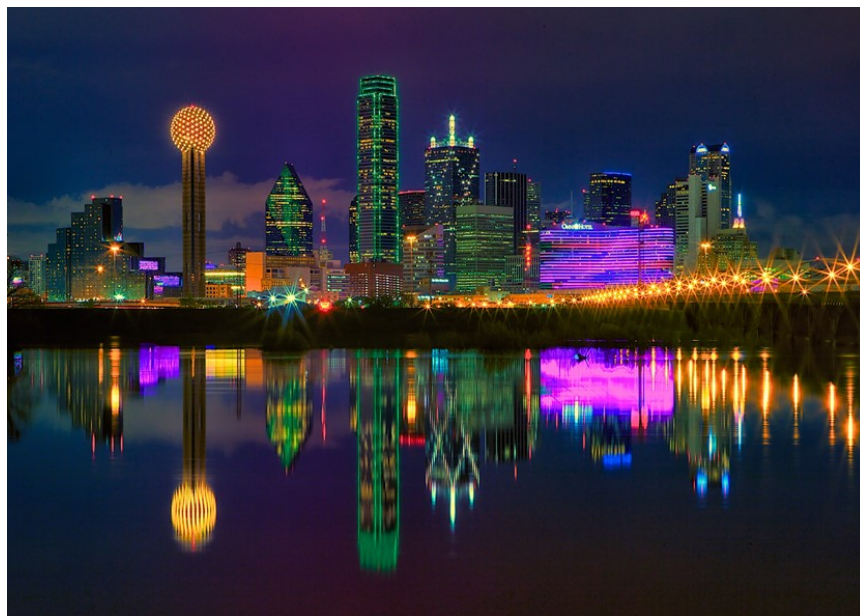
Build skills by learning about mental health topics, assessment, consultation, ethical considerations, legal updates, and many others!

Strengthen connections with other mental health professionals!

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

Go to the TASP website for more information at

<http://www.txasp.org/convention>



Diversity in Action

By Kassi Lopez



“Children want to learn, they are curious and interested, we just have to learn how to help them connect with their learning,” Leanne Penney, Licensed Specialist in School Psychology.

In the last edition, we explored what it is like to educate culturally diverse children from the perspective of an elementary school principal, in a city with an influx of more than 2,700 refugees over the past 5 years. In the second half of this story, we will look at the role of school psy-

chologists in the education of these children. I met with Leanne Penney, LSSP, to discuss the challenges and opportunities present when working with culturally diverse students. Ms. Penney stated that she currently works for Amarillo ISD, a school district with over 33,000 students and more than 39 languages spoken in their schools.

Ms. Penney reported that one of the biggest challenges facing culturally diverse students and their families is difficulty understanding and adapting to local culture while preserving their own. Other factors, such as language barriers, high rates of poverty, sparse community support, and lack of resources often impede success as well. Ms. Penney noted that many of the refugee and immigrant children in her schools have experienced trauma, have limited formal education, and are left with limited advocacy, because their parents are experiencing many of the same challenges.

What can LSSPs do to help these students be successful?

Educate ourselves. Before beginning an evaluation, providing a consultation, developing policy, or working with a student, find out more about their culture. Ms. Penney recommended using a systems approach to understanding children in the contexts of the many cultural aspects that influence their lives. Look at a child’s country of origin, religious affiliations, language, family structure, current neighborhood, etc. Remember, cultural norms may be helpful for beginning to understand a child’s cultural surroundings, but each child is unique as is his or her family and situation.

Research your assessments. If you are going to evaluate a child you need to know if children like this student are included in the normative group. How culturally loaded is the assessment and specifically which subtests may be skewed due to the child’s unique cultural experiences? Are assessments available in the child’s language? Ensure that you have extensive and quality informal assessment tools. It is important to consider what question you are trying to answer with the assessment that you are giving. Are you looking for eligibility for services, informing programming, or both?

Educate others and be a resource. Many of our teachers and other professionals in schools lack training in cultural diversity. As part of your licensure you must complete multicultural training, but others may not have this requirement. Share learned information and collaborate with your colleagues. The information you collect through interviews, observations, research, and assessments needs to be communicated in a manner that is understandable to both teachers and parents. As an LSSP you wear many hats. In your quest to ensure student success you may need to connect families with resources in the school and in the community. From comprehensive needs, such as connections for medical care, employment, language classes, or translation services, to simple needs like who in town fixes a leaky sink or what exactly is a laundromat, LSSPs need to work with families and other professionals to build support structures. Build relationships with your families, listen to their needs and wants, and value their autonomy.



University of Houston

College of Education

COLLABORATION

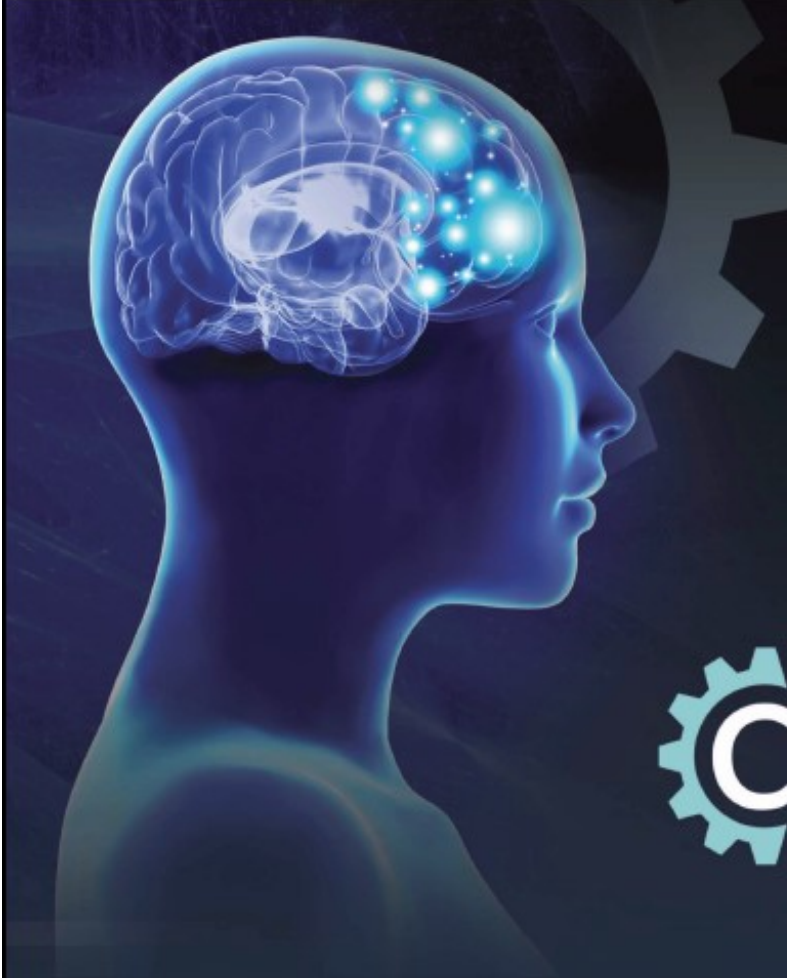
FOR LEARNING & LEADING

Department

of Educational

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Ph.D. in School Psychology



Easily Measure
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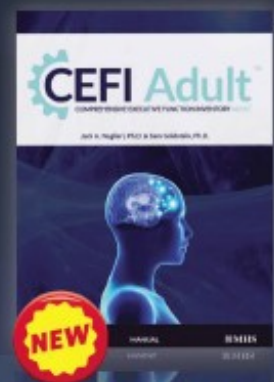
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Government & Professional Relations Update

This legislative session is winding down and your advocacy efforts have not gone unnoticed! I've received many emails from members letting me know that they've called or written to our state leaders to advocate on behalf of school psychologists and students across Texas! A big THANK YOU goes out to everyone who picked up the phone and worked to make a difference!

The 85th Legislature was a slow moving process for all bills. Bills specific to LSSPs (HB 627 and SB 1770) did not receive hearings, as was the case for many bills, and therefore did not advance in this session. A call to action was recently issued to include these issues in SB 2001. At this time, legislators have chosen to keep the language of SB 2001 as-is and an amendment was not granted.

Additionally, a call to action was recently issued to ensure that SB 311 be placed on the calendar for a full vote. This bill must make it to the House floor by May 23 and a Senate hearing is not yet on the schedule. We project that this bill is also dead; however, HB 80 was amended May 20 to extend the life of the TSBEP to 2021.

Remember that the practice in private schools issue for LSSPs was recommended as a rule change by the TSBEP. The rule change was proposed at the board's last meeting and there will be an opportunity for public comment before they vote at their next meeting in August. TASP will communicate a call to action with regard to public comment.

The last day of the 85th legislature is Monday, May 29. Please look in your inbox for a final legislative update summarizing the outcome of all bills that were tracked by the GPR committee. Additionally, I look forward to seeing you at TASP Summer Institute for a legislative summary.

Stephanie Kneeder

Doctor of Psychology (PsyD) in Health Service Psychology (Combined Clinical/School Psychology Program)

The University of Houston-Clear Lake College of Human Sciences and Humanities is proud to offer the first PsyD at a public university in Texas. Graduates are trained as practitioner-scientists for careers as health professionals in clinical and school settings. Interested applicants should hold a masters or specialist degree in clinical psychology, school psychology, or a closely related field. The PsyD program prepares graduates to become a Licensed Psychologist, Licensed Specialist in School Psychology (LSSP), Health Service Psychologist, and Nationally Certified School Psychologist.

Deadline for applications is December 15, 2016.

<http://prtl.uhcl.edu/human-sciences-humanities/clinical-health-applied-sciences/doctorate-psychology>



University
of Houston
Clear Lake

For more information, contact Dr. Mary Short
(shortmb@uhcl.edu).

The choice is clear.



UHCL
HAWKS

Children's Assistance for Living Committee (CALC)

Each year, TASP designates a fundraising recipient for its community support project at the annual conference. The 2016 Children's Assistance for Living Committee (CALC) chose **Love for Kids** to be the recipient.



The mission of Love for Kids is “to ensure that children and their parents have easy access to education and resources.”

Love for Kids accomplishes its mission by ensuring 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. Basic needs can be housing, food, and clothing. Also, basic needs can be knowledge, school uniforms and supplies, and parenting education.

This is where Love for Kids comes in for families in need. While we do not supply a lot of the needs for our families and neighbors, we can empower them with knowledge about seeking out services for themselves.

We work with over 100 agencies to ensure that Love for Kids has accurate information to pass along to our families that seek education, resources, and services. While we do not supply all services, we do work directly with families in the following ways:

Parenting education – Empowering parents through literacy and parenting education.

Helpline – Giving information on education and resources for your family and children.

LFK Teen Council – A teen group that participates in high yield learning activities. Our teens receive services in a manner that is safe, fun, supportive, in a positive environment.

Clothes Closet – A closet stocked with gently used clothing items and shoes for adults and children.

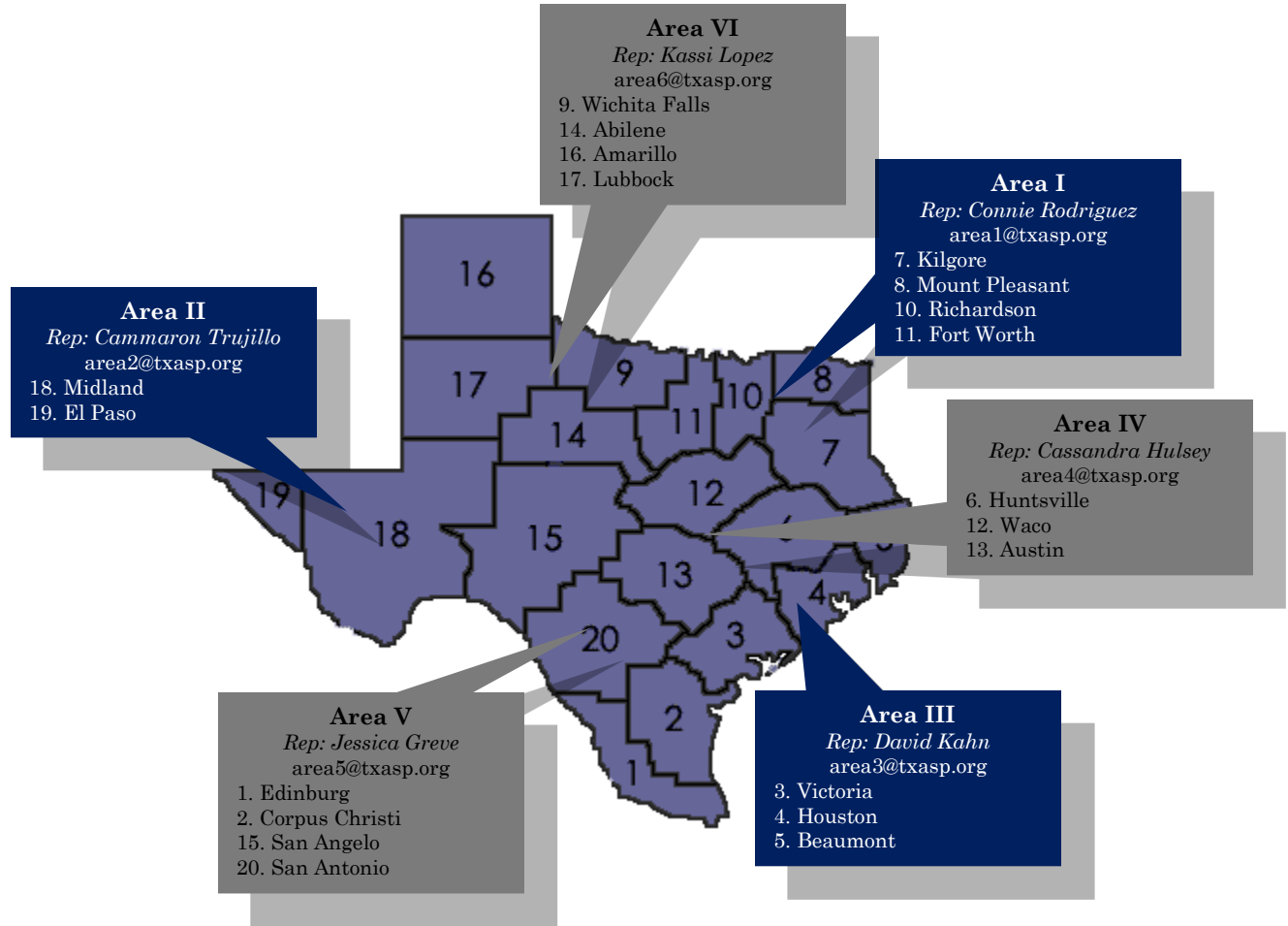
Kassi Lopez

Area VI Representative

CALC Member

Information from the Area Representatives!

Area Representative Map



A partner on the path to student success

Texas Association of School Psychologists

Future Conventions

June 9-10, 2017 at **Emerald Beach**, Corpus Christi (Summer Institute)

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

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

Please check your email inbox to confirm that you have received an email from me.

On July 14, 21, & 28 and August 4 & 11, I will be making visits to Area 1 cities. Please email with suggestions for a meet up location.

On June 9-10, the 2017 TASP Summer Institute in Corpus Christi will feature nine speakers. There will be terrific learning opportunities and time to also have fun at the beach. Drop me a line, so I can meet you in Corpus.

Connie Rodriguez

Email: corodriguez2017@gmail.com



Area II Update

Hello, Area II! Let the countdown begin! Only a few more weeks for most of us, so hang in there during this home stretch. TASP is hosting a Summer Institute in Corpus Christi, TX, June 9-10th. By this time, everyone needs a vacation, so why not enjoy yourselves while earning continuing education credits? This is a great way to build your knowledge base and get a great tan. If you are unable to attend the institute, several LSSPs and Diagnosticians from El Paso, TX will be traveling to Houston, TX for the Summer Evaluation Institute. This would be a great opportunity for networking throughout the state and promoting TASP. I'm looking forward to bringing back some great information to share with our local LSSPs. As always, if you have any questions regarding TASP, or concerns you would like voiced, please send me an email: ctruji01@sisd.net.

Cammaron Trujillo



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

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 Lapiere, LSSP, 1001 Leadership Place, Killeen, Texas 76549 or lapiere@tamuct.edu

Area III Update

Greetings Area III members! I look forward to seeing all of you at the TASP Summer Institute. There are some great presenters lined up, and we are meeting at the Emerald Beach Hotel, so this year's Summer Institute promises to be a fun and educational experience for all. If you have not already done so, make sure you register while rooms are still available.



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. I heard from many of you in late February and early March. Many of you expressed concerns regarding HB 11 and the proposed change in timelines.

I shared your concerns while meeting in Austin with house reps and senators from Area III. As all of you probably know, issues regarding time lines have been heard and been addressed for now.

A continued concern for LSSPs is that we were not initially included on the list of mental health providers for public school students as part of HB 11. I expressed this concern on behalf of the Area III membership. TASP will continue to advocate for the inclusion of LSSPs as eligible providers in public schools, and private schools.

Although time lines will stay the same for now, continue to work with your local education agency to develop ways of getting evaluations completed in a timely manner. Numerous legislators and senators from Area III, mostly from the Houston area, received letters from parents expressing concerns about how long it takes school personnel to complete an evaluation after the date of consent. Although the evaluations were completed within timelines, the parents felt that it still took too long, given the severity of their child's condition and need for services.

Finally, continue to encourage your colleagues who are not currently TASP members to consider joining. We are only as strong as our membership, so let's 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!

Like me, many of you are probably frantically trying to close out another school year. Depending on where you work, you may start to hear buzz about the various opportunities for grant offerings by education foundations, community partnerships, etc. Our LSSP colleagues in Pflugerville ISD recently applied and were approved for a \$471 grant to build a library of children's books dealing with various mental health topics (anxiety, depression, self-esteem, etc.) to use in counseling sessions. What a great idea! With limited special education and campus budgets, applying for a grant could be an excellent way to get some much needed resources to add to your toolbox.



In April, an Area IV LSSP meetup was held in Round Rock to network and discuss various issues being faced by LSSPs in our area. Thanks so much to all of you who attended! It was really interesting to hear the different ways LSSPs are being utilized within various districts and the unique challenges different service delivery models present. If you were unable to make it, don't fret. There will be another meetup scheduled soon and I hope to see even more of you!

Wishing you all some well-deserved R&R as you head into summer!

Cassandra Hulsey

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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The choice is clear.

Area V Update

Greetings Area V!

As this school year comes to a close, there are still many of us that are looking for continuing education unit hours to complete for license renewal and improvement of our professional skills. The TASP Summer Institute is a great way to accomplish this, while also taking advantage of the beachfront location in Corpus Christi and the many recreational activities available. There are excellent sessions being offered, including Diversity Focus: Dealing with Trauma in Immigrant Students; Promoting Safety, Inclusion, and Well-Being for LGBTQ Students; Practical Play Therapy in Schools; Beyond Compliance: Highly Ethical Counseling Services for LSSPs; TASP Legislative Update; The Crashing Tide: Blending Restorative Practices and Trauma Informed Care; An Introduction to School-Based Motivational Interviewing; Supervision; and Parent Centered Consultation. The Summer Institute will once again be at the Emerald Beach Hotel, where you can bring the whole family for added summer fun. Additional days may be available before and after the conference for a reduced rate, based on availability.



I also wanted to take the time to invite you to provide us with any feedback on your opinions regarding what we represent, as a profession. Our current mission is to advance school psychology as both a science and a profession, with the ultimate goal of promoting learning, emotional and social development, and the mental health of all children in Texas. We strive to advance quality education for children, encourage and provide opportunities for professional growth, inform the practice of psychology in schools, promote and advance interests and concerns in membership, as well as the standards of our profession.

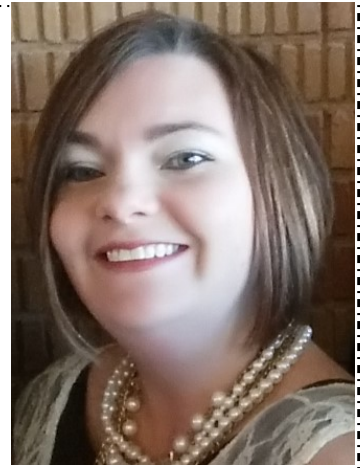
This year has been an active one, regarding legislative advocacy. TASP highly encourages you to read the bills that are mentioned in our legislative updates and contact us if you have any questions about how they can impact our profession and how to get further involved in bills that you support or oppose. Please do not hesitate to email me at area5@txasp.org. I look forward to communicating with you and further representing the voices in our area.

Jessica Greve

Area VI Update

Greetings Area VI!



This year is rapidly coming to a close. I know many of you are more excited about those warm summer rays than the squirming kiddos trying to race for the door. Your TASP Board just met to discuss the legislative session, plan for upcoming Summer Institute and Fall Convention, and update the focus and purpose of TASP. We spent a portion of this meeting reviewing our newly accepted Vision and Mission statements and redefining our operating guidelines to ensure that TASP is meeting the needs of school psychologists in this state. TASP wants to efficiently use time and resources to further the priorities of the profession.



I was excited to attend a workshop at the Region 16 service center in April. It was amazing to see the growth of school psychology in the panhandle. The first ethics training was held in 2011. Six LSSPs, including the presenter, were present. This represented the entirety of practicing LSSPs in the region. This year, 28 LSSPs were in attendance and a few practicing LSSPs were unable to make it. That is over a 365% increase in 6 years!

I love that more children have access to quality mental health services in their schools! Let me know what amazing things are happening in your schools and programs. I look forward to hearing from you.

Kassi Lopez



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www.educ.ttu.edu or
Dr. Tara Stevens at tara.stevens@ttu.edu

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



Thinking about Graduate School? Think about Trinity. Become a Licensed Specialist in **School Psychology**

In Trinity's School Psychology program you can:

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For more information please contact Dr. Laurie McGarry Klose (ldose@trinity.edu)
or Sonia Mireles (smireles@trinity.edu) at 210. 999.7501.

<http://www.trinity.edu/departments/Education/index.asp>

TASP Board Positions Up For Election

Several TASP Board positions will be open for election this year. The deadline to submit nominations is September 11, 2017. You may nominate yourself or anyone you think is qualified. If you are interested in any of the positions listed below, please contact Brook Roberts, Past President and chair of the Nominations Committee at pastpresident@txasp.org. If you have any questions about the responsibilities of these positions, you may also contact any of the current TASP Board members for further information. The following is a list of the positions open for nomination and the duties as set forth in the TASP bylaws:

President-elect

The President-elect shall:

1. Serve as an officer and member of the Board.
2. Serve as chairperson of the Board in the absence of the President.
3. Consult regularly with the President regarding Association activities to ensure continuity and smooth transitions between terms of office.
4. Succeed the President according to the Constitution.
5. Assist the President, as assigned, in working with committees and implementing Association activities.
6. Serve on the Convention Planning Committee.

(Note: The President-elect is primarily responsible for selecting speakers for the TASP Fall Convention)

Treasurer-elect

The Treasurer-elect shall:

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

Secretary

The Secretary shall:

1. Serve as an officer and member of the Board.
2. Maintain written record of the minutes of each meeting of the Board and official business meetings of the Association.
3. Prepare and submit copies of such records for the Board members.
4. Maintain records of official activities and information of the Association.
5. Assist the President, as assigned, in handling correspondence and disseminating information.
6. Supervise the maintenance of a current mailing list of the Board and the general membership.
7. Maintain the necessary supplies and materials for the duties of this office with expenses approved by the Board and the Treasurer of the Association.
8. Serve as ex-officio member of the membership committee.

Area II (ESC 18—Midland; ESC 19—El Paso)

Area IV (ESC 6—Huntsville; ESC 12—Waco; ESC 13—Austin)

Area VI (ESC 9—Wichita Falls; ESC 14—Abilene; ESC 16—Amarillo; ESC 17—Lubbock)

Area Representatives shall:

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

Graduate Student Representative

The graduate student representative shall:

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

Brook Roberts

Past President



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

Do you know of a TASP member or school district who provides exemplary school psychological services and deserves recognition? 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>

Outstanding Graduate Student (Specialist and Doctoral Level)

<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>

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. All required information 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



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

Outstanding Graduate Student Award: Specialist and Doctoral Level

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

- Leadership skills
- Creative endeavors
- Observed personal growth
- Interpersonal skills
- Professional competencies, (in the NASP Practice Domains)
- Conference presentations

Eligibility: The graduate student must: (1) be an intern enrolled in a school psychology program, (2) have a minimum overall grade point average of 3.75, and (3) be a student member of TASP.

Nominators please submit the following information along with 1) the nominee's resume or vita, and 2) a letter of recommendation expanding upon the suggested categories from their school psychology professor and a field-based supervisor.

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

University Attending: _____ Level: (Indicate One): Specialist or Doctoral

GPA (at time of nomination): _____ Date Degree will be Awarded: _____

Internship Site(s): _____

Nominated and Verified by: _____ Nominator's email: _____

Send all nomination information to the Awards and Honors Committee chair, Mindi Jeter, by September 30, 2017 via <http://www.txasp.org/awards-honors>. If you prefer to send the information via email, please send the nomination information to the Awards and Honors Committee Chair by the deadline to awardshonors@txasp.org.

This award will be presented at the Annual TASP Professional Development Convention (awards ceremony) in November.



The Texas School Psychologist

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Texas Association of School Psychologists

Outstanding School Psychologist Award: Specialist and Doctoral Level

This award is intended to recognize a doctoral and a specialist level school psychologist who demonstrates excellence in the NASP Domains of Practice:

Domain 1: Data-Based Decision Making & Accountability: *School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

Domain 2: Consultation and Collaboration: *School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

Domain 3: Interventions and Instructional Support to Develop Academic Skills: *School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills: *School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.*

Domain 5: School-Wide Practices to Promote Learning: *School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

Domain 6: Preventive and Responsive Services: *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.*

Domain 7: Family-School Collaboration Services: *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.*

Domain 8: Diversity in Development and Learning: *School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to*

enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation: *School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

Domain 10: Legal, Ethical, and Professional Practice: *School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

Please submit the following information along with: the nominee’s resume or vita and a letter of recommendation expanding upon the suggested categories.

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

Nominee’s Job Title: _____ Level: (Indicate One) Specialist or Doctoral

Employed by: _____

Nominator’s/Contact Person’s Name: _____ Email: _____

Send all nomination information to the Awards and Honors Committee chair, Mindi Jeter, by September 30, 2017 via <http://www.txasp.org/awards-honors>. If you prefer to send the information via email, please send the nomination information to the Awards and Honors Committee Chair by the deadline to awardshonors@txasp.org.

This award will be presented at the Annual TASP Professional Development Convention (awards ceremony) in November.



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

Outstanding Service to the Profession of School Psychology Award

The Outstanding Service to the Profession of School Psychology award is designed to recognize an individual who has contributed to the profession of school psychology by making contributions in the following areas and NASP Practice Domains:

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

Domain 1: Data-Based Decision Making & Accountability: *School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

Domain 2: Consultation and Collaboration: *School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

Domain 3: Interventions and Instructional Support to Develop Academic Skills: *School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills: *School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

Domain 5: School-Wide Practices to Promote Learning: *School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

Domain 6: Preventive and Responsive Services: *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.*

Domain 7: Family–School Collaboration Services: *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.*

Domain 8: Diversity in Development and Learning: *School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

Domain 9: Research and Program Evaluation: *School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

Domain 10: Legal, Ethical, and Professional Practice: *School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

Please submit the following information along with: the nominee’s resume or vita and a letter of recommendation expanding upon the suggested categories.

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

Nominee’s Job Title: _____

Employed by: _____

Nominator’s/Contact Person’s Name: _____ Email: _____

Send all nomination information to the Awards and Honors Committee chair, Mindi Jeter, by September 30, 2017 via <http://www.txasp.org/awards-honors>. If you prefer to send the information via email, please send the nomination information to the Awards and Honors Committee Chair by the deadline to awardshonors@txasp.org.

This award will be presented at the Annual TASP Professional Development Convention (awards ceremony) in November.



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

Outstanding Delivery of School Psychological Services Award to a School District

This is for nominations of school districts that recognize and implement best practices or innovative practices of school psychology that align with the NASP Practice Domains. This award will not be granted based on geographic location or size of the district.

Domain 1: Data-Based Decision Making & Accountability: *School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

Domain 2: Consultation and Collaboration: *School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

Domain 3: Interventions and Instructional Support to Develop Academic Skills: *School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills: *School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.*

Domain 5: School-Wide Practices to Promote Learning: *School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

Domain 6: Preventive and Responsive Services: *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.*

Domain 7: Family-School Collaboration Services: *School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.*

Domain 8: Diversity in Development and Learning: *School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; princi-*

ples and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation: *School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

Domain 10: Legal, Ethical, and Professional Practice: *School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

Other Areas of Consideration are:

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

Include the primary activities performed by psychological service personnel.

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

Please submit the following information along with a letter of recommendation expanding upon the suggested categories.

School District: _____

Contact Person's/Nominator's email: _____ Telephone: _____

Send all nomination information to the Awards and Honors Committee chair, Mindi Jeter, by September 30, 2017 via <http://www.txasp.org/awards-honors>. If you prefer to send the information via email, please send the nomination information to the Awards and Honors Committee Chair by the deadline to awardshonors@txasp.org.

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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. If you are interested in submitting a paper, please email jeremy.sullivan@utsa.edu or see the latest issue for the Instructions for Authors.

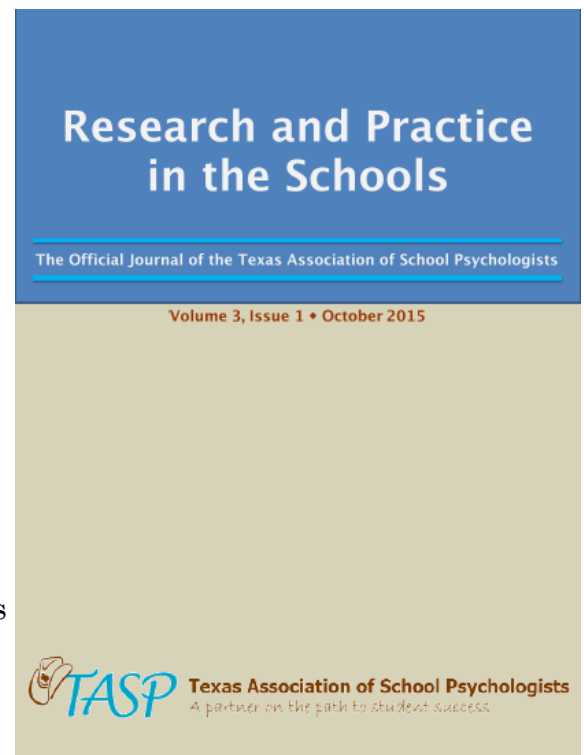
Graduate Student Section:

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 ae-herna8@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:

The Editor:

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Nacogdoches, TX 75962
newsletter@txasp.org

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

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



School Safety and Crisis

Helping Children After a Natural Disaster: Information for Families and Educators

Natural disasters can be especially traumatic for children and youth. Experiencing a dangerous or violent flood, storm, or earthquake is frightening even for adults, and the devastation to the familiar environment (i.e., home and community) can be long-lasting and distressing. Often an entire community is affected, further undermining children's sense of security and normalcy.

Children look to the significant adults in their lives for guidance on how to manage their reactions after the immediate threat is over. Parents, teachers, and other caregivers can help children and youth cope in the aftermath of a natural disaster by remaining calm and reassuring children that they will be all right. Immediate response efforts should emphasize teaching and reinforcing effective coping strategies, fostering supportive relationships, and helping children understand their reactions.

ISSUES ASSOCIATED WITH SPECIFIC DISASTERS

Hurricanes. Usually hurricanes are predicted days to weeks in advance, giving communities time to prepare. These predictions give families time to gather supplies and prepare, but can generate fear and anxiety about the potential impact. Severe weather events can generate damaging, fierce winds and rain. Children may re-experience startle responses, anxiety, and significant stress if they had negative experiences during a hurricane. If weather events reoccur, children may then re-experience similar stress reactions.

Earthquakes. Aftershocks differentiate earthquakes from other natural disasters. Since there is no clearly defined endpoint, the disruptions caused by continued tremors may increase psychological distress. Unlike other natural disasters (e.g., hurricanes and certain types of floods), earthquakes occur with virtually no warning. This fact limits the ability of disaster victims to make the psychological adjustments that can facilitate coping. This relative lack of predictability also significantly lessens feelings of control. While one can climb to higher ground during a flood, or install storm shutters before a hurricane, there is usually no immediate preparation with earthquakes. Survivors may have to cope with reminders of the destruction (e.g., sounds of explosions and the rumbling of aftershocks; smells of toxic fumes and smoke; and tastes of soot, rubber, and smoke).

Tornadoes. Like earthquakes, tornadoes can bring mass destruction in a matter of minutes, and individuals typically have little time to prepare. Confusion and frustration often follow. Similar to a hurricane, people experience sensations during tornadoes that may generate coping challenges, and it can be difficult to cope with the sights and smells of destruction. Given the capricious nature of tornadoes, survivor guilt has been observed to be an especially common coping challenge. For instance, some children may express guilt that they still have a house to live in while their friend next door does not.

Floods. These events are among the most common natural disasters. Flash floods are the most dangerous as they occur without warning; move at intense speeds; and can cause extensive destruction to landscapes, roads, bridges, and buildings. Most floods do not recede overnight, and residents may have to wait days or weeks before they can begin cleanup efforts. Damp conditions within homes, shelters, and other buildings can contribute to environmental mold, which can challenge children’s and adults’ health.

Wildfires. Like hurricanes, there is often some warning of an advancing wildfire. However, depending upon the wind and terrain, the direction and spread of a wildfire can change abruptly. Depending upon the need to evacuate, and the extent of the damage, children and families may struggle with temporary displacement and the destruction of their homes.

RECOVERY CAN TAKE TIME

Although natural disaster events may only last a short period, survivors can be involved with the disaster aftermath and recovery for months or even years. Collaboration between the school and district crisis response teams and community, state, and federal organizations and agencies is necessary to respond to the many needs of children, families, and communities following a natural disaster. Families are often required to deal with multiple people and agencies (e.g., insurance adjustors, the Red Cross, the Federal Emergency Management Agency [FEMA], and the Salvation Army) to resolve disaster-generated problems, and they need time to do so when children are in school. Advance preparation and coordination with supporting agencies will facilitate problem solving and support family coping. Changes brought about by disaster experiences create a “new normal” for survivors.

POSSIBLE REACTIONS OF CHILDREN AND YOUTH

The severity of children’s reactions will depend on their specific risk factors. These include exposure to the actual event, personal injury or loss of a loved one, level of parental support, displacement from their home or community, the level of physical destruction, and pre-existing risks, such as a previous traumatic experience or mental illness. Adults should contact a professional if children exhibit significant changes in behavior or any of the following symptoms over an extended period of time (more than 6 months).

- **Preschoolers**—thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal from friends and routines.
- **Elementary school children**—irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, and withdrawal from activities and friends.
- **Adolescents**—sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration.

A minority of children may be at risk of posttraumatic stress disorder (PTSD). Symptoms can include those listed above, as well as re-experiencing the disaster during play and/or dreams, anticipating or feeling that the disaster is happening again, avoiding reminders of the disaster, general numbness to emotional topics, and increased arousal symptoms, such as inability to concentrate and startle reactions. Although rare, some adolescents may also be at increased risk of suicide if they suffer from serious mental health problems like PTSD or depression. Adults should seek professional mental health help for children exhibiting these symptoms.

IMMEDIATELY FOLLOWING A NATURAL DISASTER: INFORMATION FOR PARENTS AND TEACHERS

Remain calm and reassuring. Children take their cues from adults, especially young children. Acknowledge the loss or destruction, but emphasize the community's efforts to clean up and rebuild. To the extent it is possible to do so, assure them that family and friends will take care of them and that life will return to normal.

Acknowledge and normalize their feelings. Allow children to discuss their feelings and concerns, and address any questions they may have regarding the event. Listen, empathize, and let their questions be the guide. An empathetic listener is very important. Let them know that their reactions are normal and expected.

Encourage children to talk about disaster-related events. Children need an opportunity to discuss their experiences in a safe, accepting environment. Provide activities that enable children to process their experiences. This may include a range of methods (both verbal and nonverbal) and incorporate varying projects (e.g., drawing, stories, music, drama, audio and video recording). Seek the help of the school psychologist, counselor, or social worker if you need help with ideas to open the dialogue.

Promote positive coping and problem-solving skills. Activities should teach children how to apply problem-solving skills to disaster-related stressors. Encourage children to develop realistic and positive methods of coping that increase their ability to manage their anxiety and to identify which strategies fit with each situation.

Emphasize children's resiliency. Focus on their competencies. Help children identify what they have done in the past that helped them cope when they were frightened or upset. Bring their attention to other communities that have experienced natural disasters and recovered (e.g., New Orleans, LA, or Joplin, MO).

Strengthen children's friendship and peer support. Children with strong emotional support from others are better able to cope with adversity. Children's relationships with peers can provide suggestions for how to cope and can help decrease isolation. In many disaster situations, friendships may be disrupted because of family relocations. In some cases, parents may be less available to provide support to their children because of their own distress and feelings of being overwhelmed. Activities such as asking children to work cooperatively in small groups can help children strengthen supportive relationships with their peers.

Take care of your own needs. Take time for yourself and try to deal with your own reactions to the situation as fully as possible. You will be better able to help your children if you are coping well. If you are anxious or upset, your children are more likely to feel the same way. Talk to other adults such as family, friends, faith leaders, or counselors. It is important not to dwell on your fears or anxiety by yourself. Sharing feelings with others often makes people feel more connected and secure. Take care of your physical health. Make time, however small, to do things you enjoy. **Avoid using drugs or alcohol to feel better.**

IMMEDIATELY FOLLOWING A NATURAL DISASTER: SPECIFIC INFORMATION FOR SCHOOLS

Identify children and youth who are high-risk and plan interventions. Risk factors are outlined in the above section on children's reactions. Interventions may include classroom discussions, individual counseling, small-group counseling, or family therapy. From classroom discussions, and by maintaining close contact with teachers and parents, the school crisis response team can help determine which students need counseling services. A mechanism also needs to be in place for self-referral and parent referral of students.

Provide time for students to discuss the disaster. Depending on the situation, teachers may be able to guide this discussion in class, or students can meet with the school psychologist or other mental health professional for a group crisis intervention. Classroom discussions help children to make some sense of the disaster. They also encourage students to develop effective means of coping, discover that their classmates share similar questions, and develop peer support networks. **Teachers should not be expected to conduct such discussions if children are severely affected or if they are distressed themselves.** A crisis team member should be made available to facilitate the discussion.

Allow time for staff to discuss their feelings and share their experiences. Members of your crisis team should also have the opportunity to receive support from a trained mental health professional. Providing crisis intervention is emotionally draining, and caregivers will need an opportunity to process their own crisis responses. Caregivers could include teachers and other school staff if they have been serving as crisis caregivers for students.

Secure additional mental health support. Although many caregivers are often willing to provide support during the immediate aftermath of a natural disaster, long-term services may be lacking. School mental health professionals can help provide and coordinate mental health services, but it is important to connect with community resources as well in order to provide such long-term assistance. Ideally, these relationships would be established in advance.

HELPING CHILDREN ADJUST TO RELOCATION AFTER A NATURAL DISASTER

The frequent need to relocate after a disaster creates unique coping challenges. It may contribute to the social, environmental, and psychological stress experienced by children and their families. Children will be most affected by the reactions of their parents and other family members, the duration of the relocation, their natural coping styles and emotional reactivity, and their ability to stay connected with friends and other familiar people and activities. To the extent possible, parents and other caregivers should:

- Provide opportunities for children to see friends.
- Bring personal items that the child values when staying in temporary housing.
- Establish some daily routines so that the child is able to have a sense of what to expect (including returning to school as soon as possible).
- Provide opportunities for children to share their ideas, and listen carefully to their concerns or fears.
- Be sensitive to the disruption that relocation may cause, and be responsive to the child's needs.

- Consider the developmental level and unique experiences of each child; it is important to remember that as children vary, so will their responses to the disruption of relocation.

In addition, school personnel should:

- If possible, determine the status of every child in the school, particularly those who have not returned after the disaster incident. Develop an outreach strategy for children who are displaced and living in shelters or temporary housing.
- Identify ways for students to stay in contact with displaced classmates.
- Utilize an advisory committee of students to help identify ways that students might prioritize positive school activities in order to help them regain a sense of normalcy.
- Permit survivors to retell their stories in a safe environment that avoids vicarious traumatization. Provide opportunities for children to discuss how they are coping. Use creative arts (e.g., drama, art, music, photography) to help them express their emotions.
- Help connect families to community resources, and maintain current contacts with disaster-related support services. Provide information to parents about available physical and behavioral healthcare services, and if possible, help provide child care while they are meeting with agencies.
- Anticipate the need for increased before- and after-school child care, and explore options to provide that service.
- Incorporate information about the disaster into related subject areas, as appropriate. Science, math, history, and language arts are especially relevant.

See “Relocated Students With Special Needs: Recommendations for Receiving Schools” and “New Schools for Students With Disabilities: Tips for Relocated Families” for additional information at <http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis>

Adapted from “Natural Disasters” (pp. 435–450), by Lazarus, P. J., Jimerson, S. R., & Brock, S. E. In S. E. Brock, P. J. Lazarus, & S. R. Jimerson (Eds.), Best Practices in School Crisis Prevention and Intervention, 2002, Bethesda, MD: National Association of School Psychologists; and from other crisis information posted on the NASP website at www.nasponline.org.

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