



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

Texas Association of School Psychologists

www.txasp.org

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President's Message

Greetings Fellow LSSPs!!!

Ashley Arnold, President

Summer is almost here! I know we have all had a very busy spring, which is typical in our profession. Hang in there-the school year is almost over. You will be relaxing on a beach soon enough not worrying about what the next school year will bring with STAAR/EOC, fewer positions, and having to do more with less and instead focusing on who you can nominate for an award from TASP. Right??!!

The TASP Executive Board has had a very busy to start to our year (we are on a calendar year rotation). I want to take this time to share with you what has been going on behind the scenes. Recently, our state has suffered tremendous

natural disasters, both the wildfires and the tornadoes. TASP provided media outlets with information on helping children through natural disasters. One of our goals this year is to firmly establish TASP as a resource for children and families in the state of Texas.

The legislative session is not over yet so there is still time for TASP to accomplish their goals. I urge you to contact your representative/senator in support of House Bill 899/Senate Bill 709 regarding the use of the NCSP in the state of Texas. Stay tuned-is a Special Session ahead??? For more information please see Laurie Klose's article regarding Government/Professional Relations.

I encourage you to visit our website www.txasp.org if you



haven't looked at it recently. We are revising our website and I hope you will enjoy the new look of TASP. Hopefully, you will find the new website easier to navigate and even more functional for your use. I know you will want to add the TASP website to your favorites, if you haven't already. Conference planning for 2011 is underway! The conference brochure will be coming soon to a mailbox near you. Plus the speaker information is already posted on our website. I know in this difficult economic times pressed upon

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CHILDREN'S ASSISTANCE FOR LIVING CHARITY 2011

The Children's Assistance for Living Charity for our 2011 conference in Houston is Families for Effective Autism Treatment. This group provides support and services to children and families that are research based.

Founded by a half dozen families in 1995, Families for Effective Autism Treatment (FEAT) – Houston, works to improve the quality of life of those affected by developmental disabilities by increasing resources and providing information on scientifically validated interventions, particularly those based upon applied behavior analysis (ABA).

FEAT-Houston's development and funding of programs and scholarships make it possible for parents, educators, and others to learn about effective teaching methods for individuals with autism and other developmental disabilities. In addition to maintaining a website and active communications with e-mail (1,700+) and newsletter (700+) subscribers, FEAT-Houston's 2010 activities included:

5 full-day workshops in the ABCs of ABA and 123s of ABA series

A two-day conference with six experts presenting to 178 parents, educators, and professionals (21 scholarships awarded - \$3,465 value)

11 free evening speaker meetings throughout the city

5 Community Outreach Workshops (created, promoted, and funded by FEAT-Houston) with free childcare and sibling groups

FEAT-Houston partners with individuals and organizations that share its dedication to community involvement and projects that positively impact educational services - particularly programs for children with autism. FEAT-Houston, a 501(c) (3) non-profit organization, is governed by a volunteer Board of Directors.

THE GRADUATE STUDENT SPEAKER SERIES RETURNS— 2011 CONFERENCE:

Last year the conference offered a line of speakers who spoke on topics geared toward the experience levels of graduate students. The turnout was great and we are continuing this series this year! The graduate student speaker series line-up is still in the works, but topics will include professional development and awareness, TSBEP information and several other topics that have yet to be determined. More information will be provided to student members of TASP via email as soon as more details emerge....so watch your email for more information to come! There will also be a graduate student social/outing at the conference offered as an opportunity to meet your peers from across the state. Questions regarding the graduate student speaker series can be directed to Angela Canas, TASP Graduate Student Representative.

National Award Recipient

Dr. Laurie Klose Receives National Award

Dr. Laurie Klose was presented with the National Association of School Psychologists Presidential Award for Exceptional Service to Children and NASP at the annual conference in San Francisco last month. Kathy Minke, NASP President, recognized Dr. Klose's unremitting efforts to advocate for school psychologists. An excerpt from the presentation:

"As you probably know, things are a little bit different in Texas.

Where school psychologists are something called LSSPs and get in trouble for using their NCSP credential. And over the past year, Texas NCSPs have started to fight back, challenging the Texas board to do the right thing and let them use the credential that they have duly earned. The fight isn't over, but I wanted to take this opportunity to acknowledge one of the individuals who is leading the charge on behalf of all Texas NCSPs: Laurie Klose."



Helpful Hints for Finding an Internship

The culminating experience of graduate training in School Psychology is the internship. While the number of organized and publicized internships in urban and suburban districts has dwindled during the current economic crisis, there are still options. Here are a few things to consider in searching for a placement, but be sure to consult your program's requirements for placements as well as the TSBEP Board Rules when considering these additional options.

Most smaller and rural districts have never "officially" had internship programs although many of them have and will hire interns. These districts (both ISDs and consortiums) only post job vacancies. Interns have been hired for school psychology/LSSP internships in such districts by applying for vacancies in related fields.

As mentioned above, interns have found suitable positions by applying for job openings listed as LSSP, diagnostician, behavior specialist, interventionist, special education counselor, counselor and social work.

Looking further geographically will help your chances. Exploring and applying to districts in the Panhandle, West Texas and more rural areas may greatly increase your odds of finding an internship.

Institutions and organizations that offer schools as a portion of their services can also offer appropriate LSSP intern placement. Juvenile justice settings, inpatient psychiatric and addiction treatment centers, and other such places may be good options.

Don't forget that we are trained in services across the age span. Preschool settings, early intervention settings, Head Start centers and university disability

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Updates from TSBEP



Laurie Klose, Ph.D.

Past President and Government and Professional Relations Chair
At the last TSBEP meeting, the board decided not to take a vote on the proposed rule change that would modify the rule related to the definitions of Licensed Specialist in School Psychology to include a provision to allow those who hold the Nationally Certified School Psychologist credential to include this credential in their professional identification (signature blocks, business cards). The justification for the “non-vote” was that the requested opinion from the Attorney General had not been received. TSBEP requested an opinion from the State Attorney General regarding whether or not the proposed rule change would be in conflict with existing statute regarding the use of specialty titles. TASP, the TSBEP general counsel, NASP, NASP’s attorney and many others have indicated that the proposed rule change is not in conflict with existing statute, particularly because the proposed rule change DOES NOT include a change in the title for LSSPs. The implications of this

delay are that the proposed rule will “expire” before a vote can be taken. When rules or amendments are proposed, they must be voted on within 6 months, or they “expire”. If the rule change is to be considered after the AG opinion (which is due to be received in August), it will have to be proposed and put up for comment again at the next TSBEP meeting which is August 18th.

Other news from TSBEP includes the announcement that Dianne Izzo, general counsel, will be leaving the service of the board in May. She will be relocating to Rhode Island to pursue other opportunities. Over the last several years, Ms. Izzo has worked closely with members of TSBEP and TASP to gain an understanding of how school practice is different from private practice and how the implications of board rules must be considered from both perspectives. She has been instrumental in ensuring that board rules are explicit and serve the purpose of protecting the school children of Texas. It will be a loss for TSBEP and we wish Ms. Izzo the best in her future pursuits.

Two other issues of note: the data migration to a new record keeping system and the importance of retiring your license when you are no longer engaged in the practice of psychology. First,

challenge as TSBEP has been engaging in a process of changing their online data management system. Rest assured that TSBEP staff are doing everything they can to make this transition complete, but challenges continue. So during this time, try to not let your license renewal wait until the last minute. If you give yourself ample time, there will be less of a chance of complications.

Second, if you are no longer practicing psychology in Texas, you need to retire your license, not just let it expire. If you do not officially retire your license and just let it expire, your license actually becomes delinquent and you are liable for penalties. Plus, your name then appears on the list of licensees who have sanctions. This would be a shame to have a career end with a sanction because of an oversight. Instructions for retiring your license can be found on the TSBEP website.

As always, I encourage anyone who can to come to TSBEP meetings and take an interest in the body that creates the rules under which LSSPs operate. It is very educational!

**Texas State Board of
Examiners of Psychologists**

CONFERENCE INFORMATION

Greetings fellow TASP members! I hope that the end of the school year finds you well (or at least managing to get by!). As part of my President-Elect duties this year, I am responsible for securing speakers for our annual conference. I've been hard at work since last November and am proud to announce that we have a great lineup for you this October in Houston. For the preconference, we have speakers presenting on mental health challenges in schools and on an evidence-based social skills program. New York Times Bestselling Author Denise Swanson will be our keynote speaker, and she will be signing books immediately following the keynote presentation. For the rest of the conference, you can look forward to the following topics: the neuropsychology of juvenile delinquency, cyberbullying, legal updates, long-term and short term memory assessment and interventions, the role of the LSSP in 504, the assessment of anger in children and adolescents, cognitive behavioral therapy techniques/interventions, narrative therapy, ethics, and advanced learning disability assessment. More information will be posted on our website, but here are a few names to help get you excited about the conference: Kevin McGrew, Susan Jacob, and Ann Leonard-Zabel. Need I say more? I can't wait to see you all at the conference in October! Please visit our website for more conference information:

www.txasp.org

-Maureen Hicks



Limited fellowships/scholar loans available for LSSPs who are interested in getting their Ph.D. in School Psychology from an APA accredited/NASP approved program. Possible through grant funding from OSEP (DTELL) and will be available for 4 years for students specializing in Special Education and English Language Learners. Application by December 1, 2011 and acceptance to the full-time APA approved School Psychology Doctoral program for Fall 2012 is required. A scientist-practitioner program, graduates are employed in higher education, schools, and clinical settings. Information on admission and course is available on our website (spsy.tamu.edu). Interested students are invited to visit the campus, and meet with students and faculty on September 9, October 7, and November 4 – if you are interested please contact Kristie Stramaski (kstramaski@tamu.edu). For additional information, please contact Cyndi Riccio, Program Coordinator (criccio@tamu.edu).



President's Message...Continued
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our school districts, one area that is being drastically cut is professional development. I can guarantee you that TASP will not let you down if you attend our conference. If you can only go to one conference for the 2011-2012 school year, I urge you to come to the Westin Galleria October 6-8 to join us. Shopping and professional development under one roof-How could you go wrong??? Go ahead and get your holiday shopping out of the way. Kill two birds with one stone I say. Also, I encourage you to submit a paper or poster proposal to present at the conference. Last year we set records for both paper and poster presentations-let's beat last year's numbers. Trainers, we will be introducing registration for the trainers meeting this year due to popular demand. We want you guys to be comfortable during the meeting and not crammed in like a bunch of sardines. Please register for the meeting so we can plan accordingly.

Finally, the TASP Executive Board recently tweaked our strategic plan for the organization and I know you will look forward to impressive things occurring. This is an exciting time to be a member of TASP and we have great things planned in the future. As you can see on page 8, we want you to join in promoting the future of TASP.

Ashley Arnold, TASP President

Conference Paper/Poster Submission Info

A great way to spotlight your original research or innovative programs is to present a poster or paper at the TASP professional development conference. The scientist/ practitioner model of school psychological services is the training philosophy for most school psychology programs in Texas. This model encourages professionals to engage in research and program planning to further the understanding of best practices in the field. In order for your personal work to impact the professional practice of others, you must present that work to them. The TASP professional development conference is the ideal place to do this. Students and professionals are invited to submit proposals for poster and paper presentations. Students should submit proposals that highlight empirical research or theoretical analysis of previous studies. The presentation should represent original work. Students may submit individually or as part of a research group. A panel of school practitioners, graduate students and university trainers will award a certificate for the most outstanding student poster presentation.

Student poster or presentation proposals are to be submitted to Jennifer Schroeder at trainers@txasp.org

Professional school psychologists are encouraged to submit proposals that describe empirical research and innovative programs. Professionals working in both university and school districts are encouraged to participate.

Professional poster and paper presentations are to be submitted to James Crosby at jwc014@shsu.edu

TASP Presentation Submission Guidelines

A proposal should include the following and be submitted no later than 5pm on September 15th. Please submit the following in APA format.

1. **COVER PAGE**, which should contain

- title of the proposed work
 - names, titles, and affiliations of editor(s)/author(s)
- date of submission

2. **ABSTRACT**

The abstract should be on a separate page and be no more than 150-200 words in length. It should summarize the focus of the poster, including its relevance to the field, and provide a synopsis of the proposed content.

3. **SUMMARY OF THE PROJECT**

The summary should be no more than 800 words in length. This section should include a summary of the content and how it will be organized. It should also discuss how the proposed work will contribute to the field, emphasizing its relevance to school psychology. There are many possibilities for presenting the rationale, but it must explain the reasons why this particular work is important.

Since this year we are accepting proposals for 50 minute talks (paper presentations), please indicate if you want your proposal to be considered for the poster or paper format. The requirements for both types of proposals are indicated above.

service centers are all locations that may count appropriately towards internship hours. Community colleges and other postsecondary settings are often eager to find individuals able to evaluate students for 504 eligibility and to help negotiate appropriate accommodations for such students in their settings. Some interns have found success in dividing their internship hours across settings and finding 600 hours in a public school setting and working the remaining 600 hours in a clinical setting such as a counseling, mental health, or health care facility.

KEEP US INFORMED!

Let TASP know your if your e-mail address changes and update your membership profile!

Send your E-mail to membership@txasp.org or call TASP at their toll-free number:

1-888-414-TASP (8277)

Web Updates and Information



Technology is our friend, right? I have discovered through my work with the TASP site that our feelings and attitudes vary greatly depending on the day and whether technology is complying with our wants and needs. Our web development team has primarily focused on functionality over the course of the last year. The goal has been to automate membership management and facilitate more efficient mass communication with our membership. As we get closer to accomplishing this goal, we are shifting our focus to content and links that would serve as a resource to school psychology professionals and people seeking information pertinent to school psychology. We are always open to ideas and suggestions and work to answer any questions you submit in a timely manner.

The most common issues that have been reported typically involve logging in to one's user account. We have restored the password recovery function, but your user ID cannot be recovered online at present. Please feel free to request your

user ID if you have forgotten in—typically I can get back to you within the day. If you remember your user ID and password, but get returned to the login screen after inputting the information with no user name and password error, you most likely need to clear your temporarily internet files and try again. If you enter your login information but still cannot access the 'members only' section, you may need to inquire about your membership status. We are all busy, and it is easy to forget about membership renewal in the midst of our daily dramas.

The website has also experienced quite a bit of difficulty with being offline in recent months. We have resolved the issue that was causing the inactivity, so hopefully you will be able to access the website any time you choose.

I appreciate your patience as we work through any problems we come across. Our hope is to create a valuable resource that will assist you in your school psychology needs.



STRATEGIC PLAN

Vision: Serve as an essential resource and provide proactive leadership in the support and representation of school psychologists as they enhance students' mental health and contribute to the development of effective educational systems.

Goal 1: To advance school psychology as both a science and a profession with the ultimate goal of providing and promoting learning, emotional and/or social development, and mental health through the integration of theory into practice for all children in Texas.

Publish a Journal/Scholarly publication for Texas

- Year 1 1) Continue to solicit scholarly manuscripts for journal
 2) Compile published articles online
 3) Catalog previous issues on database sites

Year 2 Encourage students/solicit student and practitioner articles

Promote the association as a resource for professional growth, student services and public policy

- Year 1 Develop a process for reviewing potential Texas Speakers Bureau presenters
 Year 2 Solicit professionals to participate in the Texas Speakers Bureau
 Year 3 Provide Speakers/Sponsored Sessions to other organizations

Establish the association as source of research based information and strategies

- Year 1 Dedicated space on website for research access
 Year 2 Solicit in and out of state research submissions and readership

Goal 2: To encourage and provide opportunities for the professional growth of school psychologists and related professions.

Increase opportunities for training

- Year 1 1) Continue to increase number of peer reviewed papers and proposals for presentation and the time devoted to such presentations.
 2) Investigate possibility of CEUs for paper/poster presentations
 3) Establish formal review process for paper/poster presentations

Year 2 Continue to provide other training opportunities outside of annual conference

Year 3 Opportunity for on-line CEUs

Provide Speakers/Sponsored Sessions to other organizations

- Year 1 Develop a process for reviewing potential Texas Speakers Bureau presenters
 Year 2 Solicit professionals to participate in the Texas Speakers Bureau
 Year 3 Provide Speakers/Sponsored Sessions to other organizations

Goal 3: To inform the public and professional organizations about the services and practice of psychology in the schools.

Establish and maintain egalitarian relationships with other professional organizations

- Year 1
- 1) Develop introduction packet for professional organizations (TASP folder, new brochures, Legislative Platform)
 - 2) Maintain a current list of related professional organizations
 - 3) Each board member establishes and maintains reciprocal relationship with specified organization (PR Chair to assign each member to follow up with instructions)
- Year 2
- 1) Multidisciplinary event for related professionals
 - 2) Invite particular members of related organizations attend conference for free; include in receptions, etc.
- Year 3
- 1) Coordinate advocacy efforts with other professional organizations regarding relevant issues for potential legislative issues in the future
 - 2) Create coalitions for lobbying for child-focused legislation/policy

Maintain multimedia materials

- Year 1
- 1) Develop state of the art content for website and distribution
 - 2) Develop content for different groups to access on the website
 - 3) Enhanced GPR section of website (link bills, frequent information dissemination, link to NASP advocacy, live polling of membership on hot topics)

Year 2 Monitor all media and update annually

Year 3 Develop and promote use of multimedia products for presentations for stakeholders (school boards, faculty, recruitment for graduate study)

C. Utilize systematic marketing strategies to enhance visibility

- Year 1
- 1) Develop marketing plan
 - 2) Implement plan
 - 3) Maintain systematic strategies to promote the profession

Goal 4: To promote and advance interests and concerns of the membership through a statewide organization.

Move from a conference to a convention format

- Year 1
- 1) Invite best practices and research presentations in each strand
 - 2) Proactive solicitation of poster presentations
 - a) Trainers coordinating with graduate student representative to garner at least one submission from each training program.

Year 2 Solicit proposals for paper presentations

Year 3 Increase number of peer reviewed papers and proposals for presentation and the time devoted to such presentations.

Maintain and promote advocacy efforts

- Ongoing
- 1) GPR, President Elect and one other designated board member attend all TSBEP meetings and provide summary for other board members
 - 2) Annual address at conference/convention on legislative issues
 - 3) Bi-annual legislative day at the capitol
 - 4) Advocacy training for new board members at winter board meeting
 - 5) The President-Elect and GPR Chair will attend NASP-Public Policy Institute when offered

Information from the Area Representatives!

AREA REPRESENTATIVES

Area V

Howdy, Area V. I wanted to provide a quick update on a recent opportunity in which I was able to share information about TASP with graduate students. Dr. Terry Robertson, director of the School Psychology program at Trinity University in San Antonio, asked me to visit her Practicum class and give a presentation on TASP. The purpose of the presentation was to provide information about the organization itself, followed by some ways that graduate students can get involved. In addition to discussing numerous ways that TASP advocates for the profession and provides a strong network of professional support, students were especially interested in learning about the annual conference and the process for submitting poster presentations. This was a timely discussion, as TASP has identified increased graduate student involvement as a priority. I'm sharing this experience because I think it provides an excellent example of how I can serve you as your area representative, and I thank Dr. Robertson and her students for the opportunity. If I can provide similar information to other training programs, please feel free to email me at jeremy.sullivan@utsa.edu. I hope everyone has a great summer.



Hello Area III LSSPs,

I hope you all are hanging in there and have survived the TAKS season! Now it seems we are in the midst of MDR season. I know you all are still very busy with referrals and solving the many behavioral problems presented on a daily basis, so this update will be short!

The TASP Executive Board met in April and drafted a Strategic Plan which focuses on TASP serving as a resource for and a representative of LSSPs. Stay tuned for more information and a final document.

Also discussed was our annual TASP conference which, with the way times flies when you're having this much fun, is just around the corner in October, 2011. The CALC (Children's Assistance for Living Committee) just finished the final stages of choosing a charity to support during the conference. Several deserving agencies were considered and the final decision was more difficult than anticipated. Once you are aware of the charitable work being done on behalf of children in our state, it is hard to pick just one to support. The conference will be in our home town, Houston, this year (and next), so make plans to attend!

Hang in there-Summer vacation is almost here!

Pamela Moore



Hello Area 1 LSSPs. This school year has come and is now almost gone. Many exciting things have occurred this year. For example, as you may know your TASP GPR Chair, Laurie Klose, received a NASP award this year and she is continuing to push forward in her leadership to ensure that LSSPs who hold the NCSP who are not also licensed psychologists are able to acknowledge and inform the public of their holding the NCSP. Senate Bill 709 was discussed at the Capitol in Austin and several of your TASP board members were there to support the bill and work for all LSSPs in Texas. Soon Texas Representatives will also be discussing the NCSP issue and it is imperative that you contact your Representative and inform them of your support for the NCSP LSSP to be able to properly inform the public of their training and expertise.

TASP is also in the process of putting together our online journal. I encourage you to submit articles for this publication. This will give you an opportunity to not only attempt to get published or add another publication to your vita but will also allow you to provide information to your fellow TASP LSSPs, parents, and other professionals who work with children and adolescents.

You may also receive an email from TASP that asks you to complete a survey or you may be asked to complete a survey at the conference this year. Please complete these surveys as they will help to make sure that TASP is hearing what YOU feel is important for our profession.

I encourage you to solicit LSSP non-TASP members to consider joining our organization. TASP offers a great deal to LSSPs in Texas. The conference is a BIG contribution however; it is not the only thing that TASP can do for you. The previously mentioned Government and Professional Relations Committee (GPR) keeps track of legislation that is important to you as a LSSP working in Texas. The TASP board helps to ensure that you have resources that you need to be able to help children and adolescents succeed which is the utmost important goal that we have as a profession. Most recently, the addition of starting up the online journal will have limitless possibilities for you as a TASP member: learning about research, new techniques, or strategies.

Remember to register early for the 19th Annual TASP Conference-Houston, Texas October 6-8, 2011 at the Westin Galleria when you get conference details. Maureen Hicks, President Elect, Rebecca Ray, Conference Chair and Casey Westmoreland, Area IV Representative/Conference Co-Chair are working hard to have a great conference planned for you. Some great speakers and topics have been planned. If you know of an exhibitor that you would like to see at the conference please let me know.

Last I want to leave you with a request: please consider nominating a graduate student, LSSP, or school for TASP awards. This can be a way to recognize others in our profession for a job well done.

On behalf of students, parents, and educators thank you for what you are doing to help students reach their social, emotional, behavioral and academic goals.

Lisa Daniel

TASP Area 1 Representative



Hello to everyone in Area II. I am Jeri Nitzburg your area representative. I am a LSSP in the El Paso ISD. My email address is gmnitzburg@gmail.com. As the school year is winding down you are probably thinking about vacation. The board has been thinking about the Professional Development Conference at the Westin Galleria in Houston Texas October 6-8, 2011. I hope to meet all of you there. Just a reminder, TASP is still working with NASP on the use of NCSP credential on signature blocks, business cards, etc. We have been advised not to use the NCSP credential until this is resolved.

Jeri Nitzburg

Dear Fellow LSSPs and School Psychologists,

The time has come! As you probably already know, The Texas Association of School Psychologists (TASP) has been in the process of developing an online, peer-reviewed journal to meet the needs of our members. Our goal is to provide access to current research that impacts the practice of school psychology. We are now ready to begin publication!

While we already have a number of articles accepted for this first issue, we are still soliciting timely and original empirical research, theoretical articles, summaries of articles from related psychological and educational journals, test reviews, book reviews, and software reviews. Qualitative and case-study research designs will also be considered. Articles may be submitted through the TASP web site email or to me personally (both emails are posted above).

We would particularly like to encourage our student members to contribute material to the journal. This is an excellent way to begin the publication process, build your vita and be of service to the professional community. Interested students may also have an opportunity to serve as student reviewers. Please contact me with any questions about the process, potential articles, student reviewer positions or anything else concerning the journal.

Also, if you have any interest in being a guest or ad hoc reviewer for the TASP TIPS, we would welcome your help as well! Please contact me with those areas you feel you are most interested in (for example, preschool assessment or interventions for girls with Asperger's) and I will contact you when we have a need for your expertise.

Please feel free to contact me with any suggestions as we begin this exciting endeavor!

Elizabeth Kelley Rhoades, PhD, NCSP, LSSP
Chair, Ad Hoc Journal Task Force
Texas Association of School Psychologists

Tools for Intervention and Practice in Schools

Tools for Intervention and Practice in Schools (TASP TIPS) is a publication of the Texas Association of School Psychologists (TASP). It is an online, peer-reviewed journal that provides TASP members with access to current research that impacts the practice of school psychology. The primary purpose of TASP TIPS is to meet the needs of its members for information on research-based practices and empirically-based interventions in the field of school psychology. To meet this need, TASP TIPS welcomes timely and original empirical research, theoretical articles, summaries of articles from related psychological and educational journals, test reviews, and software reviews. Qualitative and case-study research designs will be considered as appropriate.

Instructions for Authors

General Submission Guidelines

All manuscripts should be submitted in the electronic form to Libby Rhoades, TASP TIPS Editor as an attachment to email at the following address journaltaskforce@txasp.org in either MS word (preferred) or .rtf format. Submissions should be labeled with the manuscript's title.

It is assumed that any manuscript submitted for review is not being considered concurrently by another journal. Each submission must be accompanied by a statement that it is not been simultaneously submitted for publication elsewhere. If the article has been submitted published previously in another journal or newsletter, the author should so indicate in order to obtain permission to reprint and to give proper credit to the original publishing source should it be accepted by TIP.

Authors are responsible for obtaining permission to reproduce copyrighted material from other sources. IRP approval should have been obtained and should be noted in all subjects involving human subjects. Manuscripts and accompanying materials become the property of the publisher. The editor reserves the right to edit the manuscript as necessary for publication if accepted.

Submissions should be typed, double-spaced with margins of one inch. All articles should meet the requirements of the *APA Publication Manual, 6th ed.*, in terms of style, references and citations. They should be numbered consecutively throughout the document. Illustrations should be provided as clean digital files in .pdf format with a resolution of 300 dpi or higher. All illustrations should be submitted as separate files, not embedded in the text of the document. Tables and figures may be embedded in the text. A short descriptive title should appear above each table with a clear legend and any footnotes below.

The Review Process

After receiving the original manuscript, it will be reviewed by the Editor and anonymously by two or more reviewers from the Editorial Board or individuals appointed on an *ad hoc* basis. At times, Student Editorial Board members may also review and comment on manuscripts but their evaluations are not considered editorial decisions. Reviewers will judge manuscripts according to a specified set of criteria, based on the type of submission. Submissions that are not of a type cited in this document will be evaluated using a modified set of these criteria as judged most appropriate by the Editor.

Upon completion of the initial review process, it will be returned to the original (primary) author with either (a) a preliminary target date for publication; (b) a request for minor editing or changes and speedy resubmission; (c) significant changes with an invitation for resubmission once these changes are made; or, (d) a decision that that the submission does not meet the requirements of TIP.

Global Disasters:

Helping Children Cope

Reprinted from the National Association of School Psychologists Resources

Global disasters, like massive earthquakes, tsunamis or storms, can have a strong emotional effect on people around the world. The scale of the physical devastation and the loss of life in large disasters are disturbing even for those not directly affected by the event. Like adults, many children and youth try to comprehend the scope of such tragedy and understand how it relates to them. Common reactions include sadness, concern over a large scale disaster

occurring at home, and the strong desire to help. Although most children will be fine, some may need additional support from adults because of their personal circumstances, in particular those who come from or may have lost loved ones in the affected areas. Extended family is extremely important in many cultures and many immigrants have strong ties to family back home. Adults can help children by supporting their emotional and psychological needs, helping them understand the events factually, and providing the opportunity to process their reactions, as needed.

FOR ALL CHILDREN

Identify vulnerable populations. The degree to which children are affected will vary depending on personal circumstances. Most vulnerable are children who:

- Had family members killed, injured, or missing in the disaster.
- Originally come from or have family still living in devastated communities.
- Have a strong sense of religious or cultural identity with the affected countries.
- Are survivors of other natural disasters, particularly in potentially vulnerable areas.
- Have recently lost a loved one, particularly a parent.
- Suffer from posttraumatic stress disorder, depression or other mental health disorder.

Talk to your children and students. At home or in class, take the time to discuss events factually. Use a map or globe and provide relevant information about seismology, geography, cultural issues, emergency and public health services, etc. Allow children to discuss their feelings and concerns and encourage questions. Even children who do not know anyone hurt may experience a sense of loss or grief, may feel at risk themselves, or be concerned that such major disaster can happen with little to no warning. Acknowledge and normalize their feelings. A caring listener is important. Let them know that others share their feelings and that their reactions are common and expected.

Be a good listener and observer. Let children guide you as to how concerned they are or how much information they need. If they are not focused on the tragedy, don't dwell on it. But be available to answer their questions to the best of your ability. Young children may not be able to express



themselves verbally. Pay attention to changes in their behavior or social interactions. Most school age children and adolescents can discuss their thoughts and feelings although they may need you to provide an "opening" to start a conversation.

Highlight people's compassion and humanity. Large-scale tragedies often generate a tremendous outpouring of caring and support from around the world. Focus on the aid being provided by governments, non-profit aid agencies, and individual donors. Discuss the truly Herculean logistical process of getting aid to the most impacted areas and the cooperation between leaders and people of so many nations.

Do something positive with your children or students to help others in need. Taking action is one of the most powerful ways to help children feel more in control and to build a stronger sense of connection. Suggestions include making individual donations to international disaster relief organizations, holding a school or community fundraiser, or even working to support families in need within the community.

Emphasize people's resiliency. Help children understand the ability of people to come through a tragic event and go on with their lives. Focus on children's own competencies in terms of their daily life and in difficult times. In age appropriate terms, identify other disasters from which communities or countries have recovered.

Be honest. Acknowledge your feelings about the event. Be sure your comments are age appropriate but even young children will feel more reassured and closer to you if you are honest. For older children in particular, it is okay to admit that you feel sad, perhaps a little helpless that you cannot do more to make a difference, or even awed at the sheer power and violence of nature. Balance statements of concern with information about our emergency preparedness and response systems here at home.

Monitor the news. It is important to stay informed, but exposure to endless news may not be helpful. Images of the disaster itself and the resulting human suffering from injury, hunger and disease can become overwhelming. Young children in particular cannot distinguish between images on T.V. and their personal reality. Older children may choose to watch the news, but be available to discuss what they see and help put it into perspective. They may also prefer to ignore the news and watch music videos. This is okay.

Spend family time. Being with family is always important in difficult or sad times. Even if your children are not significantly impacted by this tragedy, this may be a good opportunity to more consciously participate in and appreciate family life. Doing things together reinforces children's sense of stability and connectedness.

FOR CHILDREN PERSONALLY IMPACTED

Children who have lost a loved one or are connected to devastated communities may need extra support. The following information can help teachers and parents support the needs of these children. For detailed information about helping children cope with loss and grief, see *Helping Children Cope With Death, Loss and Grief*.

Recognize potential grief, anxiety, and stress. These students may be grieving for loved ones, anxious about family members that are injured or unaccounted for, or concerned about the future of family members whose communities were destroyed. In some cases, family members here may be traveling overseas to help relatives in need or perhaps bring orphaned children from the family back to the United States. This level of distress may be very disruptive and result in inattention in class, poorer grades, changes in behavior, or even school absences. The situation may also take a good deal of time to resolve. Teachers should determine what extra support or leniency students need and work with parents to develop a plan to help students keep up with their work.

Provide students the opportunity to express their feelings. This could include participating in general class discussions and activities but doing so may not be appropriate for everyone. Students should also have the opportunity to meet in small groups or individually with the school psychologist or counselor.

Maintain as much continuity and normalcy as possible. Allowing students to deal with their reactions is important but so is providing a sense of normalcy. Regular classes, after school activities, and friends can help students feel more secure and better able to function.

Enable students to take action. Even more than students not directly impacted, children who have suffered a loss may feel compelled to do something to make a difference. Their focus is likely to be on family as well as the larger affected community. They can help organize fundraisers within the school or at least work with classmates who are, provide information to classmates about specific community needs, write articles for the school newspaper, etc. Doing something positive and knowing that their classmates want to help as well can strengthen students' sense of hope and belonging.

Respect cultural issues and boundaries regarding crisis and death. Many immigrant families are part of a close-knit, often faith-based community. Determine what support system students have access to and what are appropriate forms of support from school personnel or members of the broader community. Schools may be able to help link isolated students or families to relevant cultural support systems. (See *Cultural Issues in Death and Culturally Competent Crisis Response: Information for School Psychologists and Crisis Teams*.)

Make mental health services available. Depression, anxiety, and stress are natural reactions to crisis and loss. Many students will be fine with the support of their families and community but others will need more specific mental health support. For many immigrant families, school is the only place where they have access to mental health services. The school psychologist can provide or help arrange for appropriate counseling. They should also identify and make referrals to community mental health resources as necessary. Teachers should not try to counsel students who seem to be struggling emotionally but should refer them to the school psychologist or counselor. Services should be culturally appropriate.

Be willing to discuss the concept of death. Children may be more concerned about dying or a loved one dying, particularly if large numbers of children are among the deaths. Talking with them is important. Outside resources can be very helpful (e.g., books geared to different ages that explore death and dying, grief and hospice organizations, or your faith community, if part of your family life). If a child comes from a home with a resilient belief system or faith, it will likely provide a powerful source of support when it comes to dealing with these issues.

Understand the grief process. Grieving is a process, not an event. Everyone grieves differently and not all children within a developmental age group understand death in the same way or with the same feelings. Children's view of death is shaped by their unique view of the world and experiences. Expressions of grief include emotional shock, sorrow, withdrawal, regressive behavior, anger or acting out, and disbelief/denial. (See *Helping Children Cope with Death, Loss and Grief*.) Students should be given the opportunity to express their grief through playacting or arts and crafts (for younger children) and through art, drama, music, and writing for older elementary children, adolescents, and youth.

Know potential child/adolescent reactions to trauma. Most children will be able to cope with their concerns over current events with the help of parents and other caring adults. However, some children may be at risk of more extreme reactions because of personal circumstances. Symptoms may differ depending on age. Adults should contact a professional if children exhibit significant changes in behavior or any of the following symptoms over an extended period of time.

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

Help children support their friends. Seeing a friend coping with a loss may scare or upset children or youth who have had little or no experience with death and grieving. Young children may need help understanding the concept of death and why their friend is sad. Children of any age may need help to communicate condolence or comfort messages. Help them decide what to say and reassure them that simple expressions of sympathy and offers of support are fine. Help children anticipate some changes in friends' behavior. It is important that they understand that their grieving friends may act differently, may withdraw from their friends for a while, might seem angry or very sad, etc., but that this does not mean a lasting change in their relationship. Encourage them to invite their friend to do "regular" activities like going to the movies or playing sports. Spending time friends may offer a much needed distraction and sense of normalcy.

Encourage children who are worried about a friend to talk to a caring adult. This can help alleviate their own concern or potential sense of responsibility for making their friend feel better. Children may also share important information about a friend who is at risk of more serious grief reactions. Additionally, for children who have experienced their own loss (previous death of a parent, grandparent, sibling), observing the grief of a friend can bring back painful memories. These children also are at greater risk for developing more serious stress reactions and should be given extra support as needed.

Resources:

All handouts referenced above can be accessed at

http://www.nasponline.org/resources/crisis_safety/index.aspx

There are many organizations and agencies with helpful information about helping children and families cope with natural disasters and other crises. There are also numerous ways to donate to international relief agencies online.

- American Academy of Child and Adolescent Psychiatry <http://aacap.org>
- American Red Cross <http://www.redcross.org>
- Federal Emergency Management Agency <http://www.fema.org/>
- National Association of School Psychologists www.nasponline.org

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Utilize systematic marketing strategies to enhance visibility

- Year 1
 - 1) Develop marketing plan
 - 2) Implement plan
 - 3) Maintain systematic strategies to promote the profession

Goal 5: To advance the standards of the profession of school psychology.

Move from a conference to a convention format

- Year 1
 - 1) Invite best practices and research presentations in each strand
 - 2) Proactive solicitation of poster presentations
 - a) Trainers coordinating with graduate student representative to garner at least one submission from each training program.
- Year 2
 - Solicit proposals for paper presentations
- Year 3
 - Increase number of peer reviewed papers and proposals for presentation and the time devoted to such presentations.

To provide information and activities related to the 2010 NASP Practice Model

- Year 1
 - 1) Email and disseminate NASP Practice Model to membership
 - 2) Conduct a survey and compile information regarding current practices as it relates to the Practice Model guidelines

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

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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

Mark your calendars!

TASP Annual Conference 2011

Save the date: October 6-8, 2011

Westin Galleria, Houston

More information to come!





School Neuropsychology Summer Institute July 6-8, 2011

Outdoor World Embassy Suites Hotel (near DFW Airport)

This conference is intended for school neuropsychologists, school psychologists, educational diagnosticians, licensed psychologists, and related pupil personnel and mental health professionals who work with children and adolescents. Attendees can obtain up to 15 hours of CE/CPD credit at the conference and 6 more at the preconference.

Conference Highlights

Wednesday, July 6, 2011

- Pre-conference Sessions - Brain cutting Demo (Dr. James B. Hale) and functional neuroanatomy review (Dr. Christine Castillo) AM and PM concurrent sessions.
- Keynote Address (6:00 - 9:00 pm): The Truth About Intelligence and Achievement Tests: What They Measure and What They Should Measure—Dr. Jack A. Naglieri

Thursday, July 7, 2011

Choose one of the two morning concurrent sessions:

- Assessment Strand: Evaluating Autism Spectrum Disorders with the ASRS: New Data & New Ideas - Dr. Jack Naglieri (3 CE/CPD credits)
- Intervention Strand: Evidence-Based Interventions for Students with Dyslexia - Dr. Nancy Mather (3 CE/CPD credits)

Choose one of the two afternoon concurrent sessions:

- Assessment Strand: Neuropsychology of Juvenile Delinquency
Dr. Ann Leonard-Zabel (3 CE/CPD credits)
- Intervention Strand: Neuropsychology of Writing Disorders: What have we learned in recent years? - Dr. Steven Feifer (3 CE/CPD credits)

Friday, July 8, 2011

Choose one of the two morning concurrent sessions:

- Assessment Strand: A Comprehensive Approach to the Assessment of Executive Functions - Dr. George McCloskey (3 CE/CPD credits)
- Intervention Strand: Evidence-based Assessment and Intervention: Bridging Research and Practice in the Education and Evaluation of English Learner - Dr. Sam Ortiz (3 CE/CPD credits)

Choose one of the two afternoon concurrent sessions:

- Assessment Strand: How to Administer and Interpret the Tasks of Executive Control - Dr. Peter Isquith (3 CE/CPD credits)
- Intervention Strand: Working Memory: Assessment and Intervention using the COGMED program - Dr. Peter Entwistle (3 CE/CPD credits)

Visit www.schoolneuropsych.com for complete Summer Institute information (discounted air travel, speaker bios, online registration)

University of Texas at San Antonio

School Psychology Program

The Department of Educational Psychology at UTSA is pleased to announce the approval and implementation of a new 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 will be offered in the evening at the UTSA Downtown Campus, in order to accommodate working professionals.

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



University of Houston

College of Education

COLLABORATION

FOR LEARNING & LEADING

Department

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Psychology

Ph.D. in School Psychology