



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

Volume 31, Number 2

www.txasp.org

Summer 2018

President's Message

G. Thomas Schanding, Jr., President

TASP Elected Executive Board:

Area I Representative

Connie Rodriguez

Area II Representative

Cammaron Trujillo

Area III Representative

David Kahn

Area IV Representative

Cassandra Hulsey

Area V Representative

Jessica Greve

Area VI Representative

Christy Chapman

Graduate Student Representative

Kristin Streich

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Amanda Real

President

Thomas Schanding

President-Elect

Art Hernandez

Secretary

Kelsey Theis

Treasurer

Stephanie Barbre

Treasurer-Elect

Curt Johnson

TASP Appointed Executive Board:

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Gill Strait

Convention Chair

Jenna Becker

Government & Professional Relations

Stephanie Kneedler

Historian

Ashley Arnold

TASP Journal Task Force

Jeremy Sullivan

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NASP State Delegate

Laurie Klose

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Daniel McCleary

Professional Development

Gill Strait

Public Information & Relations

Daniel McCleary

School Psychology Trainers

Sarah Mire

Webmaster

Brook Roberts

We are in Texas, so it is not too early to think football, right?

If we think of the school year as a football game, we are in the last quarter! It is time to dig deep and give it everything you have got. In taking the football analogy further, it has likely been a year of wins and losses. I would like to wish each of you an amazing end to the school year and I hope you are making amazing plans for summer. Before you fully detach from work mode, I would like to share some thoughts for your upcoming break.

While you hopefully will not be lugging around the WISC-V, writing that FIE, or consulting on a tweak to that BIP, I hope that you will keep in mind that there is still much to be done for our profession.

The TASP Board continues to address important issues that impact our jobs: potential consolidation of behavioral health professionals to the Texas Behavioral Health Executive Council, the TEA Corrective Action plan, monitoring the state's Every Student Succeeds Act plan, brainstorming how to address the shortage of School Psychologists/LSSPs, and

more. TASP is seeking to build more collaborative relationships with the TEA, Texas Council of Administrators of Special Education, and other mental health allies, such as School Counselors, Social Workers, and Licensed Professional Counselors. Without your support of TASP, our board members could not advocate for School Psychology in Texas.

If you want to work on your game plan this summer, be sure to attend the Summer Institute in Texarkana (June 21-22, 2018), cosponsored by the Arkansas School Psychology Association. You will not want to miss the opportunity to deepen your skill set in addressing behavioral and mental health in your school.

Also, it will not be long until the 2019 legislative session begins. I would like you to consider asking your fellow LSSPs if they are members of TASP. If so, thanks! If not, why? Our enthusiastic TASP Board members are ready to work to advance our practice and profession. With all LSSPs on our team, we are bound to be champions!

G. Thomas Schanding, Jr.
TASP President, 2018



SAVE THE DATE!

The first ever joint institute between the Arkansas School Psychology Association and the Texas Association of School Psychologists!!!

ASPA / TASP Summer Institute 2018

Presenters for Day 1: John Murphy, Ph.D.
Andrea Ogonosky, Ph.D.

Presenters for Day 2: Jaime Goldstein, LSSP, MBSR Provisional Teacher
Julia Englund Strait, Ph.D.
Amy Patenaude, Ed.S., NCSP

Location: Holiday Inn
Convention Center
5200 Convention Plaza Dr.
Texarkana, AR 71854

Dates: June 21-22, 2018

Prices: **\$135 Early Bird**
(If registered and paid by April 16)

\$175 Regular Registration
(If paid after April 16)

Lodging: Holiday Inn
\$84/night
Ask for the ASPA/TASP Conference discount

Start
your summer
vacation with
ASPA and TASP!

The whole family
can have fun in
Texarkana!

Online registration will be available March 12 at www.aspaonline.net and www.txasp.org

Payment MUST be received by the first day of the conference in order to attend

TASP Elections – Call for Nominations

The TASP Nominations Committee is currently accepting nominations for our 2018 elections cycle. Details for the following TASP Board positions can be found below. Please consider developing your applications/nominations as soon as possible, as the deadline to submit nominations and complete materials is Sunday, September 9, 2018. 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 any 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, as well as 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 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.

Area I (ESC 7 – Kilgore // ESC 8 – Mount Pleasant // ESC 10 – Richardson // ESC 11 – Fort Worth)

Area III (ESC 3 – Victoria // ESC 4 – Houston // ESC 5 – Beaumont)

Area V (ESC 1 – Edinburg // ESC 2 – Corpus Christi // ESC 15 – San Angelo // ESC 20 – San Antonio)

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.


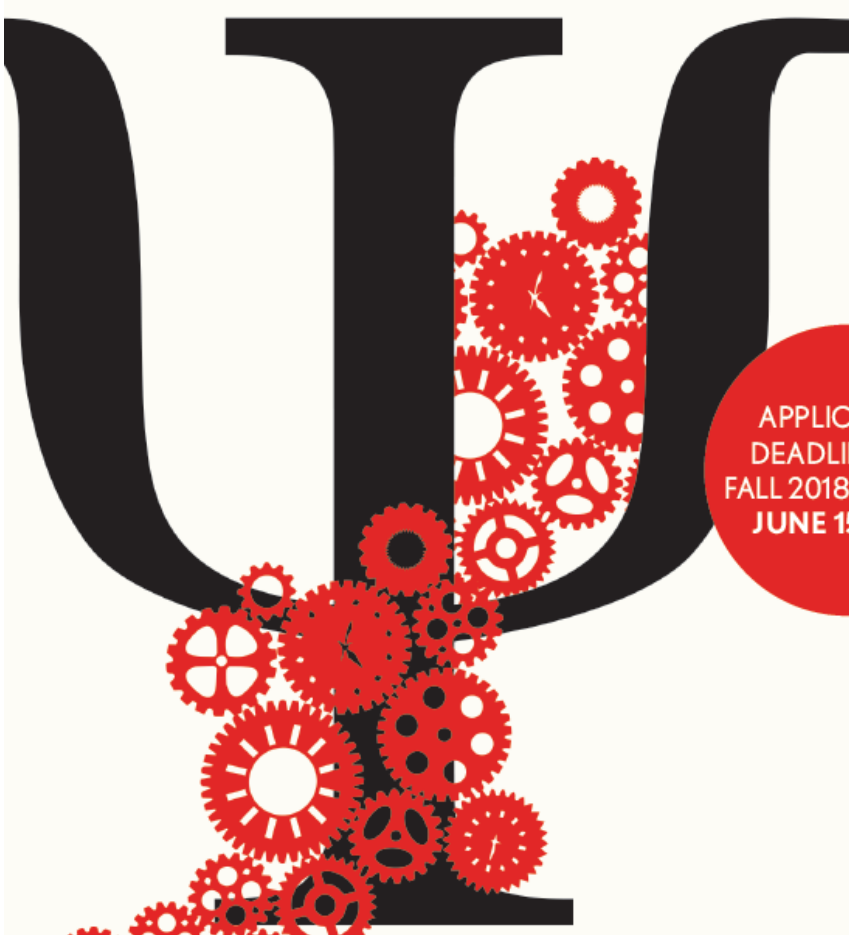
Graduate Student Representative

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



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email **Dr. Tara Stevens** at tara.stevens@ttu.edu
or **Mr. Brook Roberts** at brook.roberts@ttu.edu

ON THE LEADING EDGE OF EDUCATIONAL PSYCHOLOGY & LEADERSHIP

APPLICATION DEADLINE FOR FALL 2018 COHORT
JUNE 15, 2018

Treasurer's Report

We have made it through the first quarter of the 2018 fiscal year. TASP had a successful first three months and I am pleased to announce all areas continue to remain within or under budget. We are off to a great start and I am hopeful the second quarter will be equally successful.

In March, we initiated the Mental Health Matters fundraiser by selling t-shirts advocating for not only mental health services in the school setting, but access to mental health services and agencies in communities across the state. The shirts were a hit! We sold 70 shirts and after product and shipping costs, we made \$681.78. Moving forward, we have decided to close online ordering for the time being; however, if there is an interest, it is possible we will take online orders again in the future. We acknowledge many people like to see the product and size differences before they purchase and therefore, we have ordered more shirts to sell at the Summer Institute and Fall Convention. The proceeds from this fundraiser are going into our Public Relations and Information budget area and will be used to support our advocacy efforts in the future.

By the end of the second quarter, we will co-host the 2018 Summer Institute with the Arkansas School Psychology Association. Early registration closed on April 16th and we already have over 80 registrants! Please register as soon as possible, as registration closes once we reach 200 registrants, due to room capacities. This year, the Summer Institute will be held in Texarkana, and, although I have never been there, I hear it is beautiful. I hope to see you there. If you have any questions or concerns, please do not hesitate to contact me at treasurer@txasp.org.

Stephanie Barbre

Treasurer



BAYLOR
UNIVERSITY
SCHOOL OF EDUCATION

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

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

Program highlights:

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

Application deadline: February 1

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

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



The Sunset commission recently issued their staff report reviewing the Texas State Board of Examiners of Psychologists. This report contains the same recommendations from the previous Sunset review. One prominent issue raised within the recommendation report is the consolidation of the Texas State Board of Examiners of Psychologists (TSBEP) into the Texas Behavioral Health Executive Council (TBHEC). Other boards recommended for consolidation into the TBHEC include: Board of Examiners of Marriage and Family Therapists, Board of Examiners of Professional Counselors, and Board of Social Worker Examiners. The full scope of that recommendation can be found here: <https://www.sunset.texas.gov/reviews-and-reports/agencies/texas-state-board-examiners-psychologists>.

The TASP executive board met to review the Sunset recommendations and have rendered a position in favor of the consolidation of the Texas State Board of Examiners of Psychologists into the Texas Behavioral Health Executive Council. The full board resolution is as follows:

Resolution Regarding the March 2018 Texas Sunset Report for the Behavioral Health Boards Recommendation for the Behavioral Health Executive Council

School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Whereas there is a clear need to regulate the practice of psychology and other behavioral health specialties to protect the public based on established professional standards;

Whereas, the practice of psychology, counseling, social work, and marriage and family therapy are distinct professional disciplines which each require specialized training and professional competencies; and

Whereas the Texas Sunset Advisory Committee has completed their review of the Texas Behavioral Health Boards (Marriage and Family Therapists, Professional Counselors, Social Workers, and Psychologists) and recommended the current Behavioral Health Boards be consolidated, creating the Texas Behavioral Health Executive Council; now, therefore, be it

Resolved, that the Texas Association of School Psychologists:

1. Supports the Sunset Committee's recommendation for the consolidation of Texas State Board of Examiners of Psychologists into the Texas Behavioral Health Executive Council (TBHEC);
2. Expects that this agency will equitably represent every licensee group within the practice of psychology;
3. Expects that the TBHEC would ensure that no one professional group holds power or more

influence over that of another group; and

4. Seeks to collaborate with the Texas Legislature and other stakeholders in the development and operation of the TBHEC to ensure the informed development and regulation of the practice of psychology within the state of Texas.

Approved by the TASP Executive Board on 04/14/18

Please email me if you're interested in participating in advocacy opportunities or for questions/comments: Stephanie Kneedler @ govrelations@txasp.org



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



Area II Update

Summer is on the horizon and with that said it is always a time to reflect on the past school year. Each year, TASP strives to advocate for all members throughout the state. Whether it be representation at the capital through the Sunset Review or connecting with interns to provide internship opportunities, we are here to serve you. TASP appreciates ALL the support we receive from our members. A BIG THANK YOU! Like I have said several times before, TASP has two great conferences this year that are definitely worth the drive or flight! TASP is hosting a Summer Institute that will be in Texarkana, Texas, on June 21-22, 2018. This conference is in collaboration with the Arkansas School Psychology Association. Our 26th Annual Convention will be held at the Marriott Quorum by the Galleria, in Dallas/Addison on October 25-27, 2018. I will see you there! If you have any suggestions, comments and questions, we want to hear from you! Please contact me at ctruji01@sisd.net.

Cammaron Trujillo



Area IV Update

I am so happy to be back for a second term as your Area IV representative! We are going to do great things this year! TASP is gearing up for another round of advocacy as the state legislature continues to consider the fate of TSBEP and alternatives to the oversight of the licensing of psychological professionals. I recently attended a Sunset Commission Hearing to testify on behalf of TASP and Texas LSSPs regarding potential consolidation of TSBEP into a Behavioral Mental Health Executive Council. I was happy to see many different mental health professionals come to this hearing and advocate for their field. I would love to see more LSSPs represented in these types of advocacy efforts! We frequently complain that the general public does not know what a school psychologist is or what we can do. Advocacy is a great way to not only spread the word, but to spread it to individuals influential in the development of policies that impact our work. In Area IV, we are effectively positioned near the state capitol to participate in this advocacy. If you are interested in being a part of a group of central Texas LSSPs willing to aid TASP's efforts in speaking with elected officials to educate them on our role and issues facing the children and schools we serve, please send me an email at area4@txasp.org. This may include going to the capitol to meet with lawmakers and/or their officials, attending House/Senate committee meetings as an LSSP representative, or advocating at a more local level/district level. Once a group of interested individuals is identified, TASP will organize a meeting to provide information and coaching on participating in these activities--inexperience is no problem, all we need are willing and passionate LSSPs!

I wish you all a great rest of the semester and hope to see you at Summer Institute in June!

Cassandra Hulsey

Area V Update

The time is near for many of us to renew our TASP memberships. Your membership is essential in our efforts to continue the pursuits of our mission, and your ongoing support will allow for TASP to sustain and extend advocacy efforts to improve our profession.

The TASP Board met in April to discuss the Sunset Commission's report, which had the same recommendations from the previous Sunset Review. Board members developed a position statement in favor of the consolidation of the TSBEP into the Texas Behavioral Health Executive Council. The position statement can be found on the TASP website. In addition, TASP Board members continue to plan for the fall convention and brainstorm financial improvements, along with other on-going strategic planning items.

Hope to see many of you at the Summer Convention in Texarkana! It is sure to be a unique and exciting experience, as we join forces with our School Psychology friends from Arkansas.

As always, please do not hesitate to reach out to me if you have any questions. I would love to hear from you!

Jessica Greve



Area VI Update

Greetings, Area VI! Here we are, nearing the end of the 2017-2018 school year. Some of my colleagues have expressed the anxiety they are feeling over meeting looming deadlines, while others are excited to be finishing up the year and are anticipating summer break. I think that we are all looking forward to some time to recharge before coming back for a fresh new school year!

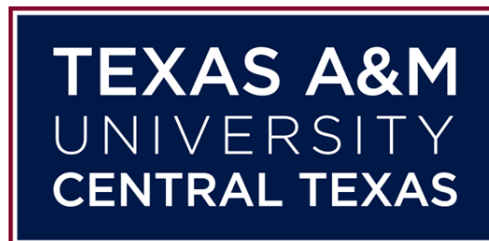


At our meeting in April, the TASP Board reviewed the recommendations from the Sunset Advisory Report. TASP has rendered a position in favor of the consolidation of the TSBEP into the Texas Behavioral Health Executive Council. I encourage you to stay up-to-date on current legislative sessions, as it can greatly impact the profession of school psychology. We are blessed to have some fantastic board members who give of their own time to advocate for us at the capitol. Big thanks to Cassandra Hulseley and Laurie Klose for providing testimony about TSBEP and the Sunset Review at the recent legislative session!

We hope to see many of you at the TASP Summer Institute, which will be held in Texarkana and co-hosted with the Arkansas School Psychology Association June 21-22nd. Look for more information on the TASP website at <http://www.txasp.org/>. We are also gearing up for the annual convention in Dallas October 25th-October 27th. More information will be coming in the next newsletter!

Thank you all for being members of TASP and for continuing to support your state organization. I was very excited to have the opportunity to meet many of you at the Region 16 LSSP round table in Amarillo recently, and to see some familiar faces at the Region 17 LSSP meeting in Lubbock! It was nice to see so many of you at these meetings who were interested in the experiences of other LSSPs in the area and in staying in the know on important legal updates. I hope to attend other LSSP meetings next year, and look forward to meeting those of you that I have not yet had the opportunity to meet. In the meantime, if you have any questions or comments, please feel free to email me at christy.chapman@ttu.edu. Thank you all for your commitment to serving students in the state of Texas, and have a wonderful summer.

Christy Chapman



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

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 will take place June 21-22nd at the Arkansas Convention Center in Texarkana, TX. This is a great time to learn about trauma-informed assessment, incorporating RtI into your practice, executive functions assessments, and more. Also, our Annual Fall Convention will be held again in Dallas on October 25-27th. We have some amazing speakers lined up, and I believe that this will be our best Annual Convention yet. Also, please consider applying for the scholarship that is awarded every year at the Annual Convention. Details on how to apply are listed in this newsletter. As always, I am here to answer any questions you may have and provide guidance as you prepare to transition from university life to becoming an 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



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).



University
of Houston
Clear Lake

The choice is clear.

**SAVE THE DATE
FOR THE
26TH ANNUAL TASP
PROFESSIONAL DEVELOPMENT
CONVENTION**



**MARRIOTT QUORUM BY
THE GALLERIA
IN DALLAS, TEXAS**

OCTOBER 25-27, 2018



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 October.

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 be blindly reviewed 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 essay expressing need/plan for scholarship. Required documentation is delineated 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 28, 2018.

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 22, 2018. 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 2018, the Conference will be held in Dallas on October 25-27.

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) 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 denoting 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.



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)

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Spotlight on a District: Pre-K 4 SA

By Maria Bayoumi

San Antonio is home to many exciting, historical, cultural, and entertainment attractions; however, if you are curious about the latest in innovative and research-based early childhood programs, step into one of the four Pre-K 4 SA Education Centers located in each of the city's quadrants. In its 5th year of operation, Pre-K 4 SA has demonstrated consistent positive outcomes with students entering the program below national norms in cognitive, literacy, and mathematical domains and finishing the school year exceeding the normed sample.

In 2012, the citizens of San Antonio voted yes to a 1/8th cent sales tax for the city to move forward with the development of a Pre-K program. This followed after the recommendation of the Brainpower Taskforce, convened by former Mayor Julian Castro, to develop a high-quality Pre-Kindergarten program for 4-year-olds. The purpose of Pre-K 4 SA is to improve San Antonio in one generation by changing the educational trajectory of four-year-olds, inspiring students to develop a love of learning and become engaged, 21st century citizens.




Pre-K 4 SA serves 2000 students each year at our four Education Centers and has eight partner school districts. It provides a full-day program as well as afterschool care for working families. Each Pre-K 4 SA Education Center houses two Instructional Specialists that support the classroom teachers and assistant teachers in the delivery of quality educational instruction utilizing the High Scope curriculum. Outdoor learning, civic engagement, and arts infusion are all innovative components of the programming provided to children.

Pre-K 4 SA also promotes parent advocacy, ambassadorship, and active involvement, which is supported through the Family Engagement Team. In addition to all this, Pre-K 4 SA's Professional Learning Department provides a variety of services, including coaching and training to early childhood educators in San Antonio in efforts to increase the number of highly-skilled PK-3rd grade teachers in San Antonio and empower educators and early childhood leadership. Lastly, an additional 4600 Pre-K students enrolled in other programs around San Antonio benefit from improvement to their programs via \$4.2 million in Grants provided by Pre-K 4 SA.

The Social-Emotional Learning (SEL) Team at Pre-K 4 SA is comprised of four Behavior Specialists, a Play Therapist, and a Licensed Specialist in School Psychology working under the Assistant Director of Special Education and Family Engagement. The SEL Team is responsible for the development of an efficient and effective Response-to-Intervention model that is aligned with Pre-K 4 SA's curriculum. Pre-K 4 SA utilizes the High Scope curriculum in all of its class-

rooms and runs an inclusive model of support. The curriculum includes teaching and modeling of conflict resolution. Children are guided through problem solving steps with their peers when conflicts arise. In addition, the curriculum calls for children to participate in a *Plan-Do-Review* process. This promotes executive functioning skills as children make a plan for an activity, work on their plan, and then review the outcome. One of the primary goals of the SEL team is to ensure that all children are able to experience school success and build intrinsic motivation for learning. The LSSP at Pre-K 4 SA is responsible for supporting the behavior specialists, program development, consultation, and collaboration with local, state, and national organizations that promote SEL best practices and research. Assessment for the purpose of special education eligibility is conducted by the partnering/local school districts and this allows the LSSP to focus on consultation and program development. It is exciting and innovative for Pre-K 4 SA to have their LSSP focus the majority of time on preventing special education placements and promoting the development of lifelong skills. In the near future, Pre-K 4 SA hopes to collaborate with area universities to provide school psychology graduate students full or partial practicum experiences. To learn more about Pre-K 4 SA visit our website at <http://www.sanantonio.gov/Pre-K-4-San-Antonio>.



 <p>TRINITY UNIVERSITY</p>	<p>Thinking about Graduate School? Think about Trinity.</p> <p>Become a Licensed Specialist in</p> <p>School Psychology</p>
<p>In Trinity's School Psychology program you can:</p> <ul style="list-style-type: none"> • Earn a Master's Degree in a NASP Approved program and become eligible for the Licensed Specialist in School Psychology and Nationally Certified School Psychologist credentials • Receive a private education at state university cost • Support the mental health and education of all children and adolescents • Enter an excellent job market that offers exciting opportunities and competitive salaries 	<p>Now Accepting Applications for the 2017-2018 School Year</p>
<p>For more information please contact Dr. Laurie McGarry Klose (lklose@trinity.edu) or Sonia Mireles (smireles@trinity.edu) at 210. 999.7501. http://www.trinity.edu/departments/Education/index.asp</p>	



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://www.txasp.org/nomination-for-outstanding-service-to-the-profession-of-school-psychology>

Submit your information to the Awards and Honors Committee chair, Gerald Gill Strait, by **September 1, 2018**, via <http://www.txasp.org/awards-honors>. If you prefer to send the information via email, please email professionaldev@txasp.org.

This award will be presented at the awards ceremony at the Annual TASP Professional Development Convention.

Gerald Gill Strait

Awards and Honors Chair

**It's Not TOO Late:
Register for the Summer Institute
June 21-22, 2018**



Texarkana, Arkansas

<https://www.txasp.org/si-2018-info>



The Texas School Psychologist
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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, Gill Strait, by September 1, 2018, 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 professionaldev@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, Gill Strait, by September 1, 2018, 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 professionaldev@txasp.org.

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



The rising STAR of Texas

Texas State University offers a Specialist in School Psychology (SSP) degree in school psychology, approved by the National Association of School Psychologists (NASP) and accredited by the International School Psychology Association (ISPA).

The Texas State School Psychology program is one of the oldest school psychology programs in the state of Texas and endorses the scientist-practitioner training model. Texas State offers advanced training opportunities in the recognition and diagnosis of autism spectrum disorders as well as advanced training opportunities in bilingual school psychology. The deadline for applying to the school psychology program at Texas State University is mid-February. Application information may be found at:

<http://www.txstate.edu/clas/schoolpsychology/Admissions-Information.html>

For more information, please contact: Paul B. Jantz, Ph.D.

Pj16@txstate.edu

Coordinator, School Psychology Program



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.*

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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, Gill Strait, by September 1, 2018, via <https://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 professionaldev@txasp.org.

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



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.



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; 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.*

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, Gill Strait, by September 1, 2018, 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 professionaldev@txasp.org.

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

Spotlight on a Training Program: University of Texas at San Antonio

By Jeremy Sullivan and Felicia Castro-Villarreal

In this new section of the newsletter, we will feature School Psychology training programs in Texas. For our first spotlight, we will explore the MA in School Psychology at the University of Texas at San Antonio (UTSA). This article was prepared by Jeremy Sullivan (professor and department chair at UTSA) and Felicia Castro-Villarreal (associate professor and program director at UTSA).



History and Background: The School Psychology program at UTSA is a practice-oriented program that is informed by theory and empirical research. The program instructs students in a problem-solving framework in which all decisions are based on reliable and valid data that guide and inform evidence-based services. To that end, students obtain a solid foundation in research methods, statistics, psycho-

metrics, and theories of learning and development before applying these concepts in more advanced courses. The program adheres to a developmental approach in which this foundational knowledge must be demonstrated before learning how to translate this knowledge into applied-clinical skills (e.g., psychoeducational assessment and intervention). The program embraces a systems orientation in which the child is conceptualized as developing within larger systems (e.g., classroom, school, home, community, cultural context), thereby pointing to multiple targets for better understanding the child. Further, the program strives to instill the principle of lifelong learning by helping students recognize the importance of continuing professional development and action research.

The UTSA program started in the Fall 2010 semester and the 66-hour program can be completed on a full-time (3 years) or part-time (4+ years) basis. The program received NASP Accreditation with Conditions in 2016, and following another submission of assessment data, received Full NASP Accreditation in January 2018. The program is housed in the Department of Educational Psychology, centrally located on the UTSA Downtown Campus in the heart of one of San Antonio's largest school districts and within close proximity to several elementary, middle, and high schools. The department also offers unique graduate-level certificates in Applied Behavior Analysis, Language Acquisition and Bilingual Psychoeducational Assessment, and Program Evaluation, and many of our School Psychology students pursue these specialized certificates by taking additional coursework.

Students: Over the last few years, the program has admitted between 15-20 students per year. As a relatively new program, the total number of program graduates is 91. Our current student demographic composition is as follows: 57% Hispanic, 25% White, 7% African American, 1% Asian, and 10% Other or Unknown; 85% are female and 15% are male. Our students have established a strong and consistent track record of contributing to faculty-directed research projects and presenting at state and national conventions such as TASP and NASP. Our School

Psychology program has a 100% internship placement rate (most of which are paid), and our current Praxis Exam pass rate among program graduates is 100%.

Practicum/Internship Sites: Students complete two semesters of Practicum in addition to the typical 1200-hour Internship experience. Practicum and Internship sites in the San Antonio area have included Alamo Heights ISD, Atascosa-McMullen Co-Op, Bexar County Academy, Boerne ISD, Comal ISD, East Central ISD, Edgewood ISD, George Gervin Academy, Laurel Ridge Treatment Center, Northeast ISD, Northside ISD, San Antonio ISD, Somerset ISD, South San ISD, Assessment Intervention Management (AIM), IDEA Public Schools, and KIPP Schools. For Internship specifically, many students have chosen to complete their experiences outside of San Antonio; for example, in Austin, Corpus Christi, Dallas, Fort Worth, Houston, and the Rio Grande Valley, in addition to smaller areas such as Belton, Grimes County, and Victoria. Other students have successfully completed Internship in other states, including California, Colorado, Florida, Illinois, Kansas, and Oklahoma. In addition to these field-based experiences, all Practicum students complete at least one psychoeducational evaluation in our department's Psychological Assessment and Consultation Center (PACC), also located on the UTSA Downtown Campus. Most PACC evaluation cases come from the community and developing University partnerships.

Most recent graduates of our program are employed in the schools of Texas and beyond, while several have been admitted into doctoral programs in school psychology, neuropsychology, and applied behavior analysis at such institutions as the University of Texas at Austin, Texas A&M University, Texas Woman's University, and University of South Florida.

Faculty: Our faculty have quite a wide range of educational backgrounds, clinical experiences, research expertise, and professional leadership and service contributions. Core School Psychology faculty, who hold doctoral-level training in School Psychology from APA-accredited programs and licensure as LSSPs, include: Felicia Castro-Villarreal (Program Director, Oklahoma State University), Norma Guerra (Texas A&M University), Kara Styck (Arizona State University), Jeremy Sullivan (Department Chair, Texas A&M University), and Victor Villarreal (Texas A&M University). Students also take courses with support faculty in our department, who hold doctoral-level training in Educational Psychology, Counseling Psychology, Applied Behavior Analysis, or Measurement and Quantitative Methods. These faculty include: Michael Karcher (Harvard University and University of Texas at Austin), Leslie Neely (Texas A&M University), Sharon Nichols (University of Arizona), Guan Saw (Michigan State University), and Paul Schutz (University of Texas at Austin).

A recent study examining scholarly productivity of faculty in nondoctoral School Psychology programs conducted by researchers at Western Illinois University reported that between 2002 and 2011, our UTSA School Psychology program ranked 6th in the nation in terms of faculty research productivity. Moreover, the department is currently managing over \$600,000 of funding from faculty research and training grants related to deaf education, applied behavior analysis, mentoring, and student academic success.

For more information about School Psychology at UTSA, please contact Felicia.CastroVillarreal@utsa.edu.



Comprehensive Executive Function Inventory

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



Executive Function Scores You Can Trust!

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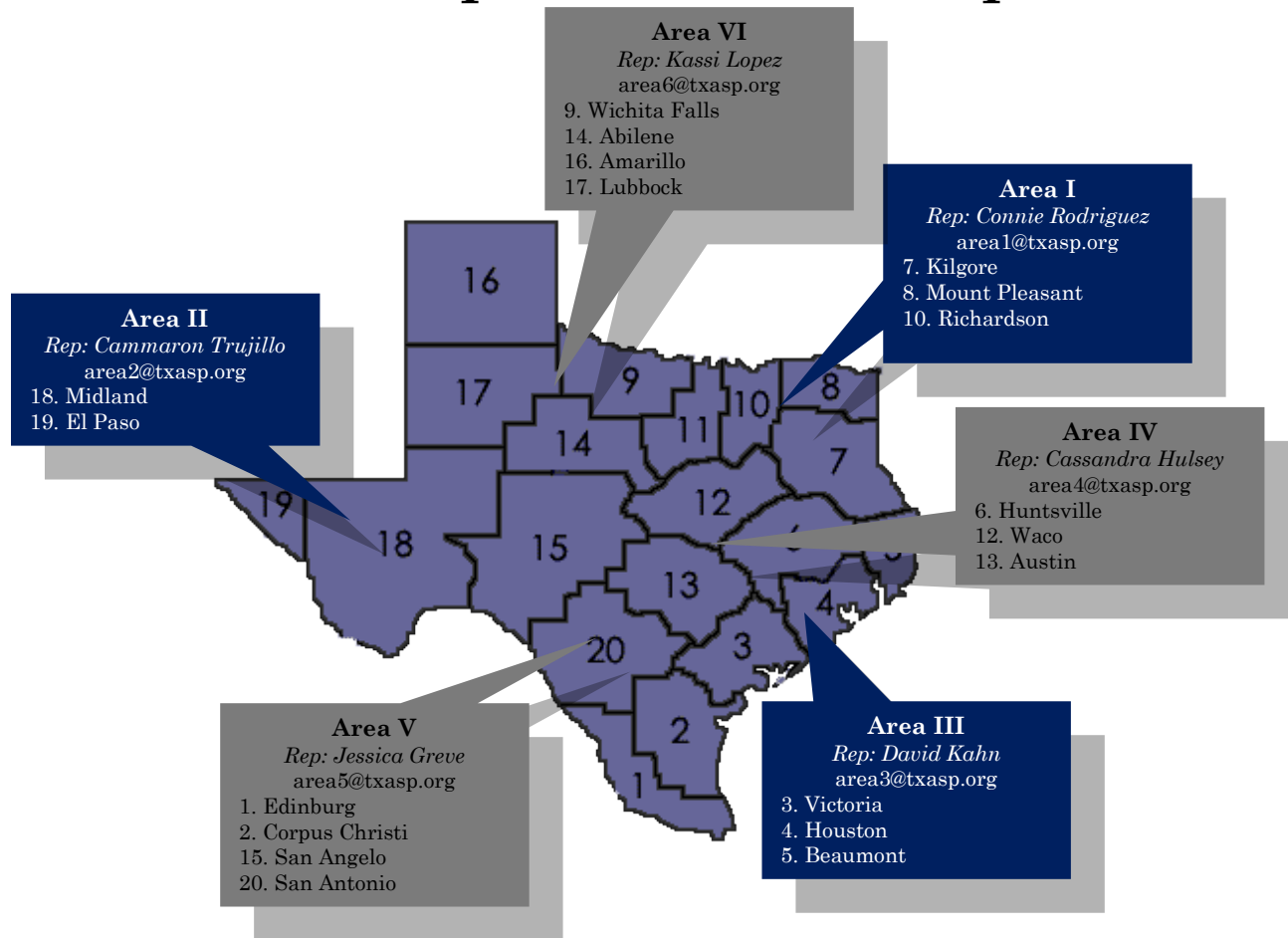


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Information from the Area Representatives!

Area Representative Map



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>



UHCL
HAWKS



University
of Houston
Clear Lake

For more information, contact Dr. Mary Short
(shortmb@uhcl.edu).
The choice is clear.

Ethical Eddie

Dear Eddie,

I am a newly minted school psychologist, well almost, and I think I may be in big trouble. I graduated about six months ago and I applied to TSBEP for my LSSP. I received my trainee letter and permission to take the jurisprudence exam. I have let time slip away and I have not taken the jurisprudence exam so I am still technically a trainee. I have been working under another LSSP's supervision all school year. My supervisor co-signs all of my reports. The last three reports that I have submitted have required no corrections or edits before her signature. Last week I realized that an ARD was about to start in approximately 20 minutes (with several related service providers and teachers in attendance) and I had forgotten to have my supervisor to sign the report. So, I signed my name and hers and gave the parent a copy and then sent my copy with no signature to my supervisor. I figured if additional edits or corrections were needed, I would send the parents a corrected copy later. My supervisor is very upset but I was only doing what I thought would be ok so that the child could get services. What do you think?

Pam Procrastinator

Dear Pam,

I think you are right about what you said in the first sentence: you may be in big trouble.....

Ethically, NASP Principles state:

Principle III.1. Accurate Presentation of Professional Qualifications

School psychologists accurately identify their professional qualifications to others.

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

Standard III.1.2 School psychologists do not use affiliations with persons, associations, or institutions to imply a level of professional competence that exceeds that which has actually been achieved.

Legally, TSBEP rules state:

RULE §465.2

(a) Supervision in General. The following rules apply to all supervisory relationships.

(1) A licensee is responsible for the supervision of all individuals that the licensee employs or utilizes to provide psychological



services of any kind.

(2) Licensees ensure that their supervisees have legal authority to provide psychological services.

(3) Licensees delegate only those responsibilities that supervisees may legally and competently perform.

(4) All individuals who receive psychological services requiring informed consent from an individual under supervision must be informed in writing of the supervisory status of the individual and how the patient or client may contact the supervising licensee directly.

(5) All materials relating to the practice of psychology, upon which the supervisee's name or signature appears, must indicate the supervisory status of the supervisee. Supervisory status must be indicated by one of the following:

(A) Supervised by (name of supervising licensee);

(B) Under the supervision of (name of supervising licensee);

(C) The following persons are under the supervision of (name of supervising licensee); or

(D) Supervisee of (name of supervising licensee).

.....

(b) Supervision of Students, Interns, Residents, Fellows, and Trainees. The following rules apply to all supervisory relationships involving students, interns, residents, fellows, and trainees.

(1) Unlicensed individuals providing psychological services pursuant to §§501.004(a)(2), 501.252(b)(2), or 501.260(b)(3) of the Act must be under the supervision of a qualified supervising licensee at all times.

....

d) Supervision of Licensed Specialists in School Psychology interns and trainees. The following rules apply to all supervisory relationships involving Licensed Specialists in School Psychology, as well as all interns and trainees working toward licensure as a specialist in school psychology.

(1) A supervisor must provide an LSSP trainee with at least one hour of supervision per week, with no more than half being group supervision. A supervisor may reduce the amount of weekly supervision on a proportional basis for trainees working less than full-time.

(2) Supervision within the public schools may only be provided by a Licensed Specialist in School Psychology, who has a minimum of three years of experience providing psychological services within the public school system without supervision. To qualify, a licensee must be able to show proof of their license, credential, or authority to provide unsupervised school psychological services in the jurisdiction where those services were provided, along with documentation from the public school(s) evidencing delivery of those services.

(3) Supervisors must sign educational documents completed for students by the supervisee, including student evaluation reports, or similar professional reports to consumers, other professionals, or other audiences. It is not a violation of this rule if supervisors do not sign documents completed by a committee reflecting the deliberations of an educational meeting for an individual student which the supervisee attended and participated in as part of the legal proceedings required by federal and state education laws, unless the supervisor also attended and participated in such meeting.

So, I can see why your supervisor is most upset. By signing her name, you have placed, not only yourself at risk by violating ethical and legal parameters, but you have also placed your supervisor at risk by misrepresenting her approval of work for which she is ultimately responsible.

My advice to you is to request a meeting with someone at the TSBEP and see if there is any-

thing you can do to save your status and re-establish your eligibility for licensure as an LSSP. If this proceeds and the TSBEP is informed by another source (your supervisor) instead of you, I would imagine the consequences would be even more serious.

Ethically,

Eddie

PS- A tip from Eddie: There is always a way to work something out in a situation like this from simple: explain to the parents that you must send them a written copy after the proper signatures have been obtained to the complex: cancel the meeting and reschedule. Forgery and misrepresentation is never the right way to go. PS- A tip from Eddie: There is always a way to work something out in a situation like this from simple: explain to the parents that you must send them a written copy after the proper signatures have been obtained to the complex: cancel the meeting and reschedule. Forgery and misrepresentation is never the right way to go.



Future Conventions

June 21-22, 2018 at Texarkana, co-hosted with the Arkansas School Psychology Association

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

Oct. 22-24, 2019 at Westin Galleria Houston

Oct. 8-10, 2020 at Omni San Antonio Hotel at the Colonnade

Nov. 3-6, 2021 at Sheraton Austin Georgetown Hotel & Conference Center

Nov. 2-4, 2022 at Sugar Land Marriott Town Square



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.”

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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.

We are currently finalizing the fifth issue of the journal, which should be published in the next couple of weeks. As always, we are very interested in receiving your manuscript submissions. If you would like to submit a manuscript for publication consideration, please email jerry.sullivan@utsa.edu or see the latest issue for the Instructions for Authors.

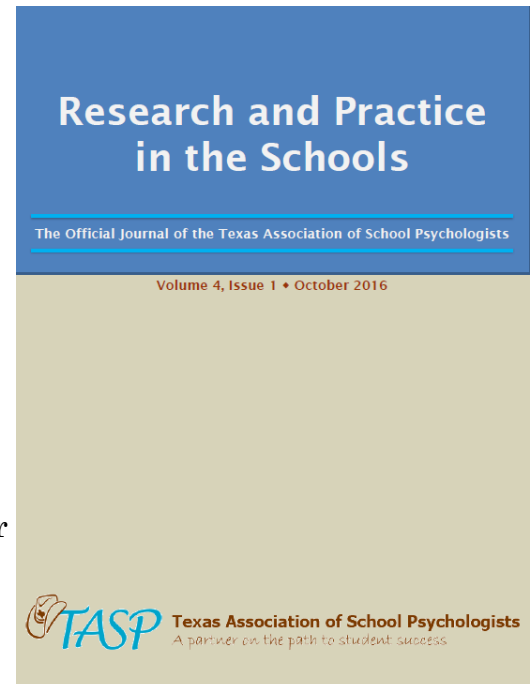
Graduate Student Section:

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 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.

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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 aherna8@uiwtx.edu.

Jeremy Sullivan and Art Hernandez

Editors, *Research and Practice in the Schools*

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

The Provision of School Psychological Services to Bilingual¹ Students

According to the National Center for Education Statistics (Aud, Hussar, Kena, Bianco, Frohlich, Kemp & Tahan, 2011), 21% of school-age children ages 5–17 speak a language other than English at home. Although English language learners (ELLs), inclusive of those that are exposed to two or more languages, are the fastest growing subgroup of students within our nation's public schools (NEA, 2007), typically they do not fare well in the U.S. educational system. Samson and Lesaux (2009) found that bilingual students were underrepresented in special education in the primary grades, but overrepresented beginning in third grade. Furthermore, ELLs are underrepresented in gifted education (King, Artiles, & Kozleski, 2009). Inadequate or inappropriate psychoeducational assessment practices, restricted access to effective instruction, lack of understanding about language acquisition and prior academic experiences in one or more languages and associated impact on academic achievement and grade level expectations, inappropriate special education referral practices, and limited training all have been found to contribute to these phenomena (Sullivan, 2011).

Given the increasing diversity of the nation's public schools, NASP recognizes the critical importance of establishing best practices in the provision of school psychology services when working with English language learners. This includes supporting students with diverse backgrounds by using culturally and linguistically appropriate methods, including delivery in the language that best meets the students' needs. Schools are expected to provide effective and comprehensive supports and services to help these students succeed in all domains: academically, socially, behaviorally, and emotionally. School psychologists should ensure that prevention, assessment, consultation, intervention, advocacy, and family–school collaboration services for bilingual students are implemented effectively.

THE ROLE OF THE SCHOOL PSYCHOLOGIST

NASP affirms the critical role that culturally and linguistically responsive school psychologists play in helping to close achievement gaps and decrease overrepresentation and underrepresentation of ELLs in special and gifted education, respectively. Best practices require training that includes, but is not limited to, the developmental processes of language acquisition and acculturation, their effect on standardized test performance, and the effectiveness of instructional strategies and interventions. All school psychologists are responsible for providing equitable and culturally responsive services to students and families.

¹ Whereas the terms *English language learner* (ELL) and *bilingual* are used interchangeably in this document, and whereas *bilingual* often refers to an individual with proficiency in two languages, our use of the term *bilingual* is general and intended to refer to all individuals with any degree of experience in and exposure to a language other than English, including children who enter the U.S. school system (ELLs) and for whom English was not the native or heritage language. We recognize that an individual need not be bilingual to be an ELL, and conversely, an individual need not be an ELL to be bilingual.

Assessment. NASP promotes the standards set by the Individuals with Disabilities Education Improvement Act (IDEA, 2004) that require the use of reliable and valid assessment tools and procedures. NASP supports the rights of bilingual students who are referred for a psychoeducational evaluation to be assessed in their native languages when such evaluation will provide the most useful data to inform interventions. It should be noted that the use of “nonverbal” tools or native language instruments are not automatic guarantees of reliable and valid data. Nonverbal tests rely on some form of effective communication between examiner and examinee, and may be as culturally loaded as verbal tests, thus limiting the validity of evaluation results. Furthermore, the norms for native language tests may not represent the types of ELLs typically found in U.S. schools, and very limited research exists on how U.S. bilingual students perform on tests in their native languages as opposed to English. Thus, collaboration among school, family, and community stakeholders will help improve evaluation practices and may assist in reducing potentially discriminatory assessment practices and inappropriate interpretation of test results.

Given the relative dearth of bilingual school psychologists, particularly in languages other than Spanish, it is important to recognize that monolingual, English-speaking school psychologists will likely conduct the vast majority of evaluations with bilingual students. Therefore, proper training in the requisite knowledge and skills for culturally and linguistically responsive assessment is necessary for all school psychologists. In addition, monolingual school psychologists will require training in the use of interpreters in all aspects of the assessment process, as well as an awareness of the complexity of issues that may be associated with reliance on interpreters.

Consultation. NASP supports the delivery of culturally and linguistically competent consultation services to all school personnel who work with bilingual students. Multicultural consultation is a valuable form of indirect service that can enhance teachers’ knowledge, skills, and confidence in working with students and families from diverse backgrounds (Ingraham, 2000; Lopez & Truesdell, 2007). The delivery of consultation services within a framework that is sensitive to the needs of bilingual students entails using consultation strategies that incorporate language and cultural considerations at the individual, group, family, and systems levels. Consultation services are an important vehicle through which school psychologists integrate their expertise and research-based knowledge about language development and cultural factors to help consultees gather relevant data to plan, adapt, and deliver effective instructional and mental health interventions (Ingraham, 2000; Lopez & Rogers, 2010).

Systemic intervention and advocacy. Culturally and linguistically responsive practices communicate high expectations for all students (Kozleski, 2005). School psychologists need to engage in relevant, ongoing learning experiences that promote self-assessment and reflection regarding how current service models impact student outcomes and the manner in which beliefs, skills, and practices support educational equity for all learners (King, Artiles, & Kozleski, 2009; Kozleski, 2005). According to the NASP Practice Model (2010), the provision of school psychological services to bilingual students includes consideration of students’ entire school experience such that instructional supports for bilingual students are interwoven into the entire school program. Such instruction can best be provided through a multitiered system of supports (MTSS; NASP, 2009).

Prevention and intervention. Several educationally relevant laws and policies require rigorous academic standards, require built-in accountability systems, and allow use of funds for implementing

MTSS to improve outcomes for all students, including bilingual students (e.g., IDEA, Title III of the Elementary and Secondary Education Act [ESEA]). NASP endorses multitiered models of evidence-based instruction to meet the linguistic and academic needs of all students (NASP, 2009). The availability of a continuum of English language acquisition supports and responsive instructional methods are critical for bilingual students (Brown & Doolittle, 2008). Program or intervention features, linguistic and cultural factors, quality of instruction, and fidelity of implementation must be examined when planning tiered supports (Moughamian, Rivera, & Francis, 2009).

School psychologists are aware of evidence supporting culturally responsive MTSS frameworks, interventions, and the evaluation of prevention and intervention strategies for their effectiveness with diverse populations. The impact of limited English proficiency and language acquisition on achievement must be considered to ensure accessibility, validity, and support during instruction and intervention (Rabinowitz, 2008).

Family–school collaboration. NASP acknowledges the integral role of parents as part of the educational system. School psychologists apply their multicultural awareness and family–school collaboration skills to their interactions with parents (NASP, 2010). School psychologists are sensitive to within- and between-group differences among all cultural groups, and to the language preferences of parents and children. When a school psychologist is not able to communicate in a language or dialect of a student or parent, s/he should use an interpreter who is fluent in that language. School psychologists also bridge cross-cultural understanding between family and school (Vazquez-Nuttall, Li, & Kaplan, 2006), make school a welcoming environment for bilingual parents, and advocate for the needs and rights of bilingual children and families from a social justice perspective when necessary (Li & Vazquez-Nuttall, 2009).

SUMMARY

NASP is committed to advocating for culturally and linguistically responsive services for all children and families. All school psychologists share the responsibility to provide services that consider the needs of bilingual children and families, particularly in light of demographic trends and the current inequity in educational resources and outcomes that are associated with this population. School psychologists serve as advocates and play an important role in working with bilingual students who may be unable to effectively advocate for themselves.

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