



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

Texas Association of School Psychologists

Volume 31, Number 1

www.txasp.org

Spring 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

Past President

Amanda Real

President

Thomas Schanding

President-Elect

Art Hernandez

Secretary

Kelsey Theis

Treasurer

Stephanie Barbre

Treasurer-Elect

Curt Johnson

TASP Appointed Executive Board:

Awards & Honors Chair

Gill Strait

Convention Chair

Jenna Becker

Government & Professional Relations

Stephanie Kneedler

Historian

Ashley Arnold

TASP Journal Task Force

Jeremy Sullivan

Membership Chair

Kelsey Theis

NASP State Delegate

Laurie Klose

Newsletter Editor

Daniel McCleary

Professional Development

Gill Strait

Public Information & Relations

Daniel McCleary

School Psychology Trainers

Sarah Mire

Webmaster

Brook Roberts

It is an honor to serve as President of TASP this year. As an association, we continue to grow and build relationships with other stakeholders interested in ensuring all children succeed at home, school, and throughout life. This year presents so many great opportunities for TASP to support you in the life-changing work you do.

Last year, Texas legislators oversaw the Sunset Review of the Texas State Board of Examiners of Psychologists (TSBEP; <https://www.sunset.texas.gov/reviews-and-reports>). Unfortunately, a long-term resolution on the continuance of TSBEP was not reached during the session. TASP continues to monitor the activity of the newly appointed Sunset committee. This committee will make recommendations to the legislature next year regarding how the practice of school psychology will be regulated. Our association works to ensure that legislators understand the unique set of skills that LSSPs provide. As we prepare for the 86th Legislative Session, we need you and all school-based mental health professionals to join us in ensuring we educate everyone about school psychology.

The Texas Education Agency (TEA) has drafted a Corrective Action Plan in response to the U.S. Department of Education's Office of Special Education Program's monitoring visit in 2017 (<https://tea.texas.gov/TexasSPED/>). Please be sure to review this draft and provide your feedback in TEA's online survey. TASP will be providing commentary, but your insights on how to improve pro-

cesses and procedures in Texas for students with disabilities are needed.

The state's Every Student Succeeds Act (ESSA) plan is being finalized. A revised plan was released on January 8, 2018

(https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act/). Be sure to watch for updates throughout the spring semester.

The TASP Board worked hard in 2017 to create a strategic plan that will guide us over the next few years. Overall, three key areas were identified: 1) Professional Development (to provide you with the knowledge and skills you need/want); 2) Membership (to improve our membership services to you, highlight the work of our members in the state, and to be good stewards of the resources of TASP); and 3) Professional Advocacy (educating and advocating for policies that benefit the work of school psychologists and build collaborative relationships with relevant stakeholders to promote school psychology).

In February, Amanda Real (TASP President 2017; Past-President 2018) will resign from her position of Past-President. Amanda will begin a new position in San Antonio's ESC Region 20. We will miss her, but we wish her well in her new position! Brook Roberts (TASP President 2016) will serve as Past-President 2018 in Amanda's place.

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

SI Presenter Biographies - Day 1



John Murphy, PhD, is a Professor of Psychology & Counseling at the University of Central Arkansas; a former finalist for NASP School Psychologist of the Year; and an internationally recognized practitioner, author, and trainer of collaborative, strengths-based approaches with young people, families, and schools. Dr. Murphy continues to provide therapeutic services to young people, adults, families, and agencies. He serves as Project Director of the Heart & Soul of Change Project, an international research/advocacy group that promotes respectful, client-directed services for marginalized persons of all ages and circumstances.

Dr. Murphy's first presentations will cover how the quality of a helping relationship strongly influences service outcomes in counseling and consultation. This workshop provides a toolbox of practical, research-supported strategies for building relationships that help young people and their caregivers address concerns and goals at school and elsewhere. Dr. Murphy's second workshop provides practical strategies for partnering with parents in respectful ways that engage their support in resolving school problems. Based on family therapy techniques and research on helping people change, workshop strategies include using solution-talk, reframing, instilling hope, interviewing the internalized other, working with so-called "resistant" parents, and integrating solution-focused practice into parent-teacher meetings, parent counseling and consultation, and parent education programs.

Andrea Ogonosky, Ph.D., LSSP, NCSP, is a National Speaker on the topics of RtI, assessment, differentiated instruction, and behavior. She received her Ph.D. in school psychology from Penn State University. Dr. Ogonosky is the author of five books detailing the implementation of RtI. Most recently, she is a contributing author of *The Woodcock Johnson IV Reports, Recommendations, and Strategies* book. She has authored several articles on assessment and measurement, RtI, and working with struggling learners in the general education classroom. Dr. Ogonosky has practiced as a school psychologist in Pennsylvania and Texas and has served as a central office administrator over diagnostic and psychological services for a school district serving 40,000 students. Currently, she is an educational consultant providing a variety of assessment and consultative services to school districts across the nation. Dr. Ogonosky is a Past President of the Texas Association of School Psychologists.



SI Presenter Biographies - Day 2



Jaime Goldstein, North Texas Center for Mindfulness founder, teaches an eight week Mindfulness-Based Stress Reduction course developed at the University of Massachusetts Medical School, yoga, as well as meditation, and children's mindfulness classes. She practiced as a Licensed Specialist in School Psychology for four years before founding North Texas Center for Mindfulness. When working in the schools, she implemented mindfulness-based interventions across many systems of her school district. She also led mindfulness-based counseling groups, taught a before-school, grant-funded mindfulness program to students in Special Education and RTI, held after-school mindfulness groups for teachers, taught the Mindfulness-Based Stress Reduction course to district educators and staff, and trained educators and mental health professionals in the district on implementing mindfulness-based interventions.

This presentation will include an overview of the mindfulness framework, ethical and multicultural considerations when implementing mindfulness-based interventions in the school setting, and evidence-based mindfulness practices for the counseling and classroom setting. Mindfulness practices will be interwoven throughout the presentation to provide attendees with concrete mindfulness strategies to integrate into professional practice.



Julia Englund Strait, Ph.D., is an Assistant Professor of School Psychology and Health Services Psychology at the University of Houston-Clear Lake. She earned her bachelor's degree from the University of Texas and her doctorate from the University of South Carolina. She is a licensed psychologist, a licensed specialist in school psychology, a nationally certified school psychologist, and a certified English language arts teacher. Dr. Strait completed her pre-doctoral internship at Crowley's Ridge Educational Service Cooperative in Arkansas and the post-doctoral fellowship in Child Welfare and Trauma-informed Care at the University of Tennessee Center of Excellence for Children in State Custody, where she also served as a staff psychologist and clinical supervisor for interns conducting comprehensive evaluations of and interventions for children and adolescents who were involved in the Department of Children's Service system. She specializes in child assessment, scale development, stress and self-regulation, and child trauma, and is currently the Research Chair for the NASP Child Maltreatment and Trauma Interest Group and a Selected Trainee with the NICHD R25 Training Institute for Research in Child Abuse and Neglect.

SI Presenter Biographies - Day 2



Amy Patenaude, Ed.S. NCSP is an assessment consultant for Multi-Health Systems (MHS) for the Southeast region. Prior to working at MHS, Amy worked in Hillsborough County Public Schools for 6 years as a special education teacher, elementary education teacher, and school psychologist. Her areas of expertise include assessment, RTI/MTSS, PBS, and crisis intervention.

This workshop will provide an overview of historical and current definitions of executive function. The workshop will include a review of current measures and details about the Comprehensive Executive Function Inventory (CEFI; Naglieri & Goldstein, 2014). Review will be made of content, administration, scoring options, interpretation, and psychometric properties of the CEFI. Participants will be introduced to the MHS Online Assessment Center and its utility as an assessment resource for evaluating students. Attendees will gain confidence in their use of the assessment tools, and the MHS Online Assessment Center, through multiple case study examples.



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.

ANNOUNCEMENT

ANNOUNCEMENT! TASP is Now Working with Madeleine Crouch & Company

As of January 2018, TASP is contracting with Madeleine Crouch & Company (MCC; Dallas, Texas) for our association management activities. When you call TASP now, the fantastic associates at MCC will help you with a variety of activities such as membership issues or convention registration. Our primary contact, Mr. Michael Quijano, will be more than happy to direct you to whatever you need, or you can always email the members of the Board.

Treasurer's Report

The TASP Board held its first meeting of 2018 in January to welcome new members and to strategically plan this year's priorities, such as reviewing last year's finances and preparing the 2018 budget. Last year was a success for TASP. Our budget preparation resulted in a net income of \$15,995.71.

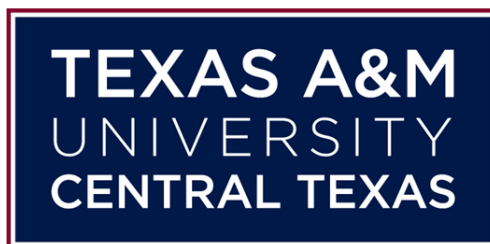
If this number does not sound brag-worthy, let us share some other figures for perspective. In the last 10 years, TASP made the following: \$58,261.13 (2009); \$27,585.57 (2010); \$3,155.37 (2013); and \$10,796.26 (2014). The Board made money consecutively across two years followed by losing money across the next two years. If the pattern continues, we would expect to make money again in 2018; however, such predictions are not so seemingly simple.

Truth be told, we had such a great fiscal year in 2017, because we had brought in \$5,541.11 more from membership dues than we anticipated. The Annual Convention made a profit of \$11,711.64, by increasing attendance and cutting costs without sacrificing quality sessions. Of course, these two areas are not the full picture, but it shows how members and convention attendees help us fiscally. Money raised is either reserved, used for Board meeting collaborations, and advocating efforts, or allocated for professional development at events, such as the Summer Institute and Annual Convention. We can only cut costs so far to maintain fiscal responsibility. We need your support.

After analyzing the 2017 profits and losses, the Board reviewed the proposed budget for 2018. The good news is that we anticipate another profitable year! This year, we are co-hosting the Summer Institute with the Arkansas School Psychology Association to help cut costs and collaborate with a neighboring association. We are also making efforts in decreasing Board meeting costs and redesigning our advertising policy to generate additional revenue. It is going to be another exciting year for TASP and I look forward to serving as your treasurer this fiscal year.

Stephanie Barbre

Treasurer



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



We would like to invite you to consider presenting a Mini Skills Presentation at this year’s upcoming Annual Convention in Dallas from October 25th to October 27st 2018. This year’s convention is the ideal place to showcase your latest research and practice!

Submissions should be sent to Gill Strait, Professional Development Chair at professionaldev@txasp.org. Include the following in the body of the email:

Presenter name(s),

Title of the presentation, and

Contact information (i.e., phone number, address, and email) for the lead presenter.

A blind peer review will be conducted by members of the TASP Board, in order to select mini-skill presentations. You will be informed of your acceptance by July 1, 2018. If you do not plan to present an accepted proposal, you must cancel your presentation by August 1, 2018. Feel free to email with any questions about your submission. Mini-skill presenters are required to register for the TASP 2018 Annual Fall Convention.

Mini-skill proposals and/or panel presentation proposals are welcome. These sessions are designed to provide skills and information that will be immediately applicable for practitioners (i.e., “tools to use on Monday morning”). Mini-skill proposals should be submitted using the criteria below. No submissions will be considered after **5 P.M. on May 1, 2018.**

Each proposal will be for a 90 minute presentation. The proposal should be attached to your email which includes your contact information. The content of the actual proposal should consist of the following components:

1. COVER PAGE should contain:
 - a. Title of the proposed work
 - b. Names, titles, and affiliations of editor(s)/author(s)
 - c. Date of submission

2. ABSTRACT

The abstract should be on a separate page and be no more than 100 words in length. It should summarize the focus of the presentation, **including the learning objectives of the presentation.**

3. SUMMARY OF THE PROJECT

The summary should be no more than 800 words in length. This section should include a summary of the purpose, research-based content, and learning objectives of the presentation. It should also discuss how the proposed work will contribute to the field, emphasizing its relevance to school psychology and NASP’s practice model.

4. TARGETED AUDIENCE

To match the presentation to participants’ specific needs, please indicate the skill level of your presentation: Beginning Skill – Level I; Intermediate Skill – Level II; and Advanced Skill – Level III.

Graduate Student Corner

Happy spring to all of our wonderful TASP graduate students!

First, I would like to thank you all for re-electing me as your Graduate Student Representative this year. No doubt, many of you are preparing to interview for internships and take the Praxis exam. Do not forget TASP has resources for you. We are currently updating the Graduate Student members' page on the TASP website, so in the meantime, I want to make sure you know about some great resources we have available to you. Here is a list of some of what is available:



- PowerPoint presentations covering multiple topics such as: Praxis study material information, tips for selecting internship sites, what needs to be included in an IDEA-compliant FIE, consultation step-by-step, and much more.
- Resources suggesting what to ask during your interviews.
- Various data collection and interview forms you can use during practicum, internship, and beyond.

Feel free to email me, at graduatestudentrep@txasp.org, and I will send you any resources we have available. Including resources that I did not mention above. Have a wonderful spring semester and don't forget to engage in some much deserved self-care!

Kristin Streich

Graduate Student Representative



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



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From Author
Samuel O. Ortiz,
Ph.D.

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Spotlight on a District: Cypress Fairbanks ISD

By Drs. Caryn Darwin and Ronda Reyna



The Cypress-Fairbanks ISD (CFISD) Psychological Services Department's Diversity Committee engaged in a very productive week of outreach during School Psychology Awareness Week in November 2017. Led by the Diversity Committee's Special Events Chair, Dr. Caryn Darwin, the committee collaborated with two universities within the greater Houston area and met with local high school students to educate them about opportunities within the field of school psychology. Located in northwestern Harris county, CFISD is currently the third largest school district in Texas, with approximately 116,000 students enrolled in its district. The Psychological Services De-

partment at CFISD consists of 31 staff members and 8 APA interns that service 81 campuses within this very diverse school district community. According to the *U.S. News and World Report*, school psychology is ranked at number 47 out of 100 top jobs in the United States. Although many of our colleagues learned about school psychology through happenstance, we are making efforts in the field to educate young students about the school psychology. We wish to cast our nets wide and recruit students who have an interest in practicing psychology in educational settings.

Diversity Committee members and Psychological Services staff collaborated to share information from the National Association of School Psychologists (NASP), as well as their personal journeys and experiences, with students. Dr. Darwin coordinated SPAW week activities, with the help of CFISD Psychological Services staff and the Diversity Committee, in order to discuss the field of school psychology with high school students at Cy-Lakes High School, a diverse school in the district, as well as with local college students at University of Houston and Sam Houston State University. The goal of our outreach was twofold. First, Dr. Darwin wanted to impart students with the knowledge of school psychology as not only a great opportunity to help students reach their goals, but also an opportunity to make a positive impact upon the lives of students and families. Second, Dr. Darwin sought to address the disparity of individuals from diverse backgrounds in the field. This lack of diversity does not mirror the population of the students served in CFISD and elsewhere.



Dr. Darwin, a personal advocate for change, wishes to “pass the torch” to future students, so that they can decide if school psychology is the right profession for them. Her hope is that this exposure to the field will open the hearts and minds of students who would not have known about the field of school psychology. Further, Dr. Darwin states that, in order to create long-lasting positive change, current professionals should be more intentional and explicit about recruiting minority populations into the field. Other professionals within CFISD expressed similar sentiments. For example, Moriah Kearney, a pre-doctoral intern, states:

“I was so happy that I had the opportunity to present to high school students during SPAW. Speaking to them brought me back to my high school days, taking AP psych, when I knew nothing about school psychology (and never could have predicted I would end up where I am now). It was awesome introducing the students to our field and great to see some of them express real interest in school psychology as a potential career path. Hopefully, we ignited a spark!”

Dr. Aaron Boyce also felt grateful for the opportunity to present information regarding the field of school psychology to students: “The class we presented to appeared to be very engaged and wanted to know more about the field. They had great questions and a couple of the students appeared very interested in the field.” Further, Dr. Boyce felt that the presentation helped students learn about a different area of psychology, and he was reminded of some of the many reasons why he has drawn to the field.



In addition, Dr. Sara Glennon stated that the enthusiasm and interest shown by students at Cy-Lakes High School was her favorite part of the presentation. In particular, Dr. Glennon stresses the importance of actively recruiting individuals from diverse backgrounds:

“Given that Cy-Lakes has a highly diverse student population, the students we presented to appeared pleasantly surprised and excited that professionals were seeking individuals out such as themselves. I wonder if they had ever experienced this before—how their differences are appreciated and desired, rather than downplayed or ignored.”

Dr. T. K. Nguyen appreciates the opportunity to present on school psychology to the students at CyLakes High School. She found that the students were very receptive to the presentation and asked many questions. She states that the school psychology is such an important aspect of the school system and it will continue to be in the future. Dr. Nguyen shares the collective hope that the SPAW presentation on school psychology will help inspire students to become part of the field.



As professionals in the field of school psychology, we often become bogged down in the minutia of day-to-day activities and forget about our role in making a daily difference in the lives of children—not only in making eligibility decisions, providing psychological services, and advocating for students, but also as change agents in the field. How will you show your SPAW appreciation in 2018?

Spotlight on an LSSP: Phyllis Hamilton

By Art Hernandez

Over the course of her career, Phyllis Hamilton, LSSP, NCSP, has been an enthusiastic member of her professional organizations. She has volunteered to work with NASP wherever she saw a need and continues to do so as a recently appointed member of the NCSP Board. She first became involved with the NCSP six years ago when she volunteered to do application portfolio reviews and contribute to the standards and processes. Although she was doing reviews about two times a year with little feedback. She was asked to be a guest reviewer at the January NCSP Board meeting and was appointed to a seat on the Board as of January 5, 2018, for a renewable three-year term.

This is only the latest example of Phyllis' professionalism, devotion to service, and her commitment to the students and families she trained to serve. This commitment has been instrumental in the advancement of school psychology in Texas and in the development of TASP. She was originally a member of the School Psychology group of TPA; however, Phyllis felt that Associate (School) Psychologists were "second class" citizens. During this time, she heard about the School Psychology Constitutional Congress and volunteered to represent Region 3 at the meeting. From there she helped a new professional group that was primarily comprised of and interested in the advancement of school psychology and school psychologists. Thus she became one of the founders and original signers of the documents that helped establish the Texas Association of School Psychologists in affiliation with the National Association of School Psychologists. As a result of her efforts and that of other like-minded pioneers, TASP was born.



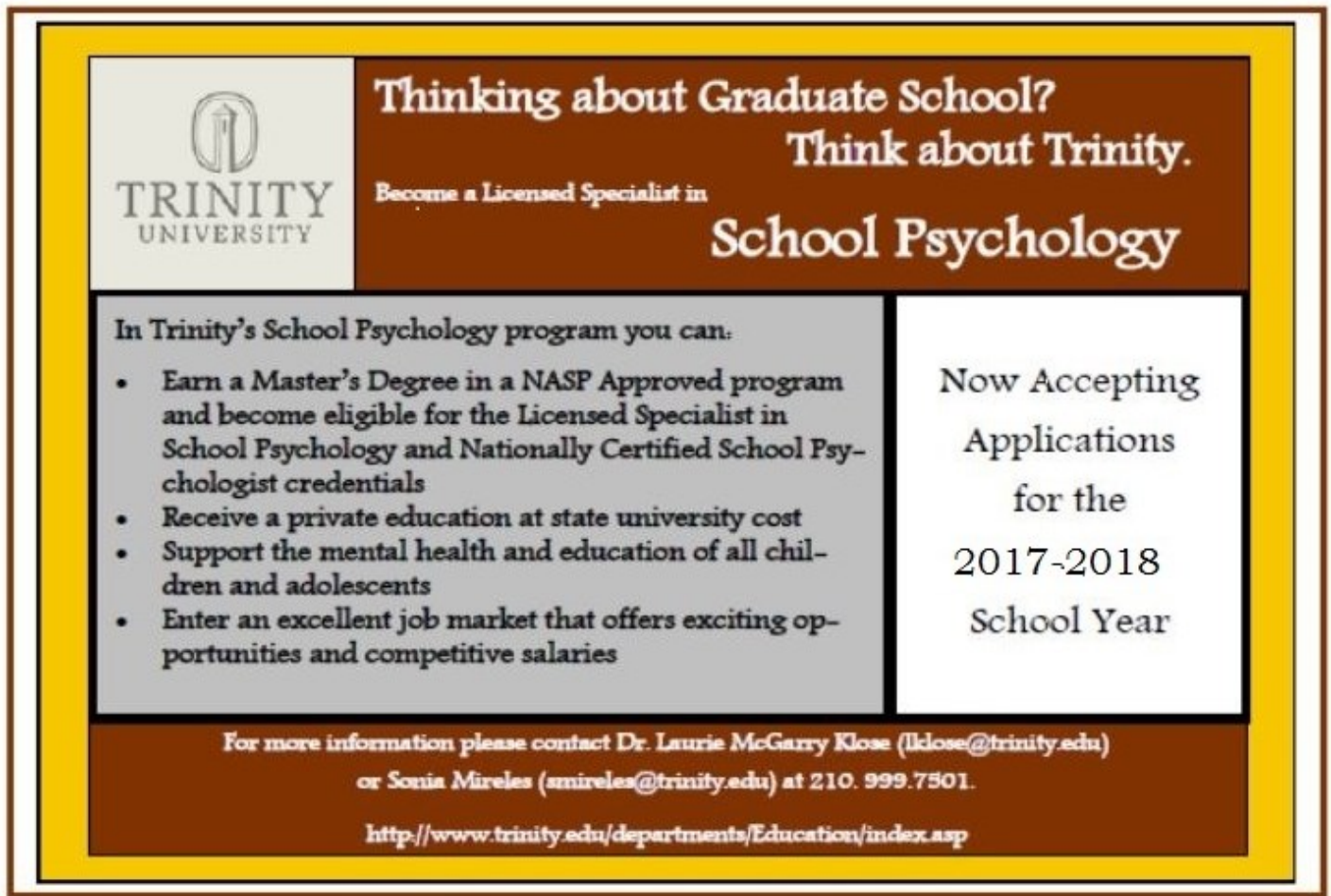
Phyllis was instrumental in not only starting TASP but in advancing the development of the organization. Her first contribution to the nascent organization she helped initiate was serving as the first Area 3 representative and she continued her service in a number of Board positions, including two separate stints as Treasurer ultimately culminating in her election as President.

It is the role of TASP as a professional organization to function as a unified group of like-minded individuals interested in self-development and the advancement of the profession, in the interest of the students who are served. She laments the current state of the profession, in which many practitioners seem to see the work as merely a job. Instead, she believes school psychologists should have a professional sense of self which goes beyond the immediate and local.

She hopes those in the profession remember that the development of TASP and school psychologists' professional identities has been a struggle not to be taken for granted. The rights and prerogatives we enjoy are things that have been hard won through the efforts of many people whose devotion was reflected in the many hours of unrecognized labor.

Unless we protect those rights and prerogatives, we stand the real possibility of losing them. We cannot ignore the pressure to be defined by the perspectives and priorities of others. To do so is to do poor justice to the needs of children and families in schools and our unique ability to serve.

The NCSP Board is always interested in reviewers. Interested individuals should go to the NASP website to explore the online training and then contact the Board for a qualifying case review (for additional information you can contact NCSP Board Chair, Alisa York, at NCSP-board@naspweb.org. She can give any info on the current process for becoming an NCSP portfolio reviewer). If you are interested and would like more information, you should look for sessions in Chicago at the upcoming conference.



The advertisement is a rectangular graphic with a yellow border and a brown background. In the top left corner is the Trinity University logo, which consists of a stylized 'T' inside a circle above the text 'TRINITY UNIVERSITY'. To the right of the logo, the text reads 'Thinking about Graduate School? Think about Trinity.' followed by 'Become a Licensed Specialist in School Psychology'. Below this, there are two columns of text. The left column, on a grey background, lists four bullet points about the program's benefits. The right column, on a white background, states that applications are now being accepted for the 2017-2018 school year. At the bottom, contact information for Dr. Laurie McGarry Klose and Sonia Mireles is provided, along with a website URL.

TRINITY UNIVERSITY

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

Become a Licensed Specialist in
School Psychology

In Trinity's School Psychology program you can:

- Earn a Master's Degree in a NASP Approved program and become eligible for the Licensed Specialist in School Psychology and Nationally Certified School Psychologist credentials
- Receive a private education at state university cost
- Support the mental health and education of all children and adolescents
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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>

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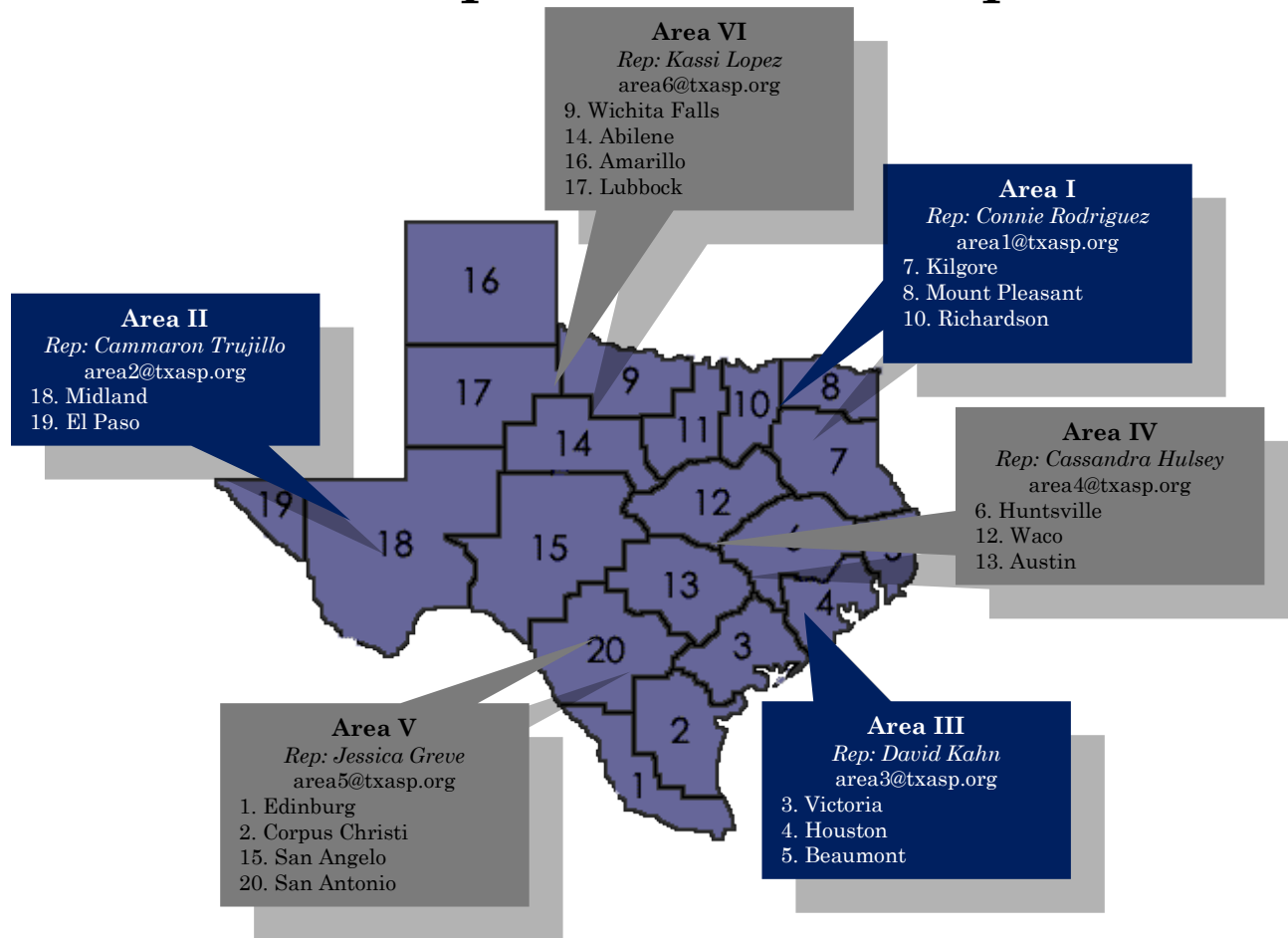
Receive a **FREE** copy of Dr. Naglieri and Dr. Goldstein's "Handbook of Executive Functioning" (\$90 value) with purchase of any CEFI Adult Kit®

Available for a limited time while supplies last.

Go to www.mhs.com/CEFIadult for more details or contact your MHS consultant

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>



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HAWKS



University
of Houston
Clear Lake

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



Area II Update

It is crunch time! With everyone so busy, it can become overwhelming to schedule time to meet the requirements for your continuing education credits. TASP has two great conferences this year that are definitely worth the drive or flight! TASP is hosting a Summer Institute 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 have reached out to several LSSPs in our area, and each has shared consistent concerns regarding limited opportunities in our area to meet the requirements for licensure. TASP is working diligently on ideas on how to best support our LSSPs throughout the entire state, such as online trainings and regional trainings by our TASP leadership. If you have any suggestions, we want to hear from you! Please contact me at ctrujj01@sisd.net. I look forward to hearing from you.

Cammaron Trujillo

Area III Update

Greetings, Area III members! Be sure to mark your calendar for the Summer Institute in Texarkana, Texas, on June 21-22, 2018. This will be the first time TASP has worked with another state organization in the planning of a professional event. This year's Summer Institute promises to be an opportunity to obtain professional development on a variety of topics related to school-based mental health and to meet school psychologists from Texas and Arkansas. We also anticipate there will be a number of attendees from Louisiana and Oklahoma.



I enjoyed getting to meet LSSPs from Region 3 at your recent workshop on MDRs. Thank you, Phyllis Hamilton, Past President of TASP and original TASP Board Member, for the invitation. It was great to see so many LSSPs who are already active members of TASP and to discuss the benefits of membership for those who expressed interest. I will continue to seek out opportunities to travel and visit LSSPs in Area III. If you know of any special events going on in your area, please let me know.

Thanks to all of you who are loyal active members of TASP. Without you, TASP would not be able to advocate for the profession, particularly during years when our legislature is in session. There are many differing viewpoints within the profession regarding the future of the LSSP credential. For these reasons, TASP needs the support of all LSSPs during this time of uncertainty and change.

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

David Kahn



University of Houston
College of Education
COLLABORATION
FOR LEARNING & LEADING
Department
of Educational
Psychology
Ph.D. in School Psychology

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.

Area V Update

I hope that everyone had a peaceful and restful winter break! As spring approaches, many of us are still in need of continuing education hours. For those that were not able to attend the TASP convention in November, there are still opportunities in the Area V Education Service Centers to get your hours. If you have difficulty attending workshops during the school calendar year, please consider attending the TASP Summer Institute in Texarkana. TASP is working on a list of trainers and the convention is sure to have many exciting opportunities for learning!



Before closing, I want to take the time to thank you for your continued support. Advocacy for our profession would simply not be possible without you. Although this is not a legislative year, the work done by TASP this year will be very important for Sunset review in 2019. For us to have a substantial voice, and opportunities for public comment and advocacy, having LSSPs available and on-call to speak about the needs of our profession is essential. TASP can provide guidance on opportunities for advocacy, if you are interested in lending your time and speaking out about the issues we represent. Although we are a year away from another legislative session, now is a great time to practice and grow comfortable with using our voices, learning talking points, and building relationships with legislators. If this is something you are interested in, or if you have comments or concerns that you would like to share with the Board, please feel free to contact me. I would love to hear from you!

Jessica Greve

The University of Texas
Rio Grande
Valley

MASTER OF ARTS IN SCHOOL PSYCHOLOGY

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

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

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

Area VI Update



Greetings, Area VI! I am honored to be your new area representative! First, I want to thank Kassi Lopez for doing a wonderful job representing our area for the past two terms. I know that she will be greatly missed on the TASP Board, and I will be looking to her for advice and collaboration in the future.

I attended my first TASP Board meeting in San Antonio in January, and I left excited and ready to get to work! Plans are underway for the TASP Summer Institute, which will be held in Texarkana and co-hosted with the Arkansas School Psychology Association. Our state boards are working on a great lineup of presentations that will enhance your professional skills and add to your continuing education credits. Look for more information on the conference in the next newsletter and on the new TASP website at <http://www.txasp.org/>.

Thank you all for being members of TASP and for continuing to support your state organization. The TASP Board advocates for LSSPs by meeting with legislators, being present during legislative sessions at the capital, and by being your voice at the state level. I will be attending regional LSSP meetings this year, and I 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!

Christy Chapman

UTSA[®]

University of Texas at San Antonio

School Psychology Program

The Department of Educational Psychology at UTSA is pleased to offer the Master of Arts program in School Psychology. The program includes coursework and field-based experiences consistent with guidelines provided by the Texas State Board of Examiners of Psychologists and the National Association of School Psychologists. Most courses are offered in the evening at the UTSA Downtown Campus, and full-time and part-time tracks are available. Application deadlines are as follows: July 1st for the Fall, November 1st for the Spring, and April 1st for the Summer. Students are currently completing their practicum experiences with the following sites: Alamo Heights ISD, Atascosa-McMullen Cooperative, Bexar County Academy, Boerne ISD, George Gervin Academy, San Antonio ISD, San Antonio Special Programs Cooperative, Somerset ISD, and South San ISD. Students are currently completing their internship experiences with the following sites: AIM Consulting, Alamo Heights ISD, Atascosa-McMullen Cooperative, Autism Treatment Center, Belton ISD, Boerne ISD, East Central ISD, George Gervin Academy, Granbury ISD, Heartland Special Education Cooperative, Katy ISD, and San Antonio ISD.

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

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 working on the fifth issue of the journal, which should be published in the next couple of months. 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.

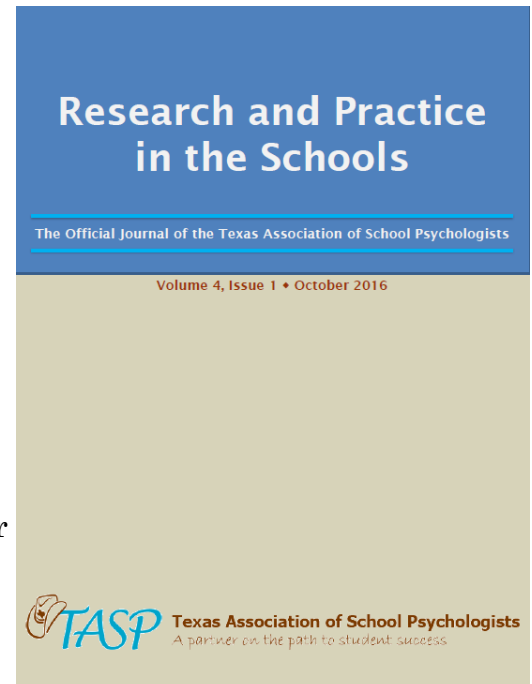
Graduate Student Section:

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.

Call for Special Issue Proposals:

Are you interested in proposing a special issue of the journal? Perhaps an issue on crisis intervention, assessment of emotional disturbance, or training/supervision in school psychology? If so, please let us know about your ideas. Special issues will include collections of papers related to some cohesive theme in the field of School Psychology, and will be edited by Guest Editors who will take the lead in soliciting contributions and coordi-



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

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

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

Jeremy Sullivan and Art Hernandez

Editors, Research and Practice in the Schools



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

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

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

Permission is granted to all other school psychology associations' newsletters to reproduce any article, providing the original source and author are credited.

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



Effective Service Delivery for Indigenous Children and Youth

The National Association of School Psychologists (NASP) supports equal access to education and mental health services for Indigenous children and youth, and recognizes that their families are partners in the provision of these services. NASP recognizes the “Indigenous Conceptual Framework Guiding School Psychology Practice With Indigenous Youth, Families, and Communities” developed by the NASP workgroup as a foundation and guide in providing equal access. The Framework is designed to guide culturally responsive service delivery and improve the quality of policy and practice.

An estimated 4.4 million American Indian, Alaska Native, and Native Hawaiian people live in the United States. They are citizens of the United States, and many also are citizens of the tribal nations to which they belong (U.S. Census Bureau, 2005). Legally and politically, 561 tribes are recognized as sovereign nations by the U.S. government. An estimated 209 Indigenous languages are spoken in North America today. The term Indigenous means “first people of the land,” this is used as an inclusive term that describes common roots and cultural and spiritual bonds among Native Hawaiians, Alaskan Natives, and Indians (Dauphinais, Charley, Robinson-Zañartu, Melroe, & Baas, 2009).

The percentages of Indigenous youth who still remain overrepresented or misidentified with special education needs and are underserved in general education remains unacceptably high across the nation. Indigenous youth leave school early at rates far higher than other groups (Stillwell, 2010), complete higher education at far lower rates, and attend class with teachers who understand far less about them in general than other students (Starnes, 2006). Many leave school or are pushed out long before dropout rates are calculated, frequently at Grade 7. This results in significant underrepresentation of true numbers in nationally reported dropout figures for Indigenous youth. Even given that reality, national figures report that only 64% of Indigenous youth complete high school (Stillwell, 2010).

BARRIERS TO FULL ENGAGEMENT IN EDUCATION

Significant barriers impede Indigenous children from seeking and completing an education and, thus, their successful entry into the world of work. These barriers reverberate throughout the lives of Indigenous children and, at times, recycle to their children and across generations. School psychologists must become aware of the barriers unique to Indigenous children, youth, and families. Families who live in poverty and unsupportive communities compound the negative effects of these barriers.

LEGACY OF TRAUMA

Historical trauma, also known as intergenerational trauma, is a cumulative emotional and psychological wounding whose effects continue to be experienced individually (and by entire communities) over the lifespan and across generations (Brave Heart, 2003; Duran & Duran, 1995). The traumatic histories of tribal people engendered loss of language, spiritual and cultural practices, and ways of thinking. This

loss of cultural roots plays one of the most significant negative roles, and has led to lasting negative influences on many Indigenous youth. Indigenous youth exhibit unacceptably high rates of mental health problems, school dropout, suicide, learning problems, and rates of health problems related to drinking and drug use (Beauvais, Jumper-Thurman, & Burnside, 2008).

Indian boarding schools played a key role in the historical trauma we see today. Established by the Bureau of Indian Affairs in the late 1880s, and operating well into the 20th century, boarding schools initiated the harsh process of assimilation. Children were taken from their families and homelands to be indoctrinated into Western thought and stripped of home, culture, language, livelihood, traditional dress, and parental contact. Indigenous identity was suppressed through corporal punishment, which has been cited as a source of internalized oppression and resulting underachievement as well as multiple distresses and dysfunctions. (Dauphinais et al., 2009).

The role of Western education in the dismantling of a nation and culture cannot be ignored. Native nations have begun the process of healing by working through traditional methods that validate their experience of historical trauma. The tribes have also begun to rejuvenate cultural and language traditions that provide for the strengthening of youth's Indigenous identity. It is critical that educators be aware of Indigenous nations' responses to the past, become familiar with their cultural perspectives, and consider remnants of past practices or experiences that continue to influence the institution of education today.

Despite the effort devoted to assimilation and to the extinction of Indigenous cultures, most tribal nations continue to practice and fight for sovereignty and the right to manage their land and national resources. They have sustained their cultural identity by speaking their languages and continuing their spiritual beliefs and practices. By engaging in the cultural healing process, Indigenous people empower themselves to live as survivors, rather than as victims. We have come to learn that for many resilient Indigenous youth, their strength is the result of reciprocity between cultures (Indigenous and Western); they become the blossom of roots that lie in a variety of soils. NASP recognizes that school psychologists can play a key role in fostering this resiliency.

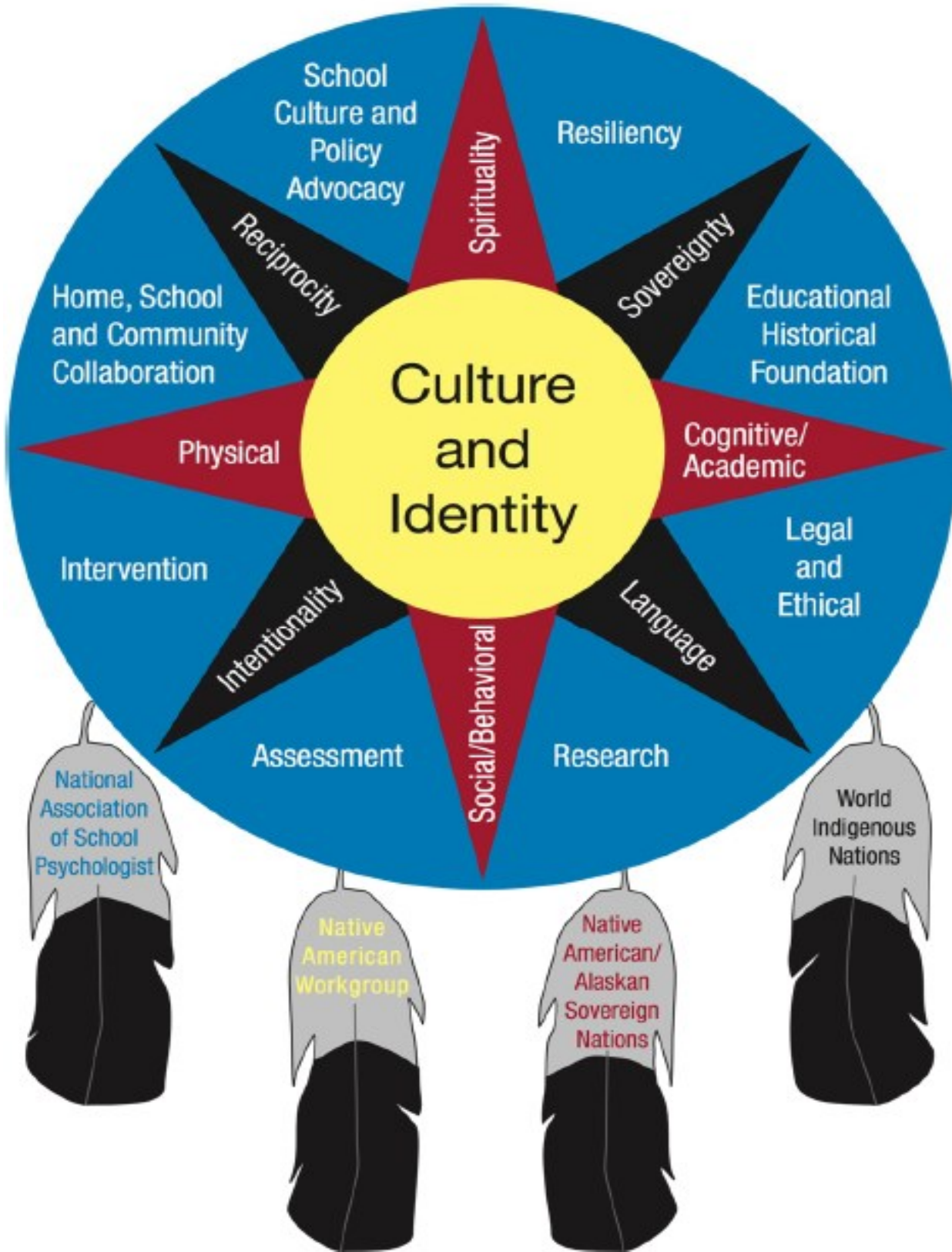
RESPONSIVE PRACTICE WITH INDIGENOUS YOUTH

Figure 1 provides a conceptual framework to support the efforts of school psychologists to meet the needs of Indigenous youth.

The NASP Practice Model recognizes diversity and development in learning as one of its foundations (NASP, 2010). The above "Indigenous Conceptual Framework Guiding School Psychology Practice With Indigenous Youth, Families, and Communities" recognizes culture and identity as its core. This core serves as a symbol of the source of energy that feeds the growth of spirituality, cognitive–academic, social–emotional–behavioral, and physical development of Indigenous children, as well as of the practitioner. The eight points of the center star include the key ideas and practices needed to support Indigenous youth.

- **Sovereignty.** As an issue of sovereignty, the Constitution, treaties, and laws of the United States entitle federal trust obligation to Native education (NIEA Legislative Agenda, 2012). Indigenous communities have the right to revitalize culture and language through self-sufficiency and self-governance.

Figure 1. An Indigenous Conceptual Framework: Guiding School Psychology Practice With Indigenous Youth, Families, and Communities



- **Language.** Language is a culture carrier and thus is critical to identity. Some tribes face extinction of their languages, which endangers their identities. Youth regaining their Indigenous languages may know songs, phrases, and prayers or stories in their original languages. Others may be fully bilingual. NASP understands language revitalization efforts as key role in maintaining Indigenous identity.
- **Intentionality.** To be most effective in Indigenous communities, school psychologists must come with the intention to support the development and resilience of the Indigenous youth, which grows out of identity and culture. Given that intent, school psychologists must practice in a way congruent with the academic, behavioral, and social success of their Indigenous students.
- **Reciprocity.** An effective school psychologist working with Indigenous youth, families, and communities builds genuine reciprocity. This includes partnering with the community and parents as well as understanding and learning the culture by building two-way or reciprocal relationships that facilitate trust and the development of respect (Baez, 2011). For example, in most Indigenous cultures, adults are expected to model rather than demand respect. Thus, in schools, culturally responsive educators will model respect that fosters reciprocal relationships.
- **Spiritual.** It is important that school psychologists understand Indigenous philosophies of interrelatedness and respect for all living things. Create a sacred space in the schools where Indigenous students feel safe to learn and share thoughts and concerns by validating cultural identity and knowledge.
- **Cognitive–academic.** It is important to access prior background knowledge of academic and language skills. Consider culturally embedded knowledge of thinking and problem-solving skills (Tso, 2010), as well as culturally based content when developing interventions and assessing cognitive skills and academic performance. In assessment practices, conventional measures of verbal ability are likely not to be valid for many or most Indigenous students due to a variety of issues ranging from lack of proficiency in either English or in their native language and lack of exposure to the language and concepts being assessed (Dauphinais & King, 1992).
- **Social–emotional–behavioral.** Affirm resiliency amongst Indigenous youth and communities and validate traditional models of healing (e.g., medicine wheel) through spiritual or experiential means. Understand that Indigenous communities are in the process of recovery from historical intergenerational trauma and that environmental and ecosystemic factors need to be considered to avoid pitfalls of misdiagnosis. Collaborate with community agencies and use traditional healing practices in intervention.
- **Physical.** Provide culturally appropriate prevention and intervention. Address self-destructive behaviors such as cutting, burning, and abuse of alcohol and drugs. Recognize the impact of domestic violence on behavior. Address health issues and support education to address concerns such as obesity and diabetes. Reincorporate ancestral foods and Indigenous games into school health and wellness routines. Promote a balanced lifestyle, which reflects the interrelationships of the spiritual, mental, social, and physical wellness.

ROLE OF THE SCHOOL PSYCHOLOGIST

School psychologists need to be aware of their own cultural perspectives, so they do not inadvertently impose their worldviews or biases when working with Indigenous communities. In culturally responsive practice, the school psychologist supports opportunities for Indigenous children to access their own cultures. Whether school psychologists are serving Indigenous students on or off the reservation, in rural or urban settings, they need to consider the elements in the Conceptual Framework. By doing so,

NASP's core value of *diversity in development and learning* is expressed through acknowledgement of the process of recovery of Indigenous peoples from historical trauma. This also promotes understanding of their unique legal and political status as sovereign nations with innate languages and traditional knowledge bases for healing and recovery. School psychologists work from authentic and intentional support of Indigenous identities and build positive, trusting, reciprocal relationships with Indigenous children, families, and communities.

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