



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

www.txasp.org

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President's Message

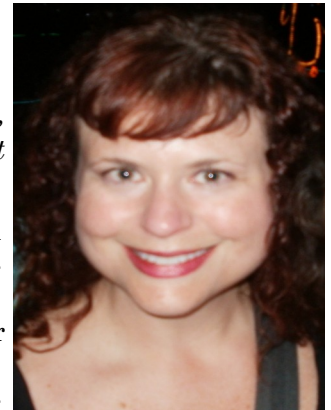
Hello, fellow TASP members! I hope this spring newsletter finds you well. With the end of the school year fast approaching, I know that it's a very busy time for all of us. I feel like every year I have to give myself the same pep talk: "You know you'll make it to the end of the year. You always do." And we know that some years end better than others. Here's hoping that we all have a good ending to our school year!

We had our spring board meeting in Dallas in mid April. We had a great group of hardworking people there and we accomplished a lot. It's so inspiring to be a part of this group that is so clearly committed to furthering the profession of school psychology.

We discussed many things at our weekend-long board meeting, but I'm most excited

about sharing information about our 20th annual conference and our continually evolving website. Our conference will be held again at the Westin Galleria in Houston October 4-6, 2012. Our President-Elect, Dana Goins, is working on lining up some great speakers so that this year's conference is again a success. Rebecca Ray, our Conference Chair, is busily working behind the scenes to make sure that things go smoothly for you and our presenters at the Westin. Keep an eye out for more information to come!

As for our website, those of you who have been members for at least the past few years know we've had some technological ups and downs, to say the least. For the past several years, our webmasters have been working very hard to make the TASP website a fully functioning, professional website. Along with those years of hard work and the sup-



*Maureen Hicks,
President*

port of our current webmaster, Jim Hitchcock, I think our website is better than ever before. If you haven't visited it lately, please take a few minutes to see what it has to offer. I think you'll be impressed. I know I am. You can read Jim's article on website updates in this newsletter as well.

I sincerely hope you all have a great finish to your school year and you have a wonderful summer. I'll be looking for you in the fall to share the latest progress TASP has made on behalf of our members. I'm looking forward to seeing you at our conference!

Summer's coming – get ready to relax...

Make sure your TASP membership is valid before you re-energize for the fall
RENEW now! – fast and easy online at <http://txasp.org/membership>
Click “Become a member/renew”

Remember, membership is valid 1 year from the date of your last member sign-up.
Regular- \$60.00 Trainee- \$30.00 Student- \$25.00 Retired- \$40.00 Affiliate- \$40.00



Join us for the 20th Annual
Professional Development Conference

TASP 2.0

October 4-6, 2012 . Westin Galleria . Houston

Register Online Beginning mid-June

www.txasp.org

*Each year TASP designates a fundraising recipient for its community support project at the annual conference. The 2012 **Children's Assistance for Living Committee's (CALC)** Recipient is Sunshine Kids. Sunshine Kids is a non-profit organization dedicated to children with cancer. Established in 1982, they are committed to providing positive group activities and emotional support for young cancer patients. The Sunshine Kids provides a variety of programs and events, free of charge, for kids who are receiving cancer treatments in hospitals across North America.*

Mission:

The Sunshine Kids Foundation provides exciting, positive group activities for children with cancer, so they may once again do what Kids are meant to do...have fun and celebrate life!



Goal:

Dedicated to children with cancer

We look forward to the day when The Sunshine Kids Foundation will no longer need to exist. Until that time, the entire Sunshine Kids family is dedicated to providing the most exciting activities, trips and events for as many young cancer patients as possible.

GRADUATE STUDENT CORNER

Can you believe it's here already? Just a few more weeks and another school year will be coming to an end! I'm sure that all of you are staying busy and hopefully getting great experience wherever you may be. Since it's the spring I know that many of us are not only trying to keep up with work, but also trying to figure out where we're going to be next year. It's important to keep an updated résumé and have all your application materials ready to go so that the process goes more smoothly for you. Here is some helpful information in regards to creating a more effective cover letter and résumé.

Cover Letters - Open your letter by explaining why you are writing and stating the position for which you are applying. If possible, give specific information that captures your reader. This may include things like identifying a specific part of their organization that you may enjoy or have special interest in, how you learned of the opening (any contacts there?), or any other "complimentary" information. In the body of your letter, you want to show your reader why you deserve the position by sharing your academic background, work experience, and accomplishments. This is your sales pitch, so think of what makes you stand apart from everyone else. If you have a specific interest, state it. Do not let your reader wonder what you might be about. However, you want to keep this brief and to the point making sure to state the general qualifications, but not your whole life history. In your closing paragraph, you are requesting further action. Politely state that you would like an interview and inform them of your availability. Remember, a positive request is harder to ignore than a vague hope!

Résumé – We've all done these before, so rather than give tips on how to create it, I'm going to provide you with a checklist to help you evaluate it:

Content

- Content directly related to your job objective
- Name at top and highlighted by large font
- Descriptions are action verbs using consistent verb tense
- Repetition of phrases is kept to a minimum
- Capitalization, punctuation, and date formats are consistent
- No spelling errors and correct grammar
- A rationale exists for each piece of information included

Organization

- Best assets are listed first (whether education, experience, or skills)
- Easy to review; categories are clear
- Dates of employment are easy to find
- Listings in sections run from most recent to least recent

Format/Design

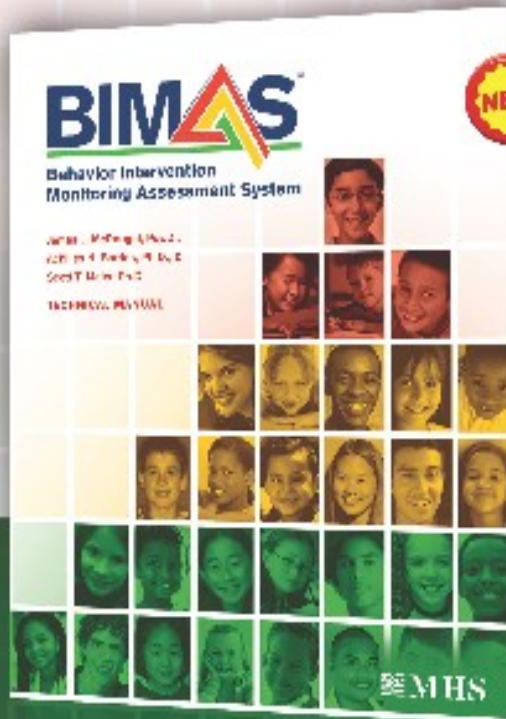
- Bold text and capitalization are used minimally and consistently
- Margins and line spacing keep the page from looking too crowded
- Spacing and font size are consistent
- Font is easy to read and no smaller than 10 point size, preferably 11 point.



In closing, I would like to remind everyone about our Scholarship Program! I have only received one application thus far and we have FOUR \$500 scholarships to award, so I strongly encourage you all to apply! Another e-mail will be sent out soon as a reminder, but you can always go to <http://txasp.org/scholarship> to check out the application requirements. Let me know if any of you have any questions or if there's any way I can assist you!

Your Graduate Student Representative, Amanda Meyer

Assess and Progress Monitor within the RTI Framework with the **BIMAS™**



The Behavior Intervention Monitoring Assessment System (BIMAS™) is a multi-informant measure that assesses social, emotional, and behavioral functioning within the RTI framework in youth aged 5 to 18.

The BIMAS™ uses empirically-derived, change-sensitive items to assess and track progress in student behavior.

The BIMAS™ is a web-based data management system with a variety of reporting options*.

The BIMAS™ is a versatile tool that can assist in:

- Universal Assessment
- Individual Assessment
- Intervention Planning
- Progress Monitoring
- Treatment Outcome
- Program Evaluation

For more information about the BIMAS™, please continue to www.mhs.com/BIMAS

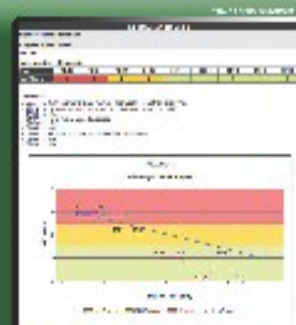
° Features of **BIMAS™ Reports**



DYNAMIC GRAPHING

Item	Baseline	Intervention	Significant Change	Standard Error
1. Self-Confidence	45	55	Yes	5
2. Self-Esteem	40	50	Yes	5
3. Self-Respect	35	45	Yes	5
4. Self-Respect	30	40	Yes	5

PROGRESS MONITORING



ITEM CUSTOMIZATION



USA Tel: 1.800.456.3003 / CAN Tel: 1.800.268.6011
 Website: www.mhs.com • Email: customerservice@mhs.com

LSSPs May Now Use the NCSP as Part of Their Professional Title

On May 3, 2012, TSBEP voted (5-3) to allow all LSSPs who hold the Nationally Certified School Psychologist credential to use that credential as part of their professional identification. In other words, you may now sign reports Happy Person, MA (or EdS or SSP or PhD)LSSP, NCSP. In addition, your name tag may proudly exclaim, Nationally Certified School Psychologist!

This has been a very long and challenging process that started in February of 2008. We have faced significant opposition, specifically from the Texas Psychological Association and the Austin Area Neuropsychologists. However, TASP members have heeded the call to action and provided testimony in written and oral form. In addition, TASP members have asked for and received support from community members and school personnel who have sent letters and given testimony on behalf of LSSPs and their use of the NCSP. NASP has provided tremendous support, both financial and expertise, which has contributed to our ultimate success in this endeavor. To everyone involved, I express my most sincere appreciation and thanks!

In particular, several people have been instrumental in this process and special recognition is needed. Kelly Anderson, LSSP, NCSP (!), began what can only be described as the re-birth of advocacy for school psychology in Texas. Her contributions in the early stages of this process showed her dedication and passion for the profession. Andrea Wolfe (now living in England) picked up the responsibilities for GPR when Kelly was no longer able to continue in the role. Andrea used her talents, influence and presence to ensure that the momentum was never lost. Donna Black, a member of TSBEP, has continued to educate other board members on the unique needs and circumstances of the practice of school psychology. She has provided other TSBEP members countless references from the literature, federal law, state law and ethical standards to support the use of the NCSP for all LSSPs. Without her efforts, this would likely not have happened. Last, but certainly not at all least, Ashley Arnold has been a constant source of strength and tenacity throughout this process. Ashley has attended every TSBEP meeting for the past 5 years (at least). She understands the rule making process and has made sure that no action was taken by the board that went unnoticed. She has been tireless in her efforts to mobilize others. I appreciate her contributions, both professionally and personally.

In closing, I hope that TASP members will see this success as motivation to continue to engage in advocacy related to school psychology, education and children's mental health. When we all work together, we really can make a difference!



Laurie Klose, GPR Chair



SURVEY SAYS.....

Thanks to everyone who completed the Summer Institute Survey!!! Eighty percent of respondents would be interested in attending a Summer Institute. However, only 64% of respondents would attend a Summer Institute and the Annual October Conference. Seventy-two percent of respondents are interested in specialized topics versus 28% of respondents who would like general information. The top three topics include Assessment (AU; SLD; ED; Bilingual); Behavior Interventions; and Legal Updates. Results reported by Jennifer Langley, Treasurer Elect.

TASP Website Updates

The TASP website, www.txasp.org, has seen some exciting changes this year! The site now features several content boxes (little boxes on each side of home page) with links to interesting stuff, such as: job postings, professional development opportunities, NASP resources, FAQs and recent postings.

Have a question for board members? We now have a page where you can send a personal message to any board member or appointee. Go to www.txasp.org > **About Us** > **Leadership** and click on the contact link. In the lower right corner, we now have a facebook box that shows recent postings from TASP. Be sure to "Like" us on facebook, since more and more current news is being passed along via social media! You can see our facebook page at www.facebook.com/TXASP.

Under the member's area, we now have archived newsletters from the early days of TASP. There is some great information here! Login and take a look at www.txasp.org > **Members** > **Newsletter Archives**.

Not a current member? There is no time like the present to sign up via our online membership signup and renewal system at www.txasp.org > **Membership** > **Become a Member/Renew**. You must be a registered site user to sign up or renew. If you aren't registered or need your password reset, see the links in the lower left corner of the home page.

Have some ideas for the website? TASP welcomes any ideas for improving our web and social media presence. We are also looking for any TASP member with web development expertise who might want to donate a little time. If interested, contact Jim Hitchcock at webmaster@txasp.org.

2012 CONFERENCE INFORMATION

This year brings TASP's 20th annual professional development conference, TASP 2.0. This year's conference promises to be an exciting one!

To peek your interest, and in keeping with the theme of TASP 2.0, the conference will present a format change on Friday, providing two 1.5 hour sessions for the membership. In all, the regular conference will continue to offer 11 total hours of continuing education credit.

In addition to the exciting news above, TASP 2.0 will be going Green. How, you might ask? Various measures will be taken this year to reduce our carbon footprint. First, all conference registration will be completed through our new and improved website. Online registration will be available by mid-June. Second, you will be provided with your handouts electronically prior to the conference.

I am honored to serve this year as your TASP Conference Chair. Each year the conference provides not only much needed continuing education credits, but a time for LSSPs to network and catch up with old colleagues. I appreciate the opportunity to be involved in this annual event. I value and welcome your feedback and support. You may contact me with any comments through the TASP website. -Rebecca Ray, Conference Chair



Ensuring a healthy start. Promoting a bright future.

By Shane R. Jimerson, PhD, NCSP, Sarah M. Woehr, & Amber M. Kaufman, MA
University of California, Santa Barbara

Grade retention, also known as nonpromotion, flunking, failing, being held back, or the gift of time, refers to a child repeating his or her current grade level again the following year. Whether used to address low performance and/or behavior problems, research generally has not found favorable achievement or adjustment outcomes for students who are retained.

Nevertheless, retention rates have been rising. This trend appears to be heavily influenced by the recent “reform” movement emphasizing national or state-wide educational grade-level standards and accountability (the No Child Left Behind Act of 2001) and the accompanying grade-level tests to determine which students are promoted to the next grade.

Whatever the reason, if retention is suggested for your child, it is vital that you as a parent make sure you know what options are available and are involved in making decisions about his or her education. By working together, parents and educators can discuss and identify specific strategies to help ensure the educational success of your child.

The Retention Dilemma

Sometimes children are recommended for retention when their academic performance is low or if they fail to meet grade-level performance standards established by the district or state. Some children may be recommended for retention if they seem socially immature, display behavior problems, or are just beginning to learn English. Occasionally, students who have missed many school days because they were ill or because of frequent moves are recommended for retention.

Research indicates that *neither* grade retention nor social promotion (the practice of promoting students with their same age-peers although they have not mastered current grade level content) is likely to enhance a child’s learning. Research and common sense both indicate that simply having a child repeat a grade is unlikely to address the problems a child is experiencing. Likewise, simply promoting a student who is experiencing academic or behavioral problems to the next grade without additional support is not likely to be an effective solution either.

When faced with a recommendation to retain a child, the real task is not to decide to retain or not to retain but, rather, to identify specific intervention strategies to enhance the cognitive and social development of the child and promote his or her learning and success at school.

Given the evidence indicating that grade retention, when compared with social promotion of similar children, is an *ineffective and possibly harmful intervention*, “promotion plus” (i.e., combining grade promotion and effective, evidence-based interventions) is most likely to benefit children with low achievement or behavior problems.

Too often, anecdotal evidence, clinical experience, and folklore overshadow the results of empirical research. But what does research show? Is retention effective? The following information, taken from research during the last 100 years, can help parents better understand the possible effects of retention on their child and advocate for effective intervention strategies.

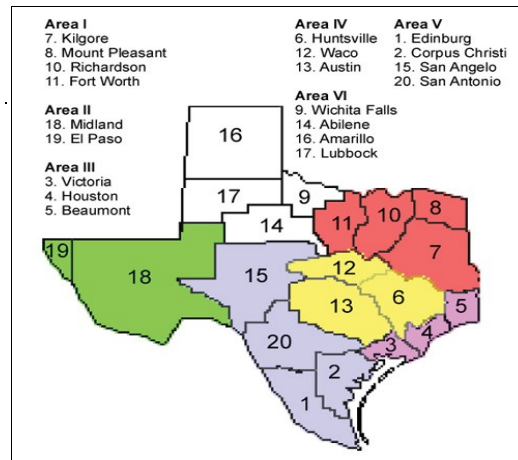
Effects of grade retention. The body of research on retention indicates that:

- Initial academic improvements may occur during the year the student is retained. However, many research studies show that *achievement gains decline* within 2–3 years of retention. This means that over time, children who were retained either do not show higher achievement, or sometimes show lower achievement than similar groups of children who were not retained. Without specific interventions, most retained students do not catch up.
- In adolescence, retained students are *more likely to experience problems* such as poor interactions with peers, disliking school, behavior problems, and lower self-esteem.
- Students who were retained are *5–11 times more likely to drop out of school*. The probability is even higher for students who are retained more than once. Actually, grade retention is one of the most powerful predictors of high school drop out.
- For most students, grade retention had a *negative impact on all areas* of achievement (e.g., reading, math, and oral and written language) and social and emotional adjustment (e.g., peer relationships, self-esteem, problem behaviors, and attendance).
- A study of sixth graders’ perceptions indicated that they consider retention as one of the *most stressful* life events.
- Retention *may help* students who have missed many days of school, but only if their attendance improves and if the child will not

Information from the Area Representatives!

A R E A R E P R E S E N T A T I V E S

Howdy TASP Area 1 LSSPs!!! I hope your 2011-2012 school year is winding down well for you. It has been a very busy year for me as an LSSP and your TASP board has been hard at work as well. We held our first board meeting of 2012 in Austin in January. Newly elected Maureen Hicks took office as the TASP President and several other new board members joined the team this year. Each board position and board member, including myself, your Area



1 Representative, serve in a volunteer capacity to help ensure that LSSPs in Texas have access to information for resources they need, have a voice in the governmental/political realm, and support one of the most important tasks in our society....helping children and adolescents to improve in the areas of social, emotional, behavioral, and academic functioning, promotion of positive mental health, and assisting school systems achieve their goal of producing educated productive members of society. The TASP board recently met in Dallas and discussed several topics of interest to Area 1 LSSPs. We are also working diligently to plan another wonderful conference for you. Last year's conference was great and we hope to have an even better conference this year. The conference this year will be in Houston and I hope to see you there.

Meeting With LSSPs-This year I had the privilege of meeting with approximately 60 LSSPs from the Region 10 area. TASP sponsored a light lunch and the group and I discussed topics that are important to those in the Region 10 area. Some topics that came up included that LSSPs are concerned with the possibility of school districts replacing LSSPs with other professionals who can provide services in schools who are not required to obtain a written informed consent for psychological services. Keeping the LSSP employable was a topic that was raised several times. LSSPs at the meeting emphasized the importance for LSSPs to ensure they keep up their training in the area of cross battery assessment as well as other training. SLD determination in regards to a "pattern of strengths and weaknesses" was concerning in light of varied theory on the matter. LSSPs wanted to see more training at TASP conferences and Regional Service Centers on functional behavioral assessments (FBAs), as well as training on the new DSM-V when it is published. LSSPs reported that they wanted to see an updated survey for the role of the LSSP. LSSPs reported that the variety of services that an LSSP can provide should be emphasized to school districts to help promote LSSP employment and continued employment. This information was shared with the TASP board and many ideas were discussed to address Area 1 concerns. The board was appreciative of the feedback received.



Continued, pg 18

Hey friends,



I'm Brook Roberts from Lubbock and I have the privilege of representing the LSSPs from ESC 9 (Wichita Falls), 14 (Abilene), 16 (Amarillo), and 17 (Lubbock) to the TASP Board. I presently work for a small, rural SSA southeast of Lubbock and am finishing up my third year as an LSSP. I have enjoyed these first four months of serving on the Board and look forward to working for you for the rest of the term. The Board has been hard at work planning for the conference in October, setting up some strategic plans for the future, and exploring how to better network and promote the profession in Texas. I want to be available to listen to all of your concerns and respond appropriately. You can always reach me at area6@txasp.org or connect with me at regional trainings. Speaking of, I would encourage you to attend a three-hour LSSP ethics session offered through ESC 16 (www.esc16.net) on June 8 from 9am to noon in Amarillo presented by Dr. Libby Rhoades. I also hope to connect with many of you in the coming months through regional, brown-bag lunch roundtables. LSSPs in the Amarillo and Lubbock areas have found much benefit in networking in that manner, and I hope to learn more about similar opportunities in the Wichita Falls and Abilene communities. One of the benefits about our Area is that our LSSPs are able to develop closer relationships in our profession because there are so few of us. Similarly, with only three training programs in our Area, Abilene Christian University, West Texas A&M University, and Texas Tech University, we are able to work closely with the trainers and provide strong opportunities for students. I encourage you to contact the training programs and pour into the students – the profession will be stronger when you do. See you soon!

btr

Area V

Jeremy Sullivan

Howdy, Area V. As you may have heard, San Antonio hosted a White House Hispanic Community Action Summit in March. I am pleased to report that Tracey Graham, one of our second-year School Psychology students from the University of Texas at San Antonio, was able to participate in an Educational Policy session and share information related to NASP, TASP, and the importance of LSSPs to the mission of public education in Texas. I think the Summit serves as an example of opportunities we must take advantage of in order to advocate for our profession, and to ensure that School Psychologists are on the minds of policymakers at the highest levels. As always, I am open to additional thoughts on how to accomplish this. Please feel free to email me at jeremy.sullivan@utsa.edu. I hope everyone has a smooth conclusion to the school year, and a restful summer.



DEAR ETHICAL EDDIE:

Dear Ethical Eddie,

I made a mistake and I'm not sure how to fix it. On one of my campuses we have two children with the same first and last name (let's call them A1 and A2). One of these children (A1) was referred for an evaluation, but pulled the other one (A2) for testing by mistake. Now I find myself in the awkward position of having tested a non-referred child without consent! How should I proceed?

Signed,
Oops

Dear Oops,

Believe it or not, you're not the first school psychologist to report this problem. Turns out, this happens more often than you'd think. Here's what I suggest:

1. You need to contact A2's parents/guardians explain that you made a mistake and apologize for the error.
2. Do not explain that you had intended to assess A1, as this would be a violation of confidentiality.
3. Explain to A2's parents that you will destroy the records generated from the testing.
4. Develop a system to prevent this kind of mistake from occurring again.

We can't expect perfection, though we strive for it. Mistakes will happen, and when they do, we must take responsibility for our behavior and take corrective actions. Ideally, we identify factors that contribute to mistakes and work toward eliminating those factors.

Have a question for Ethical Eddie? Send it to jl30@txstate.edu



Limited fellowships/scholar loans available for LSSPs who are interested in getting their Ph.D. in School Psychology from an APA accredited/NASP approved program. Possible through grant funding from OSEP (DTELL) and will be available for 4 years for students specializing in Special Education and English Language Learners. Application and acceptance to the full-time APA approved School Psychology Doctoral program for Fall 2013 is required. A scientist-practitioner program, graduates are employed in higher education, schools, and clinical settings. Information on admission and course is available on our website (spsy.tamu.edu). Interested students are invited to visit the campus, and meet with students and faculty – if you are interested please contact Kristie Stramas (kstramaski@tamu.edu). For additional information, please contact Cyndi Riccio, Program Coordinator (criccio@tamu.edu).



to

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.



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. New admissions in the Fall 2011 semester included 31 students, with 13 additional students starting in the Spring 2012 semester. Application deadlines are as follows: July 1st for the Fall, November 1st for the Spring, and April 1st for the Summer.

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

University of Houston

College of Education

COLLABORATION

FOR LEARNING & LEADING

**Department
of Educational
Psychology**

Ph.D. in School Psychology



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

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Advertising Deadlines

Camera ready artwork or Employment Notices must be received prior to deadline date for desired publication. Contact TASP at 888-414-8277 for artwork specifications.



School Psychology Program

The School Psychology Program at Texas State University-San Marcos is one of the oldest and largest in the state. Graduates from the program work in all geographic areas of Texas and many other states. The program offers the 60 hour, Specialist in School Psychology degree. Students take the majority of their classes with program faculty, however, they also take courses in Psychology, Special Education, Counseling, and other programs/departments through electives.

The program admits two cohorts (one in the fall and one in the spring) each year. Application deadlines for fall admission is in mid-February and application deadlines for spring admission is in mid-October. Typically, a cohort has 12 students. These students matriculate through the program together, fostering bonds that last well beyond the student years. The network of TSU school psychology alumni is extensive and supportive of TSU students and young professionals. The Clinic for Autism Research, Evaluation and Support provides students opportunities to develop advanced skills in autism assessment techniques. Students report that this experience is highly valued by future employers. In addition, the new University Assessment Clinic allows students to refine cognitive and achievement evaluation skills prior to starting school based practicum

be considerably older than the other students. At this time, however, there are *no specific indicators* that predict which children could benefit from retention.

Alternative strategies. However, research does provide evidence that supports the effectiveness of other educational interventions. The following are evidence-based alternatives to grade retention and social promotion that better address academic and behavior problems:

- Parental involvement in children's schools and education through frequent contact with teachers, supervision of homework, and ongoing communication about school activities.
- Age-appropriate and culturally sensitive instructional strategies to accelerate progress in all classrooms.
- Early developmental programs and preschool programs to enhance language and social skills.
- Systematic methods to monitor progress, identify strengths and weaknesses, and identify the most effective methods of instruction.
- Early reading programs; that is, many low performing students have reading problems, and it has been found that developmentally appropriate, intensive, direct instruction strategies have been effective in promoting reading skills of at-risk students.
- School-based mental health programs to promote the social and emotional adjustment of children; for instance, addressing behavior problems has been found to be effective in improving academic performance.
- Student support teams with appropriate professionals to assess and identify specific learning or behavior problems, design interventions to address those problems, and evaluate the efficacy of those interventions.
- Behavior management and cognitive-behavior modification strategies to reduce classroom behavior problems that interfere with learning.
- Extended year, extended day, and summer school programs that focus on improving the development of academic skills.
- Tutoring and mentoring programs with peer, cross-age, or adult tutors who focus on promoting specific academic or social skills.
- Comprehensive school-wide programs to promote the social and academic skills of all students.

Considering their diverse needs, there is no single intervention that will effectively address the specific needs of low achieving students. Rather, systematic evidence-based interventions should be selected to facilitate the academic and socioemotional development of students at risk of school failure.

What Parents Can Do to Help

Parents know their children well and can provide much needed insight into their children's learning. Therefore, it is important for parents, teachers, and other educational

professionals to work together. Finding out about school problems early can help parents and teachers to collaborate to spare children the feelings of failure. Addressing problems early improves chances for success. Parents can help by:

- Discussing concerns as they arise with the teacher. It is important to know what assignments your child is expected to do and what type of work is difficult for your child to understand and complete.
- Asking your child's teacher what help is being provided to your child and what you can do at home to help him or her succeed.
- Helping your child with homework by asking to see his or her assignments and creating a quiet time and place to study.
- Making sure your child is rested and ready for school each day. It is important that your child gets plenty of sleep, eats a nutritious breakfast, comes to school on time, and receives appropriate medical care.

Where to Get More Help

While it can be frustrating if your child is having problems at school, there are many people who can help. Although retention may appear to be the simple answer, professionals at your child's school can give you and the child's teacher some effective alternatives to help your child do better. They may also suggest conducting evaluations to find out what specific strengths and weaknesses your child has, how he or she best learns, and if he or she may benefit from special education. You can also contact people at school who can work with your child if he or she is experiencing academic and/or social problems, including the school psychologist, social worker, counselor, reading specialist, school nurse, special education team, or principal.

Remember, retention may be more commonplace today, but there is no evidence that it is effective. Rather, there are many other alternatives to helping children who are experiencing difficulties in school. By asking questions and working collaboratively with school personnel, you can help your child succeed.

Resources

- Algozzine, B., Ysseldyke, J. E., & Elliot, J. (2002). *Strategies and tactics for effective instruction*. Longmont, CO: Sopris West. ISBN: 1570351198.
- Canter, L. (1993). *Homework without tears*. New York: HarperPerennial. ISBN: 0062731327.
- Jimerson, S. R. (2001). Meta-analysis of grade retention research: Implications for practice in the 21st century. *School Psychology Review, 30*, 420-437.
- Jimerson, S. R., Anderson, G., & Whipple, A. (2002). Winning the battle and losing the war: Examining the relation between grade retention and dropping out of high school. *Psychology in the Schools, 39*, 441-457.
- Jimerson, S. R., & Kaufman, A. M. (2003). Reading, writing, and retention: A primer on grade retention research. *The Reading Teacher, 56*, 622-635.

Rimm, S. (1996). *Dr. Sylvia Rimm's smart parenting: How to raise a happy, achieving child*. New York: Crown. ASIN: 0517700638.

Websites

The National Association of School Psychologists—
www.nasponline.org

Beyond Grade Retention and Social Promotion—
www.education.ucsb.edu/jimerson/retention

© 2007, National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, (301) 657-0270, www.nasponline.org.



The National Association of School Psychologists (NASP) offers a wide variety of online resources to parents, teachers, and others working with children and youth that promote effective strategies, greater collaboration, and improved outcomes on a wide range of psychological, social/emotional, and academic issues. Visit the NASP website (www.nasponline.org) or use the direct links below to access information that can help you improve outcomes for the children and youth in your care.

About School Psychology—Downloadable brochures, FAQs, and facts about training, practice, and career choices for the profession.
www.nasponline.org/about_sp/spsych.aspx

NASP Resource Library—Online resources on a wide variety of topics.
www.nasponline.org/resources/index.aspx

Crisis Resources—Handouts, fact sheets, and links regarding crisis prevention/intervention, coping with trauma, suicide prevention, and school safety.
www.nasponline.org/resources/crisis_safety

Culturally Competent Practice—Materials and resources promoting culturally competent school psychological services, recruitment of school psychologists from culturally and linguistically diverse backgrounds, and issues relating to English Language Learners and cultural diversity.
www.nasponline.org/resources/culturalcompetence

Mental Health—Articles, handouts, and links related to children's and adolescent's mental health and school-based mental health services.
www.nasponline.org/resources/mentalhealth

Advocacy—Information, resources, and advocacy tools for promoting school mental health services and learning opportunities for all children and youth. Important legislative, policy, and practice information and resources relating to key legislation including the Elementary and Secondary Education Act/No Child Left Behind (ESEA/NCLB) and the Individuals with Disabilities Education Improvement Act (IDEA).
www.nasponline.org/advocacy

Response to Intervention—Information, resources, and tools related to Response to Intervention
www.nasponline.org/resources/rti

Links to State Associations—Easy access to state association websites.
www.nasponline.org/about_nasp/links_state_orgs.aspx

NASP Books & Products—Review tables of contents and chapters of NASP bestsellers and place orders.
www.nasponline.org/publications

Position Statements—Official NASP policy positions on key issues.
www.nasponline.org/about_nasp/position_paper.aspx



A partner on the path to student success

Texas Association of School Psychologists

Call for Nominations:

Outstanding School Psychologist Award: Doctoral Level

This award is intended to recognize a doctoral level school psychologist whom demonstrates excellence in the suggested categories.

- **Direct Service:** This area relates to providing school psychological services to students and parent(s)/guardian(s) (i.e., assessment, counseling, parent training, etc.)
- **Indirect Service:** These services involve consultation with teachers, parents, administrators, and other school and non-school personnel. In-service training would also fall in this category.
- **Supervision or Administration:** This category involves supervision of other school psychologists and related personnel and administrative responsibilities such as coordination of programs.
- **Leadership in School Psychology:** This area includes work done in professional organizations and/or the community, public lectures and/or workshops given, membership on advisory boards, membership in professional organizations, and so forth.
- **Research:** This area includes both empirical and applied research work carried out either as part of the job or outside the job. The research should be related to school-aged children with respect to psychological and/or educational issues/practices. Publications, project reports, professional conference presentations, and similar activities would be included here.

Nominators, please submit this form, 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: _____

Nominator’s email: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 4 - 6, 2012.

Send completed nomination by September 1, 2012:

Evelyn Perez

52 April Point South

Montgomery, TX 77356 OR

awardshonors@txasp.org OR complete a

Call for Nominations:

Outstanding School Psychologist Award: Specialist Level

- **Direct Service:** This area relates to providing school psychological services to students and parent(s)/guardian(s) (i.e., assessment, counseling, parent training, etc.)
- **Indirect Service:** These services involve consultation with teachers, parents, administrators, and other school and non-school personnel. In-service training would also fall in this category.
- **Supervision or Administration:** This category involves supervision of other school psychologists and related personnel and administrative responsibilities such as coordination of programs.
- **Leadership in School Psychology:** This area includes work done in professional organizations and/or the community, public lectures and/or workshops given, membership on advisory boards, membership in professional organizations, and so forth.
- **Research:** This area includes both empirical and applied research work carried out either as part of the job or outside the job. The research should be related to school-aged children with respect to psychological and/or educational issues/practices. Publications, project reports, professional conference presentations, and similar activities would be included here.

Nominators, please submit this form, 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: _____

Nominator’s email: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 4 - 6, 2012.

Send completed nomination by September 1, 2012:

Evelyn Perez

52 April Point South

Montgomery, TX 77356 OR

awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>

Call for Nominations:

Outstanding Service to the Profession of School Psychology Award

Outstanding Service To The Profession Award is designed to recognize an individual who has contributed to the profession of school psychology by making contributions in the following areas:

- Publications and Conference Presentations, training, and development of procedures & 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 to promote school psychology

Nominators, please submit this form, 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: _____

Nominator’s email: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 4 - 6, 2012.

Send completed nomination by September 1, 2012:

Evelyn Perez

52 April Point South

Montgomery, TX 77356 OR

awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>

Call for Nominations:
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. This award will not be granted based on geographic location or size of the district.

- **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, or regular education students, etc.).
- **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, and/or 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.

Nominators, please submit this form and a letter of recommendation expanding upon the suggested categories.

School District: _____

Contact Person/ Nominator's email: _____

Address: _____

Telephone: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 4 - 6, 2012.

Send completed nomination by September 1, 2012:

Evelyn Perez

52 April Point South

Montgomery, TX 77356 OR

awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>

Call for Nominations

Outstanding Graduate Student Award: 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
- Conference Presentations

Eligibility: The graduate student must be enrolled in a school psychology program and have the status, “Intern.” The student must also have a minimum overall grade point average of 3.75 and be a student member of TASP.

Criteria: A recommendation from a school psychology professor and field-based supervisor.

Nominators, please submit this form, the nominee’s resume or vita, and two letters of recommendation expanding upon the suggested categories.

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

University Attending: _____

GPA (at time of nomination): _____

Date Degree will be Awarded: _____

Internship Site(s): _____

Nominated and Verified by: _____

Nominator’s email: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 4 - 6, 2012.

Send completed nomination by September 1, 2012:

Evelyn Perez

52 April Point South

Montgomery, TX 77356 OR

awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>

Call for Nominations:
Outstanding Graduate Student Award: Specialist 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
- Conference Presentations

Eligibility: The graduate student must be enrolled in a school psychology program and have the status, “Intern.” The student must also have a minimum overall grade point average of 3.75 and be a student member of TASP.

Criteria: A recommendation from a school psychology professor and field-based supervisor.

Nominators, please submit this form, the nominee’s resume or vita, and a two letters of recommendation expanding upon the suggested categories.

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

University Attending: _____

GPA (at time of nomination): _____

Date Degree will be Awarded: _____

Internship Site(s) : _____

Nominated and Verified by: _____

Nominator’s email: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 4 - 6, 2012.

Send completed nomination by September 1, 2012:

Evelyn Perez

52 April Point South

Montgomery, TX 77356 OR

awardshonors@txasp.org OR complete a nomination form via <http://txasp.org/>

Some LSSPs noted that they are not always able to attend the TASP conference because it is held at times at the same time or around the same time that the Texas State Autism Conference is held. Other LSSPs reported that it is difficult at times to obtain approval for attendance at the conference due to district's physical year beginning just prior to the conference and having to go through several people or positions for approval to attend. LSSPs requested that TASP support the task of school districts including special education directors being informed that training such as is provided at the TASP conference is needed for LSSPs to continue to be trained with specific, advanced training resulting in an effective and comprehensive service delivery. The need for advanced training specific to LSSPs is an on-going need that does not appear to be met at all regional services centers. Specifically at Region 10 LSSPs were concerned that an LSSP consultant did not serve at the service center as in the past to voice informed concerns and needs for LSSPs. Crisis training was reported to be important to LSSPs and something that they wanted more advanced training on. These concerns were also shared with the board.

Continued, pg 19

Government and Professional Relations Update

See NCSP article for the biggest update of all!

In other GPR news.....

Check out the enhanced GPR section of the TASP website. There you can find many links to federal legislation that potentially impacts children's mental health and/or education. Don't forget to be a part of the One Minute Solution provided by the advocacy area of NASP. You can contact your senators and congressional representatives directly through the NASP website links. It's easy to express your support for legislation that benefits schools and kids!

TSBEP is working on other rule amendments that have an impact for some LSSPs. Specifically, there is some refining of the language of the rules related to supervised practice. The intention is to clarify that a licensee may not practice under more than one license or status at a time. For example, if Judy is an LSSP and has gone back to school and pursuing her doctorate. When the time comes, she must complete a doctoral internship. While working as a doctoral intern, she should identify herself as an intern under the supervision of _____. Same applies for those post-doctoral interns or those who are Provisionally Licensed Psychologists- those individuals should identify themselves as working under the supervision of _____. When the rule appears in the Texas Register, TASP will send out a notification so that those who are interested in doing so may provide public comment on this proposed rule amendment.

A document is forthcoming that explicates the unique situation related to informed consent in terms of consultation and participation in problem solving teams in schools. As soon as this document is vetted by the TSBEP attorney, it will be released and TASP will make it available to members.

Don't forget if you retire from working, and do not intend to keep you LSSP license current, you must officially retire you license. If you don't, you will be sanctioned by TSBEP for failure to renew your license in a timely manner.

When renewing your LSSP license during your birthday month, consider not waiting until the last couple of days of the month. Because the server used by TSBEP is also used by other agencies, the end of the month is a heavy usage time. You are much more likely to experience web renewal technical difficulties in the last few days of the month.

Even though it may seem far away, the GPR committee is already planning for the 2013 Legislative Session. Look for more information to be posted on the GPR portion of the TASP website and for advocacy related activities at the conference in the fall.

Recent training on Ethics at Region 10, with Dr. Richard Hughes, who has reviewed complaints for TSBEP, provided important information to the group. One thing that was brought to the audience attention is that complaints have been filed and LSSPs have been sanctioned for not obtaining appropriate informed consent in regards to forensic services. Specifically it was discussed that “a licensee who provides services concerning a matter which the licensee knows or should know will be used in a legal proceeding, such as a child custody determination or a divorce, must comply with applicable board rules concerning forensic services regardless of whether the licensee is acting as a factual witness or an expert”. In past years Dr. Hughes has played a prominent role in assisting LSSPs in having an adequate informed consent document which will help to ensure that LSSPs obtain proper consent prior to provision of psychological services. The consent has recently been updated to include those elements which would be required for “forensic services” in the event that a psychological evaluation or other psychological service not previously intended for such services becomes just that. Dr. Hughes also updated LSSPs on the fact that you will not receive a printed copy of the TSBEP rules and regulation book as it is now only online. It was also reported to be updated every three months. It was suggested that LSSP routinely review the online information and save it indicating the date in the event that you need the information in the future.

Please remember to:

- Send me an email about what trainings or speakers you would like to see/hear at future TASP conferences.
- Send me an email about what trainings you would like to see happen at your Regional Educational Service Centers (ESC) or advocacy that you need in your area
- Send nominations for Awards & Scholarships
- Encourage LSSPs who are not TASP members to join
- Contact me to help coordinate a meeting near your service center
- Communicate to me anything else that you find is a need, area of service, or resource idea for Area 1 LSSPs
- Encourage your colleagues to submit articles or consider submitting articles yourself to the new TASP TIPS (Tools for Intervention and Practice in Schools) online peer-reviewed journal that will be available at a later date
- Encourage your colleagues to conduct a poster or paper presentation at the TASP Conference or consider conducting a poster or paper presentation yourself
- Check out the TASP website as it is constantly being improved with guidance & much work from Jim Hitchcock, TASP Webmaster. Send me ideas about resources, links, or topics that you would like to be able to access via the TASP website.

As Your Area 1 Representative I Will Continue to:

- Speak on your behalf at TASP board meetings as to what you find important and speak as the voice for Area 1 LSSPs
- Advocate for & promote effective training opportunities & advanced training provided to LSSPs at Regional Educational Service Centers (ESC) which is specific to the role of the LSSP
- Advocate for LSSP Leadership Evaluation Assessment Personnel (LEAP) meetings at Area ESCs which is separate from the diagnostician LEAP meeting in order to allow time for LSSPs to receive specific needed training and discuss LSSP specific issues and hot topics with those working in the field
- Promote participation by TASP members on future TASP Boards
- Advocate for our profession at the local & state level

As you read this-I hope you are setting time aside to take care of yourself, spend time with your family, and enjoy the great Texas weather. I encourage you to contact me at the email below with any suggestion, thought, or concern that you might have that I might be able to help with. On behalf of students, parents, and staff everywhere who do not tell you as much as they should THANK YOU FOR ALL YOU DO!!! Good LSSPing to all. I hope you have a great summer and hope to see you in October in Houston.

Sincerely,

Lisa Daniel, LSSP

TASP Area 1 Representative lisa_m_daniel@hotmail.com