



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

Texas Association of School Psychologists

www.txasp.org

Winter 2013

Volume 26, Number 4

President's Message

Dana Goins, President



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I saw this quote the other day and thought how appropriate it was for LSSPs, all of you who want to change the world...one child at a time. So when the paperwork or bureaucracy piles up, remember that you are appreciated for every little thing you do, even though you can't do everything.

Anything IS possible, especially when we work together. TASP has much left to accomplish, but we are growing, and we are constantly searching for ways to make our voice stronger and louder so we can advocate for children, for safe schools and for the profession of school psychology. The purpose of an Executive Board is to lead, prioritize and move toward the goals of the association in a fiscally responsible way. So looking back on 2013, this is what we can be proud of:

- Established a Technology Task Force to increase communication through social media and provide support to the website. Facebook followers doubled, recently surpassing 700.
- TASP began using Memberclicks software to manage membership and conference registration.
- TASP continued to increase awareness and collaboration with legislators, TSBP and other state associations. TASP members testified at Senate and House public hearings, attended all TSBP meetings and worked together with our legislative liaison.
- HB 646 signed into law on June 14, 2013, mandating that one of the members appointed to TSBP must practice as a Licensed Specialist in School Psychology.
- Held the 1st Annual TASP Summer Institute in Corpus Christi on June 28-29, 2013. Overwhelming positive feedback and proven financial feasibility means this is the beginning of a new tradition.
- Volume 1, Issue 1 of "Research and Practice in the Schools: The Official Journal of the Texas Association of School Psychologists" was published.
- TASP adopted official vision and mission statements, core values and strategic areas of focus.
- The 2013 TASP Professional Development Conference was held in San Antonio on October 10-12, 2013. Almost 500 LSSPs attended, received CEUs and networked with fellow school psychologists across the state.
- Awarded 4 graduate student scholarships of \$500 each.
- TASP co-sponsored several professional workshops and presentations which allowed LSSPs to receive NASP-approved CEUs.
- TASP celebrated its 20th anniversary, recognizing 125 charter members at the conference.
- TASP members were invited to participate in TEA committees and a panel of experts

2013 TASP Fall Conference

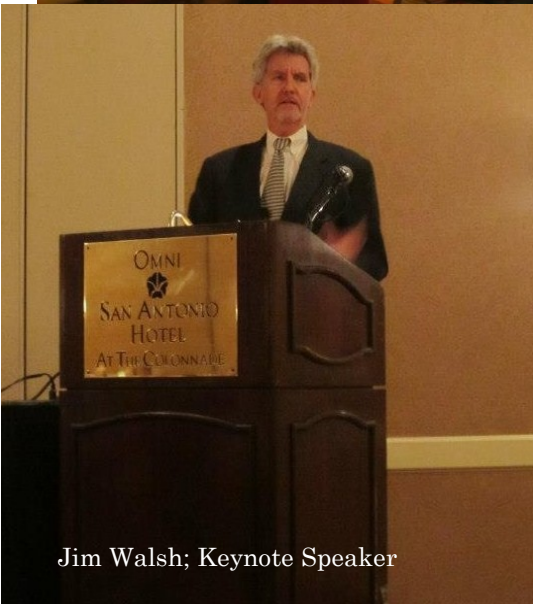
Building Better Schools: Improving Children's Mental Health One Student at a Time

This year's annual TASP conference was a success! We are appreciative to have had many great speakers and a variety of topics focusing on mental health and assessment practices. The Omni Colonnade was very accommodating and the San Antonio River Walk was exciting. I want to thank all our attendees who were at times squeezed into our session rooms. We had so many of you wanting to learn about certain topics. Remember our upcoming summer conference in Corpus Christi in June, and our 2014 fall conference at the Omni Mandalay at Las Colinas in Dallas! I look forward to seeing you there!

Jessica Costine



Jennifer Covington: Outstanding Graduate Student Award, Specialist Level



Jim Walsh; Keynote Speaker



Priscilla Carter ; Outstanding School Psychologist: Specialist Level



Ashley S. Fournier-Goodnight; Outstanding Student Award Doctoral Level



Tara Stevens; Outstanding Service to the Profession Award (Cohort accepted award on her behalf)



A Look Back at the 2013 Annual Conference Award Winners

Good day TASP Members! As the TASP Awards and Honors Committee Chair, I wanted to take this opportunity to thank the membership for coming together to nominate our fellow members in recognition of their contribution to the field of school psychology. Each nominee had outstanding qualifications and recommendations that spoke highly of their skills and passion for the profession. For those of you that were unable to attend this year's conference in San Antonio, I would like to relay the winners in each category that received nominations.

The honor of Outstanding Graduate Student Award: Specialist Level was awarded to Jennifer Covington of Texas State University of San Marcos. She was nominated by Jon Lasser, Ph.D., and during the conference awards ceremony, he also presented the award to her. Per his nomination letter and presentation, Jennifer is currently completing her internship in Austin Independent School District (ISD) and has evidenced several strengths in field of school psychology. She has evidenced leadership through volunteer work in school and community such as being a student representative and CAPS Big Buddy Program at Austin State Hospital to name a few. Jennifer has also pursued building her skills in the Spanish language and bilingual school psychology by participating in an emersion program in Costa Rica, assisted in grant writing with Dr. Lasser in the development of a bilingual school psychology program, and co-presented at national meetings.

Ms. Ashley S. Fournier-Goodnight was nominated by Denise Maricle, Ph.D. for the Outstanding Student Award: Doctoral Level which was presented to her by Dan Miller, Ph.D. Ashley attends Texas Woman's University (TWU) and is expected to graduate in May of 2014. Her career aspirations are to obtain post-doctoral fellowship focusing on pediatric neuropsychology then gaining employment as either as a school psychologist or entering private practice. She was described as curious, thoughtful, articulate, and a leader as evidenced by her serving as graduate student representative to the American Psychological Association of Graduate Students (APAGS) among others. Ashley has also established a line of research with peers and supervisors related to neuroscience as applied to school/pediatric populations and neuropsychological assessment that have resulted in publication and national presentations.

The honor for Outstanding School Psychologist: Specialist Level was presented to Priscilla Carter of Arlington ISD. She was nominated by Carolos Antoline, Ph.D. and presented by Shirley Cobb also of Arlington ISD. After learning of her being recognized only minutes before the presentation, Ms. Carter gave a heart felt acceptance speech to which many in the room identified. Priscilla has began practicing school psychology in 1988 in Salt Lake City, Utah, but began her career working with children as a substitute teacher in 1986 for the Provo and Alpine school districts in Utah. She has also practiced school psychology in Tennessee where she also served as her Regional co-Representative for the Tennessee Association for School Psychologists (TASP) for several years. In this role she charged with the planning and execution of their regional meetings and attending board meetings. In 1994, Priscilla then began her practice in Texas after relocating and has since been working in Arlington as an LSSP. In this role she has participated in the development of an internship program, served on the Catastrophic Leave Committee for the district, acted as a supervisor for practicum students, interns, and trainees, and co-developed the first Parent Support/Training program for parents with children who are identified with Autism. Her professional endeavors also include service as the Treasurer for the Dallas Fort Worth Regional Association of School Psychologists and as the interim Lead School Psychologist for Arlington ISD due to the military deployment of the acting lead allowing for seamless practice in the district.

Tara Stevens, Ed.D. was nominated by Stephanie Barbre and received the Outstanding Service to the Profession Award that was presented to her by Ms. Barbre and her fellow co-hort. Interestingly, Dr. Stevens was nominated by her students in recognition of her dedication to the profession by establishing the first doctoral level school psychology program at Texas Tech University as well as her collaborative efforts with her students and local LSSPs to serve the West Texas area. Dr. Stevens has brought awareness to the field of school psychology in the West Texas area by partaking in School Psychology Week by involving students and local LSSPs in various activities such as college visits, gratitude packages for the area LSSPs, and educating the public via local newscasts. In addition to her faculty duties as the sole program coordinator and associate professor for the school psychology specialization at Texas Tech, she also has numerous research publications and presentations at the national level and obtained numerous grants dating back to 2001. Her service to the



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Research and Practice in the Schools: The Official Journal of the Texas Association of School Psychologists

Research and Practice in the Schools is a publication of the Texas Association of School Psychologists (TASP). It is an online, peer-reviewed journal that provides TASP members with access to current research that impacts the practice of school psychology. The primary purpose of *Research and Practice in the Schools* is to meet the needs of TASP members for information on research-based practices in the field of school psychology. To meet this need, the journal welcomes timely and original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews. Qualitative and case-study research designs will be considered as appropriate, in addition to more traditional quantitative designs. All submissions should clearly articulate implications for the practice of psychology in the schools.

Journal Update

We are very pleased to report that the first issue of *Research and Practice in the Schools* has been published. The first issue includes articles on pediatric bipolar disorder, statistical methods for detecting change over time, and behavioral RTI, in addition to a book review. Several manuscripts are currently under review, and we welcome additional manuscripts from school psychologists working in a variety of settings. If you (or your students, interns, or colleagues) are interested in submitting a paper, please see the Instructions for Authors below. The first issue can be accessed on the TASP website: <http://txasp.org/node/553>

Instructions for Authors

General Submission Guidelines

All manuscripts should be submitted in electronic form to either of the co-editors (jeremy.sullivan@utsa.edu or art.hernandez@tamucc.edu) as an email attachment. Manuscripts should be submitted in MS Word format and labeled with the manuscript's title.

It is assumed that any manuscript submitted for review is not being considered concurrently by another journal. Each submission must be accompanied by a statement that it has not been simultaneously submitted for publication elsewhere, and has not been previously published.

Authors are responsible for obtaining permission to reproduce copyrighted material from other sources. IRB approval should have been obtained and should be noted in all studies involving human subjects. Manuscripts and accompanying materials become the property of the publisher. Upon acceptance for publication, authors will be asked to sign a publication agreement granting TASP permission to publish the manuscript. The editors reserve the right to edit the manuscript as necessary for publication if accepted.

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

The Review Process

After receiving the original manuscript, it will be reviewed by the Editors and anonymously by two or more reviewers from the Editorial Board or individuals appointed on an *ad hoc* basis. Reviewers will judge manuscripts according to a specified set of criteria, based on the type of submission. Upon completion of the initial review process, feedback will be offered to the original (primary) author with either (a) a preliminary target date for publication; (b) a request for minor editing or changes and speedy resubmission; (c) significant changes with an invitation for resubmission once these changes are made; or, (d) a decision that that the submission does not meet the requirements of *Research and Practice in the Schools*.

Spotlight on an LSSP

Leah Cook



Where did you attend college, both undergraduate and graduate school?

BS in psychology from the University of Texas at Arlington
MA from Texas Woman's University

How long have you been a LSSP?

12 years (13 including internship year)

What district do you work for/ have you worked for?

Practicum experience: Birdville ISD
Intern Experience: Manor ISD
Pflugerville ISD

What is your favorite part about being an LSSP?

The students. I really enjoy working with various children with different needs. It is exciting to be part of the process to facilitate making school more successful for children and helping the children (and their parents) realize their potential.

What would your magical LSSP superpower be?

The power of acceptance. Not only have everyone accept those that are different, but also help parents reach the acceptance stage of their child's disability more quickly. This way we can focus on and celebrate their achievements and not what they cannot do.

What is one thing you would change about the profession?

Paperwork. While a necessary part of our job, it can be time-consuming and hinder us from doing the multitude of things we are trained (and want) to do.

Why do you enjoy being an LSSP?

Every day is so different. There is no chance in being bored in our profession. One day may be hectic and draining, but the next day your spirits are lifted by a precious child, satisfied parent, or wonderful school personnel. Being the Texan I am: It's like the weather. Just wait a few minutes and everything will be brighter.

Tell us about your family, including any pets.

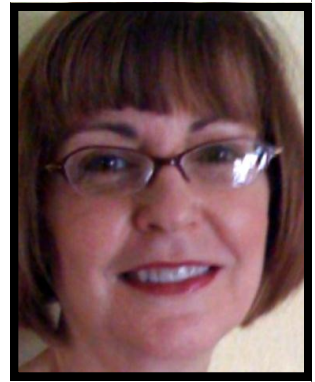
My family lives in the Fort Worth area, including my wonderful nieces and nephew that I had the opportunity to help support and raise. They are now grown adults with children of their own. Time sure does fly! Currently, it is just me, which gives me much more time and opportunity to do my second passion: traveling.

What is your favorite food?

Tex-Mex: the spicier, the better. I could eat it every day of the week.

Membership News

The fall conference has come and gone. From all preliminary reports it was a success. The membership website seems to be working well. A check of figures shows a total of 384 members have updated the membership since April of this year. Total membership numbers as of 10/27/2013 are in the table below:



Type of Membership	Number of Members
Regular	334
Retired	10
Student	185
Trainee	29
Affiliate	6
Total	566

As a reminder of the new membership rates I am including the table with both single year and 2 year membership below:

Type of membership	One year rate	Two year rate
Professional	\$ 65.00	\$ 120.00
Trainee	\$ 35.00	\$ 60.00
Student	\$ 30.00	\$ 50.00
Retired	\$ 45.00	\$ 80.00
Affiliate	\$45.00	\$ 80.00

One last note, we are currently planning the Second Annual Summer Institute. By popular demand it will be held again in Corpus Christi. What better reason than to make sure your membership is current than to enjoy yourself at the beach and get those necessary CE's. Just think you could enjoy the Summer Institute with all its benefits and get a discount for the Fall Conference if you renew between now and June. Keep an eye out for upcoming Summer Institute announcements.

Awards Recipients, Continued from page 3

profession also includes partaking in peer reviewed scholarship as an outside reviewer for several journals, sitting on the editorial board of Contemporary Educational Psychology, and acting as a conference proposal reviewer to name a few. In addition to this award, she has also been awarded with the President's Excellence in Teaching Award, McDonald Excellence in Teaching Award, and Texas Tech Alumni Association New Faculty Award among others. Unfortunately, due to her obligations, Dr. Stevens was unable to attend the conference leading to an excellent presentation on her behalf delivered by the first cohort of the Texas Tech program.

Thanks again to the nominators for taking the time out from your daily obligations to complete the necessary materials to nominate the award recipients. It is only with your participation that the membership is able to recognize these great professionals. Once again, congratulations to each of the honorees.

Evelyn Perez


Awards and Honors Committee Chair



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. New admissions in the Fall 2013 semester included 21 students. 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.



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Interested individuals should contact Dr. Tara Stevens at tara.stevens@ttu.edu.

Government and Professional Relations Update

Ashley Arnold, GPR Chair

TASP continues to advocate on behalf of LSSPs across the state. TASP was recently invited to participate in the TEA Stakeholders Meeting for changes to current Commissioners Rules. TASP was one of many professional organizations represented along with Texas Council of Administrators of Special Education (TCASE), Texas Educational Diagnosticians Association (TEDA), various special education directors from across the state, school attorneys, representatives from the military, and parent advocate groups. This two day event was a great opportunity for TEA to hear the perspective of LSSPs when making changes to current Commissioners Rules. TEA was very appreciative of the feedback and will take this into consideration when proposing the new Rules. Once the proposed rules are posted, TASP encourages you provide feedback during the public comment period. Public comments on proposed rules may be submitted electronically to rules@tea.state.tx.us. Please specify in your message the rule section number(s) to which your comments apply. Please note the specific public comment period established for each rule proposal. There are some potential significant changes to the ARD process. In addition, TEA took feedback regarding the facilitated IEP process. This process, as an alternative to mediation or due process, will be interesting to implement in all districts across our state. Stay tuned to see how these changes might affect you. <http://www.tea.state.tx.us/index4.aspx?id=2388>

GRADUATE STUDENT CORNER

Hello fellow TASP members! It was a pleasure seeing you at TASP's Annual Conference a few weeks ago. I hope you all gained as much from the experience as I did. Some personal highlights for me included hearing Dr. Greg Hupp speak about neuropsychological assessment of visually impaired/blind students, and the keynote speaker, Jim Walsh, speak to what school psychologists need to know about the law. Additionally, I had the privilege of recognizing four recipients of the TASP Graduate Student Scholarship Award for their academic excellence. Congratulations to Annette Cantu, Nicholas Cheatham, Michelle La Spata, and Jennifer Goodman for being outstanding school psychology students!

My time as TASP's graduate student representative is sadly coming to an end. This past year has afforded me so many incredible opportunities and allowed me to connect with you through our shared love of school psychology...so, thank you! I also want to thank you for continuing to contribute to our incredible profession by supporting TASP. It has been an honor to serve as TASP's Student Representative and I look forward to seeing you all at the Summer Institute!

Best,

Catherine Rodovsky

TASP Graduate Student Representative



addressing recent legislation.

-Restructured the membership rates to allow for 2-year membership term renewals.

-TASP contracted with Memberclicks to design and maintain the website. This will ensure continuity from year to year, and provide ongoing technical support so website issues can be addressed professionally, and in a timely manner.

Thank you to everyone who supported TASP to allow us to achieve so much on behalf of LSSPs and the profession in Texas.

October was National Bullying Prevention Month. Please review the NASP position paper on Bullying and share resources with your colleagues. Together, we can minimize the impact of bullying in our schools and society!

NASP Position Statement: Bullying Prevention and Intervention in Schools

The National Association of School Psychologists (NASP) supports equal access to education and mental health services for all youth within public, charter, and private schools. Aggression and intimidation violate the right of students to receive equal educational opportunities and subsequently reduce academic engaged time. Failure to address bullying in the school setting perpetuates an environment that is unsafe and not supportive of academic achievement, social-emotional development, and mental health. NASP believes that school psychologists are ethically obligated to ensure that all students have an equal opportunity to learn and develop in an environment free from discrimination, harassment, aggression, violence, and abuse. The U.S. Department of Education has called for a united effort to address and prevent bullying. It takes an entire school community to create an inviting school climate where everyone feels that they belong and are safe. Working together, administrators, teachers, school staff, parents, and students can help stop bullying in schools.

DEFINITION OF BULLYING

Bullying is defined as: (a) the use of force or coercion to negatively affect others; (b) involving an imbalance of social, physical, and/or emotional power; and (c) involving willful and repeated acts of harm. Bullying behaviors may be persistently directed at the target based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, physical appearance, sex, or other distinguishing characteristics. Bullying behavior is not limited to children and adolescents and can also occur among the adults in children's lives.

The following types of bullying are most often seen among children and adolescents:

- Verbal—includes name-calling; insults; making racist, sexist, or homophobic jokes, remarks, or teasing; using sexually suggestive or abusive language; threats of violence; and offensive remarks. This is the most common form of bullying.
- Physical—includes hitting, kicking, pinching, punching, scratching, spitting, other physical aggression, and damage to or taking someone else's belongings.
- Relational/Social—includes spreading untrue stories about someone, excluding from social groups (social isolation), and being made the subject of malicious rumors.
- Electronic—any type of bullying that is carried out via an electronic medium such as text messaging, cell phone calls, pictures or video clips via mobile phone cameras, e-mail, chat rooms, social networking sites, and other websites.

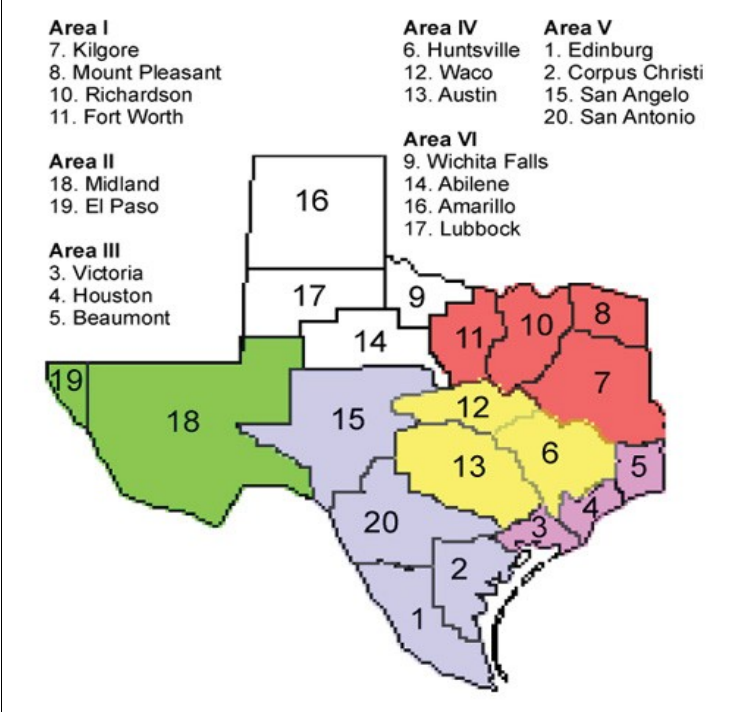
CURRENT TRENDS IN BULLYING

Bullying has gained unprecedented national attention in the past years due to multiple child and adolescent suicides linked to bully perpetration. The 2009 Youth Risk Behavior Survey (YRBS) indicated that 20% of students had experienced some form of bullying on school property during the 12 months before the survey (CDC, 2010). Bullying is not a new concern; various forms of bullying have been prevalent in schools for decades. Cyberbullying or electronic aggression is becoming an emerging public health issue that is creating

Information from the Area Representatives!

AREA REPRESENTS

Area Representative Map



Regional ESC Coverage Map



Area I

Hello to all the Area 1 TASP members! The TASP Board graciously allowed me to step in to fill Dr. Daniel's term and I am very excited to take on something new and challenging. I'd like to take an opportunity to introduce myself. My name is Stacy Akin and I've been in school psychology for 23 years. I have been to every TASP conference, with the exception of the first one – but would have been there if I would have been a little more connected at the time! I am currently employed at the Region 7 Education Service Center in Kilgore, Texas, where I serve as a special education specialist for evaluation. I have worked in large schools, medium schools, and in very small schools in my career. I've experienced some of the best, and some of the worst, that our jobs have to offer, but I wouldn't trade it for anything. I'm looking forward to getting to know more of my fellow Area 1 members in the coming months and helping the TASP fulfill its mission.



Stacy M. Akin, M.A., LSSP
stacyakin@gmail.com

Greetings Area III!

It was great to see several of you at the TASP Conference in San Antonio. If you didn't get a chance to make it, be sure to save the date for our Summer Institute, which will be held again in Corpus Christi this summer. It's always great to be around fellow LSSPs and hear what is happening in neighboring districts, or across the state.



As the first year of my term is closing, I'm excited about the projects, activities, and legislative victories our board, committee chairs, and volunteer members have accomplished. We want to continue to provide the highest caliber of services to you and welcome your feedback. Please feel free to contact me at georgeschanding@sheldonisd.com. I look forward to serving as the representative for the Beaumont, Houston, and Victoria areas in the upcoming year.

Best,

Thomas Schanding

Area VI



Two years ago, I was asked to run for the Area 6 TASP Representative on the Board. I hesitantly agreed with the condition that I would not run against someone (my self-esteem would have taken a hit if I had been defeated again like I was in 7th Grade when I ran for Student Council President). However, I can say with full confidence that serving with your Board for the past two years has given me a shot in the arm with regard for my passion for school psychology and the role we play in Texas. Not only have I learned more about the field, the politics, the dynamics, the logistics, and so much more, but I have been able to partner with, glean from, and wrestle with some of the most wonderful people in our profession, not only in our great state, but across the nation. May the testimony of my experience with this Board advocating for and planning for you, our students, the systems we work for and in, and the families that benefit from our services, encourage you to plug in and get involved in an official capacity with TASP.

While serving as your representative on the Board, I have been most excited to witness the growth of our profession in our Regions (9, 14, 16, and 17). The number of highly-trained LSSPs in our regions is increasing rapidly and services to students with disabilities are being enhanced as a result. There are now two specialist-level training programs and one specialist/doctoral-level program in our Area. Two of those programs are quickly moving towards NASP approval as faculty positions are also expanding. In sum, it is a great time to be in school psychology in Area 6 as we are receiving more opportunities to provide quality services to students in need and train and mentor those who we will soon be working beside.

Finally, I am very excited to be passing the torch of Area 6 Rep to Kassie Lopez. I can fully endorse Kassie and her position with the Board having studied alongside her for several years. She will be a true asset to you as members and to our Board as she spurs us on to critical thinking and helps us to remain focused on our mission.

Brook Roberts



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.

Treasurer's Report

January 1 – October 7, 2013



Revenue

Convention	51,105.88	
Interest Income		76.21
Membership	22,860.00	
Miscellaneous Income		37.39
Total Revenue	74,079.48	

Expenses

Professional & Service	19,505.78	
Operating Expenses	14,322.77	
Travel	18,834.06	
Scholarship	300.00	
Total Miscellaneous	801.00	
Total Expenses	53,763.61	



Jennifer Langley, Treasurer

WEB UPDATE

Over the past year, the TASP Board chose to re-vamp some of the main components of the website. You may have noticed some of the functional changes while also noticing that not very much changed visually. We began to work with a technology company, MemberClicks, that serves non-profit organizations only, and have been quite pleased with their fees, level of technical support, and other additional benefits. Usernames and passwords were all recently changed, which may have caused some inconvenience, for which we apologize, but overall, the transition has been somewhat seamless, thanks, on many occasions, to our former Webmaster, Jim Hitchcock, and our current Business Manager, Paula Rigling. They worked tirelessly to integrate the services so there would be as little disruption to the site functionality as possible. Conference registration and TASP elections are also being handled through the new MemberClicks enhancements. However, for any of you that have experienced difficulties with using the site, I apologize and want to hear from you on what we can do to address your concerns (webmaster@txasp.org).

You will continue to see more enhancements in the coming months, including new layouts, and some better features on our site. We very much want www.txasp.org to be a first-thought option for resources, policy discussion and dissemination, communicating information about the field of school psychology in Texas, job connections, and eventually much more, including forums for networking with colleagues. Thank you for your patience and support as we continue to serve you and provide a virtual face of TASP!

Brook Roberts, Webmaster



Dear **Ethical Eddie**,

My district has been investigating the use of Skype for meetings in various circumstances. These include situations where the parent cannot come to the school building and when one of the ARD team members is on another campus. Also, the university supervisor of my intern has suggested that we meet via Skype rather than have an in person site visit.

It seems like a very reasonable and efficient use of resources to me. Are there ethical concerns with using Skype in this way?



Thanks,

Tammie Techie

Dear Tammie,

Using technology to better serve children is a great advancement in our field! However, frequently the technology develops at a more rapid pace than the guidelines for its use. As far as Skype goes, many state boards of psychology now do not allow its use for any reason stating that it is not a secure communication source. Skype is owned by Microsoft and records of each call are kept "forever". The records, source and those on the call are able to be legally accessed and all parties identified. In some ways, it may be prudent to think of Skype communications as equivalent to email communications. Some professionals have been investigating Vsee.com and it appears more secure. FaceTime by Apple is also considered a secure communication channel.

NASP does not currently have a position on the use of Skype, Go to Meeting, or Face Time for supervision purposes. The primary issues with supervision are security/confidentiality and the need to have some face to face contact. The same concerns that apply with meetings conducting using these tools would apply to supervision of practicum or internship students.

If you would like more information regarding school psychology and technology, an interesting article appeared in a recent issue of the NASP Communique. <http://www.nasponline.org/publications/cq/42/2/practical-tech.aspx>

Thanks for your important question and keep on teching!

Eddie

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

The Editor:

Amanda Real

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amanda.rae.real@gmail.com

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unique and difficult challenges for school personnel. Although estimates vary, 10–40% of youth reported being victims of some form of cyberbullying, and upwards of 20% admitted to cyberbullying others (Hinduja & Patchin, 2010). Researchers have found that 27% of youth who were victims of cyberbullying have also carried a weapon to school (David-Ferdon & Hertz, 2007; Ybarra, Diener-West, & Leaf, 2007). Bullying is associated with increases in suicide risk among victims of bullying (Kim, Leventhal, Koh, & Boyce, 2009; Suicide Prevention Resource Center, 2011), as well as increases in depression and other problems associated with suicide (Fekkes, Pipers, & Verloove Vanhorcik, 2004; Gini & Pozzoli, 2009). Targets of cyberbullying reported higher levels of depression than victims of face-to-face bullying (Wang, Nansel, & Iannotti, 2010). Overtime, bullying is strongly linked to victims’ anger, frustration, and violent behaviors (Nansel, Overpeck, Haynie, Ruan, & Scheidt, 2003).

Particularly in school settings, bullying and bystander silence create an unwelcome and increasingly intimidating environment (Orpinas, Horne, & Staniszewski, 2003), which may lead to violent events occurring in the schools. In addition, a recent review of the research showed that LGBTQ (lesbian, gay, bisexual, transgender, and questioning) youth experienced more bullying (including physical violence and injury) at school than their heterosexual peers (Berlan, Corliss, Field, Goodman, & Austin, 2010; Bontempo & D’Augelli, 2002; Garofalo, Wolf, Kessel, Palfrey, & DuRant, 1998). There is a link between bullying and suicidal behavior in LGBTQ youth, especially among those with cross-gender appearance, traits, or behaviors (Haas et al., 2011). Similarly, an extensive literature review completed for the 2011 briefing paper from the National Council on Disability revealed that students with disabilities are significantly more likely than their peers to be the victims of bullying (National Council on Disability, 2011; Rose, Espelage, & Monda-Amaya, 2009). Legal Implications Because of the widespread problem of bullying, 45 states have laws on bullying and 22 states have adopted cyberbullying statutes (Children’s Safety Network, 2011). However, fewer than half of the statutes and laws offer guidance about whether schools may intervene in bullying involving electronic communication (Anti-Defamation League, 2009). This has led to confusion over who is responsible for resolving these conflicts and who has jurisdiction to apply consequences. Due to the escalation of cyberbullying and increased difficulties finding the specific source of the bullying, parents are looking to schools for justice and protection (Children’s Safety Network, 2011). In addition, bullying behaviors can also constitute civil rights violations.

The U.S. Department of Education’s Office for Civil Rights (OCR) has recognized that some students’ misconduct may trigger responsibilities under one or more federal antidiscrimination laws enforced by the OCR. Specifically, the relevant statutes include:

- Title IV of the Civil Rights Act of 1964 (Title IV) which prohibits discrimination on the basis of race, color, or national origin;
- Title IX of the Education Amendments of 1972 (Title IX) which prohibits discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which both prohibit discrimination on the basis of disability.

In October 2010, the Office for Civil Rights indicated that “School districts may violate these civil rights statutes and the Department’s implementing regulations when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees” (OCR, 2010, p. 1). The harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Thus, schools must do more than take steps to end the harassment; schools must also “eliminate any hostile environment and its effects, and prevent the harassment from occurring” (OCR, 2010, p. 2–3).

RECOMMENDED SCHOOL-BASED BULLYING PREVENTION AND INTERVENTION

Start prevention early. Bullying behaviors can start in preschool. Intervening early can help equip students with the social and emotional skills that will help prevent later bullying behaviors and will help set a foundation for healthy social relationships. In fact, bullying programs appear to be most effective in the younger

years. Teaching social skills under the auspices of teaching respectful behavior might be a way of approaching social–emotional instruction (e.g., school-wide positive behavior support).

- Develop anti-bullying policies. While policies do not necessarily change behaviors, they stipulate that bullying in the school environment will not be tolerated and they delineate consequences for bullying others.
- Understand the connection between bullying and mental health problems. Research has consistently shown that bullies, targets, and bully-targets have poor mental health prognoses. Involvement in bullying has been linked to depression, anxiety, increased school drop-out rates, and increased suicide ideation, thus impacting academic achievement.
- Keep up with technology. Bullying often takes place in areas hidden from adult supervision, and young people are using social media and new technologies to bully others. Both bullying prevention programs and suicide prevention programs need to be aware of the realities of electronic forms of bullying.
- Pay special attention to the needs of LGBTQ (lesbian, gay, bisexual, transgender, and questioning) youth. Young people who do not conform to traditional gender expectations are at increased risk for being bullied and suicide. Schools need to create an environment that promotes tolerance and respect for diversity.
- Use a comprehensive approach. Focus on mental health services for youth suffering from depression and anxiety as well as implement evidence-based interventions that improve the school environment and provide supports to bullies, targeted students, and families to reduce bullying
- Focus on the role of witnesses. Convey the attitude that students who witness bullying are responsible, if possible, to help stop harassment and intimidation. Teach all students the specific skills necessary to help prevent and respond to bullying.

ROLE OF THE SCHOOL PSYCHOLOGIST

School psychologists are uniquely positioned to use their knowledge of psychology, education, and child development and their consultation and advocacy skills to affect policies and practices within the schools. Because school psychologists work directly with students, as well as with staff, parents, and administrators, practitioners are encouraged to take a leadership role in developing comprehensive approaches to bullying prevention and school-wide climate improvement (Swearer, Espelage, & Napolitano, 2009). School psychologists can have a direct role in preventing bullying through direct and indirect services provided to children, families, and schools, including:

- Developing school-wide prevention activities (e.g., PBIS) or more targeted prevention activities to help students develop appropriate social skills;
- Counseling victims of bullying in all its forms to ensure that they do not internalize the effects of repeated harassment;
- Conduct informative social–emotional assessments of student perpetrators of bullying behavior at school;
- Develop interventions to help eliminate bullying behaviors and replace these with positive, prosocial behaviors;
- Provide consultation to the parents/guardians of bullies and targets to offer them effective resources, supportive interventions, and strategies for managing behavior.

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

- Train the entire school staff in developing and implementing positive behavioral interventions that prevent bullying, reduce bystander involvement, and promote students' social–emotional development using discipline-related incidents as potential learning opportunities (teachable moments).
- Provide group training and consultation to help schools form effective safety and crisis teams.
- Use federal and state policies to help educate district and school professionals on anti-bullying policies that can provide clear and consistent guidelines for bullying behaviors.
- Consult with school staff in implementing social skills programs and other programs that teach peaceful ways to resolve conflicts.

-Participate in and facilitate evidence-based procedures to respond to bullying behavior.

FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY

-Serve on district and school safety and crisis teams to help implement and evaluate comprehensive safety initiatives.

-Participate in conducting a needs assessment and program evaluation regarding aggression, violence, and crisis needs at the school and district levels.

To ensure that school psychologists are well prepared to provide leadership in school climate and bullying prevention, NASP supports efforts to provide school psychologists with the requisite knowledge and skills to design and implement prevention and school climate programs that are supported by rigorous empirical research. These skills are specified in NASP's *Model for Comprehensive and Integrative School Psychological Services*, and NASP advocates for their inclusion in training and practice standards of all state credentialing bodies.

SUMMARY

Bullying has gained unprecedented national attention and plays a role in the daily practice of school psychologists across all educational settings. Research highlights the correlation between bullying and mental health issues, including anxiety, depression, and suicide. Federal and state lawmakers are addressing this growing epidemic and requiring schools to detail their preventive and responsive efforts. Prevention strategies, multi-tiered positive behavioral supports, and school-wide policies that define bullying and outline interventions are a few examples of best practices. School psychologists are encouraged to take an active leadership role in both the student level and systems level service delivery of bullying prevention. Instances of bullying should be thoroughly investigated and, in extreme cases of violence and aggression, a threat assessment could be pursued to evaluate risk of harm posed to all participants, both to themselves and to others. In addition, research and program evaluation are critical elements of a comprehensive approach to prevention efforts.

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