



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

Volume 32, Number 2

www.txasp.org

Summer 2019

President's Message

Art Hernandez, President

TASP Elected Executive Board:

Area I Representative

Jenna Becker

Area II Representative

Cammaron Trujillo

Area III Representative

David Kahn

Area IV Representative

Cassandra Hulsey

Area V Representative

Jessica Greve

Area VI Representative

Christy Chapman

Graduate Student Representative

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Kristin Streich

TASP Appointed Executive Board:

Awards & Honors Chair

Stephanie Barbre

Convention Chair

Jenna Becker

Government & Professional Relations

Cassandra Hulsey

Historian

Ashley Arnold

TASP Journal Task Force

Jeremy Sullivan

Membership Chair

Kelsey Theis

NASP State Delegate

Laurie Klose

Newsletter Editor

Daniel McCleary

Professional Development

Ashley Arnold

Public Information & Relations

Daniel McCleary

School Psychology Trainers

Sarah Mire

Webmaster

Brook Roberts

TASP has been actively and aggressively pursuing legislative and regulatory representation in support of School Psychology Practice and School Psychologists in Texas. Among other things, this is especially evident in our efforts related to the current Sunset efforts related to the Texas State Board of Examiners of Psychologists. Please be sure to let your elected representatives know that you want your profession represented on the Executive Council of the proposed consolidated agency. As the bill currently stands, an LSSP could not be appointed to the executive council unless they concurrently hold another psychology license. Even though neither of the other licensee groups (LP, LPA) must be dually licensed. TASP asserts this inequity can be addressed with a relatively minor change to the current bill language:

507.051 (3): one psychologist, ***licensed specialist in school psychology***, or psychological associate member and one public member of the psychology board, each appointed by that board...

This simple change would allow an LSSP to be appointed to the council without requiring a dual license, which again, is not required by either of the other licensee groups for appointment. Please make your voice heard!

On another front, since TASP determined the need for mechanisms of support in the event of a crisis event, we have been researching the nature of the service(s) we should plan or desire to provide. This means consulting with colleagues from other states who have already established Crisis Response mechanisms, NASP, and legal counsel to determine how to proceed.

Pending additional input from members and committee members, our present plan is to initiate our activity in three separate but continuous steps. The first step will be to communicate our availability and establish cooperation agreements with districts and other PK-12 educational entities, and to concurrently develop and/or collect applicable resources. In addition, and on request, Crisis Response Committee members can serve as consultants regarding prevention and preparation (including but not limited to

Continued on p. 2

PREPaRE training), as well as coordinators of other possible or applicable services. The second step will be providing “on the ground,” onsite consulting and coordination (indirect) services, in accordance with prior arrangements, followed by the provision of direct services onsite under the auspices of TASP.

Our committee will begin its work by developing a plan of committee operation, activity action plan (including scope and deliverables), timelines and anything else we decide will guide our activities. To initiate efforts, I will convene a virtual meeting of those interested specifically to decide on committee organization and to decide on a meeting schedule for the rest of the year. Over the course of subsequent meetings and work, the committee will determine standards, qualifications, relevant resources, procedures and processes, and anything else that might be necessary. While we believe in the applicability of PREPaRE as individual preparation for service, on consideration, we (the committee) may determine that other forms of training would be necessary, appropriate, and relevant.

I have appointed the following volunteer/applicants to serve on the TASP Crisis Response Committee (CRC) for 2019-2021:

Coady Lapierre	Jennifer Rodriguez	Morgan Sowell
DeAnna Gaytan	Kristin Streich	Nancy Razo
Erik Espinosa	Krystal Simmons	Olivia Perez
Felicia Castro-Villarreal	Lisa Daniel	Tammy Gendke

Art Hernandez
TASP President, 2019

School Psychology Program

The University of Houston-Clear Lake’s College of Human Sciences and Humanities offers a Specialist in School Psychology (SSP). Approved by the National Association of School Psychologists, the UHCL School Psychology program seeks to prepare students to become Licensed Specialists in School Psychology (LSSPs) and Nationally Certified School Psychologists (NCSPs).

Students gain knowledge and skills aligning with national standards such as:

- assessment for academic, behavioral, developmental, and social-emotional functioning;
- evidence-based prevention and intervention services for academic, behavioral, and social-emotional functioning;
- crisis prevention/intervention; and
- consultation and collaboration with schools and families.

Students complete courses with outstanding faculty and have hands-on training in the UHCL Psychological Services Clinic, school-based practicum, and the capstone, paid school-based internship.

Applications should be submitted by January 25th.

<http://www.uhcl.edu/schoolpsychology>

For more information, contact Dr. Thomas Schanding (schandingjr@uhcl.edu).



University
of Houston
Clear Lake

The choice is clear.

Treasurer's Report

The first quarter of 2019 has concluded and TASP remains on budget for the year! TASP has a variety of initiatives underway and remains able to allocate resources to all of the year's priorities.

Summer Institute registration is underway and early registration ends soon, so check your calendars and join us this summer as we focus on the NASP PREPaRE curriculum. After last year's successful Mental Health Matters campaign, we are gearing up for a new design to continue the fundraising and advocacy. It has been a busy quarter at the Capitol, and TASP continues to grow its influence and advocacy with our state legislators. With your support, TASP is designing and funding a School Crisis Committee as part of our continued efforts to increase visibility to the essential resources that School Psychologists can provide!

TASP looks forward to a successful Q2 with your support!

Curt Johnson

Treasurer



Register Now!

June 12-14

<https://www.txasp.org/2019>

Are You PREPaREd?

Come learn how to fill the role and responsibility of a member of your school safety and crisis team. School safety is the HOT topic— don't be left behind!

Workshop 1— any school staff member

University of Houston-Clear Lake

Government & Professional Relations Update

TASP is currently tracking several important bills and things are beginning to move very quickly! We are closely following the bills presented below:

HB 1501 (Sunset Bill): If passed, would consolidate licensing boards of psychologists, counselors, marriage and family therapists, and social workers into Texas Behavioral Health Executive Council (TBHEC). This new entity would be responsible for issuing licenses for each of these professions. While rules for each professional group would continue to be proposed by the individual sub board, the TBHEC would have final rule making authority. TASP has been actively advocating for representation of LSSPs on both the executive council and the psychology board through discussions with lawmakers and stakeholder groups. While this continues to be a challenging endeavor, we will continue to fight for equitable representation.



HB 4454: This bill would require TEA to develop, and school districts to implement, social-emotional TEKS. TASP provided testimony in favor of HB 4454 at the Public Education committee hearing. It has been passed by the House and now must pass through the Senate.

HCR 59: Resolution to make second week in November official School Psychology Appreciation Week for the next 10 years. This has been passed by the House and now must pass through the Senate.

SB 11: Nicknamed the “School Safety bill”, SB 11 addresses many school safety topics, including increased access to mental health services (through partnerships with local mental health agencies), requirements for multihazard emergency operations plans, teacher/staff trainings, and loan forgiveness for school counselors and LSSPs. Through our advocacy efforts, we were able to get LSSPs added to this loan forgiveness language! This bill has been passed by the Senate and now must go through the House.

HB 3220: This bill is another opportunity for LSSPs to be included in mental health provider loan forgiveness plans, but is specific to critical shortage areas. TASP has been advocating in favor of this bill; however, we have been pushing for an increase in the loan forgiveness cap to be commensurate with training/licensure requirements. This has been passed by the House and must go through the Senate.

Thank you to everyone who has participated in our calls to action and in your own advocacy efforts. As always, stay tuned to email and TASP social media pages for the latest updates!

Cassandra Hulsey

Government & Professional Relations



Graduate Scholarship Information

Attention all TASP graduate student members! Anyone in need of a scholarship? TASP has officially opened the application window for this year. The following information provides details about how to apply.

I. Introduction

The TASP Scholarship Program was established in 2011 to aid graduate students embarking on a Specialist or Doctoral degree in School Psychology who may be facing financial barriers. The intent of the Program is to support the completion of certification or degree in this area.

- The Program awards a maximum of four general \$500 scholarships to chosen graduate students.
- The Program also provides conference registration fee refunds to scholarship recipients. Refunds are based on early registration rates.
- Recipients are recognized at the annual TASP conference in October.

II. Eligibility

To be considered for a scholarship, applicant must:

- Be a full-time or part-time graduate student in a School Psychology program in Texas.
- Be in good academic standing. Minimum GPA of 3.25 required.
- Be a TASP member (<http://txasp.org/membership>).

III. Selection Criteria

Your application will be blindly reviewed and evaluated by the TASP Scholarship Committee, which is comprised of current board members, excluding trainers. The Scholarship Coordinator will not partake in evaluation procedures. The Committee will consider many factors in reaching their decision including: adherence to instructions; completeness of application; academic standing; interests and growth as reflected on curriculum vitae; professional goals statement; recommendation letter; and essay expressing need/plan for scholarship. Required documentation is delineated on the application form.

IV. Application Deadline

To be considered for a scholarship, the completed application and all supporting documents must be received by the TASP Graduate Student Representative and Scholarship Coordinator, Kassi Gregory, no later than Friday, September 27, 2019.

V. Notification

All applicants will be notified of their status prior to the TASP Annual Fall Convention. This year, scholarship recipients will be notified on or before Monday, October 21, 2019. Scholarship recipients will be formally recognized at the TASP Annual Fall Convention, therefore, the winning applicants are required to attend in order to receive their award. For 2019, the convention will be held in Houston on October 23-25.

VI. Completing and Submitting Your Application

All materials must be submitted via e-mail to the Scholarship Coordinator. You may need to scan and save some documents in PDF format (i.e., recommendation letter, signed application) for electronic submission. Once you submit your materials, you will be unable to make changes, so please make sure that all information is correct and complete prior to submission. You may request that your application be retracted if you decide that you no longer want to partake in the selection process. Upon submitting your materials, you will receive a confirmation notice via e-mail denoting that your application materials have been received.

VII. Applicant Alert

It is the applicant's responsibility to ensure that ALL application materials are received as instructed and by the deadline. Documents received outside of the deadline or in addition to what has been instructed will not be considered.

VIII. Delivery of Scholarship

Scholarships will be awarded in the form of a check within 30 days following the annual TASP Convention in the fall.

IX. Reapplying

Scholarship recipients are not eligible for reapplication and may only receive one scholarship.

X. Questions?

Contact **Kassi Gregory** (graduatestudentrep@txasp.org) if you have questions or need further information.

XI. Disclaimer

Any graduate student who is a current member of the TASP Board is ineligible for the Scholarship Program.



Call for Mini Skills Presentation

TASP would like to invite you to consider presenting a Mini Skills Presentation at this year's upcoming annual convention in Houston, Texas at the Westin Galleria October 23-25, 2019. This year's convention is the ideal place to showcase your latest research and practice!

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

Presenter name(s)

Title of the presentation

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

Mini-skill proposals and/or panel presentation proposals are welcome. These sessions are designed to provide skills and information that will be immediately applicable for practitioners ("tools to use on Monday morning"). Mini-skill proposals should be submitted using the criteria below. No submissions will be considered after **5 P.M. on May 30, 2019.**

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

1. COVER PAGE:

- a. Title of the proposed work
- b. Names, titles, and affiliations of editor(s)/author(s)
- c. Date of submission

2. ABSTRACT

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

3. SUMMARY OF THE PROJECT

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

4. TARGETED AUDIENCE

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



Call for Paper and Poster Presentations

A great way to spotlight your original research or innovative programs is to present a poster or paper at the TASP professional development conference. The scientist/practitioner model of school psychological services is the training philosophy for most school psychology programs in Texas. This model encourages professionals to engage in research and program planning to further the understanding of best practices in the field. In order for your personal work to impact the professional practice of others, you must present that work to them. The TASP professional development conference is the ideal place to do this. Students and professionals are invited to submit proposals for poster and paper presentations.

Student poster or presentation proposals are to be submitted to Ashley Arnold

Students should submit proposals that highlight empirical research or theoretical analysis of previous studies. The presentation should represent original work. Students may submit individually or as part of a research group. A panel of school practitioners, graduate students and university trainers will award a certificate for the most outstanding student poster presentation.

Professional poster and paper presentations are to be submitted to Ashley Arnold

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

No submissions will be considered after **5 PM on July 1, 2019**.

TASP Presentation Submission Guidelines

A proposal should include the following and be submitted no later than 5pm on July 1st. Please submit in APA format.

Paper proposals should include the following information within the body of the e-mail:

Presenter(s) names:

Title of the paper:

Contact information:

Each proposal should be attached to your email. The content of the actual proposal should consist of the following components:

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

2. ABSTRACT

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

3. SUMMARY OF THE PROJECT

The summary should be no more than 800 words in length. This section should include a summary of the content and how it will be organized. It should also discuss how the proposed work will contribute to the field, emphasizing its relevance to school psychology.

Panel presentation proposals are also welcomed, which should be submitted using the same criteria as paper proposals.

Poster proposals should include the following information within the body of the e-mail:

Presenter(s) names:

Title of the poster:

Contact information:

Each poster proposal should contain the following components:

1. COVER PAGE should contain:

- a. Title of the proposed work
- b. Names, titles, and affiliations of editor(s)/author(s)
- c. Date of submission

2. ABSTRACT

The abstract should be on a separate page and be no more than 150-200 words in length. It should summarize the focus of the poster.

3. SUMMARY OF THE PROJECT

The summary should be no more than 800 words in length. This section should include a summary of the project. It should also include a discussion of how the proposed work will contribute to the field, emphasizing its relevance to school psychology.

The logo for Texas A&M University Central Texas is displayed within a dark blue square with a white border. The text "TEXAS A&M UNIVERSITY CENTRAL TEXAS" is written in white, bold, sans-serif capital letters, stacked in three lines: "TEXAS A&M" on the top line, "UNIVERSITY" on the middle line, and "CENTRAL TEXAS" on the bottom line.

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

Spotlight on an LSSP: Linda Garza

By Brook Roberts



Linda J. Garza began her career in education as a bilingual teacher in McAllen, Texas. She completed the school psychology graduate program at the University of Texas - Pan American (now University of Texas Rio Grande Valley) and moved for her school psychology internship at Broward County Public School Systems in Ft. Lauderdale, Florida. During her internship year, and subsequent year as a school psychologist, Linda participated in the bilingual school psychology team from the Multicultural Department. The bilingual school psychology team focused on addressing the needs of students from diverse backgrounds and providing cultural considerations for monolingual school psychologists. The Multicultural Department also assists in producing parent resources and translating materials into various languages.

After relocating to Laredo, Texas, Linda accepted a position as a Licensed Specialist in School Psychology (LSSP) for the United Independent School District. Linda joined a team of three other LSSPs to serve over 40,000 students. Linda's unwavering belief that school psychologists can provide an array of psychological services that extend beyond an assessment role has led her to become an advocate for promoting comprehensive psychological services in the school district.

In the area of suicide prevention and awareness, Linda has assisted in the development of a district-wide suicide prevention manual. School administrators, counselors, and educators follow a standardized protocol to identify, assist, and intervene with students that have suicidal ideations or may be at-risk. Additionally, Linda developed a brochure, in English and Spanish, to inform parents about suicide prevention resources and how to suicide-proof their home. Knowing that educating students about suicide awareness is a key component in preventative efforts, Linda advocated for the implementation of a district-wide suicide prevention program. For the 2018-19 school year, the district implemented the SOS Signs of Suicide Prevention Program for all middle and high schools. The program has been a success and has contributed to a district-wide environment that advocates for suicide awareness and prevention.

Linda's determination to provide quality professional development led her to pursue and enlist the assistance of nationally recognized consultants. Dr. Scott Poland, a psychologist who is internationally recognized as an expert on youth suicide, self-injury, school violence, school safety, threat assessment, and school crisis worked with the district for these endeavors through Linda's advocacy. Dr. Poland has provided invaluable training to United ISD counselors and, most recently, school administrators, along with the Curriculum and Instruction leadership team. Additionally, Linda requested assistance from Dr. Andrea Ogonosky to provide training to the district counselors in the areas of counseling services and bullying prevention. In the area of school safety, Linda has advocated for a district-wide protocol on threat assessments. She has developed a threat assessment manual based on the needs of the district. Her efforts on a district-wide threat assessment protocol are ongoing. After the district adopted the I Love U Guys Foundation, Linda advocated for a district crisis plan that focused on preparing for crisis and

recovery. Following Linda's recommendation, 35 counselors received the PREP_aRE Curriculum training on the roles of school-based mental health professionals. It is Linda's vision that all district counselors receive the PREP_aRE Curriculum training as an integral component of crisis prevention. Linda is currently working on developing a district-wide crisis protocol for counselors and LSSPs that incorporates the PREP_aRE Curriculum. At present, Linda is working towards her doctoral degree in school psychology at Texas Tech University.



BAYLOR
UNIVERSITY
SCHOOL OF EDUCATION

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

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

Program highlights:

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

Application deadline: February 1

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

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

Children's Assistance for Living Committee

Bo's Place exists to offer support and community to those who have experienced the death of a loved one. A non-profit, free-of-charge bereavement center, Bo's Place offers multiple grief support services for children and families, and provides education and resources for those who assist them as they grieve.

Bo's Place operates on the belief that it is helpful and healing for grieving children to share their stories, memories, experiences, thoughts, and feelings with those who can help them understand their journey. Bo's Place offers the only free, on-going grief support program in the greater Houston area for children and their families.

David Kahn
CALC Member



Are You Thinking of Leaving Your Current District?

It is that time of year! TASP would like to remind LSSPs about a TSBEP rule that directly affects when LSSPs need to provide notification of resignation from their current district.

465.21. Termination of Services.

(g) Termination of employment with public schools.

(1) A Licensed Specialist in School Psychology (LSSP) who is under contract as an employee of a public school to provide school psychological services must deliver to such public school a written resignation before terminating services or employment without cause. **The resignation must be filed with the public school's board of trustees or designee not later than the 45th day before the first day of instruction of the following school year.** A written resignation mailed by prepaid certified or registered mail to the president of the public school's board of trustees or designee at the post office address of the public school is considered delivered at the time of mailing.

(2) A LSSP who is under contract as an employee of a public school may resign at any time if given written consent by the public school's board of trustees or designee or if such resignation is for cause.

Generally speaking, this means that you need to inform your current district around July 1st of your intentions to resign. Check to see when the 1st instructional day of the 2019-20 school year is for your district. This is not to mean you absolutely cannot resign after July 1st; however, your district would have to give you permission or the district would need to determine that your resignation is “for cause.”



University of Texas at San Antonio

School Psychology Program

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

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

Spotlight on a District:

Fort Bend ISD

By Melissa Templeton

Currently, Fort Bend Independent School District (FBISD) services approximately 76,000 students in Fort Bend County. FBISD is considered one of the most diverse districts in the nation, which requires working and learning cohesively alongside families who speak more than 90 languages and dialects. FBISD currently has 80 campuses: 11 high schools, 15 middle schools, 50 elementary campuses and three unique secondary campuses to address the academic and vocational interests of students.



In order to support the FBISD mission and vision, the Special Education Department strives to provide students, parents, teachers and administrators with programs and services that will promote student success and achievement throughout each student's educational career. This includes providing initial special education evaluations in a timely manner and culturally sensitive evaluations to the diverse population of FBISD.

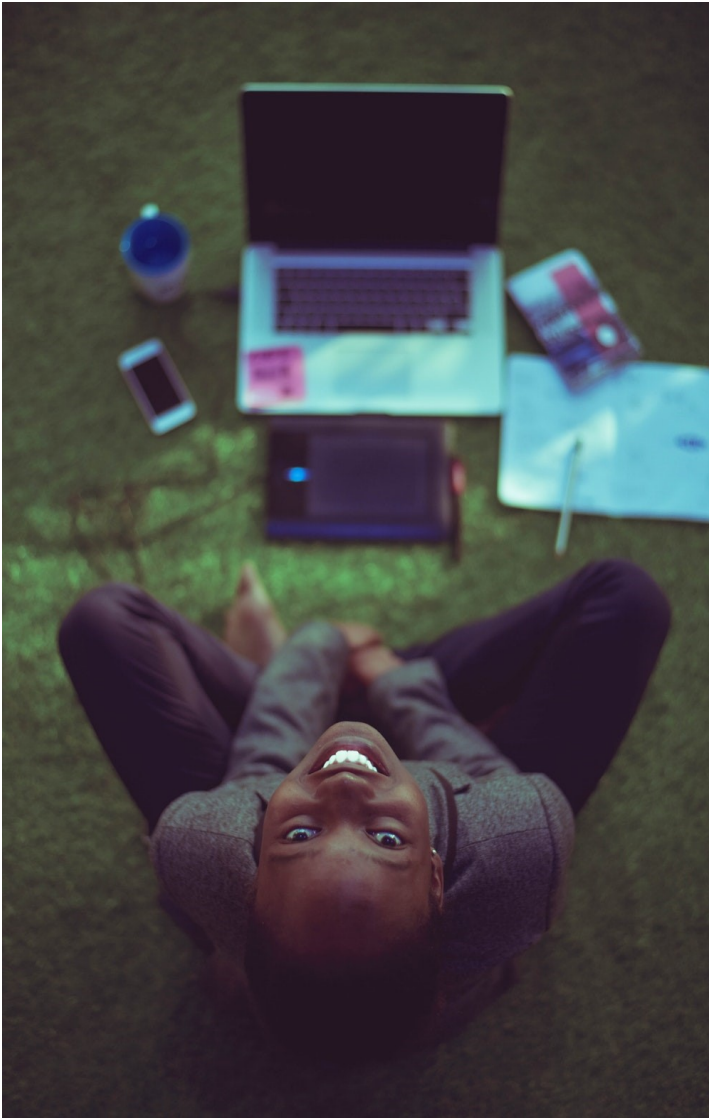
As a department, we believe that clear and consistent communication between school and home is essential to a successful experience for students. The Special Education Department believes that on-going professional development is essential to provide staff with necessary skills to meet the unique learning needs of each individual student. In doing so, the department collaborates with eight different LSSP programs across the state.

Through these collaborations and partnerships the district is able to provide trainings from highly qualified colleagues, which allows for professional development throughout the academic year. The Special Education Department allows for continued education hours that cover topics such as completing culturally sensitive evaluations, comprehensive autism evaluations, ethics, diversity, threat assessments, dyslexia, Functional Behavioral Assessments, and Behavioral Intervention Plans. Additionally, at the campus level, LSSPs provide professional development trainings to teachers and paraprofessionals in order to best support the growth of colleagues within the district.



In addition, the Special Education Department currently works to develop comprehensive evaluations to address concerns with Child Find. To address concerns, each school works collaboratively as a team to address parent and teacher concerns with the referral process and to develop an understanding of special education services. This allows for collaboration at the campus level to best support the needs of individual students.

Graduate Student Corner



Greeting TASP Graduate Students,

Spring is in full swing and I know each of you are facing new challenges and successes. TASP is here to support you and help you grow. How many of you feel prepared to respond to a crisis in your future district? If you want evidence-based resources and training for prevention and response to school crisis, join us for PREPARE at this year's Summer Institute June 12-14 in Houston. Student rates are available for Workshop 1!

Fall Convention planning is going strong and I cannot wait to see all of you October 23-25. As graduate students, we will have the special opportunity to sit down with NASP President Lisa Kelly-Vance prior to the keynote address, at her request, for a meet and greet session. Bring your questions! Anyone need \$\$ for school? Consider applying for the TASP Scholarship. Details provided in this newsletter and on the TASP website. As I prepare the Graduate Student Workshop for Convention, I would love to hear from you. Good luck on finals and on landing quality internships!

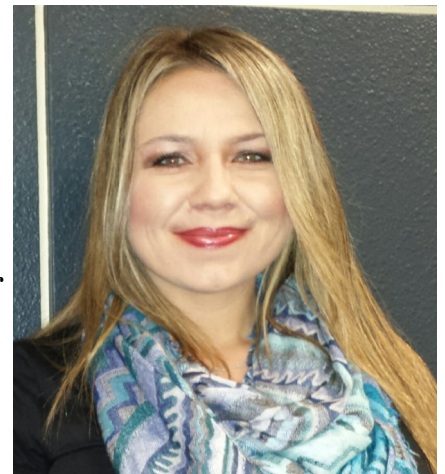
Kassi Gregory

Graduate Student Representative

Area II Update

Greetings Area II! Summer is here! Please enjoy time with your friends, family, and loved ones. With that said, TASP is interested in spotlighting awesome school psychologists in our area. If you know of any school psychologists doing exceptional things for our students, let us know. We would love to give kudos to these individuals in our next newsletter and on Facebook. Also, Area II is in need of a representative for the next two years. If you are interested, please send me an email. I would love to see representation from Midland/Odessa. As always, if you have any suggestions, comments, or questions, we want to hear from you! Please contact me at ctruji01@sisd.net.

Cammaron Trujillo



Area III Update



Greetings, Area III members! This year's Summer Institute will be June 12-14 at the University of Houston-Clear Lake. Registration is currently open. The focus of the Summer Institute will be the PREPaRE School Safety and Crisis Preparedness Curriculum. For those of you who have not attended Workshop 1 or Workshop 2 of the PREPaRE Curriculum, Summer Institute will provide you with an affordable option for completing them. Graduate students are encouraged to attend and can register at a reduced rate! For those who are already PREPaRE certified, the Summer Institute will provide you with the opportunity to complete the Trainer of Trainers workshops, so you can go back and schedule Workshop 1 and 2 trainings in your District. If you have not already done so, mark your calendars for the 27th Annual Convention, which will be on October 22-24, 2019. This year we will be in Houston at the Westin Galleria.

Thank you for being loyal members of TASP. Without you, TASP would not be able to advocate for the profession. The 2019 legislative session has started, and there are a number of bills that relate to LSSPs. HB 4454 would require the State Board of Education to adopt standards for social and emotional learning. SB 17 would allow licensed mental health professionals to deny service to LGBTQ individuals due to religious preferences. SB 11 would add LSSPs to the loan forgiveness program. The leadership of TASP, specifically Cassandra Hulseley, TASP's Government and Public Relations Representative, is doing everything possible to ensure that bills adopted have a positive impact on our work and our students.

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

David Kahn

DEVELOPING THE NEXT GENERATION OF SCHOOL PSYCHOLOGISTS

The University of Houston School Psychology Ph.D. program prepares school psychologists to excel at applied research and ecologically sensitive evidence-based practice.

www.uh.edu/school-psychology

UNIVERSITY of **HOUSTON**
PSYCHOLOGICAL, HEALTH, & LEARNING SCIENCES

Area IV Update



The end of the school year is upon us! For many of us, this brings mixed emotions of joy and panic. It is also that time of year when we begin to think about professional development (now that we actually have time to go!). Our Region 13 service center always has good offerings through Hill Country Summer Institute on a variety of topics. If you are interested in developing your crisis preparedness and response skills, I encourage you to check out TASP's Summer Institute as well. TASP will be offering PREPaRE Workshop 1, Workshop 2, and Trainer of Trainers sessions. These trainings are great not only for LSSPs, but for your whole campus crisis team!

Although many of us are focused on attending professional development over the summer, have you considered offering your own training? Many districts provide PD opportunities to teachers and administrators prior to the new school year, and often look to experts among their own staff. Feeling frustrated with the quality of referrals you are receiving from your campus? Why not offer to provide a training to teachers or intervention teams on special education eligibility requirements? Have you been reading up on best practices for campus-wide behavioral intervention? Why not offer to provide a training to share the things you've learned? Not only can this improve your work experience (by providing school staff with knowledge about special education, intervention, etc.), it also increases your visibility as a LSSP, in a role other than testing, and promotes the profession!

Whether you are attending PD, providing PD, or both, I wish you all a strong finish to the school year and launch into summer!

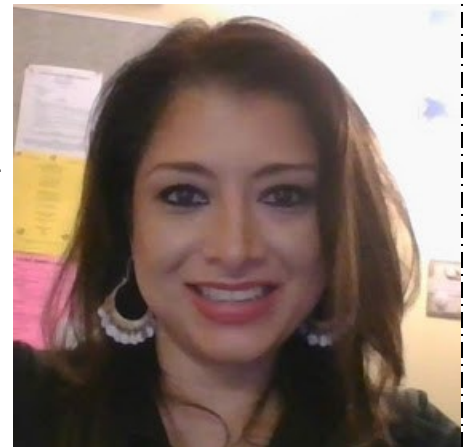
Cassandra Hulsey

Area V Update

This school year has been one of the most challenging in recent memory for many of us. The unique challenges we, as LSSPs, have faced can make it difficult for some of us to recognize the impact that we still have on the lives of children. We all know someone who continues to push through this difficult climate with positivity. Or perhaps you know an LSSP who takes a creative approach to helping students in spite of the increasing demands of the profession. The TASP Board wants to recognize the work that many TASP members are doing across the state. We recently posted a nomination form on Facebook where you can nominate a TASP member for the great things they do. Selected members will be featured and recognized on our Facebook page. Let us honor the many wonderful LSSPs in Area V that go above and beyond the call!

As always, if you have any questions, please feel free to message me at area5@txasp.org.

Jessica Greve



Area VI Update

I hope that this newsletter finds you all well as we near the end of the 2018-2019 school year. I cannot believe that we are rounding the final curve and have almost made it. Hang in there... you have got this!

Your TASP Executive Board met in San Antonio at the beginning of April and it sounds like LSSPs are all feeling the same pains across the state when it comes to feeling overworked with little relief in sight. I hope that you all take some comfort in knowing that TASP Board Members and other school psychologists are advocating for our profession in Austin. We want mental health to be considered a priority in our schools, and we want our legislators to have no question in their minds that school psychologists are the mental health experts in the school setting. Please continue to let your legislators know that you support this effort!

Crisis response continues to be of major concern for schools, so TASP will be offering PREP_aRE training at the TASP Summer Institute. We hope that you will join us this summer in Houston for these valuable trainings. Thank you all for your tireless service to our students and teachers each and every day. We appreciate you!

Christy Chapman



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Texas Association of School Psychologists

TASP Election – Call for Nominations

The TASP Nominations Committee is currently accepting nominations for our 2019 elections cycle. Details for the following TASP Board positions can be found below. Please consider developing your applications/nominations as soon as possible, as the **deadline to submit nominations and complete materials is Sunday, September 8, 2019**. You may nominate yourself or anyone you think is qualified. If you are interested in any of the positions listed below, please contact Thomas Schanding, Past President and chair of the Nominations Committee, at pastpresident@txasp.org. If you have any questions about the responsibilities of any of these positions, you may also contact any of the current TASP Board members for further information.

The following is a list of the positions open for nomination, as well as the duties as set forth in the TASP bylaws:

President-Elect (3-year commitment): The President-Elect shall:

1. Serve as an officer and member of the Board.
2. Serve as chairperson of the Board in the absence of the President.
3. Consult regularly with the President regarding Association activities to ensure continuity and smooth transitions between terms of office.
4. Succeed the President according to the Constitution.
5. Assist the President, as assigned, in working with committees and implementing Association activities.
6. Serve on the Convention Planning Committee.

(Note: The President-elect is primarily responsible for selecting speakers for the TASP Fall Convention)

Treasurer-Elect (2-year commitment): The Treasurer-Elect shall:

1. Serve as an officer and member of the Board.
2. Assist the Treasurer in maintaining records of financial transactions and financial status of the Association.
3. Assist the Treasurer in preparing and submitting copies of financial reports to the Board at meetings.
4. Assist the Treasurer in providing written financial summary reports and budget information to the Association general membership on at least an annual basis.
5. Assist the Treasurer by taking assigned responsibility for signing all vouchers for payments made by the Association.
6. Assist the Treasurer in maintaining a tax exempt account number for the Association and supervise the use of this.
7. Assist the Treasurer in collecting and accounting for all monies accrued by the Association.
8. Assist the Treasurer in recommending financial policies and procedures, and propose changes in the financial matters of the Association as needed.

9. Serve as a member of the Financial Advisory Committee.

Secretary (2-year commitment): The Secretary shall:

1. Serve as an officer and member of the Board.
2. Maintain written record of the minutes of each meeting of the Executive Board and official business meetings of the Association.
3. Prepare and submit copies of such records for the Executive Board members.
4. Maintain records of official activities and information of the Association.
5. Assist the President, as assigned, in handling correspondence and disseminating information.
6. Supervise the maintenance of a current mailing list of the Executive Board and the general membership.
7. Maintain the necessary supplies and materials for the duties of this office with expenses approved by the Executive Board and the Treasurer of the Association.
8. Serve as an ex-officio member of the membership committee.

Area II (ESC 18 Midland // ESC 19 El Paso)

Area IV (ESC 6 - Huntsville // ESC 12 - Waco // ESC 13 - Austin)

Area VI (ESC 9 – Wichita Falls // ESC 14 – Abilene // ESC 16 – Amarillo // ESC 17 – Lubbock)

Area Representatives (2-year commitment) shall:

1. Serve as members of the Board.
2. Make recommendations to the Board in matters concerning the professional needs and opinions of the members in his or her geographical region of the state.
3. Provide information regarding the activities of the Association to members and other interested professionals within the region.
4. Assist the President as assigned in working with committees and implementing, Association activities.

(Note: Area Representatives are based on where an individual works, not where they live.)

Graduate Student Representative (1-year commitment): The graduate student representative shall:

1. Be a student member as defined in the constitution.
2. Make recommendations to the Board in matters concerning student needs and opinions of the student members.



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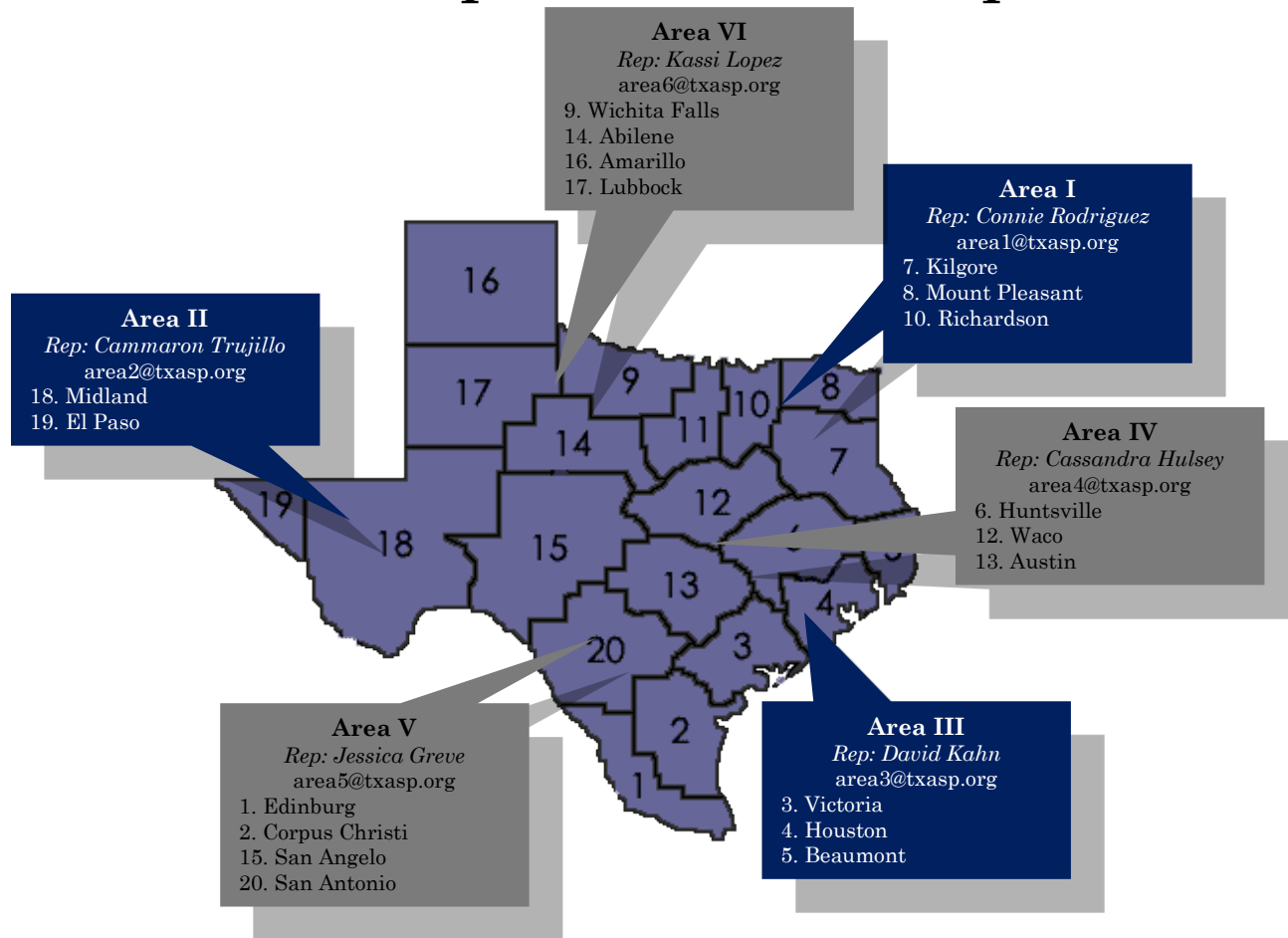
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Information from the Area Representatives!

Area Representative Map



Doctor of Psychology (PsyD) in Health Service Psychology (Combined Clinical/School Psychology Program)

The University of Houston-Clear Lake College of Human Sciences and Humanities is proud to offer the first PsyD at a public university in Texas. Graduates are trained as practitioner-scientists for careers as health professionals in clinical and school settings. Interested applicants should hold a masters or specialist degree in clinical psychology, school psychology, or a closely related field. The PsyD program prepares graduates to become a Licensed Psychologist, Licensed Specialist in School Psychology (LSSP), Health Service Psychologist, and Nationally Certified School Psychologist.

Deadline for applications is December 15, 2016.

<http://prtl.uhcl.edu/human-sciences-humanities/clinical-health-applied-sciences/doctorate-psychology>



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



Call for Award Nominations

Do you know an LSSP who deserves to be recognized? The Texas Association of School Psychologists is seeking nominations for this year's awards and honors, which will be presented at the annual Fall Convention in October 2019.

If you have a colleague that provides excellent school-based mental health services or has significantly contributed to the profession, you may consider nominating them for one of the following:

- Outstanding School Psychologist Award (Specialist and Doctoral Level)
- Outstanding Graduate Student (Specialist and Doctoral Level)
- Outstanding Service to the Profession of School Psychology

TASP also wants to recognize an exemplar school district that is providing superior school psychological services. If your district supports a comprehensive model of practice, consider nominating it for the **Outstanding Delivery of School Psychological Services** award.

Nomination links will be posted soon and all entries will need to be submitted by **September 1, 2019**, via <http://www.txasp.org/awards-honors>.



Thinking about Graduate school? Think Trinity.

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- Receive significant support toward tuition through Graduate Assistantships
- Support the mental health and education of all children and adolescents
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for the Fall Cohort

For more information please contact Dr. Laurie McGarry Klose (lklose@trinity.edu) or Sonia Mireles (smireles@trinity.edu) at 210.999.7501

<http://www.trinity.edu/departments/Education/index.asp>



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JUNE 12-14, 2019

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PREPaRE training is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response.

Workshop 1 gives your entire campus crisis team the knowledge and resources to help them establish and sustain comprehensive school safety crisis prevention and preparedness efforts. Bring your entire team (LSSPs, counselors, administrators, social workers, teachers, front office staff, transportation directors, security officers, before/after school care coordinators, etc.)

Workshop 2 provides school based mental health professionals with the knowledge necessary to meet the mental health needs to students and staff following a school-associated crisis event.

Already attended Workshop 1 and/or 2? Register to become a PREPaRE trainer.

June 12
PREPaRE
Workshop 1
—
PREPaRE Trainer
of Trainers-
Workshop 1
—

June 13-14
PREPaRE
Workshop 2
—
PREPaRE Trainer
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Workshop 2

UNIVERSITY OF HOUSTON-CLEAR LAKE

Workshop 1 & 2 Presenters:
Ashley Arnold & Laurie Klose

Trainer of Trainers Presenters:
TBD

Ethical Eddie

Dear Eddie,

As my birthday is next month, I am preparing to renew my LSSP license. I am having a disagreement with a colleague and we decided to contact you to settle the debate. I say that I can count a course that I teach at the local community college on issues related to diversity for mental health providers each time I teach the course and my colleague says that I can only count that toward my professional development requirements one time. I maintain that I can count the course in each year that I teach it. What say you? Also, why do we do this anyway? In other states, school psychologists get credentialed for life and do not have to worry about all this counting of hours.

PD for Me

Dear PD,

Well, there is a lot to unpack there, so let us start with the most important part: School Psychologists are ethically obliged to continue to engage in professional growth, no matter if the state credentialing/licensing agency requires it or not. The NASP Principles for Professional Ethics states:

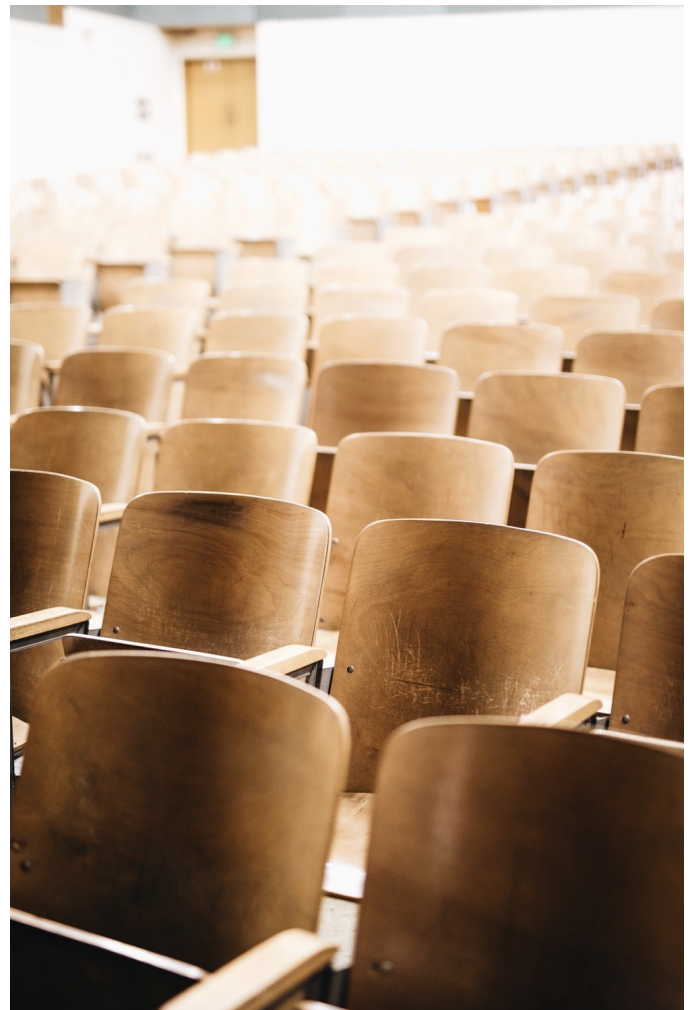
Standard II.1.4 School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. They also understand that professional skill development beyond that of the novice practitioner requires well-planned continuing professional development and professional supervision.

So, this is the reason that we engage in professional development activities. We have an obligation to not only maintain our skills but to improve and continue to develop our skills so that we can ensure that those we serve are receiving the highest quality school psychological services.

With regard to your specific question about counting and reporting hours for LSSP license renewal, the TSBEP board rules related to CPD and renewal state the following (specific reference to teaching of a course is highlighted):

461.11. Professional Development.

a) Requirements. All licensees of the Board are obligated to continue their professional education by completing a minimum of 20 hours of professional



development during each year that they hold a license from the Board regardless of the number of separate licenses held by the licensee. Of these 20 hours, all licensees must complete a minimum of three hours of professional development per year in the areas of ethics, the Board's Rules of Conduct, or professional responsibility, and a minimum of three hours in the area of cultural diversity (these include, but are not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status).

(b) *Relevancy.* All professional development hours must be directly related to the practice of psychology. The Board shall make the determination as to whether the activity or publication claimed by the licensee is directly related to the practice of psychology. In order to establish relevancy to the practice of psychology, the Board may require a licensee to produce, in addition to the documentation required by subsection (d) of this section, course descriptions, conference catalogs and syllabi, or other material as warranted by the circumstances. The Board does not preapprove professional development credit. The Board shall not allow professional development credit for personal psychotherapy, workshops for personal growth, the provision of services to professional associations by a licensee, foreign language courses, or computer training classes.

(c) *Professional development.*

(1) *Required hours may be obtained by participating in one or more of the following activities, provided that the specific activity may not be used for credit more than once:*

(A) *attendance or participation in a formal professional development activity for which professional development hours have been preassigned by a provider;*

(B) *teaching or attendance as an officially enrolled student in a graduate level course in psychology at a regionally accredited institution of higher education;*

(C) *presentation of a program or workshop; and*

(D) *authoring or editing publications.*

(2) *Providers include:*

(A) *national, regional, state, or local psychological associations; public school districts; regional service centers for public school districts; state or federal agencies; or psychology programs, or counseling centers which host accredited psychology training programs, at regionally accredited institutions of higher education; or*

(B) *other formally organized groups providing professional development that is directly related to the practice of psychology. Examples of such providers include: public or private institutions, professional associations, and training institutes devoted to the study or practice of particular areas or fields of psychology; and professional associations relating to other mental health professions such as psychiatry, counseling, or social work.*

(3) *At least half (10) of the required 20 hours of professional development must be obtained from or endorsed by a provider listed in subsection (c)(2)(A) of this section.*

(4) *Credits will be provided as follows:*

(A) *For attendance at formal professional development activities, the number of hours preassigned by the provider.*

(B) *For teaching or attendance of a graduate level psychology course, four hours per*

credit hour. A particular course may not be taught or attended by a licensee for professional development credit more than once.

(C) For presentations of workshops or programs, three hours for each hour actually presented, for a maximum of six hours per year. A particular workshop or presentation topic may not be utilized for professional development credit more than once.

(D) For publications, eight hours for authoring or co-authoring a book; six hours for editing a book; four hours for authoring a published article or book chapter. A maximum credit of eight hours for publication is permitted for any one year.

(5) Professional development hours must have been obtained during the 12 months prior to the renewal period for which they are submitted. If the hours were obtained during the license renewal month and are not needed for compliance for that year, they may be submitted the following year to meet that year's professional development requirements. A professional development certificate may not be considered towards fulfilling the requirements for more than one renewal year.

So, I must concur with your colleague that teaching a course (note: the rules state that the course must be a graduate level course specifically relevant to the profession), can only be counted one time toward the continuing professional development renewal requirements.

Remember to keep track of all your documentation for five years, just in case you are asked to produce it. In general, I hope that you use the requirement for licensure to meet your ethical obligation to continue to develop competence in order to provide the very best practices for children and schools.

Ethically,

Eddie



The rising STAR of Texas

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

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

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

Pj16@txstate.edu

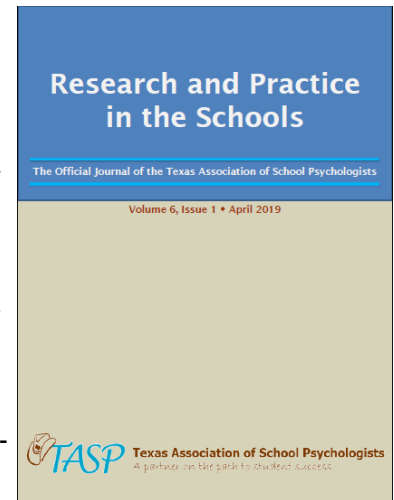
Coordinator, School Psychology Program

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

Journal Update

We are pleased to announce that the sixth issue of *Research and Practice in the Schools* has been published! No matter the nature and setting of your practice, we hope that this collection of articles will offer something relevant and useful to you. Please pay particular attention to the first article in this issue, which is based on information presented at the 2018 TASP Annual Convention in Dallas and addresses the shortage of school psychologists in Texas, salaries in different regions of the state, and similar data of interest to our membership. All journal issues can be accessed on the TASP website: <http://www.txasp.org/tasp-journal>.

We welcome manuscripts from school psychologists working in a variety of settings. Submissions can include original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews. If you would like to submit a manuscript for publication consideration, please email jeremy.sullivan@utsa.edu or see the latest issue for the Instructions for Authors.



Call for Special Issue Proposals:

Are you interested in proposing a special issue of the journal? Perhaps an issue on crisis intervention, assessment of emotional disturbance, or training/supervision in school psychology? If so, please let us know about your ideas. Special issues will include collections of papers related to some cohesive theme in the field of School Psychology, and will be edited by Guest Editors who will take the lead in soliciting contributions and coordinating the peer review process. In addition to special issues that focus on research and scholarship in School Psychology, we welcome special issues that cover important practical and applied issues in the field.

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

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

Jeremy Sullivan and Art Hernandez

Editors, *Research and Practice in the Schools*

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

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

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

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

Ensuring High-Quality, Comprehensive, and Integrated Specialized Instructional Support Services

The National Association of School Psychologists (NASP) supports policies and practices that enhance the education and development of all students through the organized delivery of comprehensive and integrated specialized instructional support services and the important role of school psychologists in delivering them. The Every Student Succeeds Act (ESSA) recognizes the importance of comprehensive and integrated services, and it specifically names school psychologists by title as qualified mental health professionals who provide mental health services to children and adolescents and as one of the specialized instructional support personnel (SISP). School psychologists are well positioned to deliver a range of comprehensive and integrated ESSA services, such as school/district assessment and accountability, school improvement efforts targeted supports, and innovations to improve school climate, school safety, and access to high-quality comprehensive learning supports (ESSA, 2015). NASP further promotes multitiered systems of supports (MTSS) as an educational service delivery model to deliver specialized instructional support services. MTSS is an efficient model of service delivery that allows for tiered supports and flexible delivery of academic, behavioral, and social-emotional supports along a continuum for all students (Tier 1), some students (Tier 2), and individual students (Tier 3) who require intensive individualized supports, using data to flexibly make decisions across tiers (NASP, 2016a; Skalski, Minke, Rossen, Cowan, Kelly, Armistead, & Smith, 2015).

School psychologists are best positioned to provide integrated comprehensive services as SISP within MTSS models of service delivery when they are employed directly by the school districts they serve. During times of economic crisis and personnel shortages, school districts may consider alternatives to employing their own personnel (including school psychologists), such as contracting with external agencies for specific services or eliminating SISP. However, NASP maintains that school psychologists employed by school districts and housed within them are best positioned to deliver and facilitate comprehensive and integrated student supports. School psychologists employed as school district employees are best positioned to provide cost-effective services including prevention, early intervention, and wellness activities aligned with MTSS that eliminate the need for more costly services. They apply a systemic and organizational perspective to problems; are sufficiently familiar with the students, staff, legal requirements, culture, and policies of the school system to facilitate communication and defuse potentially dangerous or adversarial situations; and (d) provide accessible, culturally competent tiered mental and behavioral health services to children and families. School psychologists provide a wide range of comprehensive services to students, staff, and families, including building and maintaining positive school climates and relationships, ensuring school safety, crisis prevention, intervention and rapid response, and promoting access to high-quality comprehensive learning supports as major activities described within ESSA (NASP, 2016b) that would not be feasibly purchased via private contracts.

DEFINITION OF SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES

Comprehensive and integrated specialized instructional support services are the educational, behavioral, and health-related services provided in an organized, systematic, and collaborative manner to address all aspects of student need in order to ensure that students fully benefit from their school experience. School psychologists, as SISP, understand that comprehensive learning supports are initiated prior to the onset of academic or behavior concerns in a prevention-oriented fashion. Therefore, the purposes of the services are often the prevention of the emergence of learning and/or behavior concerns. Prevention is best achieved through an ecological service delivery model that uses data-driven decision making within an MTSS, and effective collaboration among SISP (e.g., school psychologists, school counselors, school social workers, as well as other qualified personnel; ESSA, 2015) to maximize learning and social growth for all students.

Although student support services are initiated prior to the onset of concerns, the Individual with Disabilities Education Improvement Act (IDEA, 2004) also mandates comprehensive services by requiring a continuum of services for children with disabilities. This is best accomplished when educational specialists from multidisciplinary perspectives work with one another in schools to enhance the competence of individual students and develop the capacity of systems to address student needs along a continuum of supports. Given that school psychologists' training incorporates individual competence enhancement, building system capacity, and tiered data-based decision making consistent with MTSS as SISP (NASP, 2010, 2016a; Ysseldyke et al., 2006), they are critical members of a comprehensive team focused on prevention and early response to academic, behavioral, and social-emotional student needs. NASP promotes school psychological services that "are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a comprehensive and seamless continuum of services" (NASP, 2010, p. 9; Organizational Principle 1).

OBJECTIVES OF SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES

The following are critical elements in the design and delivery of specialized instructional support services.

- Effective implementers recognize that learning takes place within environmental and social contexts, and they take steps to assist schools in reaching student learning objectives across a continuum of support aligned with MTSS.
- Comprehensive student services should be developed from identified needs of all students and integrated directly into the contexts in which they function.
- Student needs are identified through universal screening of academic, behavioral, and social-emotional functioning that is embedded within an MTSS, and should be monitored with increasing frequency and precision as student needs dictate to verify that the services address the student's area of concern.
- Effective programs of service within the school that best meet student needs are delivered through an MTSS framework by multidisciplinary teams that ensure culturally competent practice, and they include a focus on developmental, preventive, and remedial activities that facilitate the educational process for all students.
- Comprehensive student services should include potential contributions from all stakeholders, including students, parents, school psychologists and other SISP, teachers, and administrators. School personnel recognize that not all services can be provided in the school and therefore include effective linkages and consultation with various community resources when needed through a collaborative and coordinated process.

- School psychologists and other SISF engage in ongoing accountability and program evaluation efforts that incorporate the input of all school and community stakeholders. These efforts are crucial in both the development of effective comprehensive services and ensuring continuing community support.

THE ROLE OF SCHOOL PSYCHOLOGISTS

School psychologists are uniquely qualified to participate in the design, provision, and evaluation of comprehensive school-based academic, behavioral, and social-emotional supports aligned with MTSS. They are trained in human learning, development of behavioral health and cognitive skills, academic intervention, use of assessment data to make decisions, and ecological systems-based service delivery and consultation, which are important skills for effective SISF. Thus, in addition to directly intervening with children and youth, school psychologists can: (a) develop and provide system-wide prevention activities delivered within an MTSS; (b) interpret data for program planning; (c) develop and monitor program services; (d) provide system-wide, classroom, and individual case consultation; (e) develop crisis prevention and response protocols; and (f) assist in the important coordination of these potentially overlapping services. In addition, school psychologists are uniquely trained in assessment and data-based decision making. Therefore, school psychologists can support decision making at the individual, group, classroom, grade, school, and district levels to improve instructional and behavioral health services provided in schools aligned with MTSS and the school-related SISF functions outlined within ESSA and IDEA.

SUMMARY

The effective delivery of comprehensive and integrated student services is essential to education and is supported by the role of school psychologists as specialized instructional support personnel employed by schools. Meeting diverse student needs requires a school-based multidisciplinary team approach that utilizes open communication, mutual trust and respect, and ongoing collaboration of professionals, families, students, community members, and other stakeholders. An integrated and well-coordinated comprehensive MTSS model of service delivery is aligned with activities described within ESSA and allows schools the opportunity to serve the behavioral, academic, and social-emotional needs of all students.

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