



The Texas School Psychologist

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Texas Association of School Psychologists

www.txasp.org

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President's Message

Jennifer Schroeder, President



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Greetings TASP Members! I hope that you enjoyed a restful holiday season and that you are getting back into the swing of things professionally. This is our last newsletter of 2015 and my last presidential message.

As I ended my presidential year, I took time to reflect on what we have accomplished as an organization over the past year. Much of our focus this year was on preparing for the upcoming Sunset Review and setting priorities for the organization. However, we also held both a spectacular Summer Institute in Corpus Christi over the summer and a wonderful Fall Convention in San Antonio. I know that as we enter 2016 we will be doing more great things under the leadership of our new President, Brook Roberts.

I would like to take this time to thank all of the Board Members who have worked so hard for the organization over the past year. Without their work, the organization as we know it simply would not function. Their dedication to the organization is without parallel, and I truly appreciate all that they do. I hope that you do as well.

I would also like to congratulate the newly elected Board Members and welcome them to the board. I look forward to working with them over the next year in my new role as Past President. Be sure to follow the work we will be doing, as it will be a busy, and productive, year.

Jen Schroeder

TASP 23rd Annual Convention Wrap-Up

TASP is proud to wrap up this year's Annual Professional Development Convention, highlighting The Practice Model: Defining Our Profession. We had an exceptional conference this year in San Antonio with a variety of presentations related to the NASP Professional Practice Model. We had an amazing turn out with over 500 attendees from around the state who enjoyed listening to distinguished speakers. Participants enjoyed the pre-conference sessions about Surviving and Thriving as a School Psychologist: The Early Years, as well as Self-care for the Mental Health Professional in School Settings: Preventing Burnout. Representation from TSBEP allowed for informative discussion and highlights on the upcoming Sunset Review.

Many thanks to those who make this conference possible and successful every year! From loyal vendors, to all the volunteers, we appreciate all that you do for the conference. Know that your efforts year after year, help to provide important information to our TASP membership.

Thank you!

Taylor Hejl and Stephanie Kneeder

Convention Co-Chairs



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TASP 2015 Awards and Honors

The Texas Association of School Psychologists (TASP) Annual Professional Development Convention was held in San Antonio, TX at the Omni San Antonio Hotel at the Colonnade from October 8th – 10th. The Annual TASP Awards reception was held October 8th and several recipients were honored for their service and commitment to the field of school psychology. Dr. DeMarquis Hayes, Chair of the Awards and Honors Committee for TASP, presented our deserving recipients with their certificates of appreciation during the awards reception. Below is a list of award winners and short write-ups about their contributions to the field.

Outstanding Service to Profession:



Dr. Steve Ball received his PhD in developmental psychology from Texas Tech University in 1971, was licensed as a psychologist in 1973, and as a licensed specialist in school psychology in 1997. Dr. Ball began teaching at Texas A&M University-Commerce (TAMUC) in 1970 and he is currently an associate professor and director of the Community Psychology and Counseling Clinic at TAMUC. He has also maintained a private practice continuously since 1982. His principal interests lie in normal and pathological development, developmental cognition, “theory of mind” research, assessment, and applied intervention. Dr. Ball has provided training to both undergraduate and graduate students, served as the field site supervisor for numerous practicum and intern students, and provided services as an LSSP to various school districts for over 40 years. Dr. Ball’s research involving school-aged children has included topics such as social skills, theory of mind, attention, executive functioning, psychotropic drugs and behavior, anger management with students with an emotional disturbance, and memory and visual-spatial skills. Dr. Ball has

provided multiple trainings including trainings at school districts, regional educational service centers, and past TASP Conventions.

Outstanding School Psychologist – Specialist:

Kristen Mainor is currently the Coordinator of Behavioral and Educational Services for the Baylor Center for Developmental Disabilities (BCDD). Within this position, she supports multiple university-affiliated clinics to provide a variety of psychological services to children with developmental disabilities. She not only provides direct services to children, but she works with—and advocates for—their families and serves as a liaison between the BCDD and community. She also provides supervision to graduate students in a variety of clinical programs. The National Association of School Psychologists recently chose to profile Ms. Mainor in their Early Career Spotlight, and she was recently given the Task Supervisor of the Year by the Baylor School of Social Work for her excellence in graduate student clinical supervision.



TASP 2015 Awards and Honors

Outstanding Graduate Student – Specialist:

Allen Mom has distinguished himself while at Baylor University. Mr. Mom has attended over twenty professional development seminars, made five conference presentations and submitted one manuscript for publication. As if that were not enough, he has taken extra courses in applied behavior analysis so that he can earn the board certified behavior analyst credential and volunteered to be a teaching assistant for the psychological assessment course sequence—in addition to his regular assistantship at the Baylor Center for Developmental Disabilities. In 2014 he won the Extraordinary Help Award from the Heart of Texas Autism Network for all his work with the organization, and in 2015 he won the Senior Student Presenter Grant from the Association of Behavior Analysis International for his research in applied behavior analysis. Mr. Mom is currently completing his School Psychology Internship at Linn Benton Lincoln Education Service District in Albany, Oregon.



Outstanding Graduate Student – Doctoral:

Courtney Banks is a doctoral student at Texas A&M University at College Station (TAMU) and is currently a doctoral intern at Dallas ISD. Courtney is held in high regard by faculty and peers. She has co-authored 4 manuscripts, one of which she is the 1st author and is one of the top 5 most published students in her cohort. Further illustration of Courtney's leadership ability in research is her dissertation in which she has designed a very strong and clinically meaningful study on bullying. Her dissertation seeks to identify strategies to bolster parental involvement in reducing bullying through school-wide bullying intervention. The findings from her study will not only advance the bullying literature but will also have practical implications for school psychologists. Courtney was also able to obtain three separate highly competitive teaching assistantships during her time at TAMU. In addition, Courtney is also a skilled clinician, working in Bryan ISD as a behavior specialist for the last two years.



TASP 2015 Awards and Honors

Outstanding Delivery of School Psychological Services:

Katy ISD has 70K+ students in 60 schools (37 elementary schools, 13 junior highs, 7 high schools, 1 alternative high school, & 1 career & technology center). Katy's Department of Counseling & Psychological Services remains one of the few full-service models in the Houston area, and perhaps Texas. Our LSSPs provide a wide range of direct and indirect psychological services to ALL students in the district, including early intervention assistance, behavioral consultation, psychological assessment, crisis response, and staff development training. In 2011, our department won TASP's Outstanding Delivery of School Psychological Services Award and at that time was facing a rapidly expanding district and, as with many districts, were having to "do more with less."

Since that time, our Director, Dr. Anita Horton, has used department data to successfully demonstrate the benefits of early intervention, the importance of LSSP involvement in the RTI process, and increased need to educate students and staff about mental health issues. With support of our campus administrators, Chief Officers, and Assistant Superintendents, our school board responded and has increased Psychological Services staff by **50%!**



Congratulations Award Winners!! TASP appreciates you and your service!

Graduate Student Scholarships

Each year, at the annual TASP Convention, four outstanding graduate students are awarded \$500 scholarships to aid them on their educational journey. Below is a brief description of the 2015 TASP Graduate Student Scholarship recipients:

Kenneth Denton

Kenneth Denton lives in Amarillo, Texas with his wife (of immeasurable patience) and two daughters, ages 6 and 7. He received his master's degree in school psychology in 2008 from West Texas A&M University. He is now completing his dissertation in the school psychology doctoral program at Texas Tech University, on the topic of teacher job satisfaction and its impact on student outcomes. Kenneth works as an instructor in psychology at West Texas A&M University. He plans to work as a professor in school psychology upon graduation and continue to promote the field of school psychology in the Texas Panhandle and surrounding areas. His research interests lie in school climate and the need for teacher support. When not working or going to school, Kenneth enjoys drumming, reading, working on projects with his daughters, and spending time with friends.



Christopher W. Drapeau

Christopher W. Drapeau is a psychology intern at Cypress-Fairbanks Independent School District and is a school psychology Ph.D. candidate at Ball State University. During his time at Ball State, Christopher specialized in clinical neuropsychology and counseling psychology and was an active member of the Ball State University Suicide Prevention Team and the Ball State chapter of the Association of Neuropsychology Students in Training. He received a Master of Arts in school psychology from Ball State University in 2012 and a Bachelor of General Studies with honors in social and behavioral sciences from Indiana University in 2010.

Christopher was a co-founder of the East Central Indiana Suicide Prevention Coalition, a non-profit organization dedicated to preventing suicide and assisting those impacted by suicide in east central Indiana, and served as Chair of the coalition from 2012-2014. From 2014-2015, he served as chair of the school suicide prevention subcommittee of the Delaware County, Indiana chapter of the National Alliance on Mental Illness (NAMI). Christopher is a Master Trainer for an evidence-based suicide prevention training called QPR (Question, Persuade, and Refer) and has experience training university administration and faculty, psychologists, religious leaders, school districts and crisis response teams, and pre-service teacher trainees in suicide prevention and postvention response.

Graduate Student Scholarships

Michele Monserrate

Michele Monserrate is a first-year graduate student in the School Psychology program at Texas State University. She has worked as a special educator for 6 years and a general educator for 3 years, mostly in the state of Texas. She plans to work as an LSSP upon graduation in 2018. She currently lives in San Marcos with her 5 year old daughter and is grateful to be one of the recipients of this scholarship.

Nicole Woodhouse

Nicole Woodhouse is a 2nd year graduate student at Baylor University. She will graduate with an EdS in School Psychology, and hopes to work in a public school system as a Licensed Specialist in School Psychology. Nicole works with Baylor University and AT&T on a grant that helps high school students who are considered at-risk or who have disabilities pursue higher education. Nicole is particularly interested in gifted and talented education, twice exceptional students, equal opportunities in education for minority students, and counseling for sufferers of trauma and abuse.

As my one year term comes to an end, I would like to thank the TASP board for an amazing year full of learning opportunities, and the graduate students of Texas for allowing me to serve as their representative for the year. It has been quite a journey and I am thankful for every minute! I encourage students to get involved and challenge themselves to learn as much as possible while they are still in school. It will be worth it in the long run, I promise! I look forward to watching TASP grow as an organization and advance the field of school psychology in Texas. TASP has accomplished so many great things, and I cannot wait to see what the future holds for the organization.


Thank you,

Kelsey Theis

Graduate Student Chair



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Government & Professional Relations Update

Happy New Year! Last year, 2015, was an active year both nationally and locally regarding proposed and enacted legislation. On December 10, 2015 President Obama reauthorized the Elementary and Secondary Education Act, now referred to as the Every Student Succeeds Act (ESSA). ESSA recognizes the importance of comprehensive learning supports, school-based mental health services, and school climate and safety.

ESSA includes the term school psychologist in the definition of 'school based mental health service provider' and 'specialized instructional support personnel'. By including school psychologists in the definition, it further supports what a unique role we have as LSSPs to provide broad and comprehensive school psychological services. If you'd like to get into the meat of the bill, you can visit this website <https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf> to read all 391 pages.

What has been happening in your neck of the woods... Here in Texas? At the November 19, 2015 Texas State Board of Examiners of Psychologist (TSBEP) Board meeting, the Supervision Rules were proposed again and will be up for public comment again. Changes that will appear in the proposed rules will include:

- Adding a clarification that forensic services do not include school due process hearings
- Adding that consent obtained for a school evaluation meets the requirements of TSBEP informed consent
- 465.2 d (3) Supervisors must sign (all) educational documents completed for students by the supervisee, including student progress reports *for which the supervisee is providing counseling or psychological services ...*
- 465.38 (a) 1- LSSP means a person... *conducting behavior assessments, designing and implementing behavior interventions and supports*, and assisting with the development and implementation of individual educational programs

*part in italics will be added; the word (all) will be eliminated in 465.2 d (3)

The next TSBEP Board meeting is scheduled for February 25, 2016.

Jennifer Langley

GPR Chair



Children's Assistance for Living Committee (CALC)

TASP would like to say THANK YOU to each of you for coming out the Convention this year. It was a great success! From online and on-site donations we raised \$541 for our local CALC charity this year! The Children's Shelter was selected as the San Antonio area charity because of their extensive work with local children and their families. The Children's Shelter prides itself on a variety of services including foster care, adoption, parenting classes, crisis care, and community outreach. I want to thank each of you for your generous donations to such a great cause!

Thank you,

Kassi Lopez

Area VI Representative



**TEXAS A&M
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CENTRAL TEXAS**

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. Coady Lapierre, LSSP, 1001 Leadership Place, Killeen, Texas 76549 or lapierre@tamuct.edu

Spotlight on a LSSP



The Texas Association of School Psychologists (TASP) would like to spotlight Kristen Mainor. She is TASP's 2015 Outstanding School Psychologist-Specialist level award winner. Kristen Mainor received her Educational Specialist Degree in School Psychology from Baylor University and is currently the Coordinator of Behavioral and Educational Services for the Baylor Center for Developmental Disabilities (BCDD). Within this position, she supports multiple university-affiliated clinics to provide a variety of psychological services to children with developmental disabilities. Specifically, she coordinates two of the three clinics associated with BCDD. These two clinics are the Baylor Autism Resource Clinic (BARC) and the Clinic for Assessment, Research, & Education (CARE). The BARC specifically allows school psychology students to gain the necessary skills in providing ASD assessments, social skills interventions, and consultation while the CARE allows other students in the Department of Educational Psychology to gain training and experience in Applied Behavior Analysis, Functional Behavioral Assessments, and Behavioral Consultation.

While Kristen is not in a typical job role for a licensed specialist in school psychology (LSSP), she epitomizes quality in the practice of school psychology. She not only provides direct services to children, but she works with—and advocates for—their families and serves as a liaison between the BCDD and community. Kristen herself reported that her job description is constantly changing. She helps parents navigate the school environment, facilitates groups, directly works with students with Autism Spectrum Disorder, and supervises school psychology graduate students. In addition Kristen reported that one of the biggest resources she and others in the clinic provide are to the parents of very young children. Many of these parents are unaware that they can access services for their children at the age of 3 if they are experiencing developmental delays. They work closely with the parents to explain what educational needs are and advocate for the parents as they work with schools accessing the services their children need.

Eventually, the goal of the BCDD is to become a one stop shop for children with developmental disabilities. They eventually hope to also include the services provided by the Speech and Language Clinic and become a place where students in Educational Psychology, Social Work, Communication Science and Disorders can gain valuable training and provide quality low-cost assessments and services to the families and their children. Kristen reported that she is well aware of how different her current position is from the work she previously did in Waco ISD. However, she is energized by all of the variety that comes with her current position. For example, the BARC will soon work on training emergency room staff on how to work with and calm down students with ASD and they will also work with organizing a conference for pastors to help them learn how to support families with children who have developmental disabilities.

Despite so many responsibilities, Kristen is currently a doctoral student in Educational Psychology at Baylor University. Ultimately, she can see herself continuing her work with clinics but also hopefully working at the university level in order to train future school psychologists and stay up to date with the best practices for working with students with developmental disabilities. TASP would like to thank Kristen for all that she does for the children and families she serves.



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Election Results

As I write my final newsletter article for the TASP board, I wanted to personally say thank you to the board and to the membership for the numerous professional experiences, the wisdom that has been imparted, and the trust that was granted to me as I served in various leadership positions. For that I am forever grateful.

As my last responsibility as past president, I wanted to formally announce the results of the election. As a board this past year we felt it necessary to ask the membership for a change in the bylaws. The results were in favor of this change with an absolute majority. "Whereas, the NASP State Delegate is currently a voting member of the TASP Executive Board, and whereas, the TASP membership did not vote for the NASP Delegate to hold office as an Executive Board member of TASP, the TASP Executive Board recommends to the TASP membership to amend the bylaws to reflect that the NASP State Delegate be removed as a voting member of the Executive Board and added as an appointed position by the TASP President to the TASP Executive Board effective January 1, 2016."

In regards to the elected officers of the TASP board, your 2016 officers are President-elect: Amanda Real, Treasurer-elect: Cheri Waggoner, Secretary: Sarah Conoyer, Area II: Cammaron Trujillo, Area IV: Cassandra Hulsey, Area VI: Kassi Lopez, and Graduate Student Representative: Nancy Coffee.

Amanda Real, President-Elect, is an alumni of Texas State University- San Marcos, where she obtained her bachelor's degree in Psychology and her Specialist's degree in School Psychology. She presently work as the Lead LSSP in East Central ISD, southeast of San Antonio, TX. She participates in several on-going district initiatives including behavioral supports, physical management training, and district growth planning. She has been actively involved in TASP for the past six years and is eager to continue serving TASP membership, especially given the momentous events of the coming years. As President-elect she plans to continue work toward growth of the school psychology profession with TASP's values of advocacy, collaboration, improvement, diversity, excellence, integrity, student-centered support and leadership at heart.

Cheri Waggoner, Treasurer-Elect, worked for 10 years in a small corporation prior to pursuing her career in School Psychology. Her previous experience in the corporation has allowed her to have a solid understanding of daily accounting in regards to finances. Additionally, she has had the opportunity to serve on the TASP board for the past three years, first as Membership chair and second in the elected position of Treasurer-Elect. We are lucky to have her back, especially with the experience she brings to the table.

Sarah Conoyer, Secretary, is currently an assistant professor at Texas A&M University-Commerce. She completed her graduate training in school psychology at the University of Missouri. Prior to moving to Texas in 2014, she provided psychological services in public high schools and private therapeutic schools in Illinois. She was previously appointed as TASP Membership Chair for 2015 and through her role has had the opportunity to be involved and learn more about the current status of school psychology in Texas. She views TASP as a great source of advocacy for our profession.

Election Results

Cammaron Trujillo, Area II representative, is a native New Mexican, who currently works for Socorro Independent School District in El Paso, TX. Not only does she hold her Texas LSSP, but she also has an Arizona School Psychologist Certificate and is registered as a Nationally Certified School Psychologist (NCSP). This past August, she earned her diploma in school neuropsychology (ABSNP). She began her professional career in education, teaching 7th and 8th grade. Later she returned to New Mexico State University and earned her Specialist in Education in School Psychology in 2008. While in graduate school, she served as the president of the School Psychology Student Organization, as well as the NASP Student Representative.

Cassandra Hulsey, Area IV representative, is a Kansas native and has lived in Texas for three years with her husband and 6-year old daughter. She completed her undergraduate training in Psychology at Kansas State University and holds a MEd in Educational Psychology and an EdS in School Psychology from Wichita State University. She is both licensed as a LSSP and NCSP. Although she began her career in Kansas, she is currently working in Round Rock ISD. She has leadership experience with multi-campus program implementation of Aimsweb, participation in charter teams for MTSS implementation at the elementary and secondary levels, provider of training to teachers, as well as organizing and overseeing the provision of special education services to students on her campuses.

Kassi Lopez, Area VI representative, obtained her Bachelors of Science in Psychology and Specialist in School Psychology from West Texas A&M University. Kassi was an active NASP member throughout her graduate studies and served as the Student Leader for her program. Kassi is one of four LSSPs in Canyon ISD. She is a supervisor for a School Psychology Trainee and is teaching child development at West Texas A&M University. Kassi was born and raised in the Texas Panhandle and is currently raising her 8 year old son, Jaxon. Previously, she has served as the Area VI representative for TASP for the past 2 years.

Nancy Coffey, Graduate Student Representative, is currently working towards a doctorate in Educational Psychology specializing in School Psychology at Texas Tech University. She received her Masters of Educational Psychology in the Spring of 2015. In addition to being a full time graduate student she is also working for Lubbock Independent School District's Early Childhood Intervention: Development Education Birth to Three. She is working with Dr. Patricia Hawley on professional development for teachers about bullying and has also contributed to a mini-skills presentation proposal accepted for presentation at the National Association of School Psychologists' 2015 annual meeting.

Congratulations officers, 2016 will be a great year and I look forward to seeing all that you accomplish!

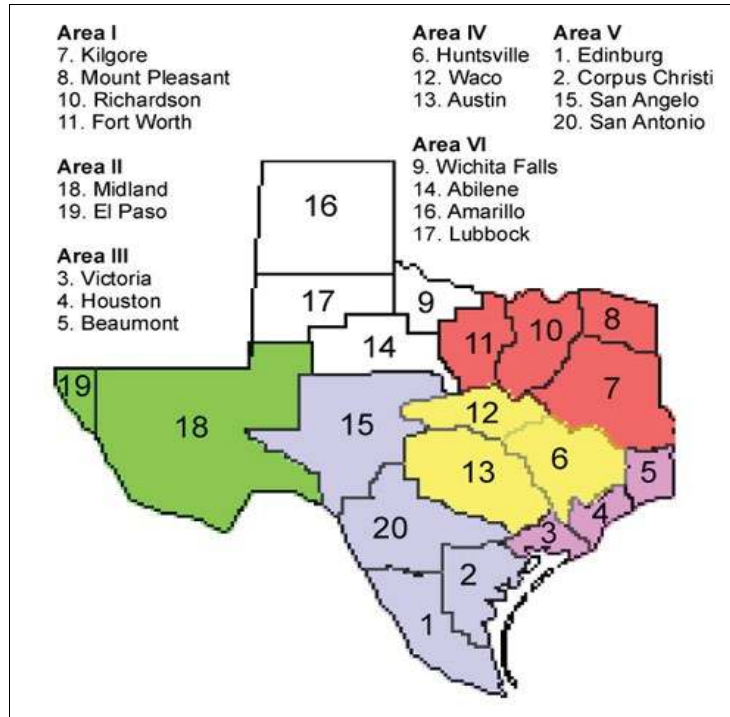
Kelly Anderson

TASP past president

Information from the Area Liaisons!

AREA LIAISONS

Area Representative Map



Regional ESC Coverage Map



Area I

Hello Area I,

I hope that many of you were able to attend the TASP Convention in San Antonio in October. There were so many great presenters, and I know I obtained information that will help me in our profession every day. The TASP Executive Board is already discussing ideas for the convention in 2016 and getting ready for the Summer Institute in Corpus Christi in June 2016. If you have a desire to be more involved in TASP, contact me or another board member to see what you can do. Every TASP member that has an interest in furthering our profession is always valued. If you have any ideas on how I can represent your needs on the TASP Board or for further information, please feel free to email me at area1@txasp.org.



Raina Walterscheid

Area II

Greetings Area 2,

The annual TASP Convention was a success! Thank you to all who joined us! For those who were unable to make it to the convention, please consider joining us at the Summer Institute in Corpus Christi, an opportunity for mental health professionals to obtain professional development while enjoying the gorgeous coastal scenery. Please check our website for course titles as the SI approaches.

Over the past months I have enjoyed the opportunity to represent our region on the board, and look forward to welcoming a new Area 2 representative to share this experience. The upcoming year promises to be exciting for Texas LSSP's, with potential legislative developments on the horizon and preparing to play host to the national convention in San Antonio. Stay tuned to TASP for updates and ways to get involved. Best wishes for a productive school year!

Kate Marcus





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Area IV

Hello Area IV!

I know most of you will not recognize me as I am new to the TASP Board. I am filling in for Stephanie Mathis for the remainder of this year as Area IV representative. I am currently a LSSP in Round Rock ISD. I was able to attend the last TASP Board meeting and become familiar with the great work this organization is doing to promote the profession of school psychology. I look forward to contributing to this effort and being a resource to you in whatever way possible!

Cassandra Hulsey



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.

Area V

Greeting Area 5!

I'd like to thank you all for the opportunity to serve as your 2016 President Elect. Although I will have to cut my area term short, I am eager to continue working with the TASP board to serve the LSSPs of Texas as we serve students and their families. There are so many exciting events happening in our school psychology world these days!

Thank you to all who came out to the 2015 Annual Convention and donated to the Children's Assistive for Living Committee in support of The Children's Shelter in San Antonio. We hope to see you again soon in New Orleans for the NASP Annual Convention, in Corpus Christi for the TASP Summer Institute and in Houston for the TASP Annual Convention.

Amanda Real



Area VI

Greetings Area VI,

I hope you are having a productive fall semester! I know the referrals are flying in, kids need all the counseling, and midterm projects don't grade themselves. TASP recently sponsored a luncheon in Region 16 for all of the fabulous LSSPs in the area. 21 LSSPs attended the LSSP roundtable training. A great training that occurs once per semester for all LSSPs to come together and discuss current issues, events, and information pertinent to our field.

TASP wants to be there for you. Do you have an upcoming training or event that you would like TASP to send a representative to? Contact us and let us know. Also, we would love to hear about all the great things happening in your busy worlds.

Kassi Lopez





Continuing Education Resources for School Psychologists



Do you need to obtain 3 hours of ethics or 3 hours of cross-cultural training for LSSP licensure renewal?

- "All's Well That Ends Well": Addressing Psychological Ethical and Legal Issues - Presenter: Dr. Ann Leonard-Zabel (Module #68)
- Multicultural Issues in School Psychology and School Neuropsychology - Presenter: Dr. Samuel O. Ortiz (Module #25)

Visit this URL to review over 25 webinars available for continuing education credits:
http://www.schoolneuropsych.com/modules/available_modules.php?id=101

School Neuropsychology Summer Institute

Save the July 13-15, 2016 dates for the 10th Annual School Neuropsychology Summer Institute held at the Embassy Suites Outdoor World Hotel Grapevine, Texas

Cross-Battery Assessment

This 21-hour, webinar-based training is designed for LSSPs and Educational Diagnosticians who want to gain competency using the new X-BASS software. The program is taught by the leading XBA experts. The program may be completed by individuals or it is ideal for group inservice trainings (at a discount).



10-Month School Neuropsychology Competency-Based School Neuropsychology Post-Graduate Certification Program

A competency-based continuing education program designed to train school psychologists, licensed educational psychologists, and psychologists to integrate neuropsychological principles into their professional practices. Next class starts Sept. 2015. For program information visit:
<http://www.schoolneuropsych.com/training/index.php?id=4>

Visit www.schoolneuropsych.com for all program information and to register online.

KIDS, Inc. is approved by the National Association of School Psychologists to offer continuing education for school psychologists. KIDS, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. KIDS, Inc. maintains responsibility for this program and its content.



School Psychology Program

Texas State University offers a Specialist in School Psychology (SSP) degree in school psychology, approved by the National Association of School Psychologists (NASP). The program endorses the scientist-practitioner training model. Texas State also offers a program for individuals who already hold a master's level psychology degree in a related field and would like to re-specialize in school psychology.

For more information, please contact:

Jon Lasser, Ph.D.
Coordinator, School Psychology Program
www.txstate.edu/clas



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)

TASP Spotlight on a District: KATY ISD



About Katy ISD

Katy ISD is a rapid growing suburban school district that covers 181 square miles in Southeast Texas. The school district borders the Houston energy corridor, Houston downtown, and extends along I-10. In the 2014-2015 school year Katy ISD enrollment exceeded 70,000 students who are served by 60 school campuses. Katy is committed to providing high quality education to all students; this is evident by Katy ISD receiving the highest accountability rating by the Texas Education Agency.

Katy ISD recently received the distinguished honor of being awarded with the annual TASP 2015 award of Outstanding Delivery of School Psychological Services. This is Katy's second year to win the award, previously winning in 2011.

Advocating for School Psychological Services

In 2011 Katy ISD had approximately 60,000 students, this growth of over 10,000 students in four years. Katy ISD was faced with the daunting task of providing a wide range of services to all students during a time of budget cuts faced across all schools in Texas.

Dr. Anita Horton Ph.D, LSSP, NCSP who leads Katy ISD's Counseling and Psychological Services department over-came the challenge of serving a rapid growing student population, with less financial support while not compromising the high quality of school based psychological services delivered.

In order to rise above the challenge Dr. Horton lead the department to collect data demonstrating the benefits of early intervention, LSSP involvement in the RTI process, and advantage of LSSP consultation services. Dr. Horton and the data successfully established the importance of School Psychological services to the Chief Officers, Assistant Superintendent, and school board. This resulted in Katy ISD increasing the Psychological staff by 50%, the department currently employees 39 LSSPs.

Model of Service Delivery

The Counseling and Psychological Services Department practice model that is directly aligned with NASP Practice model, covering all of the NASP Domains in a comprehensive way. Katy ISD routinely examines the NASP Domains and includes the multiple methods for service delivery under each domain. For brevity only one example is presented..

Domain 7: Family-School Collaboration Services:

- Our department collaborates with district health services to host an **Annual Wellness Fair**. The purpose of the event is to promote physical and mental health wellness services to parents, students, and community members. A variety of local programs and community agencies attend and are available to provide information regarding services offered in the Katy community.
 - Our LSSPs provide **parent trainings on topics such as Love & Logic Strategies** to families attending the campuses they serve.
 - Our departments' **Developmental Assessment Team makes private preschool visits to assess and assist teachers of children who are dual-enrolled in Katy ISD.**
 - **Our department is represented on KISD's *Because Everyone's Attitude Matters (BEAM)* committee.** Based on the belief that everyone's attitude matters, we join together to build and sustain a culture of educational excellence supported by a respectful environment both in the school community and the community at large. Originally developed to combat bullying, the purpose of BEAM is to form dynamic partnerships among Katy ISD students, staff, families, and community to create and sustain a healthy culture that supports our children and each other.
- Our department is represented on KISD's *School Health Advisory Council (SHAC)*.** Under the direction of Senate Bill 1357 (2003 Legislative Session) Section 28.004, SHAC is a group of individuals representing segments of the community, who are appointed by the school district to provide advice to the district on coordinated school health programming and its impact on student health and learning.

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

The first two issues of *Research and Practice in the Schools* can be accessed on the TASP website: <http://www.txasp.org/tasp-journal>. We welcome manuscripts from school psychologists working in a variety of settings. Submissions can include original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews. If you (or your students, interns, or colleagues) are interested in submitting a paper, please email jeremy.sullivan@utsa.edu or see the latest issue for the Instructions for Authors.

Since the second issue was published in October, submissions to the journal have increased (including submissions from different institutions in Texas and from other states). This has resulted in the need for additional Editorial Board members who can help with reviewing manuscripts. Editorial Board members can be practitioners and/or educators. If there is enough interest among graduate students, we may develop a Graduate Student Editorial Board as well, which would be a great opportunity for students to become familiar with the peer-review process.

Editorial Board members are responsible for reviewing submitted papers, providing feedback to the authors, and making recommendations regarding publication. Reviewers are provided with a rubric to help structure their feedback to authors, and final publication decisions are made by the co-editors. If you are interested in serving on the Editorial Board, please email jeremy.sullivan@utsa.edu and include (1) a copy of your resume or curriculum vita, and (2) a list of your professional/research interests. We will make every effort to send you manuscripts that are related to your areas of interest. Thanks for considering this request.



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Mental and Behavioral Health Services for Children and Adolescents

The National Association of School Psychologists (NASP) advocates for the provision of multitiered, coordinated, culturally competent, and effective mental and behavioral health services for children—within which schools play an integral part. NASP views mental and behavioral health not simply as the absence of mental illness but also as encompassing social, emotional, and behavioral health and the ability to cope with life’s challenges. Schools play an integral role in promoting resiliency, wellness, school connectedness and in facilitating protective factors among students in collaboration with community partners (e.g., family service providers and mentors, community mental health centers, primary healthcare settings; Centers for Disease Control and Prevention, 2009; NASP, 2015). Therefore, multitiered mental and behavioral health services should include direct service to address identified problems and universal mental and behavioral health promotion, early identification and intervention, targeted intervention, and the coordination of intensive interventions with community partners to address the full range of student needs (Adelman & Taylor, 1997). NASP advocates for increased federal, state, local, and private funding to be directed toward supporting student mental and behavioral health. School psychologists play a key role as mental and behavioral health providers in the implementation and coordination of these services in their schools and communities in collaboration with other school-based mental health professionals (e.g., school social workers, school counselors) and community mental health service providers.

In 2011, the greatest U.S. national healthcare expenditure for children involved the treatment of mental, emotional, or behavioral disorders (Soni, 2014). According to federal surveillance estimates, up to one in five children living in the United States experiences a mental disorder in a given year (Perou et al., 2013), and almost half of adolescents ages 13–18 years have ever had a mental disorder, with 28% meeting criteria for severe impairment (Merikangas et al., 2010).

In addition, an even greater percentage of children and adolescents struggle with mental and behavioral health problems that impact functioning that do not qualify as a disorder or are not identified at all. For example, many students enter school each day having been exposed to adverse childhood experiences such as child abuse, neglect, loss, and other forms of victimization (Felitti et al., 1998). Adverse childhood experiences affect many students and undermine their ability to manage their feelings and behavior, form relationships, and learn, leading to school disengagement and failure. Furthermore, there is evidence to suggest that individuals from culturally and linguistically diverse groups have less access to, and are less likely to receive, high-quality mental health care (Centers for Disease Control and Prevention, 2013; United States Public Health Service Office of the Surgeon General, 2001). Comprehensive, coordinated, trauma-informed, and culturally competent mental and behavioral health services are necessary for the success of all students (Nardi, Waite, & Killian, 2012). Mental and behavioral health problems not only affect students’ short-term classroom engagement, but also interfere with long-term development of interpersonal relationships and work-related skills

(National Research Council and Institute of Medicine [NRCIM], 2009). Early struggles may eventually lead to high school dropout or involvement with law enforcement. For example, more than two thirds of adolescents in juvenile detention were found to meet diagnostic criteria for at least one psychiatric disorder (Teplin, Abram, McClelland, Dulcan, & Mericle, 2002). Fortunately, it is also the case that many mental and behavioral health disorders and related problems can be prevented. Risk factors are generally well defined, and, in many cases, less debilitating symptoms typically precede a disorder by two to four years (NCRIM, 2009). Proactive screening and early intervention for young children and families are therefore crucial in order to prevent more debilitating problems and reduce the costs associated with identifying and treating more serious disabilities (e.g., see NASP position statement on Prevention and Wellness Promotion, 2014).

ADDRESSING MENTAL AND BEHAVIORAL HEALTH PROMOTION WITHIN THE CONTEXT OF SCHOOLS

Because the majority of children in the United States attend school, schools are the most efficient place for children to receive mental and behavioral health services. Results of population-based studies indicate that schools represent the most common entry point for youth to access mental and behavioral health services (Farmer, Burns, Philip, Angold, & Costello, 2003). Youth are 21 times more likely to visit a school-based health clinic for their mental health care than they are a community-based clinic (Juszczak, Melinkovich, & Kaplan, 2003). For these reasons, multiple efforts have been made at the federal level to position schools with increased responsibility and coordination related to mental and behavioral health supports and in-school services (Vaillancourt & Kelly, 2014).

School mental and behavioral health professionals typically include school psychologists, school counselors, school social workers, and other qualified service providers. Together, these professionals collaborate to coordinate comprehensive, culturally competent, and effective mental and behavioral health services in the school setting. Services include prevention and early intervention as well as therapeutic interventions for students with identified mental and behavioral health concerns. Effective collaboration among these specialists results in highly functional cross-disciplinary teams working with students, families, educators, and community agency personnel to create appropriate intervention options for all students.

Schools are uniquely positioned to provide multitiered models of mental and behavioral health support, in which a continuum of services (i.e., universal, targeted, intensive) are provided to address the needs of *all* students (NASP, 2010a; NASP, 2015). At the universal level, schools can work to create safe and supportive school climates so that all students have the chance to experience school success. In a joint statement by NASP and professional associations of school counselors, school social workers, school resource officers, and principals, the importance of wellness promotion and positive, nonpunitive discipline was emphasized in addition to crisis response in promoting safe and successful schools (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Bridging the gap between Tier 1 and Tier 2 interventions are universal screenings. As offered by Dowdy, Ritchey, & Kamphaus (2010):

The key step in reform is to move school-based psychological services from the back of the service delivery system, in which only students at the highest level of risk receive services, to the front of service delivery through the use of universal, proactive screening. (p. 174)

For students with more significant mental and behavioral health needs, increasingly targeted and intensive mental and behavioral health interventions can be provided. Evidence in support of the effects of social–emotional learning¹ curricula on student outcomes is growing, with positive effects documented for academic outcomes, social behavior, conduct problems, and emotional distress (Collaborative for Academic, Social, and Emotional Learning, 2013; Cook, Frye, Slemrod, Lyon, Renshaw, & Zhang, 2015).

Schools vary in the organizational models they use to deliver mental and behavioral health services to students; however, interagency collaboration is necessary to deliver mental and behavioral health interventions to students with identified needs. The provision of truly comprehensive and effective mental and behavioral health services is dependent on collaboration among school staff and community-based service providers. Coordinated and comprehensive services can be cost-effective, improve service delivery, avoid duplication, and provide for a continuum of service options (Weist, Ambrose, & Lewis, 2006). Streamlined collaborative services represent the joining of families, schools, and major child-serving agencies (e.g., community mental and behavioral health, juvenile justice) and result in increased positive academic outcomes, fewer disruptions to the learning environment, and reduced need for emergency and adult services (Adelman & Taylor, 2006).

THE ROLE OF SCHOOL PSYCHOLOGISTS

School psychologists are uniquely qualified to deliver high quality mental and behavioral health services in the school setting (see Brock, 2015; NASP, 2015). They are trained to integrate the knowledge and skill base of psychology with training in education, learning, child development, and educational systems. School psychological services include, but are not limited to, development, implementation, and evaluation of prevention and intervention programs; consultation; the formulation of behavioral intervention plans and behavior management; provision of direct mental and behavioral health services for individuals and small groups; assessment; crisis intervention; and referral processes. School psychologists are also uniquely trained to bridge the gap between schools and community agencies consistent with the NASP *Standards for Graduate Preparation of School Psychologists* (NASP, 2010b) which requires training in culturally competent practice, prevention science, mental and behavioral health services, and ecological–systems theories. They facilitate communication and collaboration with community agencies and related professionals, school personnel, and families. As change facilitators, they engage in systems consultation and the promotion of public policies to support the education and mental and behavioral health of all children.

SUMMARY

Universal mental and behavioral health promotion in schools, early identification and intervention, targeted supports, and interagency collaboration together comprise a comprehensive mental and behavioral health service system that enhances students' academic, behavioral, and interpersonal outcomes. School psychologists play critical roles in all of these activities through prevention, direct service, assessment, and consultation. There is a strong connection between students' mental and behavioral health and strong learning outcomes; promoting student mental and behavioral health through assessment, consultation, and direct intervention is an important role for school psychologists.

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