



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

Texas Association of School Psychologists

www.txasp.org

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Fall 2012

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President's Message

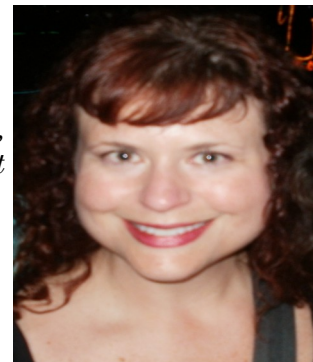
Happy New School Year! I hope you had a great summer and are feeling refreshed and rejuvenated. I traveled to England and Scotland this summer, and believe it or not, it was cold and rainy the entire time!

Coming from the Texas heat, it was a welcome change, and I loved every second of it. While it was initially difficult for me to get back into "work mode," I always get excited and motivated by the promise of a new school year. I love getting new school supplies...smooth writing pens for signing those reports, freshly sharpened pencils for testing, brightly colored sticky notes so people can easily see what I've written to them. I also enjoy seeing those I work with again after a nice, relaxing vacation and catching up. My favorite part of coming back is getting to be around the students again. They're so full of enthusiasm, wonder, and awe. Their love of school is contagious and reminds me why I chose

*Maureen Hicks,
President*

to do what I do. Here's hoping that your school year has started off well and that you find the inspiration you need to reach your goals this year.

In mid-August, the TASP board had a quarterly board meeting. The meeting was very well attended, and we were able to accomplish a lot in a weekend. We spent quite a bit of time discussing this year's upcoming conference, and it's shaping up to be as informative and exciting as it has been in the past. I hope to see you there! We also discussed the progress we've made on the organization's strategic plan, and I was quite pleased that we've been able to accomplish most things we said we would in the timeframe we predicted. The board divided into work groups and discussed how to increase and enhance our relationships with other state boards with similar interests, which is one of my personal goals as President this year. We also talked about the budget,



membership, the newsletter, and what's happening in the field of school psychology across Texas. The board also spent time on a very exciting project for summer 2013 that we hope to announce at the October conference, so stay tuned. This was my third board meeting as President, and I have to say that this is one of the hardest working, most collaborative, motivated boards I've ever been a part of. If you see one of your TASP board members, make sure to thank them for everything they do for us and for the field of school psychology.

Have a terrific start to your school year! I can't wait to see you at the conference!

Our conference is coming! Did you renew??

Make sure your TASP membership is valid so you can take advantage of reduced rates for conference registration, as well as other member benefits.

Checking your expiration date and renewing membership is fast and easy: <http://txasp.org/membership>

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So, You Are a School Psychologist

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So, You Are a School Psychologist
Guide for Interns and First Year Psychologists

by Dr. Jerry L. Turner

Over 200 pages of information interns
usually do not know



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GRADUATE STUDENT CORNER

Hello Graduate Student Members!



I hope that all of you had a relaxing summer and a smooth transition into the school year! As many of you may already know, we extended the deadline for the TASP Scholarship application so we could give more people the opportunity to submit their materials. Now that the final deadline has passed, the applications will be under review and our winners will be determined. Thanks to all of you who applied!

Next order of business: The Conference! I am aware that many students choose not to attend the conference because they are not required to get CEUs yet and because of the price. I just wanted to be sure that all of our graduate student members know that they can attend the conference at a discounted price (\$140 rather than \$220), so try to take advantage of that while you can still get the student price! Also, talk to peers in your program and see if any of them want to go – sharing a room and carpooling can cut down on the expense. As for the CEUs, you may not need them now, but you never know when some of the information presented by our speakers will come in handy. The sessions provide a great opportunity to get questions answered and hear recent developments within the field. Oh yes, and may I mention that the conference is going to be held at the Galleria?! Don't mind if I do! ;)

Whether you're just starting your program, completely immersed, or on the cusp of graduation, I wish you all the best and have a great fall semester!

Your Graduate Student Representative,

Amanda Meyer

Join us for the 20th Annual
Professional Development Conference

TASP 2.0

October 4-6, 2012 .

Westin Galleria . Houston

Register Online

Also, join us at our annual Conference **Kick Off Reception**, immediately following the "Meeting of the Minds" Panel Discussion, Thursday night. We will see you there in the Galleria Foyer, Thursday, October 4, at 7pm!

Good day TASP Members!

As the TASP Awards and Honors Committee Chair, I want to take this opportunity to encourage the membership to **nominate your fellow members** in recognizing of their **contribution** to the field of **school psychology**. While I know this is a hectic time of year, the application process is easier than ever. As each of you know, the call for nominations paper format was sent out earlier this spring. You have the option of mailing in the necessary information or using an email link provided on the TASP website (<http://txasp.org/conference/awards>).

In an effort to encourage more nominations, and to ease time constraints with the beginning of the school year, the dead line for nominating your peers will be extended! Please submit your nominations as soon as possible, preferably by the **15th of September**. Submitting by this time will allow for the blind peer review process and the printing of plaques by conference. If you choose to email me via the TASP website (awardshonors@txasp.org), attach the required information for the specific award (e.g., resumes, vitas, letters or recommendation). Having the additional information assists during the blind peer review process to select recipients. This process can take several days to recruit and hear back from reviewers. Unfortunately, nominations without complete information will not be considered given the close proximity to the conference.

I hope this stimulates nominations and look forward to reviewing the submissions recognizing more outstanding and passionate practitioners here in the state of Texas!

Evelyn Perez

Awards and Honors Committee Chair

UTSA Certificate in Applied Behavior Analysis

UTSA now offers a certificate (15 hours) in Applied Behavior Analysis that is designed to meet the needs of current and prospective students interested in developing basic skills in applied behavioral analysis. It is offered through the Department of Educational Psychology (EDP) in partnership with the Special Education Program Area in the College of Education and Human Development. This certificate focuses on the perspective of educational psychology and special education from learning theory as it relates to applied behavior analysis and intends to provide students with specialized skills in the application of behavior analysis to support the social behavior needs of youth. Many of the School Psychology graduate students at UTSA are working on this certificate concurrently with their School Psychology coursework, but practicing school psychologists also are eligible to enroll in the certificate program.

The certificate coursework provides students with a strong background in behavioral theory and principles as well as the skills to apply this learning to relevant contexts (e.g., educational settings, clinic settings, home settings). In addition, completion of the coursework linked with the certificate will meet the *coursework requirements* set forth by the Behavior Analyst Certification Board, Inc (BACB®). While it will not be required to obtain the certificate, students who are interested in sitting for the exam will also need to complete “Experience” hours as outlined by the BACB® (see www.bacb.com for more information about national certification) in addition to the coursework completed as part of the certificate program.

Required course sequence begins in Summer Session I. Priority deadline for application to UTSA is March 1, and final deadline is May 1. For more information, call 210-458-4330 or visit the UTSA Graduate School at <http://graduateschool.utsa.edu/>. Interested applicants can also visit <http://education.utsa.edu/images/uploads/SUM12%20Cert%20Applied%20Behavior%20Analysis.pdf> for more information or can contact Joaquin Lopez (Joaquin.lopez@utsa.edu), Student Development Specialist in Educational Psychology.

Author: Dr. Billie Jo Rodriguez

Assistant Professor, UTSA

Meet Our Legislative Liaison: Marty De Leon

TASP is involved in advocacy that promotes positive educational programming for all students and conditions that allow best practices in school psychology. To help reach our advocacy goals, TASP employs a legislative liaison to advise our Government and Professional Relations committee about actions and responsibilities in furthering the TASP legislative agenda. In addition, our legislative liaison monitors all government agencies and activities for any changes or movement that might require action on the part of TASP membership. Our current legislative liaison is Marty De Leon.

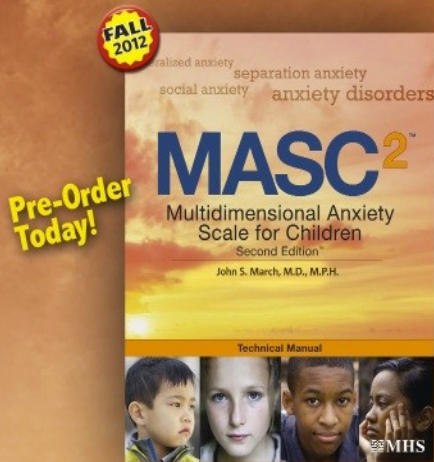
Marty De Leon joined the Escamilla, Poneck & Cruz law firm in August 2008 as an attorney and lobbyist. Marty's practice focuses primarily on governmental relations for the firm's clients in the areas of school finance, personnel, governance, and district operations. Previously, Marty worked for six years at the Texas Association of School Boards (TASB) as their legislative counsel for governmental relations. More recently, Marty was employed as the legislative liaison for State Comptroller Susan Combs, representing her agency on matters involving state and local government efficiency, fiscal management, and tax policy. Originally from San Antonio and a former fifth grade teacher, Marty is a graduate of the University of California at Berkeley. He and his wife Thelma, also an attorney, have two daughters, Sophia and Ava, ages 10 and 7. Marty currently volunteers on the Austin ISD Budget/Finance and Bond Committees and is on the Highland Park Elementary PTA Board of Directors. Because his children are competitive swimmers, Marty is also the president of his children's local swim club. Marty just completed his first (and last) marathon at age 40.

Marty represented TASP's interest in the last legislative session and helped to move the bill related to the use of the NCSP through committee. Even though the bill did not make it to a vote in the full house or senate, the testimony provided at the senate hearing helped pave the way for the rule change that was successful in the practice rules of the Texas State Board of Examiners of Psychologists. In 2012, Marty has continued to work with legislators in Austin, even as the legislation is not in session. This work has created a foundation for TASP to launch our 2013 legislative agenda.

TASP is fortunate to have Marty as our legislative liaison. He will be participating in the TASP annual conference as part of the Saturday morning session on advocacy. Anyone interested in advocacy and/or the legislative process that affects the practice of school psychology and education should be sure and attend the advocacy session at the conference!



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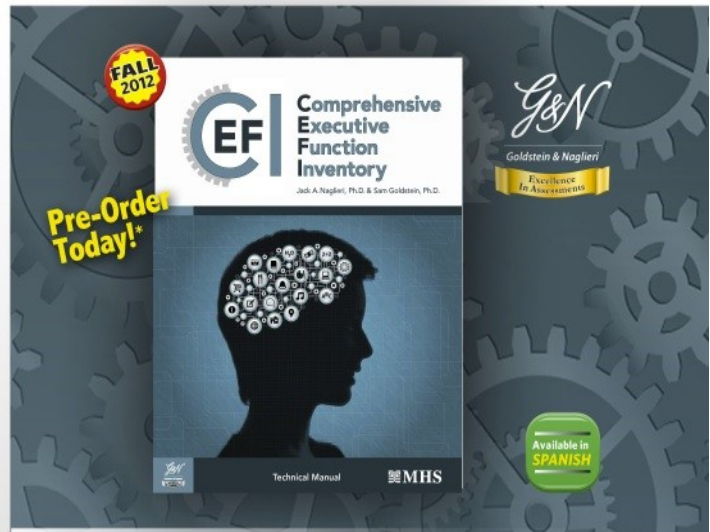


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By Jack A. Naglieri, Ph.D., & Eric B. Pickering, Ph.D., with Spanish Handouts by Tulio Otero, Ph.D., & Mary Moreno, Ph.D.

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Facts About School Mental Health Services

Need for School Mental Health Services

- Approximately 2.2 million adolescents aged 12 to 17 reported a major depressive episode in the past year and nearly 60% of them did not receive any treatment (Substance Abuse and Mental Health Services Administration, 2005a).
- According to the U.S. Surgeon General, in the course of a year approximately 20% of children and adolescents in the U.S. experience signs and symptoms of a mental health problem and 5% experience "extreme functional impairment" (U.S. Department of Health and Human Services, 1999).
- The dropout rate for students with severe emotional and behavioral needs is approximately twice that of other students (Lehr et al., 2004).
- Two thirds of school districts reported in the 2002-03 school year that the need for mental health services had increased since the previous year, and one third reported that funding for mental health services had decreased in that time (Foster et al., 2005).

Rationale for Providing Mental Health Services in Schools

- To effectively address barriers to learning, schools must weave resources into a cohesive and integrated continuum of interventions that promote healthy development and prevent problems; allow for early intervention to address problems as soon after onset as feasible; and provide assistance to those with chronic and severe problems (Adelman & Taylor, 2006).
- The U.S. Surgeon General considers schools to be a major setting for the potential recognition of mental disorders in children and adolescents, while acknowledging that trained staff and options for referral to specialty care are limited (U.S. Department of Health and Human Services, 1999).
- Students are substantially more likely to seek help when school-based mental health services are available (Slade, 2002).
- Schools are already the major providers of mental health services to children (insofar as they receive any services at all) (Rones & Hoagwood, 2000).
- The Carnegie Council Task Force on Education of Young Adolescents (1989) concluded that, while school systems are not responsible for meeting every need of their students, schools must meet the challenge when the need directly affects learning.

Positive Outcomes for Children and Adolescents

- Students who receive social-emotional support and prevention services achieve better academically in school (Greenberg et al., 2003; Welsh et al., 2001; Zins et al., 2004).
- A recent major study revealed that higher levels of school bonding and better social, emotional, and decision-making skills predict higher standardized test scores and grades, while attention problems, negative behavior of peers, and disruptive and aggressive behavior predict lower test scores and grades (Fleming et al., 2005).
- Expanded school mental health services in elementary schools have been found to reduce special education referrals, improve aspects of the school climate (Bruns et al., 2004), and produce declines in disciplinary referrals, suspension, grade retention, and special education referrals and placement among at-risk students (Shonkoff & Phillips, 2000; Substance Abuse and Mental Health Services Administration, 2005b).
- School-based mental health programs for elementary school children experiencing severe emotional and behavioral difficulties have demonstrated reductions in conduct disordered behavior, attention deficit/hyperactivity, and depression (Hussey & Guo, 2003).



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Texas Association of School Psychologists

Thursday – October 4th

Time	Title	Presenter(s)	CEUs
8:30-3:30	Meeting of the Minds – The State of the Art of School Neuropsychology: Where have we come from and where are we headed? Methods of SLD Identification: Promises and Pitfalls Advances in Neuropsychologically-Oriented Assessment Practices Evidence-Based Evaluation of English Language Learners: Moving Beyond the Verbal-Nonverbal Dichotomy Integrating RTI with Cognitive Neuropsychology: A Scientific Approach to Reading	Dan Miller, Ph.D., ABPP Nancy Mather, Ph.D. George McCloskey, Ph.D. Sam Ortiz, Ph.D. Steven Feifer, D.Ed., NCSP, ABSNP	6
9:00-4:00	Understanding, Evaluating and Treating Autism Spectrum Disorders: New Data and New Ideas	Sam Goldstein, Ph.D.	6
5:00-7:00	Meeting of the Minds	Panel Discussion	2

Friday - October 5th

8:00-9:30	Educating Children with Tourette Syndrome and Associated Disorders	Kathy Giordano	1.5
8:00-9:30	A New Literacy: Media Literacy as Prevention and Intervention for Social/Emotional Issues in Children and Adolescents	Jennifer Shewmaker, Ph.D., LSSP	1.5
8:00-9:30	NASP Practice Model - What does this mean for school psychology training and day-to-day practice in Texas?	Carol Booth, Ph.D., LSSP, NCSP	1.5
8:00-9:30	Addressing Social, Emotional and Behavioral Wellness in Schools	Donna Black, M.A., LSSP	1.5
10:00-11:30	President's Welcome Keynote: From Burned Out to FIRED UP!!! Awards Presentation	Aric Bostick	1.5
11:30-1:00	Lunch and Poster Presentations		

	Cycle A: 3 CEU hour options **If you choose a Cycle A session, you may not attend Cycle B sessions.		
1:00-4:15	Professional Ethics in School Psychology: A Context Sensitive Approach (Ethics Credit)	Jon Lasser, Ph.D., LSSP	3
1:00-4:15	The Science of Executive Functioning: New Data, New Ideas and the Comprehensive Executive Functioning Inventory	Sam Goldstein, Ph.D.	3
1:00-4:15	Identifying Processing Strengths and Weaknesses Through Selective Cross Battery Assessment	Milt Dehn, Ed.D., NCSP	3
1:00-4:15	Trainers		3
	Cycle B: 1.5 CEU Hour options **If you choose Cycle B sessions, you may not attend a Cycle A session.		
1:00-2:30	Connection Strategies to FIRE UP your staff and students in 30 Seconds or Less!!!!	Aric Bostick	1.5
1:00-2:30	A Best Practice Partnership between School Physical Therapists, Occupational Therapists and LSSPs	Carol Adams, PT Poe Prochaska, MS, OTR	1.5
2:45-4:15	Is Behavior a Problem? Have no Fear RtI is Here!	Andrea Ogonosky, Ph.D., LSSP, NCSP	1.5
2:45-4:15	Useful features of the WJ-III for the identification of Reading Disability	Nancy Mather, Ph.D.	1.5

Saturday – October 6th

8:30-11:45	Best Practice for the FIE	Gail Cheramie, Ph.D., LSSP, NCSP	3
8:30-11:45	Advocacy and School Psychology- Getting Ready to have an Impact in the 2013 Texas Legislative Session (Ethics Credit)	Laurie Klose, Ph.D., LSSP	3
8:30-11:45	Dialectical Behavioral Therapy in the Public Schools	Jim Hanson, M.Ed.	3
8:45-12:00	Assets-Based Approach to Evaluation for ED	Donna Black, M.A., LSSP, Carol Booth, Ph.D., LSSP, NCSP	3
8:45-12:00	Serving Transgender and Gender Non-Conforming Students in Schools	Colt Meier, M.A., LPA	3
8:45-12:00	Paper Presentations		3

	EARLY REGISTRATION			ON-SITE REGISTRATION		
	Registration Prior to September 17, 2012			After September 17, 2012		
	TASP MEMBER		NONMEMBER	TASP MEMBER		NONMEMBER
	Professional	Provisional or Student		Professional	Provisional or Student	
Pre-Conference Workshop Only	\$95	\$70	\$175	\$120	\$85	\$200
Pre-Conference and Regular Conference	\$220	\$140	\$350	\$260	\$165	\$400
Regular Conference Only	\$145	\$90	\$265	\$170	\$105	\$315
Connections Luncheon	Only \$15					



The State of the Art of School Neuropsychology:
Where Have We Come From and Where Are We Headed?
Dan Miller, Ph.D., ABPP

Dr. Miller speaks on the emerging specialization of school neuropsychology. Participants will be able to appreciate the major historical influences on the emerging specialization of school neuropsychology, learn the major differences between psycho-educational and school neuropsychological evaluations, identify the major components of a school neuropsychological conceptual model, and identify a set of tests that are designed to measure the major components of a school neuropsychological evaluation.

Methods of SLD Identification: Promises and Pitfalls
Nancy Mather, Ph.D.

Dr. Mather's session will focus on the fundamental facts we know about reading disabilities, as well as the current issues that are confronting the field. Dr. Mather discusses the role of RTI, the need for comprehensive assessments including assessment of cognitive and linguistic processes; the importance of identifying strengths and weaknesses for selecting instructional interventions; the importance of using differentiated instructional methodologies; and the need for highly trained, competent reading teachers.

Advances in Neuropsychologically-Oriented Assessment Practices
George McCloskey, Ph.D.

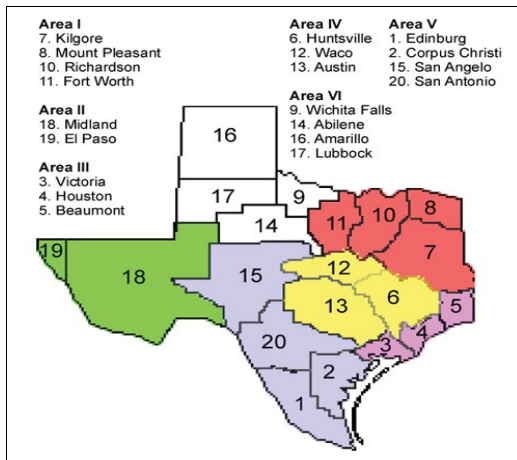
Dr. McCloskey's presentation will provide a comprehensive model of executive functions and discuss the impact of executive functions on learning, behavior, and classroom production. He will demonstrate ways to assess executive function difficulties and present methods for helping children with executive function difficulties to improve their behavior and academic performance, either through teacher assistance or through increasing their capacity for self-regulation.

INTEGRATING RTI WITH COGNITIVE NEUROPSYCHOLOGY:
A SCIENTIFIC APPROACH TO READING
Steven Feifer, D. Ed., NCSP, ABSNP

Dr. Feifer will examine the use of neuropsychological assessment within a multi-tiered intervention (RTI) system, a model that integrates the tenets of both norm-referenced testing and curriculum-based measurement. He will introduce a brain-based model of reading based upon the National Reading Panel's conclusions and share twenty evidence-based instructional strategies to assist children at various stages of the reading process.

Information from the Area Representatives!

AREA REPRESENTATIVES



Hello TASP Area 1 LSSPs!!! I hope you are having a great start to the 2012-2013 school year. The conference this year will be in Houston and is fast approaching. I hope to see you there.

Please remember to: send nominations for Awards & Scholarships, encourage LSSPs who are not TASP members to join and encourage your colleagues to conduct a poster or paper presentation at the TASP Conference or consider conducting a poster or paper presentation yourself. I encourage you to contact me at the

email below with any suggestion, thought, or concern that you might have that I might be able to help with. I hope you have a great year.

Sincerely,
Lisa Daniel, PhD, LSSP
TASP Area 1 Representative
lisa_m_daniel@hotmail.com



Hello fellow TASP members,

My name is Diane Friou and I am a TASP board member serving as Area IV representative. I hope your 2012-2013 school year has started successfully and that it is a productive year for you. As you know, the 2012 TASP conference will be October 4-6 at the Westin Galleria in Houston. There are a few changes that you should be aware of as you register. The luncheon will not include a speaker or an awards ceremony; it is an opportunity for you to enjoy a pleasant lunch with your friends. In response to many requests, there will be sessions offered some of which are 1½ hours and others that are 3 hours. I hope you like this new flexible format. I also hope that you will encourage your co-workers and friends to join TASP and register for the conference. TASP is the professional organization for LSSPs and the board members continuously strive to provide services and support for all members. Your membership and your support for the organization are greatly appreciated.

Hope to see you in Houston!

Diane Friou



Greetings Area III,

I hope all Area III LSSPs are back in the saddle and ready for a new school year! Just think of all the opportunities you will have to make a difference in a child's life this year. That is powerful!

Here are some updates for TASP members regarding your organization. As you have probably noticed, the TASP website is up and running and much improved. Please take some time to navigate through the pages and get caught up on all the opportunities and services provided to you by TASP!

The TASP Board met in Junction, Texas the weekend of August 18th. At the meeting, we reviewed TASP's Strategic Plan, including discussions on final preparations for publication of our online journal. We also reviewed various avenues to provide CEUs at reasonable prices and discussed ways of increasing membership. We spoke of NASP's recent advocacy in our battle for the right to use the NCSP credential. See Board Rule 465.38 regarding Psychological Services in Schools which states, "An LSSP who has achieved certification as a Nationally Certified School Psychologist (NCSP) may use this credential along with the license title of LSSP." Thanks to Laurie Klose for leading this charge.

We devoted much time to discussions of the October conference, lead by Area III's very own Conference Chair, Rebecca Ray. This conference should prove to be the best TASP conference yet, so make plans now to attend, October 4th-6th, at the beautiful Westin Galleria!

If you have any suggestions on how TASP can better serve you, please contact me. I would love to hear from you.



Pam Moore
Pmoore1@ccisd.net
(281)284-0096
(281)830-3088

Cheers!



Area V

Jeremy Sullivan

Howdy, Area V. I hope everyone had a great summer. A couple of weeks ago TASP held its August executive board meeting in Junction. Some of the main topics of discussion included the TASP Summer Institute (more information can be found in this issue of the Newsletter), the official TASP peer-reviewed journal (which we hope to have online in the very near future), strategies for building relationships with other professional organizations, and, of course, the 2012 TASP professional development conference. Speaking of which, I look forward to seeing everyone at the conference in Houston. Your TASP conference coordinators have done an outstanding job of putting together a program with a wide range of topics, presented by some of the top experts in the field. As always, if you have ideas about how I can best represent your needs on the TASP Board, or if I can provide further information, please feel free to email me at jeremy.sullivan@utsa.edu.

DEAR ETHICAL EDDIE:

Dear Ethical Eddie,

I'm really concerned about an ethical situation on my campus. One of our teachers seems to have poor boundaries with her students. I hear that she's Facebook friends with many students, and hangs out with them at football games as if they were all buddies. Although I can't substantiate the rumors, I have been told that she's even been to a student party. I know what to do if a school psychologist behaves unethically, but I really don't know how to proceed when a teacher's behavior is unethical. What should I do?

Signed,

Concerned



Dear Concerned,

The NASP Principles for Professional Ethics (2010) provides guidance on this very issue. Standard IV.3.4 states, "When school psychologists are concerned about unethical practices by professionals who are not NASP members or do not hold the NCSP, informal contact is made to discuss the concern if feasible. If the situation cannot be resolved in this manner, discussing the situation with the professional's supervisor should be considered. If necessary, an appropriate professional organization or state credentialing agency could be contacted to determine the procedures established by that professional association or agency for examining the practices in question."

I also advised you to proceed with caution. Perhaps this teacher has not behaved unethically, and that the rumors are unsubstantiated because they're not true. Informal contact may help resolve this. Also, I'm curious as to whether your district has any policies concerning student-teacher relationships (electronic or face-to-face). That seems like something worth investigating, and if such policies do not exist, you may suggest that the district develop some.

Have an ethics question? Contact Ethical Eddie at lasser@txstate.edu



Students are admitted to the School Psychology program in both the Spring and Fall semesters. Deadlines for applications are 4/15 and 11/15, respectively.



School Psychology Program

The Department of Educational Psychology at UTSA is pleased to offer the Master of Arts program in School Psychology. The program includes coursework and field-based experiences consistent with guidelines provided by the Texas State Board of Examiners of Psychologists and the National Association of School Psychologists. Most courses are offered in the evening at the UTSA Downtown Campus, and full-time and part-time tracks are available. New admissions in the Fall 2011 semester included 31 students, with 13 additional students starting in the Spring 2012 semester. Application deadlines are as follows: July 1st for the Fall, November 1st for the Spring, and April 1st for the Summer.

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

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COLLABORATION

FOR LEARNING & LEADING

**Department
of Educational
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Ph.D. in School Psychology



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

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Amanda Drzymalla
7173 FM 1628
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Camera ready artwork or Employment Notices must be received prior to deadline date for desired publication. Contact TASP at 888-414-8277 for artwork specifications.



School Psychology Program

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

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

Texas State Board of Examiners of Psychologists

Analysis of Impact of Federal Education Law on Board Rules Governing Informed Consent

The TSBEP has received requests from LSSPs to provide clarification on the issue of informed parental consent in public schools. TSBEP's requirements for obtaining informed consent are provided in Board rule 465.11(a-h). Since these requirements are somewhat different from the requirements contained in federal regulations regarding consent (34 CFR §300.9) in public schools, some discussion is warranted. The Board directed the following clarification:

Board rule 465.38 (Psychological Services in the Schools) "acknowledges the unique difference in the delivery of school psychological services in the public schools from psychological services in the private sector." In fact, Board rule 465.38(6) states that "in the event of a conflict between state or federal statutes and Board rules, state or federal statutes control." Furthermore, Sec. 501.260(c) of the Psychologists' Licensing Act requires that "the rules of practice for a licensed specialist in school psychology must comply with nationally recognized standards for the practice of school psychology."

Nationally recognized standards have been developed by the National Association of School Psychologists (NASP). These standards, while not adopted by the TSBEP, are recognized as valuable resources for members of the profession. According to these standards, not all services provided by LSSPs will require informed parental consent. The following excerpt from Standard 1.1.1 of NASP's Principles for Professional ethics (PPE) provides: "School psychologists I encourage and promote parental participation in school decisions affecting their children (see Standard II.3.10). However, where school psychologists are members of the school's educational support staff, not all of their services require informed

parent consent. It is ethically permissible to provide school-based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parent consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions."

The NASP standard states that informed parental consent is not *ethically* required for the following activities related to individual students:

1. Reviewing an individual student's educational records
2. Conducting classroom observations of a student²
3. Assisting with in-class interventions and progress monitoring of a student
4. Participating in educational screenings conducted as part of a regular program of instruction

1 The title "school psychologist" in this standard would be applicable to LSSPs in Texas.
2 Classroom observations to collect data related to a suspected disability (e.g., using systematic procedures such as time sampling) would require informed consent. However, the standard further states that informed parental consent is *ethically* required if the consultation about the individual student is likely to be extensive and ongoing or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities. In addition to the national standards that address informed parental consent, there are federal regulations that provide clarification on when informed consent may be required. In 34 CFR §300.302, it states that "*The screening of a student by a teacher or **specialist** to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.*" (Authority: 20 USC 1414(a)(1)(E)). The terms "evaluation" and "screening" are

further defined in the *Analysis of Comments and Changes* section of the Federal Register, Volume 71, Number 156 (August 14, 2006). The following definitions are provided:

An “evaluation,” as used in the Act, refers to an individual assessment to determine eligibility for special education and related services, consistent with the evaluation procedures in §§300.301 through 300.311. “Screening,” as used in §300.302 and section 614(a)(1)(E) of the Act, refers to a process that a teacher or specialist uses to determine appropriate instructional strategies. Screening is typically a relatively simple and quick process that can be used with groups of children. Because such screening is not considered an evaluation under §§300.301 through 300.311 to determine eligibility for special education services, parental consent is not required.”

Thus, federal regulations have control over the requirements for informed parental consent in the public schools and the national standards developed by NASP provide further clarification on when consent may or may not be required. LSSPs who participate as members of student assistance teams may not be required to obtain informed parental consent for activities identified in paragraph three above (items #1 - #4), as long as the resulting interventions are:

- under the authority of the teacher; and
- within the scope of typical classroom interventions

LSSPs may be required to obtain informed parental consent for the described activities if:

- the LSSP’s services are likely to be extensive and ongoing; or
- school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities

In short, if the LSSP’s services are consistent with the federal definition of “screening” and do not

involve individual assessment practices (e.g., the administration, scoring and interpretation of norm-referenced assessment instruments with individual students) or the collection of extensive student and family information (beyond the typical information collected for school purposes), then, informed parental consent may not be required.

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2012 Professional Development Conference TASP 2.0

Don’t forget!

Now is your final chance to register for TASP’s 20th annual professional development conference at the Westin Galleria, Houston, October 4-6. Online registration will close September 24th at midnight. Early registration rates will be available until September 17th. Don’t miss your chance for continuing education hours from our exciting line up of speakers.

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Cost/Benefit Analyses

- The Institute of Medicine has reported that analyses of the economic costs and benefits of early childhood interventions for low-income children have demonstrated savings in public expenditures for special education, welfare assistance, and criminal justice (Shonkoff & Phillips, 2000).
- Nearly \$200 billion a year in economic losses could be recouped by raising the quality of schooling, investing more in education, and lowering dropout rates (Teachers College, Columbia University, 2005).
- The Seattle Social Development Project, targeting behavior and attitudes of elementary students, provides an estimated net benefit of \$9,837 per student in averted long-term social problems (Aos et al., 2004).
- School-based drug abuse prevention programs have been conservatively estimated to provide \$840 in social benefit per student, compared to a program cost of \$150 per student (Caulkins et al., 2004).

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For more information, please contact: American Counseling Association (703) 823-9800; American School Counselor Association (703) 683-2722; National Association of School Psychologists (301) 657-0270; School Social Work Association of America (847) 289-4527 or (202) 686-1637.