



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

www.txasp.org

Volume 26, Number 2

Summer 2013

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President's Message

One of the primary goals of TASP this year is to reach out to every LSSP

Dana Goins, President

in the state. If you are an LSSP, but not a TASP member I hope you will read our newsletter and be inspired to join. If you are a member, please share this newsletter with every LSSP you know and spread the word about the good things TASP is doing for LSSPs in Texas and the profession of school psychology. There are over 3,100 school psychologists in Texas and TASP membership fluctuates between 400 and 600 members. As you can see, we have some work ahead. You may not be aware of all that TASP does for LSSPs, so please read further and tell your co-workers the benefits of joining. Together, we can help TASP help you!

TASP members receive a significant discount at the Annual Professional Development Conference in the fall. If you have never attended a TASP conference, make plans to do so this year in San Antonio. You will hear from nationally-recognized speakers on cutting edge research and relevant topics. All TASP-sponsored workshops and conferences provide NASP-approved CEUs. But perhaps most importantly, I promise your spirit will be renewed when you join a room filled with over 400 LSSPs from all over Texas that share your passion and interests. This year is the 20th anniversary of TASP, come celebrate it with us!

I hope to see many of you in Corpus Christi at the 1st Annual TASP

Summer Institute on June 28-29th.

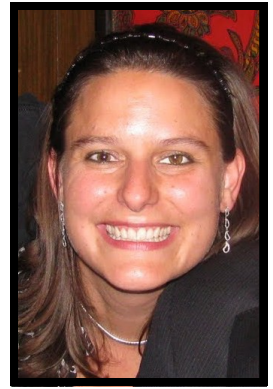
Bring the family, you will have plenty of free time to enjoy the beach and all that Corpus has to offer.



TASP has recently contracted with a company that will manage all things relating to online membership and conference registration. This will help you by streamlining the membership renewal and conference registration. This is good for TASP as well since the automated process will assist with the membership database and management. Our newly created Technology Task Force is overseeing the website, social media (have you "liked" TASP on Facebook, yet?) and technology at the conference. If you would like to volunteer to add or edit content on the website, please contact the Webmaster at www.txasp.org. Check in to the website often for updates and new information. I cannot say enough great things about the hard work the Government and Professional Relations Committee is doing to advocate for LSSPs in Texas. Please read the GPR update in this newsletter for the latest news and check for emails from TASP that may encourage you to contact your legislators when important issues are on the table. If you are wondering what your TASP dues are used for, advocacy for LSSPs as well as the profession of

Treasurer Update

GREAT NEWS!!!! Our office manager has diligently worked on outstanding Purchase Orders and it looks like the conference brought in more money toward our annual budget. Instead of being dissolved in two years, we'll be able to last for at least five years. At the last board meeting in April, board members continued discussions on ways to increase revenues and provide quality benefits to our members. On a side note, here's a tip for your own personal budget:



In 2007, the College Reduction Act (HR 2669) was signed by President George W. Bush and became Public Law. The law included the first loan forgiveness program for public employees, including school psychologists. The loan program does not include all types of student loans. Loans that maybe forgiven are four types of Federal Direct loans and there are stipulations. Loans must be repaid consistently for 120 repayment periods (10 years) without default while consecutive working fulltime for a public agency and applies to payments that were made **after** October 1, 2007. Also, it does not apply to student loans on the graduated repayment plan. It does apply to student loans on the income based and income contingent repayment plans. Those on the standard repayment plan would not benefit from this program. To find out if you qualify or should change your loan repayment plan, contact your financial institution.



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RIDDLE ME THIS...

The Father of Algebra:

Diophantus was a Greek mathematician who lived in the third century. He was one of the first mathematicians to use algebraic symbols. Most of what is known about Diophantus' life comes from an algebraic riddle from around the early sixth century. The riddle states:

Diophantus' youth lasted one sixth of his life. He grew a beard after one twelfth more. After one seventh more of his life, he married. 5 years later, he and his wife had a son. The son lived exactly one half as long as his father, and Diophantus died four years after his son.

How many years did Diophantus live?

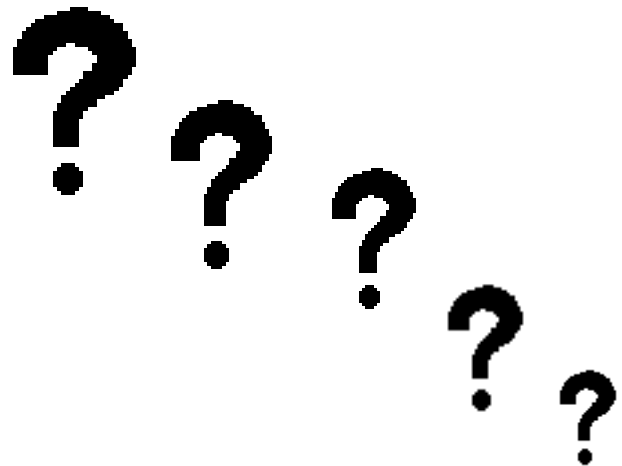
The Answer:

The riddle, the "facts" of which may or may not be true, results in the following equation:

$$x/6 + x/12 + x/7 + 5 + x/2 + 4 = x$$

Where x is Diophantus's age at the time of his death.

Therefore, Diophantus lived exactly 84 years.





A partner on the path to student success

Texas Association of School Psychologists

The First Annual

TASP Summer Institute

Corpus Christi - June 28-29, 2013

Holiday Inn Corpus Christi Downtown Marina

Getting It Right!

An Intensive Institute Examining Current Issues in
Eligibility, Differential Diagnosis and Assessment

\$75 Registration Fee through June 25

Best Practices in Supervision of School Psychologists:
Perspectives from the Field and the University Setting
Ashley Arnold & Jennifer Schroeder

Effective and Informative Functional Behavior
Assessments: Using the School Psychologist's
Expertise and Experience for Improved Outcomes for
Children
John Reynolds

Ethical Issues in School Psychology: Current Topics
from the State and National Level
Jeremy Sullivan, Brook Roberts, Laurie Klose

Building Multi-tiered Systems of Support in Early
Childhood
Thomas Schanding

Issues in Autism Evaluation: Differential Diagnosis,
Special Populations, Accurate and Efficient Measures
Laurie Klose

Designing and Monitoring Interventions from FBAs:
Strategies for the School Psychologist
John Reynolds

Hotel registration at:

<http://www.ichotelsgroup.com/ihg/hotels/us/en/corpus-christi/crprmb/hoteldetail?groupCode=TAS>

To register and for more information go to www.txasp.org and like TASP on facebook!

Summer Conference Speakers!

The first ever TASP summer conference is going to be an extravaganza of professional development opportunities in a beautiful setting! The smaller group format will allow more opportunities for direct interaction with the presenters and create opportunities for in depth learning. John Reynolds, LSSP, from Northside ISD, will be present two sessions on using your skills and expertise as a school psychologist to conduct meaningful functional behavioral assessment and using that data to construct specific goals and create effective interventions. Participants can choose to participate in one or both of these sessions. John has provided this training in several school districts and received excellent reviews. This is a great opportunity for LSSPs who do not live in the central Texas area to learn from this exciting presenter.

Thomas Schanding, PhD, is a licensed psychologist, licensed specialist in school psychology, and nationally certified school psychologist working with Sheldon Independent School District in Houston, Texas. He serves as the associate director of outreach/core faculty member in Special Education for the LoneStar LEND with the University of Texas Health Science Center and previously taught in the School Psychology program at the University of Houston. Dr. Schanding will dazzle with his outstanding presentation skills on the topic of Early Childhood Assessment and Intervention. He is the co-author of a recent book, *Early Childhood Education: A Practical Guide to Evidence-Based, Multi-Tiered Service Delivery*.

Supervision of interns and practicum students is an important part of the professional lives of all school psychologists, either as part of their training or as part of professional responsibility of practicing school psychologists. But, where do we learn to be good supervisors or good consumers of supervision? Well, now, you can get this training right here in beautiful Corpus Christi! Outstanding information and practical considerations will be presented by Jennifer Schroeder, Ph.D., LP, LSSP, Associate Professor of School Psychology at Texas A&M-Commerce and Ashley Arnold, MA, LSSP, NCSP, Director of Evaluation Services at Pfluegerville ISD.

Evaluation of individuals suspected of having an autism spectrum disorder is an increasing responsibility for LSSPs. As the understanding of autism spectrum disorders increases and public awareness of these concerns increases, the complexity of diagnostic evaluations have also increased. We are asked to address complicated concerns regarding sorting out which components of behavior are related to autism spectrum disorders, emotional disturbance, language disorders, intellectual disabilities and other concerns. Laurie Klose, Ph.D., LSSP and members of the Clinic for Autism Research, Evaluation and Support (CARES) will provide practical information about creating effective and efficient diagnostic protocols for school practice. The major autism evaluation tools will be discussed with respect to effectiveness and limitations.

And finally, get ready for a ethics presentation like none you have ever seen before! This interactive session will be led by Jeremy Sullivan, PhD, LP, LSSP, Associate Professor of School Psychology at UTSA, Brook Roberts, MA, LSSP in SELCO SSA (co-op) serving four rural school districts near Lubbock and the only male on a staff of 15 women and Laurie Klose, PhD, LSSP, Clinical Assistant Professor of School Psychology at Texas State University. Participants will have the opportunity to actively consider ethical issues that have recently been raised at the national, state and local levels. In addition, participants will be able to raise concerns that have arisen in individual situations.

Wow!!! Can you even believe this opportunity? You cannot afford to miss this inaugural event. Sign up today at txasp.org!

Membership News

This just in –TASP TURNING 20 THIS YEAR – BIRTHDAY CELEBRATION TIME!

Wow, are you ready for the big birthday celebration?! On May 22, 2013 TASP will be 20 years old! Were you a member 20 years ago? Are you a member today?

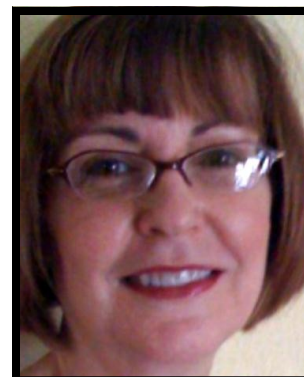
According to Dan Miller (organizer and first President of TASP), in 1993, just a few months before the founding of TASP, a survey of about 700 psychologists working in the schools garnered an 87% response in favor of forming this very organization. That alone seems like something to celebrate!

Although Dan doesn't tell us exactly how many people made up that 87%, our web page lists 114 charter members with 11 charter student members for a total of 125 and one affiliate charter member. Fast forward to 1999 and we see that TASP has really grown. The website member count at this point is 600! All you math people out there, quick, what's the percent of growth?? (Don't expect me to give you the answer – I'm a school psychologist not a math person)

Well, TASP didn't stop there. By 2002 the number of members had grown by another 50 to a record 650. I wish I could report that now in 2013 we are reporting membership numbers of well over 1000, but that's not the case. Our numbers have started to decline. Unfortunately, the last membership notation is for 2004 with a mere 278 members.

Okay, that's enough of the gloomy stuff!! We have a Birthday to celebrate! The TASP board has been working very hard to improve your experience with conference registration and membership renewal –so that we can bring those membership numbers up to our past glory! If you have been to the website in the last couple of months you would have noticed that when you clicked purchase on the membership renewal it took you to a PDF copy of the renewal form. One of TASP's birthday presents is a new online renewal process. Hard work has gone into getting this up and running. Not only will it make it easy to renew your membership, it will generate reminders prior to your membership lapsing so that you can maintain that very important link in your professional resources.

What professional resources you ask? Well, let's just go over a few – (1) first and foremost for a mere \$5.00 a month (regular membership is \$ 60.00 a year) you receive a huge savings (well over \$100) off the yearly conference registration; (2) this fabulous newsletter that keeps you up to date on what TASP is doing, articles important to your practice, what TASP's government and professional relations (GPR) has been following on the legal front (remember the work that ended with the ability to use the NCSP), advertisements from publishers of the latest instruments to aid you in your job, and many other great articles; (3) the amazing new journal, *Research and Practice in the Schools*; (4) a website that is expanding to include many new resources for you such as: a listing of current job openings, parent resources, and educator resources just to name a few; (5) additional continuing education opportunities like the Summer Institute; (6) opportunities to present at the conference through papers and posters; (7) a speaker's bureau; (8) awards for things like: Outstanding School Psychologist, Outstanding Delivery of School Psychology Services, and Outstanding Service to the Profession of School Psychology; and the list just goes on – kind of like this article!





TASP Website
Membership Tab

TASP 20th Birthday!!!

This special invitation to renew/join TASP is being extended with the great (party gift) opportunity to have your name placed in a drawing for a free registration to the 2013 Summer Institute in Corpus Christi, TX, June 28-29. Winner will be notified the first week in June.



Entire Month of May
Anyone who renews/joins
during the month of May



Right NOW!



Hurry to join the party and be
entered to win free registration to
Summer Institute

TASP Celebrates It's 20th Anniversary

Daniel C. Miller, Ph.D., ABPP, ABSNP, NCSP, LSSP

On May 22, 1993, the Texas Association of School Psychologists (TASP) was formed and became the 49th state in the country to have a separate state association for school psychologists. For some of us “old-timers” who witnessed this event, it is hard to image that this took place 20 years ago. We have come a long way since then and if you will indulge me a bit, I will look back from where we came and reflect a bit on how our association has evolved over the years.

In many respects TASP was started because I was missing the opportunity to attend a state conference where the entire content of the continuing education activities related to my chosen profession, school psychology. I was trained as a school psychologist in Ohio where NASP was born and I was spoiled as a professional. I got accustomed to going to a state association meeting in both the fall and spring each year to network with 700 or more of my colleagues and to develop my skills. When I first came to Texas in 1990 to work at Texas Woman's University (TWU), I was appalled, and saddened by the fact that there was no such opportunity for professional development in the state. At the time the Texas Psychological Association (TPA) had a division of school psychology, which was recognized by NASP as the state affiliate. I vividly remember going to my first TPA conference and finding only one presentation in the entire conference that related to school psychology. I quickly realized that things needed to change in Texas.

The Dallas-Fort Worth Area has an organization (DFW-RASP), which has no political affiliation, and whose express purpose is to offer low-cost CEU training to area school psychologists. In the fall of 1992, I volunteered TWU to co-sponsor, along with the school psychologists from the Denton Independent School District, the next CEU training at TWU. Psychologists from Denton I.S.D. and TWU faculty met several times to discuss potential topics. We kept returning to the idea of holding a debate about forming a separate organization for school psychologists. In February, 1993, TWU hosted the DFW-RASP meeting at TWU. The day was spent discussing and debating the pros and cons of forming a separate organization for school psychologists. NASP provided technical and financial assistance to bring Steve Crane, a NASP Regional Representative, from Oklahoma to help facilitate the meeting. The current state delegate, Joe Hamelers, and the current director of the TPA division of school psychology, Ginger Gates, and the past director, Gail Cheramie, were all part of the panel discussion. We had approximately 72 people in attendance. At the start of the day prior to any discussion, I asked the group to raise their hands if they were in favor of forming a separate organization for school psychologists and all hands were raised. After the discussion and debate of the day, the same question was asked of the audience and everyone raised their hand.

A subcommittee was formed to look into the viability of forming a separate organization for school psychologists within the state and I was put in charge of the committee. On March 1, 1993 over 700 surveys were sent out to psychologists working in the schools and 87% of the respondents were in favor of forming a separate organization for school psychologists. The DFW-RASP committee decided to hold elections for delegates to a Constitutional Assembly.

On May 22, 1993 the TASP Constitutional Assembly was held at Texas A&M in College Station. The meeting was open to elected statewide delegates and interested parties. Over 30 people attended. The TASP Constitution and Bylaws were drafted and approved by the delegates. At the meeting, I was elected by the state delegates as the founding president of TASP. Ethel Hetrick was elected as the first secretary, Jean Tanous was elected as the first treasurer, Mae Fjelsted was elected as the first membership chair, and Bill Masten was elected as the first newsletter editor.





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Texas Association of School Psychologists

A LOOK BACK...

Past TASP Presidents:

Daniel Miller	1993-94
Jean Tanous	1995
Gail Cheramie	1996
Ed Scholowinski	1997
Ginger Gates	1998
Phyllis Hamilton	1999
Robb Matthews	2000-01
Jan Opella	2002
Carol Booth	2003
Andrea Ogonosky	2004
Al Mayo	2005
Michael Parker	2006
Loretta Allen	2007
Katherine Brehm	2008
Mindi Jeter	2009
Laurie Klose	2010
Ashley Arnold	2011
Maureen Hicks	2012



Once TASP was formed, a membership drive immediately began. New members were considered Charter Members if they joined by October 1, 1993. Charter members were specially recognized at the 5th Annual TASP Conference in Houston, February, 1998.

The following is a list of the TASP Charter Members:

Betty L. Alexander	Lisa E. Goodwin	Joan D. Nimberger
Stephen M. Allie	Sue Greenhill	Marylyn K. O'Rourke
Judy Anderson	Yvonne C. Habet	Lori L. Packlick
Ramona Arterburn	Marilyn P. Hall	Sarah C. Peet
Geraldine L. Bannister	Joseph M. Hamelers	Scott A. Poland
Martha Blanton	Phyllis A. Hamilton	Elizabeth Y. Poland
Carol A. Booth	Ethel Hetrick	Helen E. Richards
Janet Born	Judy D. Hidy	Antoinette F. Riester
Donna H. Brandon	Joyce M. Hurwitz	Mary M. Riley
Stan Brein	Jerry B. Hutton	Helen E. Risch
Amy Bridges	Elizabeth K. Hyde May	Lillyana Rodriguez-Giraldo
Lawrence E. Burciaga	William J. Ingram	Faye Rozmaryn
Burtran B. Butler	Don Johnson	Diana Saltzman
Jo Ann Campbell	Karen A. Jackson	Sam Schwalm
Stella P. Carreon	Wende Buchanan Jones	Leigh S. Scott
Jorge H. Carrillo	Christabel B. Jorgenson	Alicia Parades Scribner
Dorcas A. Carrington	Linda A. Kuisk	Lynda J. Sharp
Gail Cheramie	W. Joan Lane	Louise M. Simmons
Woody C. Childress	Stephen C. Lansdowne	Dana D. Simons
Elaine Clemens	Leah Inman Lee	Ellen G. Stack
Marian M. Clinton	Ysleta L. Leissner	Emily G. Sutter
Carol J. Collins	Andrea Lerbs	Jean E. Tanous
Nancy Conoly	Chia Chen Esther Lin	William David Tarter
Pamela Conyne	Jeannette M. Lopez	Brenda Teas
Milton C. Crawford	Sandra A. Lovelace	Sharon W. Thayer
Kathryn A. Crawford	James F. Magary	Lisa M. Thompson
David G. Cummins	Nancy B. Marsh	Lisa Van Stone
Sharon E. Dant	Sally Martinez	Frank T. Vitro
Cynthia T. Davis	William G. Masten	Judy R. Webb
Francis E. Dawson	Viola I. Mathis	Janice D. Wiggins
Marie A. Dowling	C. Sue McCullough	Nicki Willis
Nora Eddy	Elizabeth L. McDaniel	Linda C. Wittmer
Richard F. Eglsaer	Karla J. McGee	Thomas A. Wood
William M. Erwin	Karen McIver	Theda D. Yager
Mae F. Fjelsted	Thomas A. Meidinger	Barbara J. Young
Naomi T. Fox	Terri Menotti	Robert G. Young
Nita D. Gilbert	Daniel C. Miller	Carole F. Zuccone
Donna M. Goodrich	Graham F. Neuhaus	Diane Friou

Why Making a Sandwich Can be Hard.

1. Take bread out
2. Place bread on counter
3. Open fridge
4. Look for cheese
5. Can't find cheese
6. Look for cheese
7. Can't find cold cuts
8. Find cold cuts
9. Close fridge
10. Forgot cheese
11. Place toppings on counter
12. Open fridge again
13. Grab mayo
14. Forget to close fridge
15. Place mayo on counter
16. Forgot cheese
17. Look in fridge again
18. Find cheese
19. Place cheese on bread
20. Place cold cuts on bread
21. Add mayo
22. Close sandwich
23. Eat sandwich

**Executive Function Can be Complicated,
Assessing it Doesn't Have to be.**

Executive function skills are important for problem solving, reasoning, and adaptive behavior, often making simple tasks problematic. Assessing a youth's executive function strengths and weaknesses is an important step to formulate a diagnosis and treatment plan. When scores are below average, CEFI™ reports provide intervention strategies to aid in the development of sound executive function behavior. With the most representative nationally standardized behavior rating scale of executive function, the CEFI provides research you can trust.



Build a comprehensive evaluation of **Executive Function**
Strengths and Weaknesses in youth aged 5 to 18 years.

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MHS
ASSESSMENTS

Government and Professional Relations Update

Ashley Arnold

The 83rd legislative session is in full swing and headed towards the finish line in May. TASP has been quite busy this session with sponsoring two bills-House Bill 646 and House Bill 1657. In the span of one week, TASP members went to the Capitol to provide testimony of both bills. Let me provide an update on both bills: **House 646**-relating to the requirements for members appointed to the Texas State Board of Examiners of Psychologists. This bill would require that a Licensed Psychologist or Licensed Psychological Associate also possess and practice as a LSSP.

On March 20th, TASP Members Kelly Anderson (TASP President-Elect), Maureen Hicks (TASP Past President), Laurie Klose (TASP Past President and current NASP Delegate), Catie Rodovsky (TASP Graduate Student Representative), and I provided testimony to the Public Health Committee in support of this bill. TASP Members Diane Friou (TASP Area 4 Representative), Katie McAllister, Heidi King and Michelle Taft were also present and supported the bill. David White with the Texas Psychological Association also was present and gave testimony in support of the bill. TASP has achieved major success with this bill because House Bill 646 has passed the House with a unanimous House vote and has been received by the Senate Health and Human Services Committee. We urge those TASP members whose Senator is on the Health and Human Services Committee to contact their Senator today. **House Bill 1657**- relating to the use of certain professional titles by licensed specialists in school psychology. This bill simply codifies the decision already made by TSBE and the Attorney General to allow those that possess the NCSP credential to rightfully use the NCSP credential.

On March 26th, TASP Members Laurie Klose and I provided testimony in support of this bill to the Licensing and Administrative Procedures Committee. This bill is still pending in Committee. If your House Representative is on this Committee, please contact them immediately and urge them to support HB 1657. Please visit our website on the Current Legislation page in the Members Only section for more information on legislation that TASP is monitoring during this busy session. Several bills will interest and directly impact your work as a LSSP.

I want to share two helpful resources to me during the legislative session.

My TLO at <http://www.capitol.state.tx.us/MnuMyTLO.aspx>

This website allows you to create an account and then add bills to a “watch list” and more importantly, to a “bill alert” list. The bill alert feature is AWESOME! It will email you anytime any action has been taken on any bill you added to the list. This site is an easy way to see what stage a bill is currently in. I have used this website for the last three legislative sessions and it has never failed me. This is the most comprehensive resource for monitoring bills during the legislative session.

TexLege app

This app is very handy during the session. The app allows you to also create a watch list, quickly find out what bills passed today, as well as recently active bills. The app has easy links to Senate and House Committees, as well as a map navigating the Capitol. The app gives you easy access to each member of the Legislature, as well as each Committee. In addition, it gives quick access to upcoming House and Senate meetings. Download it today. I will say it is not updated as frequently as My TLO is updated.

Finally, I want to express my heartfelt appreciation for those TASP members that have helped me out during this session. Advocacy is an important tool for all school psychologists. Please don't hesitate to contact me on how you can expand your advocacy efforts.

President's Message continued from pg 1

school psychology is at the core of what TASP represents and we cannot achieve that without a strong voice and presence in Austin. We have seen evidence that it works!

The new TASP Journal, *Research and Practice in the Schools*, provides another benefit to members who would like to submit articles for publication or just have access to the journal as a resource. Instructions for submitting manuscripts to the journal are included in this newsletter, as is a call for members to serve on the Editorial Review Board.

These are just a few of the reasons to continue to support TASP. At a regular membership rate of only \$5 a month, please do your part to help us grow so we can continue to provide these and even more services to you. We have some great ideas for ways to improve TASP and welcome your input. Our next Board meeting is in August. We will be focusing on the strategic plan for the upcoming three years. Please contact me if you have concerns or suggestions for improvement at president@txasp.org.



Have you ever wanted to advocate more for the field of school psychology, your colleagues, and yourself? Wanted to know how conference speakers and locations are chosen? Wondered what goes on at quarterly TASP board meetings? Wondered what exactly your TASP annual dues are used for? Well, find out the answers to these and other burning questions by running for office on the TASP Executive Board!!! We would love for you to join us and we will have the following open positions at the end of this year: President-Elect, Secretary, Treasurer-Elect, Area II Representative, Area IV Representative, Area VI Representative, and Graduate Student Representative. Please feel free to contact anyone currently in these positions through our website to get more information. Positions will be voted upon starting at the conference this October, but it's never too early to throw your hat into the ring! If you have any questions, please contact me through the TASP website.

Maureen Hicks
Past President

GRADUATE STUDENT CORNER


Hello fellow TASP members! These past few months have proven to be very productive for TASP. We have finalized the Summer Institute, made gains advocating for our profession, and are continuing to develop improvements to the association. Registration and speaker information for the Summer Institute can now be found on the TASP website <http://txasp.org/>. I look forward to gaining knowledge from the incredible speakers who will be in attendance and meeting some of you there!

In March, TASP members and I spoke at the capitol in favor of House Bill 646. It was an exciting day for us and resulted in the bill passing through the Committee! More information regarding HB 646 and video from that day can be found here: [HB 646](#).

I look forward to seeing you in Corpus Christi June 28-29. Stay tuned for more exciting developments regarding this year's conference!

See you soon!

Catherine Rodovsky



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College of EducationTM

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

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.



Community Partners: Helping Serve Texans in Need

The Texas Health and Human Services Commission is modernizing the state's eligibility system to better serve our clients and make more efficient use of limited taxpayer dollars. As part of this effort, HHSC is partnering with community based-organizations to help better serve Texas communities.

How You Can Help

HHSC is building a statewide network of community-based organizations that can help people in need apply online for benefits, including food, cash and medical assistance. Organizations interested in partnering with HHSC will join a growing network that's trained and capable of assisting Texans with their online benefits application at www.YourTexasBenefits.com.

HHSC recognizes that community partners represent a wide range of non-profit, faith-based, local and statewide community groups. As a community partner, your organization will work with HHSC to assess the level of service you can provide to your community. HHSC will provide access to online training and certify community partner staff and volunteers. Your organization also can get reports on how many people you are helping.

Become a Community Partner

Organizations in our Community Partner program:

- Sign a memorandum of understanding with HHSC.
- Select the levels for participation for their organization.
- Designate a Community Partner administrator to serve as the point of contact for HHSC.
- Provide HHSC feedback on how to strengthen the program.

If your organization is interested in participating in the program, fill out the online interest form at www.YourTexasBenefits.com. If you have questions, email OCA_Community_Partners@hhsc.state.tx.us with the name of your organization and your contact information.

Levels for Participation

HHSC offers two participation levels. An organization may choose to offer assistance at one or both partnership levels of service.

Partnership Level I: Self Service Site

- Provide access to a computer and an internet connection for people to apply online for HHSC benefit programs.
- Display posters or other printed materials about www.YourTexasBenefits.com.

This option is recommended for organizations that have computers for people to use but don't have staff or volunteers to offer help. For example, a public library may have computers available for people to apply online for HHSC benefit programs.

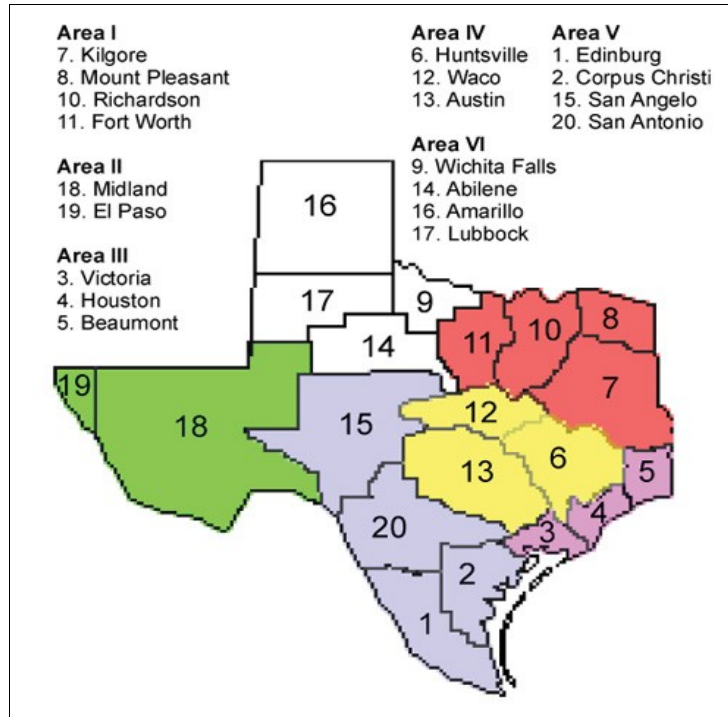
Partnership Level II: Assistance Site

- Provide a computer with an internet connection for employees and volunteers to help people apply online for HHSC benefit programs and/or manage their case information.
- Certify employees and volunteers to help people with using www.YourTexasBenefits.com, submitting HHSC's online application and managing their benefits online. Certified employees and volunteers are called Your Texas Benefits navigators.
- Determine the appropriate level of navigator certification for employees and volunteers and help the navigators in maintaining their certification.
- Display posters or other printed materials about www.YourTexasBenefits.com.
- Maintain a client consent form for each person a navigator helps to ensure confidentiality of client information is protected.
- Confirm confidentiality standards are maintained by Your Texas Benefits navigators.

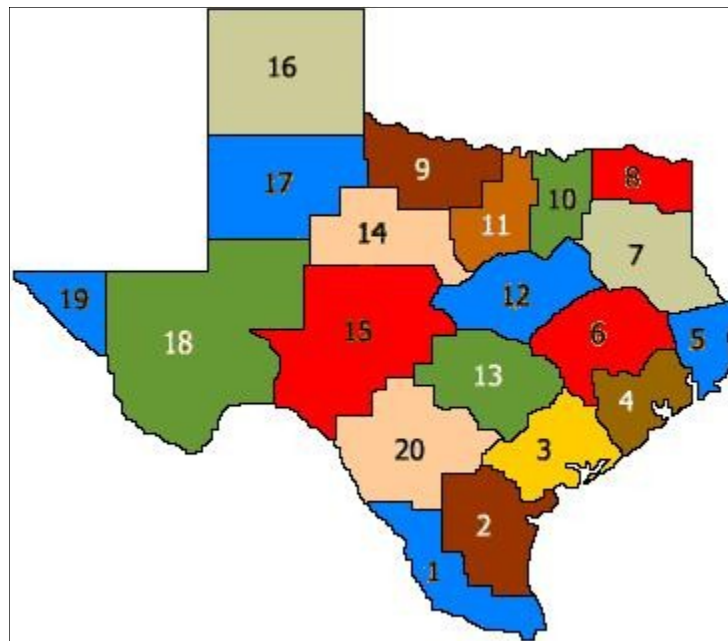
Information from the Area Representatives!

AREA REPRESENTATIVES

Area Representative Map



Regional ESC Coverage Map



Howdy TASP Area 1 (Region 7, 8, 10, 11) LSSPs. I hope this newsletter finds you winding down the school year on a positive note. The TASP board recently met and discussed many things to help support LSSPs to be able to effectively support students. Please remember to contact me to help schedule an event in your area in which LSSPs can get together to discuss hot topics and concerns relevant to you. Currently I am working to compile a list of questions for a survey, which was suggested by members and nonmembers in our area, to gather information about what LSSPs are doing in our area (duties, hours pay) as well as other information. Please send me an email with specific questions you want to have considered for the survey. Once the survey is completed it may be posted on the site that will be used for license renewal, conference and Summer Institute registration or on the TASP website. The survey may be emailed to you or sent to ESCs or special education directors for dissemination as well as input. In some cases a hardcopy of the survey may be mailed to LSSPs. This survey is something that Area 1 said is needed. Please respond, complete and return the survey once you receive it. Once you have the survey please also pass it along to all LSSPs you know regardless if they are TASP members or not.



I hope that I will see you in Corpus Christi for the 1st TASP Summer Institute June 28-29, 2013. As always 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 look forward to hearing from you.

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

The Summer Institute is fast approaching! Our first Summer Institute meeting will be held in Corpus Christi, just minutes away from the beach. Online registration will begin soon, so make sure your membership is up-to-date and check the TASP website for more details. The October board meeting will mark the end of my term as your Area 2 representative. It is your turn to take advantage of an amazing opportunity and become the new representative. You will get to attend quarterly board meetings and collaborate with a variety of professionals in the field. Elections for the position will be held in October. Send all inquiries to gmnitzburg@gmail.com.

Jeri Nitzburg, Area II Representative

Area V

Jeremy Sullivan

Howdy, Area V. I have been involved in a very interesting project at the University of Texas at San Antonio, which recently culminated in an event called “Principals, Counselors, and School Psychologists: Collaborating for Student Success,” which was held on Saturday, April 13 from 8:30-12:00 at UTSA’s downtown campus. This was a collaborative effort among the departments of Counseling, Educational Leadership, and Educational Psychology in which three campus leadership teams consisting of principals, school counselors, and school psychologists from area school districts (Judson ISD, Northside ISD, and Fort Sam Houston ISD) participated in a panel discussion to share their experiences in working collaboratively to promote students’ academic, social, and emotional success. Topics included parent/student confidentiality, working as an effective team, different roles and responsibilities of team members, response to intervention, discipline and the law, and crisis intervention. The purpose of this event was to allow UTSA graduate students in the School Psychology, Counseling, and Educational Leadership programs the opportunity to hear from school-based professionals who collaborate effectively on a daily basis. Students submitted questions for the panel to address, and the panel discussion was followed by smaller breakout sessions where students could ask more specific questions. I mention this event because for me, a desired outcome was to introduce future school counselors and administrators to the idea that school psychologists are a critical part of the campus team, and are trained to do much more than testing for special education eligibility. If different professional groups get used to hearing this message during their graduate training, perhaps they will be more open to broader role definitions and activities once they start working in schools. The LSSPs who served as discussants conveyed that message effectively, and I thank Evie Barron (Northside ISD) and Kristine Rose (Fort Sam Houston ISD) for representing LSSPs so skillfully.

As always, please feel free to email me at jeremy.sullivan@utsa.edu. I hope everyone has a smooth conclusion to the school year, and a restful summer.

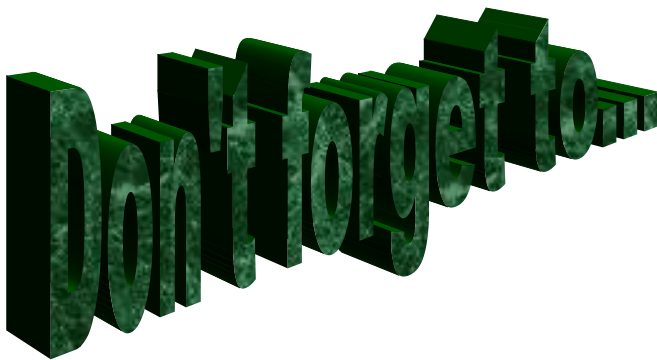


Area III

We're into the home stretch of the school year! I hope all is going well as you work to wrap up your cases and look forward to a well-deserved summer break. What better time to catch up on your professional development than to come to the TASP 1st Annual Summer Institute in Corpus Christi! Make sure to register now to catch up on all the latest information in the field, while enjoying the sand and sun in Corpus Christi. Also, our annual conference will be held in San Antonio this year. Why not plan to make it to both events?

Also, the legislative session is in full swing. TASP is doing everything it can to promote our profession and ensure we advocate for school psychology and continue to work effectively with youth, families, and educators. Have you talked to your fellow LSSPs to make sure they are TASP members? We need everyone to join to ensure we can continue to promote best practices in Texas! If you have any questions, please feel free to contact me – georgeschandling@sheldonisd.com. I look forward to seeing all Region III members at the Summer Institute!

Thomas Schanding



- Check out the TASP website at txasp.org
- Follow us on **Twitter**: @TxASP
- Check out the TASP **Facebook** page: Texas Association of School Psychologists



School Psychology Program

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

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



University of Houston
College of Education

COLLABORATION

FOR LEARNING & LEADING

Department
of Educational
Psychology

Ph.D. in School Psychology

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

Advertising Deadlines

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



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

Dear Ethical Eddie,

My lead LSSP just returned from an ethics workshop. She informed all of the LSSPs that we need to be following up on recommendations that we write in our reports and, in fact, it is required by our ethics code that we do so. How can I possibly do that with all the other things that I have to do and how can I be responsible for recommendations that other people should be doing? I think maybe I should stop writing recommendations at all!

Ollie Overwhelmed

Dear Ollie,

These are really interesting questions and I empathize with your concerns. In fact, the NASP Ethical Standards do address this issue in Standard II.2.2: *School psychologists actively monitor the impact of their recommendations and intervention plans. They revise a recommendation, or modify or terminate an intervention plan, when data indicate the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client.*

So, does this mean that LSSPs should follow up on every recommendation? Of course, with all ethical situations, the answer is..... it depends. If an LSSP makes a recommendation for services such as counseling as a related service, the LSSP should certainly follow up to ensure that this is occurring. If the recommendation is made on the data that was collected and interpreted as part of the psychoeducational assessment, then it is important that the recommendation be followed. The spirit of this ethical guideline is that school psychologists should not make recommendations that are not supported by the assessment data. This brings into question those types of recommendations that are generated "menu-style" as contrasted with those that are individualized based on assessment data.

An implication of this ethical guideline is that school psychologists are responsible for the implementation of all recommendations. What about the situation where the school psychologist recommends that the child be educated in an environment that minimizes external distractions because of documented concerns with distractibility? Does the school psychologist have to go into the classroom and create these environmental modifications? Guess what? It depends..... The school psychologist does have the responsibility to follow through and see if the child's needs as identified through evaluation are being addressed. If the recommendations are not being addressed, the school psychologist should know and utilize the process to address this. However, it does not seem reasonable that the school psychologist go into the classroom and create study carrels or rearrange desks.

The important take home message from this is that recommendations should be individualized, data-based and implemented with fidelity and integrity and school psychologists have an ethical responsibility to ensure this process is occurring.

Ethically yours,
Eddie



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

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

Instructions for Authors

General Submission Guidelines

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

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

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

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

The Review Process

After receiving the original manuscript, it will be reviewed by the Editors and anonymously by two or more reviewers from the Editorial Board or individuals appointed on an *ad hoc* basis. Reviewers will judge manuscripts according to a specified set of criteria, based on the type of submission. Submissions that are not of a type cited in this document will be evaluated using a modified set of these criteria as judged most appropriate by the Editors.

Upon completion of the initial review process, feedback will be offered to the original (primary) author with either (a) a preliminary target date for publication; (b) a request for minor editing or changes and speedy resubmission; (c) significant changes with an invitation for resubmission once these changes are made; or, (d) a decision that that the submission does not meet the requirements of *Research and Practice in the Schools*.

Editorial Checklists:



Original Empirical Research

Question	Reviewer Comments
Does the submission fall within the purposes of the journal and will its publication serve the members of TASP?	
Are research questions clearly stated and presented in the context of the current literature?	
Are the research questions important, ones that would advance knowledge, test a theory, or guide practice?	
Was a suitable research design, including statistical techniques if appropriate, used to answer the research questions?	
Was an adequate sample collected to answer the research questions?	
Was data analysis correctly conducted and results properly interpreted?	
Did the study findings turn out to be important?	
Was information presented clearly and in a manner that aided the reader's understanding?	
Should the manuscript be accepted for publication? If not, should the authors be encouraged to revise and resubmit?	

Theoretical or Conceptual Articles

Question	Reviewer Comments
Does the submission fall within the purposes of the journal and will its publication serve the members of TASP?	
Are research questions clearly stated and presented in the context of the current literature?	
Are the conclusions important?	
Does the paper make an important or unique contribution to the field?	
Should the manuscript be accepted for publication? If not, should the authors be encouraged to revise and resubmit?	

Test Review

Question	Reviewer Comments
Does the submission fall within the purposes of the journal and will its publication serve the members of TASP?	
Does the review provide a description of the test, the purposes of the assessment, identification of the target population, and the intended uses of the test?	
Does the review provide information about administration of the test and scoring procedures?	
Does the review describe how the test was developed, what underlying assumptions or theory guided the decisions about how to define the construct, and details on item development?	
Does the review discuss the test's standardization, reliability, and validity?	
Does the review summarize the test's strengths and weaknesses?	
Does the review provide a summary with recommendations for use of the test?	
Should the manuscript be accepted for publication? If not, should the authors be encouraged to revise and resubmit?	

Book Reviews

Question	Reviewer Comments
Does the submission fall within the purposes of the journal and will its publication serve the members of TASP?	
Does the review provide a clear citation of the book in APA format?	
Does the review clearly present a basic summary of the book and its findings or premises?	
Does the review provide a brief summary or analysis of how the book might apply to the practice of school psychology?	
Was information presented clearly and in a manner that aided the reader's understanding?	
Should the manuscript be accepted for publication? If not, should the authors be encouraged to revise and resubmit?	

Software Review

Question	Reviewer Comments
Does the submission fall within the purposes of the journal and will its publication serve the members of TASP?	
Does the review provide a description of the software, the purposes of the software, its intended uses?	
Does the review provide information about the technical requirements and ease of use of the software?	
Does the review consider how the software might assist the practice of school psychology?	
Does the review summarize the software's strengths and weaknesses?	
Does the review provide a summary with recommendations for use of the software?	
Should the manuscript be accepted for publication? If not, should the authors be encouraged to revise and resubmit?	

*These submission guidelines were adapted by the editors from the work of Laurie Klose, the requirements of the NASP Communiqué (<http://www.nasponline.org/publications/cq/cqguidelines.aspx>), the APA journals (<http://www.apa.org/pubs/authors/instructions.aspx>), and the Mental Measurements Yearbook (<http://www.unl.edu/buros/bimm/html/revieworg.html>).

Caring for a loved one can

TAKE

a lot out
of you

mentally and physically. We all need time –

TIME

to study, to buy groceries,
to be alone.

If you're one of the 2.7 million people in

TEXAS

who care
for a loved one,

WE CAN HELP.

CARE, SUPPORT AND COMMUNITY
FOR TEXAS CAREGIVERS.

**take
time**
TEXAS

LEARN MORE AT take.time.org

Helping Caregivers Maintain their Health

To address health and other issues often faced by caregivers, the Texas Respite Coordination Center, in collaboration with the Texas Department of Aging and Disability Services (DADS), has created the Take Time Texas website, www.taketimetexas.org.

Take Time Texas is first statewide clearinghouse of information for caregivers and providers of respite services in Texas. The website includes an inventory of more than 1,000 respite care providers that makes it easier for caregivers to find respite care. Caregivers can search the inventory by name, county served, type of respite provided, age group served or type of provider.

The website also provides a wide range of caregiver education and training materials, including self-assessment tools, information on identifying and managing stress related to caregiving, disease-specific information, and educational programs. Health professionals can benefit from outreach and marketing materials included on the website. These materials include downloadable high quality brochures that can be distributed to their clients, to inform them about the value of respite care.

According to the 2009-10 National Survey of Children with Special Health Care Needs, 13.4 percent of youth in Texas under age 18 (919,876) have special health care needs.¹ Their families are among the estimated 2.7 million caregivers in Texas who are helping people who are older and those with disabilities remain living at home. Family caregivers provide critical support in advocating on their family members' behalf and helping with eating, bathing, dressing and transportation so they can achieve maximum independence, maintain their well-being and delay or forgo institutionalization.

Unfortunately, the physical demands of caregiving -- lifting and turning, bedding changes, bathing and moving the care recipient from the bed to a chair -- cause caregivers to have more health problems than non-caregivers.^{2,3} Since beginning their caregiving roles, more than 80 percent say their sleeping is worse, more than 60 percent say their eating habits are worse and 70 percent report not going to the doctor as often as they should.⁴ Additionally, 20-50 percent of caregivers report depressive disorders or symptoms.⁵

Respite care gives caregivers a break from their responsibilities and allows them to restore and strengthen their ability to continue providing care. A recent survey by the Texas Health and Human Services Commission found that more than 90 percent of caregivers agreed that respite care would reduce their stress. However, more than half had not used respite care. Another 32 percent had tried to use respite care but were unable to find it.⁶

¹Data Resource Center for Child and Adolescent Health. <http://www.childhealthdata.org/browse/snapshots/cshcn-profiles?rpt=9&geo=45>

² Texas Department of Aging and Disability Services. (2009). *Informal Care in Texas: Aging Family Caregivers and their Need for Services and Support*.

³ Shultz, R., O'Brien, A. Bookwala, J. and Fleissner, K. (1995). Psychiatric and physical morbidity effects of dementia caregiving: Prevalence, Correlates, and Causes. *The Gerontologist*, 35, 771-191.

⁴ National Alliance for Caregiving and Evercare. (2006) *Evercare Study of Caregivers in Decline*. As referenced in, Texas Department of Aging and Disability Services, *Informal Care in Texas*.

⁵ National Family Caregiver Alliance. (n.d.) *Selected Caregiver Statistics*. As referenced in, Texas Department of Aging and Disability Services, *Informal Care in Texas*.

⁶ Texas Health and Human Services Commission (2013) *Unpublished Results of Caregiver Survey*.

TASP SPOTLIGHT ON SCHOOL DISTRICT-Dr. Lisa Daniel, PhD, LSSP



Terrell Independent School District (TISD) is the district selected for the TASP spotlight on a district. TISD was established in 1883 and is located approximately 25 miles east of Dallas on Interstate Highway 20 and U.S. Highway 80. State Highway 34, State Highway 205 and FM148 provide north-south access. Terrell ISD encompasses 166 square miles and is the largest district in Kaufman County. With an enrollment of more than 4,200 students, our district has four elementary schools, one middle school, one high school and two alternative education facilities which are all fully accredited by Texas Education Agency. W.H. Burnett Elementary (WHB) serves Head Start, Pre-Kindergarten and Kindergarten students and John F. Kennedy Elementary (JFK) serves First and Second grade students. J.W. Long Elementary (JWL) and Dr. Bruce Wood Elementary (WES) serve grades 3-6 students. Herman Furlough, Jr. Middle School (HFMS) campus serves students in grades 7 and 8. Terrell High School (THS) serves students in grades 9-12. Terrell Alternative Education Center (TAEC) entails both the Phoenix Alternative High School campus as well as serves any students who are issued discipline alternative education placements (DAEP). TAEC serves nontraditional students, students who are at risk for drop out, who are behind in credits and who benefit from alternative teaching methods and smaller class cohorts. In addition to the above mentioned campuses TISD has a Child and Adolescent campus (C&A) on the Terrell State Hospital (TSH) grounds and is responsible for providing educational services to both general education and special education students who are admitted to TSH.

The mission of TISD, a community of unique, diverse people, is to provide an exceptional learning experience in a safe, nurturing environment, challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society. TISD has a proud history of providing quality education to students. It is our belief that the future of our community, state, and nation hinges on the quality of the students being educated by school systems such as ours. The TISD student ethnicity is predominantly Hispanic (40%) followed by Caucasian (32%), African American (26%) and others (2%). TISD serves approximately 400 students identified with special needs.

The TISD Special Education Department: Special Services is led by Ms. Debi Rogers, Special Education Director and Ms. Pat Martin, Executive Director of Special Programs. The Special Services Department evaluation staff is comprised of six educational diagnosticians (Charlotte Mathews, Juney Hall, Diana Dophied, Mindy Burris, Dawn Striplin, Jammie Madden) and two full-time licensed specialists in school psychology (LSSP), Dr. Christine Cohen and Dr. Lisa Daniel. Additionally the department has two full time secretarial/PEIMS staff (Ms. Deborah Peden, Ms. Savannah Clark), one occupational therapist, Ms. Sharraine Williams (Ms. Williams also coordinates Special Olympics, Tigerettes and the Terrell ISD Annual Special Olympics Track Meet that is sponsored annually by Jamie Foxx) and speech language pathologists (Ms. Jerri Coates, Ms. Paula Lytle), one speech assistant, Ms. Heather Gould, and one Homebound Instructor, Ms. Kay Jones. The district special education staff includes many special education teachers, para-professionals and itinerant staff that work with students to help them meet their educational, social, emotional and behavioral needs. Teaching staff provide a continuum of services including but not limited to inclusion supports, resource pull out and self contained settings per student needs as well as implement research and best practice strategies and interventions including district adopted positive behavior supports (PBS) when working with students. Evaluation staff continually seek advanced training to ensure proper and timely identification of students with disabilities as well as to plan appropriate recommendations based on individualized needs.

TISD's autism programming, *Connections*, is coordinated by Dr. Cohen and serves many students who have been identified with social communication disorders. The program focuses on specific methodology based on research and best practices with each student's IEP focusing on and reflecting grade-level TEKS with corresponding individualized activities based on IEP goals and objectives for each student. The program utilizes instructional strategies, developmental curricula delivered in a behavioral format, visual and physical

structure, individual and classroom schedules, individual communication systems, classroom management and record keeping to ensure that each student's individual needs are met as well as least restrictive environments (LRE) are ensured.

TISD's behavior programming, *Behavioral Emotional Social Training (BEST)/BAC*, is coordinated by Dr. Daniel and serves many students throughout district who have a variety of disabilities. Students identified as having an emotional disturbance, other health impairment (ADHD, PKU, Tourettes Syndrome, etc) or other disabilities who require services from the BEST/BAC program typically are those with social, emotional or behavioral functioning deficits that are in need of specialized training and supports in these areas. This program and support is based highly on a data collection system, social, emotional and behavioral skills training which uses a very high ratio of positive behavior supports to help shape behavior and improve functioning of students in the school setting, and incorporates research based and best practice methods to help students improve. The program is based on the LRE of each student and each student's access to BEST/BAC is made after a careful review and analysis of data and differs for each student.

Additionally Dr. Cohen and Dr. Daniel support and serve on Student Support Teams (SST) and Response to Intervention (RTI) Teams in district and also serve on crisis teams in district when needed. Dr. Cohen and Dr. Daniel provide Nonviolent Crisis Intervention (CPI) training in district. Both LSSPs provide consultation to staff and parents and assist coordination of services with community agencies, doctors and mental health providers. They work hand in hand with diagnosticians, other evaluation staff, administrators and other professionals to help assist with identification of disabilities and needed supports as well as to provide services and assistance to students and their families. Dr. Cohen piloted an anti-bullying program which she developed entitled *Stand By Me* which she continues to implement at various campuses in district. Dr. Cohen reports great results since the implementation of the program in district. Dr. Daniel piloted and worked this school year along with teacher, Mr. Brent Nakad, the BEST SST Program with SST identified students who had the greatest number of office referrals at the Wood Elementary campus to assist in selecting and implementing appropriate interventions for each student as well as to provide positive interactions and positive reinforcement with students in hopes to foster positive relationships between the students and the school system to increase student success. Both Dr. Cohen and Dr. Daniel presented workshops for parents of students with disabilities at the last TISD Parent Academy and offer district training covering a variety of topics throughout the year as needed.

The special education department/special services staff are committed to the improvement of students in the schools. Not only do the professionals work in the school setting to assist in improvement and goal attainment for academics, social, emotional and behavioral functioning they also strive to assist students in other important and relevant areas of their lives. Many staff members live in the TISD community and partner with local organizations, churches, outreach groups (i.e. Share Center) and participate or volunteer in sporting and community events. TISD also partners with Terrell State Hospital (TSH) with services and events including TISD's Community Based Instruction (CBI) program which is coordinated by Ms. Sharon Jackson to facilitate generalization of learned skills to the community as well to have students learn and practice needed skills in environments in which they will be used. Special Service staff volunteer annually to assist with the Special Olympics Track and Field Day in which area local schools compete for awards. One of the events that many of the Special Services staff participated in this year was the BFTS Fly In Kids Zone in which staff taught children and adolescents in the community about aviation and worked towards increasing visibility, communication and increasing rapport and relationships between TISD and the community. Staff also volunteer for committees such as the District Educational Improvement Committee (DEIC) which Ms. Charlotte Mathews serves on as well as competes for the Terrell Excellence Foundation grant opportunities in which Dr. Cohen was recently awarded a grant for IPOD supported communication for students with limited verbal abilities. Additionally staff support the United Way and Terrell Excellence Foundation with annual donations. TISD including Special Education/Special Services staff are committee to assisting all children/students to reach their academic, social, emotional and behavioral goals to prepare them for the future.



Photo Courtesy of TISD

Have a great summer! See you
in Corpus Christi!