



The Texas School Psychologist
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Texas Association of School Psychologists

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President's Message

Kelly Anderson, President



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Greetings TASP!

My name is Kelly Anderson and I am your new President. I wanted to take a moment to introduce myself. I have been an LSSP and an NCSP for the past seven years. I have been a part of the TASP board for five years during my career as an LSSP. I first served as the Graduate Student Representative in 2005. In 2006, I was appointed the Government and Professional Relations Chairperson for three years. Those three years were probably the most enlightening for me as a young professional. It was during this time frame that the large debate between LSSPs and TSBEP ensued regarding professional usage of the NCSP. Gratefully, that is behind us now! Last year, I had the pleasure of being the President-elect for TASP. In the Fall 2013, I decided to return to graduate school and pursue my doctorate in School Psychology. Additionally, my husband and I recently welcomed our first child into the world this past September. Our life has never been happier, nor has it ever been this busy!

I welcomed 2014 with the typical New Years resolutions of eating better and trying to maintain a healthy lifestyle, but this year I added a resolution for TASP. Over the years that I have served on the board, I have had the distinct pleasure of working with a vast number of highly qualified professionals. I

believe they all had a vision of making TASP valu-

able: valuable to the membership and valuable to the profession. From these individuals I have seen and learned about the challenges the organization faces, and how we as a board strive to continue to make things better. My vision this year is simple. I want to make the organization more efficient. This may seem trivial; however, time is important and as president, I want to conserve our time. I know that the TASP board is and has been made up of a fantastic group of hardworking individuals who devote endless hours to the organization while holding full time jobs. As Benjamin Franklin once stated, "Lost time is never found again."

As president, I have rearranged our organizational board structure in order to focus our goals and accomplish tasks more effectively and efficiently. As president, I will be monitoring our progress towards accomplishing our strategic areas of focus. Please feel free to contact me regarding any thoughts or suggestions you may have so that we may better serve you. Thank you and I am truly looking forward to a fantastic 2014.

Donna Black Receives NASP Award as Outstanding Advocate

Laurie Klose

Texas Licensed Specialist in School Psychology and Texas State Board of Examiners of Psychologists member, Donna Black, received the NASP Outstanding Advocate Award at the convention in Washington, DC. This award is given to recognize the very special efforts of individuals who demonstrate advocacy and systemic change in policies that improve services to children at the state or local level, have worked to make systemic changes in policies that govern the provision of education and mental health services at the state or local level, and who have worked to support the NASP mission and its goals.

Donna has worked as a school psychologist in several districts in the Houston area and at Region 4 Education Service Center as an Education Specialist with emphasis in school-based mental health services, psychological services, behavior intervention and autism. Donna maintains professional membership in the National Association of School Psychologists, the Texas Association of School Psychologists, and the Texas Council of Administrators of Special Education. Her undergraduate and graduate training were received at the University of Houston-Clear Lake. Currently, Donna is a Licensed Specialist in School Psychology and a Licensed Psychological Associate. Donna has been active in the Texas Association of School Psychologists serving on the Executive Board as Secretary, Newsletter Editor, Membership Chair and Area III Representative.

In 2006, Donna was appointed by Governor Rick Perry to serve on the Texas State Board of Examiners of Psychologists (TSBEP), and was reappointed to this Board in February 2012. During these past seven years, Donna's service on this licensing board has impacted the profession of school psychology in significant ways. Donna has spent considerable energy and effort in educating the other members of the TSBEP about the unique opportunities and constraints of school based practice. Prior to her appointment to TSBEP, school psychologists were not as effectively represented. Because of her efforts, Licensed Specialists in School Psychology (LSSPs)- the fastest growing group of licensees- have a more significant voice in the defining and maintaining of the rules for practice in Texas. Her advocacy for best practice and professionalism for school psychology has been impressive and inspiring. In addition, without her leadership and devoted advocacy, LSSPs would not be able to use the Nationally Certified School Psychologist credential in conjunction with the LSSP as part of our professional identity. Her tireless education of other members of TSBEP resulted in a favorable vote for the modification of the rule that allows this usage of the NCSP.

Donna has worked tirelessly to be the liaison between the TSBEP and the Texas Association of School Psychologists (TASP). She has consistently presented at TASP conferences and encouraged other TSBEP members to do so as well. She ensures that TASP Executive Board members are informed and aware of potential changes or concerns. She also works to support collaboration between TASP, TSBEP and other professional organizations. She models advocacy through collaboration and professional respect.



GOVERNMENT AND PROFESSIONAL RELATIONS

Continuing Education

With the recent changes to the Board's Continuing Education (CE) requirements, it's a great time to refresh ourselves on what defines ethics and what defines cultural diversity when choosing 20 hours of continuing education. The Board explicitly stated that cultural diversity included, but was not limited to, "age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status."

In 2010, NASP published the Principles for Professional Ethics which included:

I. RESPECTING THE DIGNITY & RIGHTS OF ALL PERSONS

- I.1 Autonomy & Self-Determination
- I.2 Privacy & Confidentiality
- I.3 Fairness & Justice

II. PROFESSIONAL COMPETENCE & RESPONSIBILITY

- II.1 Competence
- II.2 Accepting Responsibility for Actions
- II.3 Responsible Assessment & Intervention Practices
- II.4 Responsible School-Based Record Keeping
- II.5 Responsible Use of Materials

III. HONESTY & INTEGRITY IN PROFESSIONAL RELATIONSHIPS

- III.1 Accurate Presentation of Professional Qualifications
- III.2 Forthright Explanation of Professional Services, Roles, & Priorities
- III.3 Respecting Other Professionals
- III.4 Multiple Relationships & Conflicts of Interest

IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, & SOCIETY

- IV.1 Promoting Health School, Family, and Community Environments
- IV.2 Respect for Law and the Relationship of Law & Ethics
- IV.3 Maintaining Public Trust by Self-Monitoring & Peer Monitoring
- IV.4 Contributing to the Profession by Mentoring, Teaching, and Supervision
- IV.5 Contributing to the School Psychology Knowledge Base

For more information on NASP's 2010 Professional Ethics, please visit <http://www.nasponline.org>. The buzz words of Ethics and Cultural Diversity aren't musts in title sessions in order to meet Board requirements. Honing up on your assessment skills by attending a training on the latest and greatest cognitive measure would meet the Ethics requirement. By attending a training on school based interventions for LGBTQ experiencing depression, you may have earned a double whammy for Ethics and Cultural Diversity.



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TASP 2014 Summer Institute

WOW! With the weather we've had lately who's ready to talk Summer Institute?!? This year the planning committee has put together a great program for you to receive your professional development and enjoy being directly on the beach.

With the new requirements for professional development taking effect October of 2014 (The rule continues to require those 3 hours of Ethics we have all been acquiring and now adds 3 hours of Cultural Diversity to an increased requirement of 20 hours per year. Another piece to the rule is that half of those hours must be obtained from or endorsed by national, regional, **STATE** or local psychological associations....) TASP is offering you a fantastic way to get those hours and enjoy time (not at) but **ON** the beach in Corpus Christi:

The 2014 TASP Summer Institute

“New Directions and Advocacy: School Psychologists’ 2014 Summer Institute”

Emerald Beach Hotel—Corpus Christi, TX

The institute will provide two strands to satisfy your special professional development needs, an Ethics strand featuring two separate Ethics presentations and a Cultural Competency Strand with three Culture related presentations.

Final details are being nailed down, so expect an invitation to register in the **very near future**. For now, circle **June 13-14, 2014** on your calendar – start making your travel arrangements and make sure your beach wear is ready to go!

Brain tease...

The Madison School has a new cafeteria with very artistic, new tables for its 375 students. Besides the big round tables, some tables are octagons, pentagons, hexagons or squares. The students eat lunch in 3 shifts, with an equal number of students dining during each lunch period. Because the cafeteria is new, they've allowed extra space in case there are more students in the future. Right now, there are 47 empty seats during each lunch period.

Each round table seats ten students. Each of the other types of tables can seat one student on each side. There are at least 4 tables of each shape.

The same total number of students can be seated at the square tables as at the pentagons, but there are more square tables than pentagons.

The total number of students who can be seated at round tables is equal to the total number of students at the square and pentagon shaped tables combined.

There are more octagonal tables than any other shape.

There is a total of 4 fewer places at the hexagons than at the round tables.

How many tables are there of each shape?

Answer: There are 4 round tables, 7 octagonal tables, 6 hexagonal tables, 4 pentagonal tables, and 5 square tables.

Table Shape: # of Tables, # of Seats, Total Seats

square: 5, 4, 20

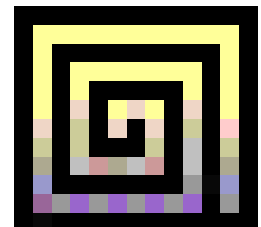
pentagon: 4, 5, 20

hexagon: 6, 6, 36

octagon: 7, 8, 56

round: 4, 10, 40

Total places: 172



Spotlight on a Texas District: Northside ISD



Established in 1949, Northside ISD was originally a consolidation of 12 rural school districts. Now it is South Texas' largest school system consisting of approximately 355 square miles of urban city landscape, suburban communities, and rural Texas hill country all rolled into one (big) district. Can you guess how many students Northside serves? It is the 4th largest school district in the state of Texas with a student population reaching over 101,000!! Northside ISD is the home to 115 public schools (75 elementary schools, 20 middle schools, 15 high schools, and 5 five specialized magnet high schools), and they are continuing to grow with plans to open up two more new schools next year!

With that big of a student population, you can imagine the amount of staff it takes to support the kids. Based on updated information from January 2014, the district has over 11,300 students receiving special education services accounting for 8.9% of the student population. Northside ISD has both a Special Education Department and a separate Psychological Services Department, which is one thing that makes the district unique. The Psychological Services Department consists of 3 Doctoral Supervisors, 72 Licensed Specialists in School Psychology (LSSPs), and 2 Master's level and 1 Doctoral level intern. Northside ISD also has one part-time bilingual Diagnostician continuing to work there. Due to the district's continued growth, they still have one position open needing to be filled!

LSSPs assigned to elementary schools are typically responsible for two campuses while those at the secondary level each have their own campus. The LSSPs stay plenty busy with assessment and writing reports and they are fortunate to have case managers and special education coordinators assisting with the preparation and facilitation of the ARDs.

Many other characteristics also make this district unique. For instance, Northside ISD happens to be the destination for many incoming refugees the Catholic Charities bring over from the Middle East and African Nations. Oftentimes enrolling in NISD is the first formal educational opportunity these children have had. Although language barriers, culture, socioeconomic, and other factors can play a role in these students' academic functioning, guidelines have to be set in order to determine if these children have a true disability or if they are performing to the best of their ability with everything going against them.

The specialized campuses and units within the district are also noteworthy. Northside ISD has a number of PPCD and ALE units, as well as Autism Units, Behavior Centers, and a classroom utilized at Clarity Child Guidance Center in San Antonio's Medical Center. Holmgreen Elementary and Secondary serve the severe emotionally impaired students who benefit from a more structured setting with smaller classes and a higher staff-to-student ratio. The Reddix Center serves those with severe cognitive and physical disabilities and incorporates the students in vocational job training. Northside ISD has also implemented 3 Preschool Assessment Teams throughout the district. These teams work closely with the families whose children are aging out of Early Childhood Intervention (ECI) services and complete the FIE prior to the child's 3rd Birthday.

Although Northside ISD is a large district with a lot of components, all of the staff works together with each child's success as their primary goal. A team-based, collaborative approach is used on each campus and individuals also receive administrative and professional support. However, with Northside ISD's student population continuing to increase, so will the job demands.

In order to obtain more information about the district, please visit www.nisd.net.

Amanda Meyer, Technology Chair
Northside ISD LSSP

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

Journal Update

The first issue of *Research and Practice in the Schools* can be accessed on the TASP website: <http://txasp.org/node/553>. We welcome manuscripts from school psychologists working in a variety of settings. Submissions can include original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews. If you (or your students, interns, or colleagues) are interested in submitting a paper, please see the Instructions for Authors below. Since the first issue was published in October, submissions to the journal have increased (including submissions from other states). Which brings me to...

Editorial Board Members Needed

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

Instructions for Authors

General Submission Guidelines

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

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

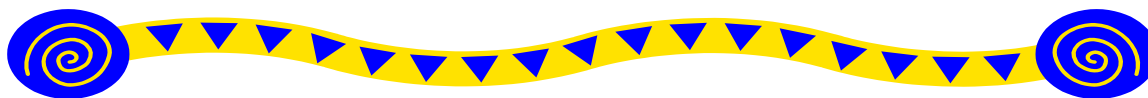
Authors are responsible for obtaining permission to reproduce copyrighted material from other sources. IRB approval should have been obtained and should be noted in all studies involving human subjects. Manuscripts and accompanying materials become the property of the publisher. Upon acceptance for publication,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

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

The Review Process

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

Where are they now? A Past President Update



Every Beginning Comes After an Ending
Michael J. Parker, PhD

Twenty years ago, I entered the arena of school psychology after practicing as a Psychological Associate in clinical settings for 14 years. Over eight years I climbed the career ladder in Dallas ISD. Thirteen years ago I was hired by FWISD as Director of Psychological Services. Soon after Dan Miller paid me a visit and told me basically that with command comes responsibility. Subsequently, I joined the TASP board. The first two years I chaired the Professional Development Committee. After that came President-elect, President in 2006, and Past-president. This article was requested to report what I've been doing after being on the TASP board. A little more history first.

In 2001 FWISD Psych Services was a sinking ship. People were angry about the re-organization of the department. LSSPs were leaving as I arrived and only 19 remained. Former employees spread their criticisms across the Metroplex. For years I struggled to hire staff and to repair the department's sullied reputation. The interns were doing their best without stable leadership and no written program. FWISD now has 40 LSSPs; I added five of those positions when other districts were cutting staff. Many LSSPs have expertise in their preferred practice area that far exceeds my skills because I wanted the best practitioners more than people I could "control." The FWISD internships are now indisputably among the finest in the country. FWISD's reputation became the place to be.

The list of my projects since TASP is lengthy. I've done far too many presentations to count, 61 as district lead on RTI. I developed the *Screener for Normal Development* so people would know what children are expected to do, not just their pathology, though I never published it. I was on the committee that rewrote the Texas definition of LD. I was instrumental in creating the FWISD crisis response procedures. I did an evaluation of an internship program for APA. I'm a certified mediator. Plus I'm an adjunct at UNT where I teach the school psych internship course. My greatest accomplishment was dragging ship's anchor for 10 years to keep Psych Services from being sucked under Special Education. When it finally happened two years ago, I followed Special Ed leadership as long as I could. In August 2013 I retired... from FWISD, TRS and the schools. Sisyphus has left the mountain.


In September I returned to my clinical roots. Now I work at MHMRTC as Clinical Director for START Tarrant. At START we assist people six years through adult with IDD and co-occurring psychiatric disorders. This is the most challenging population I have ever seen. Describing what I do now would be an entire article in itself. What have I been doing? Mostly, I just keep reinventing the guy you call "Dr. Parker."



University of Texas at San Antonio

School Psychology Program

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



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

GRADUATE STUDENT CORNER

My name is Stephanie Barbre and I am excited to serve as the 2014 graduate student representative for the Texas Association for School Psychologists Board. I am pursuing a doctorate in educational psychology with a specialization in school psychology at Texas Tech University. This year, I am completing my internship hours at a local school district as well as starting my dissertation process. My focus will be teaching fourth and/or fifth graders social skills through the means of physical activity and a team sport such as basketball or soccer. Needless to say, it is going to be a busy year!



I have always believed people, as well as the students we work with, should be seen as a work in progress. We should always continue to learn and push ourselves to the next level, both professionally and personally. In efforts to better myself professionally, I have attended professional development seminars such as the 2013 TASP Summer Institute, Region 17 Autism Conference, and the 2013 annual TASP conference in San Antonio. I also look forward to being an active member of TASP and addressing the needs and concerns of graduate students across the state.

In closing, I am excited to serve as the graduate student representative on the TASP Board. I have made a commitment to be a voice for all school psychology graduate students in Texas and encourage them to better themselves and continue advocating for the field. I would like to focus my efforts on issues pertinent to graduate students such as job placement, scholarship, membership, and professional development. If anyone has questions or concerns, please feel free to contact me at (806)544-0476 or stephanie.barbre@ttu.edu.

TREASURER UPDATE

Greetings TASP Members,

I am honored to serve on the Board of Directors for TASP as the 2013-14 Treasurer. As a former financial analyst prior to becoming an LSSP, I am excited to use my knowledge to assist our organization in continuing its practice of operating with financial integrity, and developing and implementing best practices in successful management of organizational resources. Under the leadership of our current TASP president, a financial council has been developed to assist the organization in the realization of these goals. The TASP Financial Council is comprised of several currently elected and appointed board officers charged with the task of spearheading the efforts of financial leadership for our organization. I am excited to continue working with these individuals and encourage any TASP member to share ideas, questions, and comments regarding the financial state of the organization. Member feedback and participation is essential to the overall health and well-being of our organization.

I am excited to report that TASP experienced a profitable financial year in 2012-13, all made possible by our wonderful members and conference attendees. Based on member feedback, TASP has made the membership application and renewal process easier via online processing, and has enabled the purchase of discounted multi-year memberships. We are hopeful that these additional conveniences and incentives will allow current and new members a seamless process to begin or continue receiving the wealth of support and resources available to all TASP members. With your collective support and participation, TASP will continue to thrive as an organizational leader in our field and will positively impact the children, families, and schools we serve in the great State of Texas!

Thelissa Edwards





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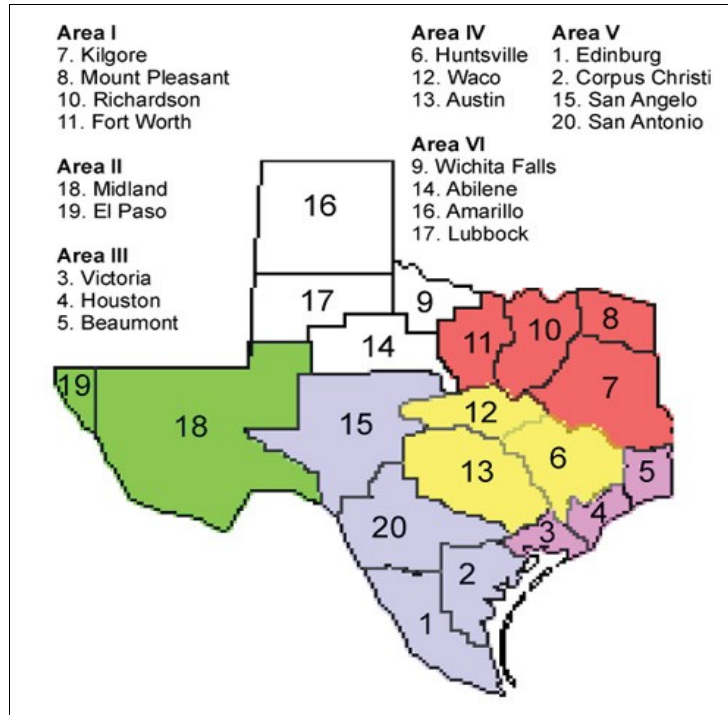
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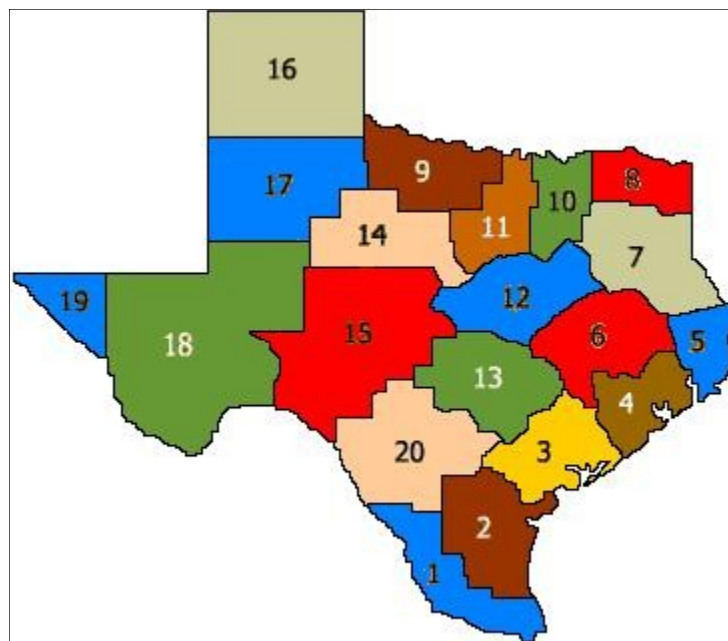
Information from the Area Representatives!

AREA REPRESENTATIVES

Area Representative Map



Regional ESC Coverage Map



Hello Area 1 members! As a longtime, proud member of TASP myself I began to be curious about the trend of thinning TASP membership. Devising a Google Doc form which was subsequently sent out to LSSPs across the TASP Area 1 (comprised of ESC 7, ESC8, ESC10, and ESC11), I was able to come to a few rudimentary conclusions about TASP membership. As of 3:45pm on February 12, there were 53 responses to the survey. I will continue to leave the survey open for a couple of weeks and see if the data trends change as more data becomes available. At any rate, here is what I've been able to see so far:

Out of the 53 responses, 79% are not TASP members. The three most significant reasons given for not being a member are "no clear professional benefit", "financial reasons (cost too high)", and "am a member of one or more other professional organization." Despite the low membership, 65% of the respondents indicated they had attended a TASP conference with 62% of those attendees rating the conference quality with a 4 or 5 (5 being the highest rating). Respondents were also asked to give some ideas about how TASP might improve. The respondents did not disappoint. The ideas were many and well described. And the fact that they were honest and prolific indicates to me that there is a certain level of desire for a TASP organization, but a sense that TASP does not meet their expectations or needs.

I will be reviewing these suggestions and working with the board to see how we can meet these expectations better in the future. Also, I may be contacting some of you in your region in order to try to organize a membership drive of sorts. I'm looking forward to hearing from more people.

Stacy Akin



Greetings Area III! I hope things are well in your districts as we head into the home stretch. TASP board members met and restructured our work teams into three councils – Professional Impact, Communications, and Finance. Currently, I am serving on the Professional Impact council working with others to enhance our advocacy efforts and collaborative relationships with others to work effectively for students, families, and schools. We have an excellent Summer Institute again to further build your skills. So come join us in Corpus Christi this summer. Also, you may be contact by a TASP representative soon about leadership opportunities within your district. As always, please contact me if there is something you would like for me to address with our board.

Thanks,

Thomas Schanding



Howdy, Area V. I hope everyone's school year is going well.

The TASP Executive Board met in College Station during the weekend of January 31st, and one of the recurring themes during the meeting was the need to communicate effectively with our members. Whether you attend the TASP Summer Institute, participate in the annual conference in October, submit a manuscript to the new journal, or simply email your thoughts or concerns to your area representative, we want to hear from you. This communication is vital in that it allows us to more fully understand what is going on in different regions of our state, which helps us better advocate for all of our members. Please be on the lookout for information on the TASP Summer Institute which will be in Corpus Christi. Last year's Institute was a lot of fun, and it provides further opportunities for communicating with the Executive Board and networking with other TASP members. 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.

Jeremy Sullivan

Hello, Area VI members! I am very excited to be your new TASP area representative. We met for our 1st board meeting of 2014 in January and there are some exciting things happening within the organization. The new and improved website will be launching soon, the summer institute is right around the corner, and planning for the annual convention is underway. A call for poster, paper, and mini-skills workshops will soon be headed your way and we would love to provide a peer-reviewed venue for you to share your research with the option of publishing in *Research and Practice in the Schools* the official journal of the Texas Association of School Psychologists.

TASP continues to look to our members to identify the needs and strengths of LSSPs in our state. Please let me know what amazing things are happening in your districts and what TASP can do to assist and enhance you in your professional pursuits.

Kassi Lopez



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.

WEB UPDATE

Greetings from your TASP Webmaster,

I'm very much looking forward to serving you and our organization again this year in my role. Over the past two years, I have held dual roles on the Board, also serving as the Area 6 Representative. It has been refreshing over the past few months to be able to dedicate all of my TASP executive functioning skills to the webmaster role.



One year ago, the TASP Board decided to pursue some technology services related to our membership database and event registration through a company specializing in association management: MemberClicks. We have been pleased with MemberClicks level of service and enhancements to helping our organization better manage our membership lists. In fact, due to the change, we have retained more members over the last year, resulting in increased revenue.

Because of the quality level of service we have received from MemberClicks, the Board recently chose to transition all of TASP's existing internet presence to MemberClicks, which has resulted in an enhanced website, which will go live very soon. I'm very excited about the changes that have been made to our site and look forward to how these changes will impact our membership.

As always, your recommendations, feedback, and suggestions are welcome in my inbox: webmaster@txasp.org.

May the remainder of your school year find you meeting the needs of the students, schools, and families you serve!

I'll see you in Corpus!



TASP's STRATEGIC AREAS OF FOCUS

1. To Advance School Psychology as both a science and a profession with the ultimate goal of providing and promoting learning, emotional and/or social development, and mental health through the integration of theory into practice for all children in Texas.
2. To encourage and provide opportunities for the professional growth of school psychologists and related professions.
3. To inform the public and professional organizations about the services and practice of psychology in the schools.
4. To inform and advance interests and concerns of the membership through a statewide organization.
5. To advance the standards of the profession of school psychology.
6. To ensure fiscal responsibility through ongoing monitoring of association funds.



Dear Ethical Eddie,

I am a first year LSSP. I was a trainee until last November when I passed the jurisprudence and received by official license. My special education director is delighted as she indicated that she would save all the money she was spending on the LP/LSSP whom she had contracted to provide my supervision while I was a trainee. I am concerned that I am supposed to continue to receive supervision as an inexperienced LSSP. What should I do?

Ursala Unsure

Dear Ursala,

Your reservations are understandable, especially as you have recently passed the jurisprudence exam!

The Texas State Board of Examiners of Psychologists rules state:

(4) Supervision.

(A) Direct, systematic, face-to-face supervision must be provided to:

(i) Interns as defined in Board rule §463.9 of this title.

(ii) Individuals who meet the training requirements of Board rule §463.9 of this title and who have passed the National School Psychology Examination at the Texas cutoff score or above and who have been notified in writing of this status by the Board. These individuals may practice under supervision in a Texas public school district for no more than one calendar year. They must be designated as trainees.

(iii) ***LSSPs for a period of one academic year following licensure unless the individual also holds licensure as a psychologist in Texas.*** This supervision may be waived for individuals who legally provided full-time, unsupervised school psychological services in another state for a minimum of three academic years immediately preceding application for licensure in Texas as documented by the public schools where services were provided and who graduated from a training program approved by NASP or accredited in school psychology by APA or who hold NCSP certification.

So, to answer your question about what should you do? You must inform your director that you need to be supervised (face to face and reports co-signed) for at least the rest of this school year. Because “one academic year” is a bit ambiguous, best practice would be to continue the supervision for a full calendar year. You can never go wrong by having too much supervision but you can be at risk for a lot of trouble if you have too little.

Best wishes for a supportive supervision experience!

E. Eddie

If you have a question for Ethical Eddie, please send it to the TASP newsletter editor!

The Texas School Psychologist is published four times a year. Articles, announcements, advertising, employment notices, and

letters should be submitted to:

The Editor:

Amanda Real

7173 FM 1628

San Antonio, TX 78263

amanda.rae.real@gmail.com

Advertising Policy

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

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

Advertising Deadlines

Camera ready artwork or Employment Notices must be received prior to deadline date for desired publication. Contact TASP at amanda.rae.real@gmail.com

**Don't forget to
update your
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information at
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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

**TASP 2014 Annual Convention
Presentation Submission Guidelines**

Happy New Year and with your professional development plans, we would like to invite you to consider presenting at this year's upcoming convention. This year's conference is the ideal place to showcase your latest research and practice!

Submissions should be sent to Dr. Norma Guerra at norma.guerra@utsa.edu. Please note there are different due dates depending on the type of presentation. You will be informed of your acceptance by September 15. At any point, you should feel free to email with any questions about your submission.

Paper proposals are due at **5pm on May 30th** and should include the following information within the body of the e-mail:

- Presenter(s) names:
 - Title of the paper:
- Contact information:

Each proposal will be for a 60 minute presentation. The proposal should be attached to your email which includes your contact information. The content of the actual proposal should consist of the following components:

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

2. ABSTRACT

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

3. SUMMARY OF THE PROJECT

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

4. TARGETED AUDIENCE

This year we would like to match presentations to participants' specific needs; please indicate the skill level of your presentation: Beginning Skill – Level I; Intermediate Skill – Level II; and Advanced Skill – Level III.

This year we would like you to consider submitting a proposal addressing popular topics requested, such as:

- DSM-5 and implications for the School Psychologist
- The IEP and how best to facilitate its effectiveness
- Writing an IEP
- Tier II interventions
- Assessments when more than one language is involved
- Supervising school psychology services

Mini-skill Proposals and/or Panel presentation proposals are welcome. These proposals should be submitted using the same criteria as paper proposals. No submissions will be considered after **5pm on July 15th**.

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

1. COVER PAGE should contain:

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

2. ABSTRACT

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

3. SUMMARY OF THE PROJECT

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

4. TARGETED AUDIENCE

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

Poster proposals have the same deadline and should be submitted by email before **5pm on July 15th**.

Each poster proposal should include the following information:

- Presenter(s) names:
- Title of the poster:

Contact information:

Each poster proposal should contain the following components:

1. COVER PAGE should contain:

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

2. ABSTRACT

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

3. SUMMARY OF THE PROJECT

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

****Please note:**

Presenters are encouraged to submit their presentations for publication consideration in *Research and Practice in the Schools: The Official Journal of the Texas Association of School Psychologists*. All manuscripts should meet the requirements of the *APA Publication Manual, 6th ed.*, in terms of style, references and citations. For complete Instructions for Authors, please contact Dr. Jeremy Sullivan at jeremy.sullivan@utsa.edu, or see the complete first issue of *Research and Practice in the Schools* here:

<http://txasp.org/files/TASP%20Journal%20Volume%201,%20Issue%201.pdf>

**You thought it was great the first time
...this year will be even better!**



This time we're on the beach!!!

**Watch your email
for registration information**