



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

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Spring 2019

President's Message

Art Hernandez, President

TASP Elected Executive Board:

Area I Representative

Jenna Becker

Area II Representative

Cammaron Trujillo

Area III Representative

David Kahn

Area IV Representative

Cassandra Hulsey

Area V Representative

Jessica Greve

Area VI Representative

Christy Chapman

Graduate Student Representative

Kassi Gregory

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Stephanie Barbre

Secretary

Kelsey Theis

Treasurer

Curt Johnson

Treasurer-Elect

Kristin Streich

TASP Appointed Executive Board:

Awards & Honors Chair

Stephanie Barbre

Convention Chair

Jenna Becker

Government & Professional Relations

Cassandra Hulsey

Historian

Ashley Arnold

TASP Journal Task Force

Jeremy Sullivan

Membership Chair

Kelsey Theis

NASP State Delegate

Laurie Klose

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Professional Development

Ashley Arnold

Public Information & Relations

Daniel McCleary

School Psychology Trainers

Sarah Mire

Webmaster

Brook Roberts

I know it is February, but Happy New TASP Year! I am honored and excited to have the opportunity to serve as TASP President this year. I feel fortunate to follow in the steps of Thomas Schanding, TASP Past President, who oversaw TASP efforts to build capacity, expand professional development opportunities for members, and influence applicable legislation and regulation (including Sunset).

A special thanks to Cassandra, Stephanie, and Brook for their work in advancing policy that protects and expands the professional and guild rights and prerogatives of TASP members and all practicing School Psychologists.

Of course, the danger of listing folks is that there are always too many to mention and the risk of forgetting someone important. The TASP Board has been very active this past year across so many fronts that it is practically impossible to name them all and all they have done.

Folks, I am proud to be part of a working Board. We have identified some key policy goals for the year and look forward to representing the profession and its members, as well as to educating legislators and regulators on the essential role we play in mental health and educational contributions we make, can make, and want to make to school and community health.

I feel grateful to report that the Board is dedicated to serving TASP members, implementing TASP policies, and promoting TASP's mission, vision and values. As one example, in 2018, the Board organized its work into three primary Councils: Professional Action, Communications, and Finance. We will continue this organization of effort this year, by pre-determining (Board) membership and responsibility, so that we might operate more flexibly and responsively to both the strategic as well as immediate demands on our deliberation and action. In this

regard, and as these councils are operationalized for the year, we look forward to adding to our workgroups those members who have indicated an interest in contributing to the work. If you have already volunteered to participate, you should hear something soon. If you have not, I hope you will consider ways in which you might bring your special talents and experience to the many issues of the profession and the many concerns we have for the students and families we serve.

TASP is financially strong and will endeavor this year to further strengthen its fiscal foundation and add to its reserves. We are very committed to being transparent in our operations and are working to add board minutes and financial information to the Members Only area of our website. In addition, we are committed to reaching out to our members to better inform you on matters concerning your practice. Please be responsive to any requests for information you might receive from us, and, of course, do not hesitate to contact us if you have a need to address or any resources or opportunities which might be available. This is your organization - your input and contribution matters.

Finally, I hope you will save the date for the TASP Summer Institute June 12-14. The institute will focus on PREPaRE training, which is especially important, considering heightened concern about school safety. TASP is especially concerned that the matter should be considered a school mental health issue as opposed to merely a public safety (police) matter. School Psychologists have special knowledge and training that can be a part of health promotion and prevention as well as intervention and response. Please look for additional information including registration information coming very soon.

Art Hernandez

TASP President, 2019

Treasurer's Report

The TASP Board met in January, for the first meeting of 2019, with a focus on approving the 2019 budget. Thankfully, with your support, 2018 was a success, which allows us to budget for the issues that most concern our membership in 2019.

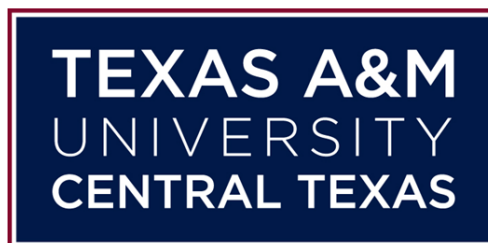
In 2018, TASP was able to exceed its projected income by more than \$10,000, while reducing expenses by more than \$22,000, for an annual net income of \$33,102.28! As we plan for the 2019 agenda, the Board set several financial goals to ensure the continued viability of the organization for years to come. In 2018, TASP was able to raise \$40,480 in membership revenue. As we are currently in a legislative year, this revenue is essential to allowing the organization to continue sponsoring various professional development and networking opportunities, while maintaining focus on the flurry of proposed legislation that has a direct impact on our profession.

Due to the success of the 2018 budget, the Board projects another successful year in 2019, despite increased expenses. TASP budgeted \$26,900 in 2019 to address the legislative goals and concerns identified by our membership. While we have seen massive growth over the past several years, with regards to the increased respect and visibility of the profession, we still have a lot of work left to do! Additionally, with a focus on school safety, the Board has budgeted \$19,725 for a summer institute completely dedicated to NASP's PREPaRE curriculum, with an additional \$3,800 set aside for the newly formed School Safety Committee.

While Fall convention is both a major course of attention and fundraising, TASP is so much more than just a convention! The 2019 budget reflects a healthy balance of member-identified priorities. TASP is increasingly invited for consultation on regulations concerning students all over the state. As our organization continues to grow, we look forward to another successful year alongside our membership!

Curt Johnson

Treasurer



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



Thinking about Graduate school? Think Trinity.

Become a Licensed Specialist in School Psychology

- Earn a Master's Degree in a NASP approved program and become eligible for the Licensed Specialist in School Psychology and Nationally Certified School Psychologist credentials
- Receive significant support toward tuition through Graduate Assistantships
- Support the mental health and education of all children and adolescents
- Enter an excellent job market that offers exciting opportunities and competitive salaries

Application Deadline

2/1

for the Fall Cohort

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

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

Government & Professional Relations Update

The 86th Legislative Session is off and running! TASP has been hard at work making sure our platform issues are brought to the attention of lawmakers. Since the session began, we have met with 11 offices, including Lt. Governor Patrick and Speaker Bonnen. Great things are already in progress! Bill HCR 59 has been filed by Representative Ryan Guillen for an official School Psychology Appreciation Week. We have a lawmaker who has agreed to file our School Psychologist title bill (more on this later). We have had productive talks about HBS 1501 with Senator Nevarez's office. This bill outlines the composition and function of the new Texas Behavioral Executive Health Council (TBHEC).

It has been very exciting to have several lawmaker's offices reach out to TASP for information and guidance on issues related to mental health services and the role of LSSPs. This indicates that our presence as an organization and profession is being acknowledged and valued! The deadline to file new bills is March 8th and the number of mental health bills being filed has been difficult to keep up with! This is great news that the legislative climate that is receptive to making positive changes for mental health access in Texas. TASP will continue its presence at the Capitol. We hope that you will help us by contacting your local representatives and asking them to support these bills. Stay tuned to the TASP Facebook and Twitter pages and your email for legislative updates!

Cassandra Hulsey

Government & Professional Relations



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

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

Presenter name(s)

Title of the presentation

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

Mini-skill proposals and/or panel presentation proposals are welcome. These sessions are designed to provide skills and information that will be immediately applicable for practitioners ("tools to use on Monday morning"). Mini-skill proposals should be submitted using the criteria below. No submissions will be considered after **5 P.M. on May 1, 2019.**

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

1. COVER PAGE:

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

2. ABSTRACT

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

3. SUMMARY OF THE PROJECT

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

4. TARGETED AUDIENCE

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

Spotlight on an LSSP: Carmen Cisneroz

By Kelsey Theis



Carmen Cisneroz began her career in education as an elementary school teacher in Colombia. Upon moving to Texas she taught in Gonzalez ISD for 8 years where she served as a teacher in a behavior program, as well as a bilingual educator. Carmen continued her career as a bilingual educator in Hays CISD where she worked with students in Pre-Kindergarten through 5th grade. She transitioned to the role of ARD Facilitator in Hays CISD for four years before beginning her LSSP internship with Austin ISD through Texas State University. Carmen has also been involved in bilingual evaluation endeavors through Region 13.

Since joining the Austin ISD team, Carmen has served as a bilingual evaluator and supervisor. In addition to all she does for students, she gives back to her AISD team by serving as a member of the Social Committee. During her time as an LSSP, Carmen has supervised 11 practicum students and nine internship students. She served on the Project Superb Advisory Committee at Texas State University and frequently provides professional development to graduate students, regarding English language learners and assessment practices.

Carmen is regarded by colleagues as an incredibly positive person who is always willing to take time out of her day to encourage and support her team. Carmen is a strong advocate for collaboration and student-centered practices across the district. Carmen's skills as an evaluator and supervisor help spread her knowledge, positivity, and advocacy to students far beyond Austin ISD through each of her supervisees that enter the field.



The rising STAR of Texas

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

The Texas State School Psychology program is one of the oldest school psychology programs in the state of Texas and endorses the scientist-practitioner training model. Texas State offers advanced training opportunities in the recognition and diagnosis of autism spectrum disorders as well as advanced training opportunities in bilingual school psychology. The deadline for applying to the school psychology program at Texas State University is mid-February. Application information may be found at:

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

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

Pj16@txstate.edu

Coordinator, School Psychology Program

Graduate Student Corner

Thank you for electing me to be your Graduate Student Representative. My name is Kassi Gregory and I am currently in my first year of the PhD program at Texas Tech University. As a previous Area VI representative, I am excited to be back on the TASP Board. Spring is the semester of behavior referrals, big exams, and long hours, so make sure you are taking care of yourself. Good luck to all of you that are studying for the Praxis and those that are preparing for interviews to land amazing internships!

I would love to hear from you about what you want to see this year as graduate students at the Convention. I am thinking we need Praxis preparation! Other potential information could include internship resources, supervision and procedural FAQs, PhD program information from around the state, and tips on how you can have a voice in your profession. If you have a topic you would like more information about, let me know. My email is kassi.gregory@canyonisd.net.

I look forward to hearing from you,

Kassi Gregory

Graduate Student Representative



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ON THE
LEADING **EDGE** OF
EDUCATIONAL
PSYCHOLOGY
& LEADERSHIP



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Texas Association of School Psychologists

JUNE 12-14, 2019

**SUMMER
INSTITUTE**



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

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

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

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

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

June 13-14
**PREPaRE
Workshop 2**
—
**PREPaRE Trainer
of Trainers-
Workshop 2**

**UNIVERSITY OF
HOUSTON-CLEAR LAKE**

**Workshop 1 & 2 Presenters:
Ashley Arnold & Laurie Klose**

**Trainer of Trainers Presenters:
TBD**



A partner on the path to student success

Texas Association of School Psychologists

Future Conventions

June 12-14, 2019 at university of Houston—Clear Lake

Oct. 23-25, 2019 at Westin Galleria Houston

Oct. 8-10, 2020 at Omni San Antonio Hotel at the Colonnade

Nov. 3-6, 2021 at Sheraton Austin Georgetown Hotel & Conference Center

Nov. 2-4, 2022 at Sugar Land Marriott Town Square



BAYLOR

UNIVERSITY

SCHOOL OF EDUCATION

PhD Specialization in School Psychology

Department of Educational Psychology

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

Program highlights:

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

Application deadline: February 1

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

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

Area II Update

Greetings Area II! Spring time is here and with that plenty to do! Stay focused, be mindful, and do the best you can with never ending referrals. Your TASP Board has been super busy addressing the shortage of school psychologists within our state. We have created a task force and have great volunteers from our region represented on the task force.

TASP has also been addressing the issues with CPD's and our focus is to target underserved areas such as El Paso, Odessa/Midland. Plans are in the future for availability of trainings, either online or in person, specifically targeting our mandatory CPDs. With that said, have a great spring semester and remember it is important to not only take care of yourself mentally, physically but also professionally. As always, if you have any suggestions, comments, or questions, we want to hear from you! Please contact me at ctruji01@sisd.net.

Cammaron Trujillo



Area III Update

Greetings Area III members! This year, we are planning the Summer Institute, in collaboration with the Louisiana School Psychology Association. The dates are June 12-14 and the location will be Houston. The University of Houston-Clear Lake has graciously agreed to host us. Please make plans to attend. The focus of the Summer Institute will be the PRE-PaRE School Safety and Crisis Preparedness Curriculum.



For those of you who have not attended Workshop 1 or Workshop 2 of the PREPaRE Curriculum, Summer Institute will provide you with an affordable option for completing them.

For those who are already PREPaRE certified, the Summer Institute will provide you with the opportunity to complete the Trainer of Trainers workshops, so you can go back and schedule Workshop 1 and 2 trainings in your District. If you have not already done so, mark your calendars for the 27th Annual Convention, which will be on October 23-25, 2019. Next year, we will be in Houston at the Westin Galleria.

Thank you for being loyal members of TASP. Without you, TASP would not be able to advocate for the profession. The 2019 legislative session has started, and there are a number of bills on school finance, school safety, and school-based mental health that will impact all of us, not to mention the Sunset Bill. The leadership of TASP is doing everything we can to ensure that bills adopted have a positive impact on our work and our students.

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

David Kahn

DEVELOPING THE NEXT GENERATION OF SCHOOL PSYCHOLOGISTS

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

www.uh.edu/school-psychology

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

Area IV Update



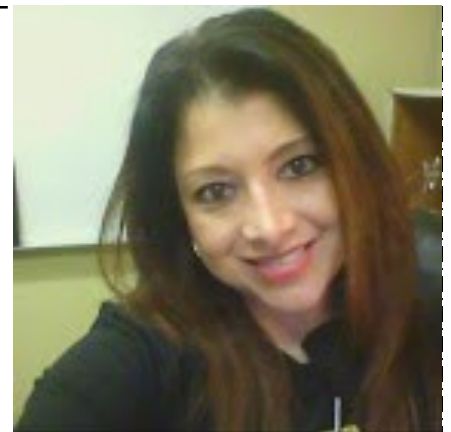
Is it just me or have we been extremely busy with new referrals this year? We are all feeling the impact of TEA's corrective action plan, compounded by many unfilled assessment positions. Some districts are finding relief through grants offering money for contract services, and others are simply gritting their teeth and pushing through. Now, more than ever, it is important for us to engage in professional self-care. Do not underestimate the power of collegiality--talking to other LSSPs who understand the stress can help with those feelings of isolation that sometimes accompany this job. Take time to attend a training or conference that you are actually interested in and make a conscious effort to incorporate the role you love most into your week (counseling, consultation, etc.). There are so many things about this profession that are outside of our control. I encourage you to focus on the things you do have control over and choose to do something that keeps your fire burning. We all chose this profession for a reason--find something that reignites that flame.

TASP wants to recognize the great things that our members are doing every day. We are aware of the challenges and difficulties of working in education, but there are LOTS of positives, too! Please share with me exciting things happening in your school or district, so that we can highlight the positives and encourage our colleagues to keep up the good fight. Email me at area4@txasp.org. I cannot wait to hear from you!

Cassandra Hulsey

Area V Update

I hope this time of the year finds you doing well. As we all know, this is a very busy time of the year for most LSSPs, and the LSSP shortage is becoming a great issue. I assure you that this is a topic that TASP board members are working to solve. At our recent Board meeting, we began breaking out into newly-formed action groups. As Area V representative, I am a member of the Shortage Task Force. At the meeting, we discussed issues of supply and demand and we will be collecting data in order to better understand the causes of the shortage in Texas. The goal is to discuss initiatives to bring into fruition, to help solve these problems. This way LSSPs in Texas can continue to be partners in ensuring that all children succeed at school, home, and throughout life.



If you have any input you would like to share regarding the issue, please feel free to email me at area5@txasp.org. Please email me with any questions or comments that you may have, including celebrations about your job. As always, thank you for working hard to serve our children, and I hope to hear from you soon!

Jessica Greve

Area VI Update

I hope that this newsletter finds you all healthy and surviving one of the toughest times of the school year as an LSSP! The good news is that Spring Break is just around the corner, so hang in there for a few more weeks! Hopefully by then, flu season will be starting to slow down as well!



It has been another busy quarter for LSSPs and for Area VI! First, big congratulations to Stephanie Barbre who works in Region 17 on being the new TASP President-Elect! Also, some excellent LSSPs from Area VI were recognized at our fall convention: Julianna Carpenter, Outstanding School Psychologist - Doctoral Level, and Korbin Williams, Outstanding School Psychologist - Specialist Level. We are so proud of the hard work that you all put in year after year to provide top notch services to the students of Area VI. Thank you!

Stephanie Barbre and TASP Historian Ashley Arnold presented at the Texas School Counselor Association Conference earlier this month on school safety and crisis intervention. Be on the lookout for information coming soon regarding PREPaRE training which will be offered at the TASP Summer Institute!

Congratulations to Texas Tech University! The Master's of Education in Educational Psychology + Graduate Certificate in School Psychology was recently approved and is now accepting applications for the first cohort in Fall 2019! Refer your teacher friends today so that we can work towards addressing the shortage of LSSPs in Texas and right here in Area VI!

Thank you all for your tireless service to our students and teachers each and every day. We appreciate you!

Christy Chapman



The rising STAR of Texas

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

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

Pj16@txstate.edu

Coordinator, School Psychology Program

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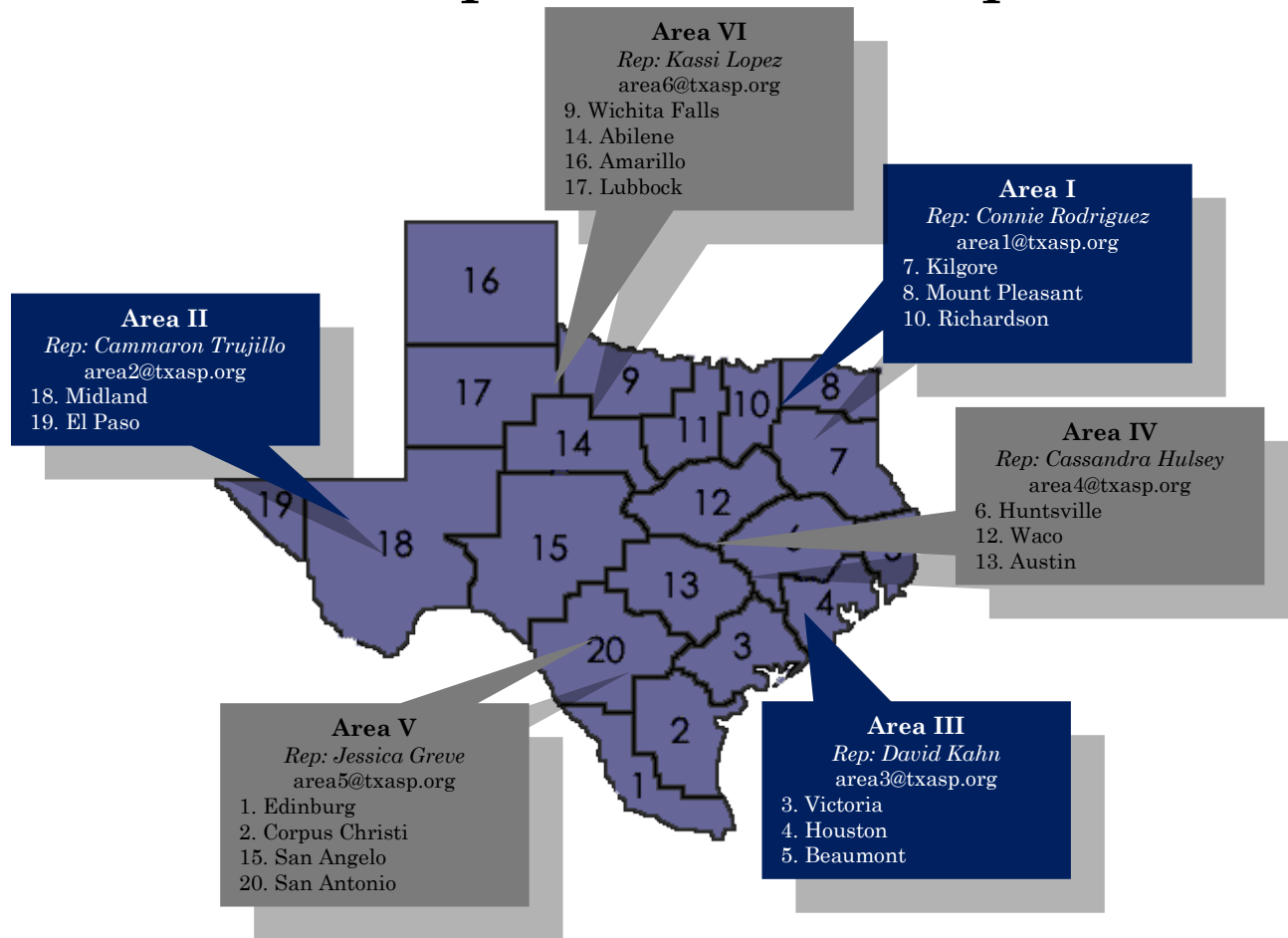
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ASSESSMENTS

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Information from the Area Representatives!

Area Representative Map



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

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

Deadline for applications is December 15, 2016.

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



UHCL
HAWKS



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

Spotlight on a Training Program: University of Houston-Clear Lake

By G. Thomas Schanding, Jr., PhD, NCSP



University of Houston Clear Lake

The University of Houston-Clear Lake (UHCL) is located approximately 30 miles south of downtown Houston. Nestled in a scenic wildlife reserve, UHCL is a Hispanic Serving Institution that serves approximately 9,000 undergraduate and graduate students. Our campus is rapidly expanding, and we recently added four new buildings, including a full recreational center.

The 70-hour Specialist in School Psychology (SSP) program was the first in Texas to receive National Association of School Psychologists approval in 1989. We recently received re-approval through 2026! In 2016, UHCL also began offering doctoral-level training. The Health Service Psychology (Combined Clinical/School Psychology) PsyD program recently had its first site visit from the American Psychological Association Commission on Accreditation (APA CoA) and will send its first cohort to internship this year.

Currently, there are four faculty in the SSP program: Dr. Valerie Morgan, Dr. Thomas Schanding (Program Director), Dr. Gill Strait, and Dr. Julia Englund Strait. All four faculty members also teach in the PsyD program, alongside five Clinical Psychology faculty. The goal of these UHCL programs is to develop highly competent school psychologists (SSP) and licensed psychologists (PsyD) who are qualified to practice in school and behavioral health settings. There are currently 24 SSP students and 20 PsyD students. Approximately 40-60% of our students come from culturally and/or linguistically diverse backgrounds.

The faculty are committed to strong training and mentorship of students. Students have co-

authored papers with faculty in peer-reviewed journals, such as *SAGE Open* and *Contemporary School Psychology*, and have presented research and professional talks at the TASP Annual Conventions and Summer Institute, the UHCL Emily Sutter Symposium, and UHCL Student Research and Creative Arts Conference. All SSP faculty have active research labs, where students contribute to applied research on topics



like social-emotional learning, motivational interviewing, mentoring, stress and trauma, and executive functioning.

Faculty work closely with students to identify the best practicum placements and internships that will facilitate the development of their skills in assessment, intervention, and consultation. Our program provides all second-year SSP students with a unique intensive assessment practicum at our on-campus Psychological Services Clinic, concurrent with their school-based practicum. We have a 100% pass rate on the Praxis exam, as well as 100% paid internship and job placement upon graduation.

The UHCL School Psychology program has had strong relationships with numerous districts within the Houston metropolitan area, such as Alvin ISD, Angleton ISD, Clear Creek ISD, Dickinson ISD, Ft. Bend ISD, Galena Park ISD, Galveston ISD, Goose Creek ISD, Humble ISD, Pasadena ISD, Pearland ISD, Tomball, ISD, Santa Fe ISD, and Sheldon ISD. For those in the PsyD program, practicum placements have included Texas Children's Hospital clinics, UTHealth clinics, Harris County Juvenile Probation, Katy ISD, UHCL Counseling Services, Shriners Hospital Galveston, and the Eating Recovery Center, and we continue to grow!



School Psychology Program

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

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

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

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

Applications should be submitted by January 25th.

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

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



University
of Houston
Clear Lake

The choice is clear.

Ethical Eddie

Dear Eddie,

I have a concern about some things I am seeing on Facebook. I understand that online forums can be good places to share ideas, commiserate with other overworked school psychologists, and offer resources. However, I have noticed that there seems to be an increase in the description of specific cases. While people do not use actual names, sometimes, it is easy to surmise which child is being discussed. For example, another school psychologist from my district described her frustration with a particular family and their disagreement with her assessment findings. Now, Eddie, I know EXACTLY to whom she was referring. Many teachers and other staff would have known as well. I am at a loss. Do I need to report her to someone?

Unfriend Me Please

Dear Unfriend,

There are several ethical issues to consider in the scenario that you present. I will start with the last one first. When a school psychologist believes another school psychologist has done something unethical, the NASP *Principles for Professional Ethics* states:

Principle IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring

School psychologists accept responsibility to monitor their own conduct and the conduct of other school psychologists to ensure it conforms to ethical standards.

Standard IV.3.1 *School psychologists know the Principles for Professional Ethics and thoughtfully apply them to situations within their employment context. In difficult situations, school psychologists consult experienced school psychologists or state associations or NASP.*

Standard IV.3.2 *When a school psychologist suspects that another school psychologist or another professional has engaged in unethical practices, he or she attempts to resolve the suspected problem through a collegial problem-solving process, if feasible.*

Standard IV.3.3 *If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Committee in accordance with their procedures.*

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

However, I think you are more concerned about the privacy of the student and the family. The code has the following to say about that:

Principle I.2. Privacy and Confidentiality

Standard I.2.5 School psychologists discuss and/or release confidential information only for professional purposes and only with persons who have a legitimate need to know. They do so within the strict boundaries of relevant privacy statutes.

Even though the school psychologist who created the post did not technically use the child's name, the information provided was specific enough for anyone to know which family was being referenced. Therefore, the school psychologist not only failed to maintain confidentiality, she also potentially damaged the ongoing family-school relationship. This would not be consistent with the primary ethical principle:

I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just and fair treatment of all persons.

Some school psychologists respond to these types of concerns by saying things like—"Hey, what I do on my own time is my own business. No one can tell me what to say or do when I am on my own!" While it is true that freedom of speech protections are in place for all, there are some considerations that must be undertaken by those in whom the public has the expectation of a higher degree of trust, for example, Licensed Specialists in School Psychology.



Principle III.4. Multiple Relationships and Conflicts of Interest School psychologists avoid multiple relationships and conflicts of interest that diminish their professional effectiveness.

Standard III.4.1 The Principles for Professional Ethics provide standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise professional effectiveness.

I sincerely hope that the school psychologist who created the post did so without intent of embarrassing or harming the child or the family. Perhaps a collegial discussion will raise issues that she has not considered and will result in her exercising greater care on public platforms in the future.

Ethically,

Eddie

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

Journal Update

The first five issues of *Research and Practice in the Schools* can be accessed on the TASP website: <http://www.txasp.org/tasp-journal>. We welcome manuscripts from school psychologists working in a variety of settings. Submissions can include original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews.

We are excited to announce that the sixth issue of the journal will be published in late March, so please stay tuned for another collection of interesting articles from researchers in Texas and beyond.

If you would like to submit a manuscript for publication consideration, please email jere-my.sullivan@utsa.edu or see the latest issue for the Instructions for Authors.

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

Jeremy Sullivan and Art Hernandez

Editors, *Research and Practice in the Schools*

The logo for the University of Texas at San Antonio (UTSA) features the letters "UTSA" in a large, bold, black, sans-serif font. A registered trademark symbol (®) is located to the right of the letter "A".

University of Texas at San Antonio

School Psychology Program

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

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

MASTER OF ARTS IN SCHOOL PSYCHOLOGY

At UTRGV our graduate program in school psychology prepares you to work with children, adolescents, and families from diverse socio-cultural and linguistic backgrounds. The UTRGV School Psychology program is in accordance with the scientist-practitioner model of training, which emphasizes school psychologists to use empirical research in practice. The program training includes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and school systems.

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

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Texas Association of School Psychologists

From the NASP Resource adopted by the TASP Executive Board August 2014



Position Statement

Child Rights

The United Nations (U.N.) Convention on the Rights of the Child (CRC), adopted by the U.N. General Assembly on November 20, 1989, is widely recognized as the model framework for codifying children's rights worldwide. The National Association of School Psychologists (NASP) reaffirms its commitment to the CRC and reiterates the responsibility of school psychologists, collectively and individually, for advancing child rights. NASP's 2010 standards for ethics, practice, training, and credentialing (NASP, 2010a, 2010b, 2010c, 2010d) are philosophically consistent with the CRC and collectively provide opportunities for translating child rights principles into policies and actions that affect children in the context of families, schools, and communities. As of 2011, the United States is one of two countries (the other is Somalia) that have signed but not yet ratified (committed to officially) the CRC. NASP, by virtue of its pledge to promote and protect the human rights of children, with particular emphasis on their learning, education, development, and safety, fully supports the CRC and U.S. ratification.

RATIONALE

The CRC's core purpose is to secure and advance the health, well-being, education, and safety of children. This purpose is consistent with the guiding principles of NASP to deliver a comprehensive continuum of services that promote the well-being of children and youth by ensuring opportunities to attain optimal learning and mental health. The CRC asserts the role of governments, communities, organizations, and individuals to collaborate in implementing policies and practices to ensure the health and well-being of all children.

As mediators between policy and practice in the promotion and protection of child rights, school psychologists have the professional expertise and ethical responsibility to interpret the CRC to inform policy and action at local, national, and international levels.

Human rights of children, as embodied in the CRC, provide the foundation for national and local policies and practices related to child rights. The following themes, articulated in the CRC, are of particular relevance to school psychology (pertinent articles in parentheses; United Nations, 1989; UNICEF, no date):

- *The best interests of the child.* In all actions pertaining to children, the primary concern should be the best interests of the child (CRC art. 3).
- *Education.* The role of education is to foster full development of human potential, respect for human rights and diverse cultural backgrounds, and individual responsibility within a free society (CRC arts. 28 & 29).
- *Child care and protection.* All children are to be cared for and protected from all forms of violence and exploitation in all settings and sectors of their lives (CRC arts. 19, 20, 32, 34, 35, 36).

- *Respect for the views of the child.* In accordance with the child's evolving capacities, children have the right to share their views, be listened to, and have their views taken seriously (CRC arts. 12, 13, & 14).
- *Respect for rights and responsibilities of parents or guardians.* Because of their role in ensuring healthy child development, parents or guardians should be afforded the rights, duties, and responsibilities to guide children in exercising the rights guaranteed to them by the CRC (CRC art. 5).
- *Life, survival, and development.* All children have the right to survive and develop healthily (CRC art. 6).
- *Health and health services.* All children have the right to the best healthcare possible to ensure the highest attainable standard of physical and mental health (CRC art. 24).
- *Recovery, rehabilitation, and reintegration of child victims.* Children who have been neglected, abused, or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the child's health, dignity, and self-worth (CRC art. 39).
- *Culture, leisure, and play.* All children are entitled to opportunities for rest and recreation, and artistic and cultural experiences (CRC arts. 30 & 31).
- *Freedom from discrimination and respect for diversity.* The rights of all children are to be equally respected regardless of their background, origins, beliefs, or personal characteristics (CRC art. 2).
- *Special attention to rights of children with disabilities.* Every child should enjoy a full life in contexts that guarantee dignity, self-reliance, and active participation (CRC art. 21).

These themes and the larger body of the child rights principles strengthen the profession's base of values, intentions, guidance, and accountability, and thereby, its integrity.

ROLE OF THE SCHOOL PSYCHOLOGIST

The CRC and its ratification by the United States are fully supported by NASP. NASP is committed to helping school psychologists understand, appreciate, and advocate for child rights in their daily practice. In particular, NASP acknowledges the importance of preparing school psychologists to understand child rights and promote child participation and protection in the school setting. In addition, NASP recognizes that school psychologists are well positioned to incorporate child rights into individual practice as well as system-level and public policy advocacy. Specifically:

- NASP is committed to promoting opportunities for school psychologists to understand the CRC and appreciate its relevance to their practice. This includes training for current graduate students and early career and advanced professionals that focuses on the connection between child rights and the professional ethics, responsibilities, and opportunities for school psychologists to incorporate rights into practice.
- NASP acknowledges that children at risk for violence exposure, exploitation, and abuse are particularly vulnerable and face academic and emotional problems at rates much higher than their peers; therefore, the CRC (especially sections addressing safety and well-being) has particular relevance for school psychologists and their charge to promote learning and well-being for all children.
- NASP appreciates the evolving capacities of children throughout development and promotes the participation of children in decisions affecting their learning, safety, education, and well-being; as

such, school psychologists should understand and be able to promote a child rights approach in their own practices and practice settings.

- NASP recognizes that school psychologists play a pivotal role in promoting respect for and the realization of child rights and that their contributions are best made in partnership with parents, educators, schools, and their communities. Because of school psychologists' expertise and experience, they are well positioned to operationalize the CRC in their professional practice and to serve as advocates who promote child rights at systemic and policy levels in the following ways [as articulated in International School Psychology Association (ISPA) & Child Rights Education for Professionals (CRED-PRO), 2010].
 - *Professional practice.* School psychologists provide a range of services (e.g., consultation, prevention, intervention, assessment) in multiple settings, with services directed at individuals (e.g., students, parents, educators) and systems (family, classroom, schools, community organizations). Child rights should be central to the work in each of these contexts and school psychologists should continue to evaluate their own services and the incorporation of child rights into individual practices.
 - *System-level advocacy.* School psychologists must identify and understand how the rights established by the CRC can be used positively to influence mental health (or psychological) services and policies within classrooms and other school venues, schools, school systems, and other child-serving agencies. They have the responsibility to examine services in these settings and facilitate changes to policies and procedures that ensure the protection and promotion of child rights.
 - *Public policy.* School psychologists are an important link in translating research into policy and practice at local, national, and international levels. Governments, through both action and inaction, contribute to the protection or disregard for child rights. Instead of focusing only on ameliorating violations of child rights, school psychologists, through individual and collective advocacy, can help to promote and protect child rights, and thereby help to ensure optimal development, well-being, learning, and safety of all children.

NASP is committed to helping school psychologists understand, appreciate, and advocate for child rights in their daily practice. In particular, NASP acknowledges the importance of training school psychologists to understand child rights and promote child participation and protection in the school setting, and incorporate child rights into individual practice and system-level and public policy advocacy.

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RESOURCES

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