



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

# Texas Association of School Psychologists

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Fall 2019

## President's Message

Art Hernandez, President

### TASP Elected Executive Board:

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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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G. Thomas Schanding, Jr.

#### **President**

Art Hernandez

#### **President-Elect**

Stephanie Barbre

#### **Secretary**

Kelsey Theis

#### **Treasurer**

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#### **Convention Chair**

Jenna Becker

#### **Government & Professional Relations**

Cassandra Hulsey

#### **Historian**

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#### **NASP State Delegate**

Laurie Klose

#### **Newsletter Editor**

Daniel McCleary

#### **Professional Development**

Ashley Arnold

#### **Public Information & Relations**

Daniel McCleary

#### **School Psychology Trainers**

Sarah Mire

#### **Webmaster**

Brook Roberts

I hope that you found time to take a break this summer and especially found a way to escape the heat. With the advent of the new school year, I know that everyone is very busy doing all the things you do for children in schools and their families.

Thanks to those of you who participated in our Summer Institute. The PRE-PaRE preparation of practitioners and trainers is something on which we chose to focus this year. If you were unable to attend the training this summer, please be on the lookout for other opportunities both through TASP and NASP.

Relatedly, TASP has continued to advocate for the profession and the practice of School Psychology. We have representatives attend the TSBEP meetings, have informal conversations with legislative staff, and discuss possible policy matters at both the national and state level at every opportunity. One example of this is our advocacy for and emphasis on proactive as well as reactive mental health and wellness efforts as a priority consideration for government agencies considering the serious concern of shootings in schools.

In TSBEP news, the State Board adopted a change to Board rule 471.1 at its August 15<sup>th</sup> meeting whereby effective November 2019 the renewal period for licenses will change from one year to two years, i.e. biennial renewal. This rule change also mandates that all licenses must be renewed via the Board's online licensing system; paper renewal forms will no longer be accepted. Renewals will be transitioned over a two-year period and you should be advised as to your renewal period when

you go online.

In other TSBEP news, if you are engaged or might be thinking about interstate, or distance practice, The Psychology Interjurisdictional Compact Commission, of which the TSBEP is a member, has published Proposed Rules for consideration and comment. The Proposed Rules relate to several practice issues and can be found at <https://www.asppb.net/mpage/Rules>. These Proposed Rules are open for public comment. *Written comments should be submitted via the public comment form found on the PSYPACT website and submitted to the PSYPACT Commission no later than 5:00 pm EST on September 30, 2019.* A public hearing on the proposed rules will be conducted via Zoom on October 1, 2019 beginning at 2:00 pm. Interested parties may participate and notification will be posted to the PSYPACT website ([www.psypact.org](http://www.psypact.org)) 30 days prior to the meeting with call-in information provided.

Of course, everyone on the TASP Board is hard at work preparing for our annual TASP conference. **Please reserve the time and make plans to attend.** The meeting this year will be held at the Westin Galleria Houston from October 23-25. Although professional development opportunities are widely available, this annual gathering provides the chance to meet with colleagues and friends, expand professional networks and discuss new, important, innovative, or best practices with expert others. It is a mechanism for professional development through which you can give of your expertise as well as develop that expertise. Please check the TASP website for the list of presenters and the outstanding program that is planned for this year.

Art Hernandez

TASP President, 2019

# Government & Professional Relations Update

Another legislative session has come to an end and there are some important things to tell you about. Starting with some great news, TASP was successful at creating a designated School Psychology Appreciation Week, which will be celebrated every second week in November! Representative Ryan Guillen authored HCR 59 and will be honored as a Friend of TASP for his important role in this accomplishment--we could not have done it without him!

The Sunset Bill (HB 1501) was successful in consolidating the mental health licensing boards, including TSBEP, into the Behavioral Health Executive Council (BHEC). While this sounds like a big change (and is in some ways), LSSPs are unlikely to experience any impact in their day to day work and TSBEP will still exist and operate in the key areas of governing the practice of psychology in Texas. The creation of BHEC will simply mean an added layer of checks and balances to ensure each profession is practicing within all legal and ethical parameters, as well as streamlining the resources and processes necessary for issuing licenses to professionals. Despite intensive efforts, the psychology representative on the BHEC specified in the bill can only be a person who holds an LP; although that person could potentially be dually licensed as an LSSP. More information on the structure and operation of the BHEC will be presented at Fall Convention in October.

You may have heard about SB 11, also known as the “School Safety Bill” filed by Senator Taylor. This bill was signed into law by Governor Abbott. Below are some of the things the bill accomplishes:

- revises requirements for school multihazard emergency operations plans;
- includes substitute teachers among educators to receive safety training;
- requires districts to establish threat assessment teams to incorporate best practices for school safety and school climate;
- requires districts to integrate trauma-informed practices in the school environment;
- requires the education commissioner to adopt standards for safe and secure school facilities;

establishes a school safety allotment for districts to use in improving security and providing mental health personnel.



TASP worked to include additional provisions in this bill for a School Psychologist title change and to include LSSPs in an already established mental health loan forgiveness program. Unfortunately, lawmakers were unwilling to incorporate provisions they felt may jeopardize the bill’s ability to pass and these were cut in the final hours. Despite this disappointment, SB 11 makes gains in strengthening school safety systems, which is a goal of TASP’s legislative agenda and will benefit the students of Texas.

The GPR team will be presenting a recap of the 86th legislative session at Fall Convention and more details will be shared. Until then, I want to thank everyone who contributed to our calls for action by making phone calls and sending letters to lawmakers. It is essential for our membership to be an active voice and I hope you will continue to support TASP as we fight for our profession and the children of Texas. Hope to see you all in October!

*Cassandra Hulse*

Government & Professional Relations

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### 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 25<sup>th</sup>.

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

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

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University  
of Houston  
Clear Lake

The choice is clear.

## Treasurer's Report

Greetings from your treasurer!

As we all return to our districts and get settled into the new school year, TASP has been very busy organizing and preparing for our fall events and outreaches. Thanks to all of your support, TASP has continued to grow in size and influence. With increasing regularity, TASP is gaining a voice in the expanding role of School Psychologists in Texas! The board has been focused on setting up the infrastructure that needs to be in place for the organization to continue to grow and better serve its members for many years to come. While fiscal responsibility is only a small part of what enables TASP to work toward our mission, your continued membership and support of the organization have allowed us to allocate funds towards an increasing number of initiatives and projects. The busy work of advocacy never stops and TASP remains financially viable to support the students, School Psychologists, and schools in our state!

*Curt Johnson*

Treasurer





## Graduate Scholarship Information

Attention all TASP graduate student members! Anyone in need of a scholarship? TASP has officially opened the application window for this year. The following information provides details about how to apply.

### I. Introduction

The TASP Scholarship Program was established in 2011 to aid graduate students embarking on a Specialist or Doctoral degree in School Psychology who may be facing financial barriers. The intent of the Program is to support the completion of certification or degree in this area.

- The Program awards a maximum of four general \$500 scholarships to chosen graduate students.
- The Program also provides conference registration fee refunds to scholarship recipients. Refunds are based on early registration rates.
- Recipients are recognized at the annual TASP conference in October.

### II. Eligibility

To be considered for a scholarship, applicant must:

- Be a full-time or part-time graduate student in a School Psychology program in Texas.
- Be in good academic standing. Minimum GPA of 3.25 required.
- Be a TASP member (<http://txasp.org/membership>).

### III. Selection Criteria

Your application will be blindly reviewed and evaluated by the TASP Scholarship Committee, which is comprised of current board members, excluding trainers. The Scholarship Coordinator will not partake in evaluation procedures. The Committee will consider many factors in reaching their decision including: adherence to instructions; completeness of application; academic standing; interests and growth as reflected on curriculum vitae; professional goals statement; recommendation letter; and essay expressing need/plan for scholarship. Required documentation is delineated on the application form.

### IV. Application Deadline

To be considered for a scholarship, the completed application and all supporting documents must be received by the TASP Graduate Student Representative and Scholarship Coordinator, Kassi Gregory, no later than Friday, September 27, 2019.

## **V. Notification**

All applicants will be notified of their status prior to the TASP Annual Fall Convention. This year, scholarship recipients will be notified on or before Monday, October 21, 2019. Scholarship recipients will be formally recognized at the TASP Annual Fall Convention, therefore, the winning applicants are required to attend in order to receive their award. For 2019, the convention will be held in Houston on October 23-25.

## **VI. Completing and Submitting Your Application**

All materials must be submitted via e-mail to the Scholarship Coordinator. You may need to scan and save some documents in PDF format (i.e., recommendation letter, signed application) for electronic submission. Once you submit your materials, you will be unable to make changes, so please make sure that all information is correct and complete prior to submission. You may request that your application be retracted if you decide that you no longer want to partake in the selection process. Upon submitting your materials, you will receive a confirmation notice via e-mail denoting that your application materials have been received.

## **VII. Applicant Alert**

It is the applicant's responsibility to ensure that ALL application materials are received as instructed and by the deadline. Documents received outside of the deadline or in addition to what has been instructed will not be considered.

## **VIII. Delivery of Scholarship**

Scholarships will be awarded in the form of a check within 30 days following the annual TASP Convention in the fall.

## **IX. Reapplying**

Scholarship recipients are not eligible for reapplication and may only receive one scholarship.

## **X. Questions?**

Contact **Kassi Gregory** ([graduatestudentrep@txasp.org](mailto:graduatestudentrep@txasp.org)) if you have questions or need further information.

## **XI. Disclaimer**

Any graduate student who is a current member of the TASP Board is ineligible for the Scholarship Program.

# TASP 27th Annual Fall Convention

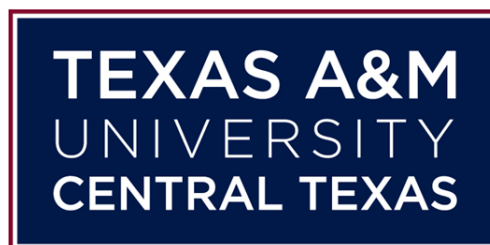
By Stephanie Barbre

The 2019 Texas Association of School Psychologists' Fall Convention will be held Wednesday through Friday, October 23-25th, at the Westin Galleria Houston in Houston, Texas. The theme of this year's convention is a reminder that our dynamic professional competencies go beyond the assessment role. School psychologists are trained to provide and embrace a comprehensive model of services and each of us has the potential to shift systems at the local, state, and national levels. We have invited several NASP leaders from across the country to help us celebrate our purpose and share their experiences as school psychologists and leaders of our profession. Pre-convention topics include social-emotional learning and best practices in bilingual assessment. Convention sessions feature a wide variety of topics including: Social-emotional learning, social justice, crisis response and intervention, mental health service delivery models in school districts, multi-tiered systems of support, and, of course, assessment.

**TASP has transitioned to open registration for the regular convention sessions. Attendees will no longer select individual sessions at the time of registration and sessions will be available on a first come, first serve basis at convention. To ensure the best availability, attendees are encouraged to arrive early or on time at the session of their choice. Attendee QR codes will be scanned upon entrance to document attendance, which is necessary in order to receive credit for continuing professional development (CPD). Once the session reaches the allowable room capacity limit, the session will be closed and additional attendees will not be allowed to enter the session. As in the past, attendees MUST be scanned within the first 15 minutes of the session in order to be counted present.**

In addition, we are excited to host our first School Psychology Job Fair on Thursday, October 24th from 4:30-6:00 p.m.! We already have 18 school districts registered and ready to network with LSSPs and potentially fill open positions across the state. The job fair is offered free of charge to school districts; however, due to the space available, we can only accept 23 districts this year. Register your district today before spots fill up!

We look forward to seeing you next month in Houston!



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](mailto:lapierre@tamuct.edu)

# The National School Psychology Awareness Week is November 11-15, 2019

## Find Your Focus!

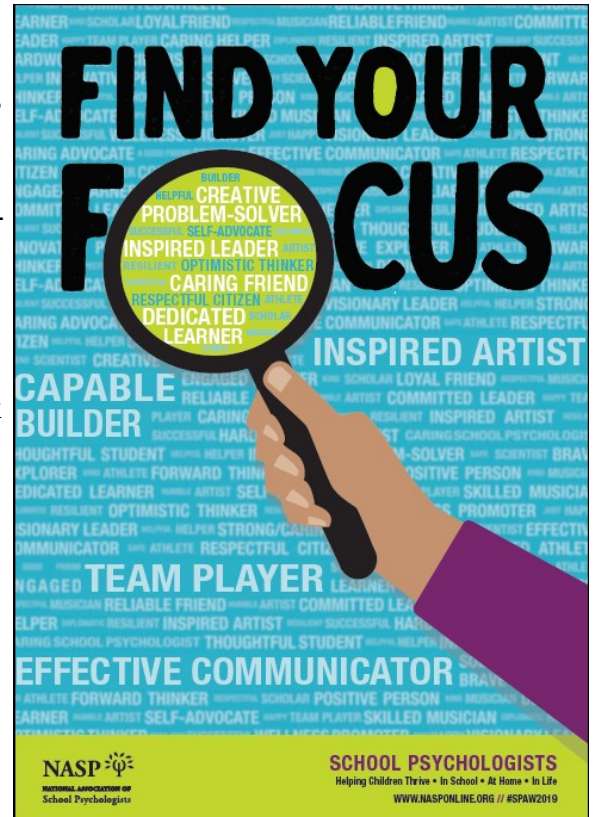
The National Association of School Psychologists (NASP) has designated November 11-15, 2019, as national School Psychology Awareness Week (SPAW). This year's theme, "Find Your Focus" highlights how school psychologists can help students identify strengths and areas of interest, develop persistence, see ideas and situations more clearly, and attend to important information in academic and social settings. Throughout the week, schools across the country will be taking part in events and activities designed to highlight how school psychologists, teachers, and other school personnel work with students to help them find their focus.

"We want the theme to help students engage in activities that build critical academic and social emotional skills," explains NASP President Leslie Z. Paige. "For some students, finding their focus may mean being able to pay attention or to keep trying even when it is difficult. For others, finding focus may mean setting goals, identifying areas of interest, or applying strategies to improve their academic performance or social interactions. Finding focus could also include learning to stay on topic in a conversation, or to concentrate on improving physical skills. The theme is adaptable for all age groups and situations."

"It is also important for school psychologists and other school personnel to find their focus, whether it is to enhance school climate, advocate for needed changes in classrooms, schools, or communities, or to develop specific skills and knowledge to use in their work," adds Paige. "School psychologists can help school personnel and families achieve the vision of all children and youth being able to thrive in school, at home, and throughout life."

NASP has put together a variety of resources that NASP members and other partners can access through the NASP website in order to coordinate SPAW events and activities for their own schools and practice settings ([www.nasponline.org/spaw](http://www.nasponline.org/spaw)).

In addition, several NASP programs are in place to reinforce aspects of this year's theme. School staff can use the Student POWER Award to recognize those students who work to make a difference through hard work, personal optimism, and dedication of others. The Possibilities in Action Partnership Award recognizes the contributions of teachers, administrators, other staff, and parents make to support the needs of the whole child. The Gratitude Works program is designed to help students focus on positive relationships, mature socially, and grow an understanding of the world by fostering gratitude through a variety of activities.



# Spotlight on an LSSP: Drs. Michelle Pastorek and Wes Baker

By David Kahn

Our spotlight on an LSSP for this newsletter is Dr. Michelle Pastorek and Dr. Wes Baker, and their work with the Mental Health Intervention Team in Cypress-Fairbanks Independent School District, located on the northwest side of the Houston Metro Area. The Mental Health Intervention Team (MHIT) has been in place since the 2018-19 school year. The team is multidisciplinary and comprised of two psychologists/LSSPs, four licensed professional counselors, and two mental health officers. The team rolled out at different time points throughout the year, with the officers starting in August of 2018, the LPCs starting in October of 2018, and the LSSPs starting in January of 2019. The team was originally modeled after the teams used in Austin ISD and their staff collaborated with Cy-Fair during the fall of 2018 to help get their procedures started. Based on the results of ongoing needs assessments that the team sends out, they work to tailor their efforts to the mental health needs indicated by district staff.

The team is multidisciplinary and has multiple individuals who lead the team. The Director of Psychological Services, Dr. Traci Schluter, oversees the efforts of the psychologists while the Director of Guidance and Counseling leads the licensed professional counselors. The mental health officers work with the CFISD Chief of Police. While the eight members of the team meet and office together on a daily/weekly basis to communicate and respond to situations taking place on campuses, the directors and chief meet monthly in collaboration with the team to discuss district-wide efforts. The directors and chief meet periodically with CFISD's Chief of Staff and General Counsel to discuss procedures.

Various staff members are trained at the campus level to respond to varying levels of crises. Teachers are provided gatekeeper training each year to address warning signs and procedures for providing students support when they make a threat to harm themselves or others. Counselors take the lead on suicide prevention efforts while administrators (assistant principal, associate principals, or campus principal) lead a multidisciplinary team for threat assessments. Multiple staff members are trained in the same procedures to keep information and language consistent, including nurses, Youth Services Specialists (licensed clinical social workers), psychological services staff, and school resource officers.

Team members have an MHIT help line that staff call whenever student concerns arise. Campus staff (counselors, psychological services staff, Youth Services Specialists, nurses, School Resource Officers, etc) have been trained to contact MHIT for support when they have concerns about high-risk student situations related to suicidal ideation/intent. They determine when support from MHIT is needed by screening students using the Columbia Suicide Severity Rating Scale Screener (CSSRSS). Campus Administrators are trained to contact MHIT during very serious substantive threat situations using Dr. Cornell's Comprehensive School Threat Assessment Guidelines (CSTAG).

Cy-Fair uses several evidence-based models to support our students. For crisis prevention and intervention, staff are trained to use the CSSRSS for suicide risk. Procedures are aligned closely



with the model Austin ISD uses as well as the Montana Crisis Action School Toolkit on Suicide. The district was fortunate to have Dr. Cornell train staff, as well as several members of the MHIT as trainers, to implement the CSTAG model in the district.

The district trains psychological services staff as well as other members in the district on PRE-PaRE workshop 1. When a campus is impacted by the death of a student or staff members, the team provides a response using the frameworks of both PREPaRE workshop 2 as well as NOVA. All psychological services staff as well as some counselors and Youth Services Specialists are trained in PREPaRE workshop 2 and NOVA. The district also has a psychological services staff member who is a Psychological First Aid for Schools trainer and trains district staff in this method.

The team provides services based on a multi-tiered system of support.

#### Tier 1 Prevention:

- Support of Student Mental Health Awareness groups
- Suicide risk awareness and prevention trainings
- Threat awareness and response trainings
- Mental health trainings for staff/parents/students
- Networking with community providers
- District mental health newsletter
- District-wide needs assessments/data collection
- Ongoing research re: evidence-based practices

#### Tier 2 Strategies for At-Risk Students:

- Crisis Help Line support for campuses
- Suicide risk screening and response protocols
- Threat assessment and response protocols
- Consultation with parents and staff of at-risk students

#### Tier 3 Strategies for Students with Severe Needs:

- Direct support to campuses during suicide/threat response
- Individualized student safety plan
- Ongoing monitoring of high-needs students
- Parent collaboration to access community services
- Support during transition (from hospital) meetings
- Support during reintegration (from discipline placement to home campus)

One challenge Cy-Fair encountered when starting their MHIT was that not all staff members could start at the same time. When the team was originally rolled out, some team members were not immediately available; they needed to complete job obligations within their current roles. Figuring out initial logistics took time (e.g., where the team was housed, what were the roles, what was the overall mission of the multidisciplinary team, how the team served the district best with eight members, gathering needs assessment data). It was important for team members to give themselves permission to make changes throughout the year based on efficiency and ways to best support staff.

When asked about any advice they might give LSSPs wanting to create a team-based approach to addressing school-based crises and mental health concerns, they recommended getting top-down buy-in and a means of communicating with stakeholders. In addition, network with other districts. Apply for grants—there are funds for practices impacting school safety. Consider the specific needs of the district in determining the focus of the teams and the roles on the team. Utilize the strengths of team members and have good communication throughout. Take time to get to know and learn about the members of the team—how they best communicate, what their specific goals are for the team, etc.



**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](http://baylor.edu/SOE/edp/schoolpsychology)  
**Dr. Alex Beaujean, program director:** [Alex\\_Beaujean@baylor.edu](mailto:Alex_Beaujean@baylor.edu)

## Children’s Assistance for Living Committee

Bo’s Place exists to offer support and community to those who have experienced the death of a loved one. A non-profit, free-of-charge bereavement center, Bo’s Place offers multiple grief support services for children and families, and provides education and resources for those who assist them as they grieve.

Bo’s Place operates on the belief that it is helpful and healing for grieving children to share their stories, memories, experiences, thoughts, and feelings with those who can help them understand their journey. Bo’s Place offers the only free on-going grief support program in the greater Houston area for children and their families.

*David Kahn*  
CALC Member



# Spotlight on Training Program: University of Houston

By Anna Laakman and Allison Meinert

Founded in 1927, the University of Houston (UH; <http://www.uh.edu/>) is located in the heart of the country's 4<sup>th</sup> largest city and is one of a select number of universities across the nation designated as a Carnegie Foundation Tier One Research Institution. UH offers 108 undergraduate degrees, 104 Master's Degrees, and 46 Doctoral degrees. There are over 2,700 faculty members and more than 46,000 undergraduate and graduate students. UH was recently listed as one of the 2019 Best Colleges in the US, according to Princeton Review's "Best Colleges" Book. We are proud that UH is one of the most diverse campuses in the U.S. and draws students from a variety of backgrounds.



Within the Psychological, Health, and Learning Sciences (PHLS) Department is the APA-accredited and NASP-approved School Psychology Ph.D. training program, which attracts applicants from all over the U.S. The mission of the School Psychology Ph.D. program is to “inspire the development of transformative leaders and mutually beneficial community relationships to promote positive change and well-being across systems important to children and families.... [by] intentionally engag[ing] with diverse populations, settings, and professional opportunities to accomplish rigorous, culturally sensitive, scientist-practitioner training and research”. The program is also designated by NASP as a Multicultural and Bilingual School Psychology Program. Students from the program have the opportunity to receive focused training during a summer study abroad in central Mexico a recent and exciting new endeavor!

The UH School Psychology program collaborates with multiple programs across campus, as well as many sites across Houston, which allows students to work with a variety of professionals and provides practicum opportunities the city. Our five core faculty members are Dr. Milena Keller-Margulis (School Psychology Program Director), Dr. Sarah Mire, Dr. Jorge Gonzalez, Dr. Brad Smith, and Dr. Zenaida Aguirre-Munoz. Their broad research areas include curriculum-based measurement, autism spectrum disorder, English-language learners, and mindfulness. Faculty research agendas are funded by both federal and foundation grants, giving doctoral students an opportunity to work closely with their faculty mentors to help generate and disseminate research designed to improve service delivery for children and their families. Faculty and students regularly publish together in top peer-reviewed journals and present together at state, national, and international conferences.

The scientist-practitioner model that guides training in the Ph.D. in School Psychology program emphasizes the bidirectional influence of research and field-based work. Trainees are prepared to conceptualize and conduct research to inform field-based practice, as well as to use field-based experiences to inform the development of empirical studies. The program is designed in an exposure-experience-expertise model and focuses on competency development in areas such as research design and methodology, evidence-based assessment and intervention, interdiscipli-



nary consultation, and program evaluation. Using a systems-oriented ecological-behavioral theoretical framework, students are taught to address school-based behavioral health difficulties across the many systems that influence child outcomes. By using this framework, students learn to consider not only the characteristics of the child, but also the influence of the family, school system, peers, neighborhood, cultural values, societal values, and developmental period. In this way, trainees are prepared to conceptualize cases holistically and to integrate both research and practice in their work.

The University of Houston's Ph.D. training program focuses on the reciprocal relationship between research and practice, underscoring the fluidity and interdependence of these domains. Students complete mentored research in faculty-led teams and independent research through their candidacy (thesis) and dissertation work. All students also begin interprofessional pre-practicum rotations during their first semester of study, followed by both school-based and non-school-based practica throughout their doctoral program. These sites include locations such as Texas Children's Hospital Psychology Service; Texas Children's Hospital Autism Center; Texas Children's Health Plan Center for Children and Women; Texas Children's Hospital Adolescent Medicine; UT Health CLASS Clinic; UT Health Path Program; UT Health Harris County Psychiatric Center; The Harris Center for Mental Health and IDD (Feeding Clinic, Eligibility Determination, Clinical Services); Harris County Juvenile Probation Center; Texas Child Study Center at Dell Children's; University Speech-Language-Hearing Clinic Interdisciplinary Practicum; University of Houston Counseling and Psychological Services; Cypress-Fairbanks ISD; Katy ISD; Galena Park ISD; Sheldon ISD; Deer Park ISD; UH Charter School; and the Monarch School. Students in the program are encouraged to have a variety of experiences and are exposed to many different populations during their training program.

Almost all of our students choose to pursue pre-doctoral internship placements through the Association of Psychology Postdoctoral and Internship Centers (APPIC) National Match, and they are highly successful in this competitive endeavor, matching to competitive internship sites across the US (see <http://www.uh.edu/education/degree-programs/school-psyc-phd/>). Students entering the program with a graduate degree typically complete the program in 4-5 years, while those entering with a bachelor's degree usually complete the program in 6-7 years. Upon graduating, students are eligible for the Licensed Psychologist (LP), Licensed Specialist in School Psychology (LSSP), Nationally Certified School Psychologist (NCSP), and Health Service Provider (HSP) in psychology credentials. UH School Psychology Ph.D. program graduates work all over the U.S. in diverse research and practice settings. These include university/academia, school, community mental health, juvenile justice, and hospital settings including Texas, Louisiana, Ohio, Delaware, Florida, Kentucky, Missouri, Tennessee, California, and New York.

We are always excited to meet bright, motivated, and passionate students who are committed to the field of school psychology. For more information about our program, faculty, and current students, as well as for application details, please visit our website: <http://www.uh.edu/education/degree-programs/school-psyc-phd/>.



# Spotlight on a District:

## Round Rock Independent School District

By Cassandra Hulseley

Round Rock ISD is located in central Texas and includes the city of Round Rock and portions of Austin and Cedar Park. Approximately 50,000 students attend the district's seven high schools, eleven middle schools, 34 elementary schools, and three alternative learning centers.

Round Rock ISD recognizes the important role mental health plays in the success of its students and has pursued several initiatives to enhance the social and emotional support the district offers.

Most recently, the district announced the development of two campus-based mental health centers, which will be located on the Round Rock High School and Cedar Ridge High School campuses. Students in need of mental health services can be referred for treatment by licensed professionals at no cost. If the referred student does not attend one of the site-based campuses, providers travel to the campus the student attends. These services are contracted with the local mental health authority (MHA), Bluebonnet Trails. However, the mental health centers are overseen by RRISD Counseling Services Department. Services provided through the mental health centers are a supplemental service to the counseling supports that are provided to students by school-based mental health professionals (school counselors, LSSPs).

RRISD's Counseling Services Department also provides community mental health seminars throughout the year. These are informative sessions presented by experts in topics related to relevant mental health issues impacting students (drug use, body image and eating disorders, coping with stress, anxiety, depression, healthy relationships, etc.) While these seminars are targeted toward parents and teenagers, they are open to the community.

Other measures to promote mental health and wellness taken by RRISD include decreasing non-counseling responsibilities of mental health staff, employing campus-based behavior interventionists, and community mental health walks. Campus and district leaders are supportive of conversations and ideas on how to support the social and emotional needs of all students, helping to create a positive climate that destigmatizes mental health issues and encourages connectivity.



# Graduate Student Corner



Hello TASP Grad Students,

I hope that your year has started strong with solid courses, experiences, challenges and excitement. TASP Convention is just around the corner and I would love to see you there, October 23-25. There are still a few spots for student volunteers at the Convention, if you are interested email me at [graduatestudentrep@txasp.org](mailto:graduatestudentrep@txasp.org).

At the Convention, Leslie Paige, NASP President, has asked to have a session with just Graduate Students! This session will be from 3:00-4:00 on

Wednesday before the Convention. It is included in your Convention fee (it does not count as Pre-Convention). Bring your questions about NASP and the future of School Psychology.

There is still time to apply for the TASP Scholarships. Four \$500 scholarships are available but the deadline is approaching fast. All materials must be received by Friday, September 27<sup>th</sup>. The application is located on the Professional Development: 2019 Fall Convention page, just click on Call for Scholarship Applications.

Make this a great semester!

Kassi Gregory  
Graduate Student Representative

## Area I Update

Hello Area I! I imagine you've been just as busy as me, settling back into another school year. I have also been hard at work on this year's Annual Convention, which will be in Houston, TX from October 23-25<sup>th</sup>. I know it is a ways from Area I, but there is a great speaker lineup and it is a wonderful opportunity to connect with other professionals. Registration is open now, so make sure you reserve your spot before prices go up. I look forward to seeing many of you there!

I am currently signed up to attend some of Region 10's workshops, so please look for me there. Shout out to Keya Saleh for coordinating events there!

I also want to send a special shout out to our lead LSSP in Frisco ISD, Shannon Henderson. She has been hard at work, advocating for our team and making sure our new district leadership knows how awesome the Frisco ISD LSSP team is. We are grateful for your leadership!

It is a pleasure serving as your Area I representative and Convention Chair. I can be reached at [area1@txasp.org](mailto:area1@txasp.org).

Jenna Becker



## Area III Update

Greetings Area III members! The Summer Institute provided attendees the opportunity to complete PREP<sub>a</sub>RE Workshops 1 and 2, and for those already PREP<sub>a</sub>RE trained, it provided the opportunity to become a Trainer. It was good to see so many people from Area III in attendance and committed to being ready in the event of a crisis, especially in light of the recent tragedies we have had in Texas. It is a reminder that tragedies can come when we least expect it, and it is important that when they do we are PREP<sub>a</sub>REd to address the needs of our students and families.



If you have not already done so, mark your calendars for the Fall Convention. This year's convention will be October 23-25, and we in Area III are fortunate to have the Fall Convention taking place close to home at the Westin Galleria. Please talk with your supervisors and make plans to attend. There is something scheduled for everyone. In addition, for the first time, TASP is excited to have scheduled a job fair in conjunction with our annual Convention. This should provide a wonderful venue for meeting new people, making professional connections, and learning about all the professional opportunities that are available throughout our great state.

Thanks to all of you who are loyal active members of TASP. Without you, TASP would not be able to advocate for the profession. 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. I continue to seek out opportunities to travel and visit LSSPs in Area III. Please contact me if there is anything I can do to assist you in your efforts to recruit your colleagues as new members. I look forward to seeing all of you at our Fall Convention!

*David Kahn*

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## Area IV Update



Fall convention is fast approaching (October 23-25 in Houston)! Have you checked out the amazing line up? Session topics include play therapy, TBI, school violence, eating disorders, psychological measurement, school-based mental health service delivery models, assessing ELL students, and so many more! This will be a great way to earn your professional development while also learning things to positively impact your practice...and to have a great time socializing and networking with other school psychologists! If you go, please stop by and say hello!

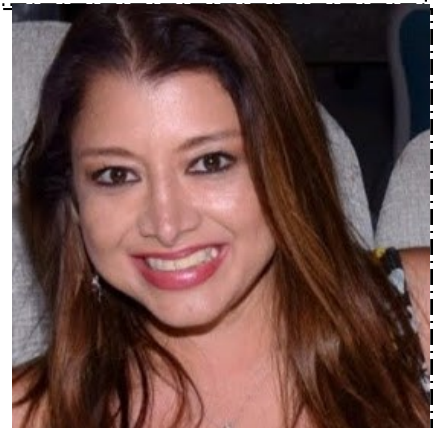
Sadly, this is my last time writing to you as your Area Representative as my term ends at the end of this year. But do not worry, I will still be representing and advocating for school psychology! Elections for new TASP Board positions, including Area 4 Rep, begin in October and I am excited to see who will be our next representative!

I wish you all the best in the new school year. If I can be of assistance in any way, please let me know!

*Cassandra Hulsey*

## Area V Update

I hope the beginning of this school year finds you rested and energized. August is always a month in full swing and it does not tend to slow down! This holds true for us all, including your TASP Board. The board met on August 17<sup>th</sup> and 18<sup>th</sup>. Among the many things discussed was our role as Area Representatives moving forward and finding more effective ways to reach out and advocate for our membership. Your input is important to us! As Area Representatives, we welcome any questions or concerns from you. Please do not hesitate to reach out to us. We would love to hear from you!



The Fall Convention will be held at the Westin Galleria in Houston this year and we have a diverse line-up of speakers. If you have not already done so, please take a look at the session descriptions on our TASP website. There will be an opportunity for members to get both ethics and cultural diversity CPDs during the convention. However, please make sure to plan ahead and arrive early to any session you wish to attend, as it is now on a first come, first serve basis. Convention attendee badges will have a QR code, which will be scanned upon entering the session to ensure that you get credit for continuing professional development. Those in attendance must be scanned within the first 15 minutes to count as present. When it reaches maximum capacity, the session will be closed.

Once at the convention, you do not have to go far for leisure activity when it is time to unwind. The Westin is located inside the Galleria Mall, which has everything you need and more. It is a great spot to network with fellow LSSPs, eat at interesting restaurants, and of course, shop!

*Jessica Greve*



## Area VI Update

I hope that this newsletter finds you all well as the 2019-2020 school year is in full swing. I hope that some of you were able to attend the PREPaRE training that TASP offered at our Summer Institute this year in an effort to better equip schools for crisis situations. We had our TASP Board meeting in San Antonio in August, where we worked on final preparations for the 27<sup>th</sup> Annual TASP Professional Development Convention in Houston. Be sure to get registered for convention and your hotel, as October 23<sup>rd</sup> will be here before we know it. "The Profession, Our Purpose, My Potential" is the theme of this year's convention, and we have some exciting presenters lined up that you do not want to miss! I hope to see you all there, so please come by the TASP table or find me around the convention and say hello!



I also want to give a big shout-out to Stephanie Barbre who works in Region 17. She is the current "TASP President-Elect" and will serve as President of our organization beginning in January! I want to thank each of you for all that you do each and every day for our districts, students and families, and for your tireless service to the profession. I hope to meet some of you in October at the convention, and please let us know if TASP can do anything for you!

*Christy Chapman*



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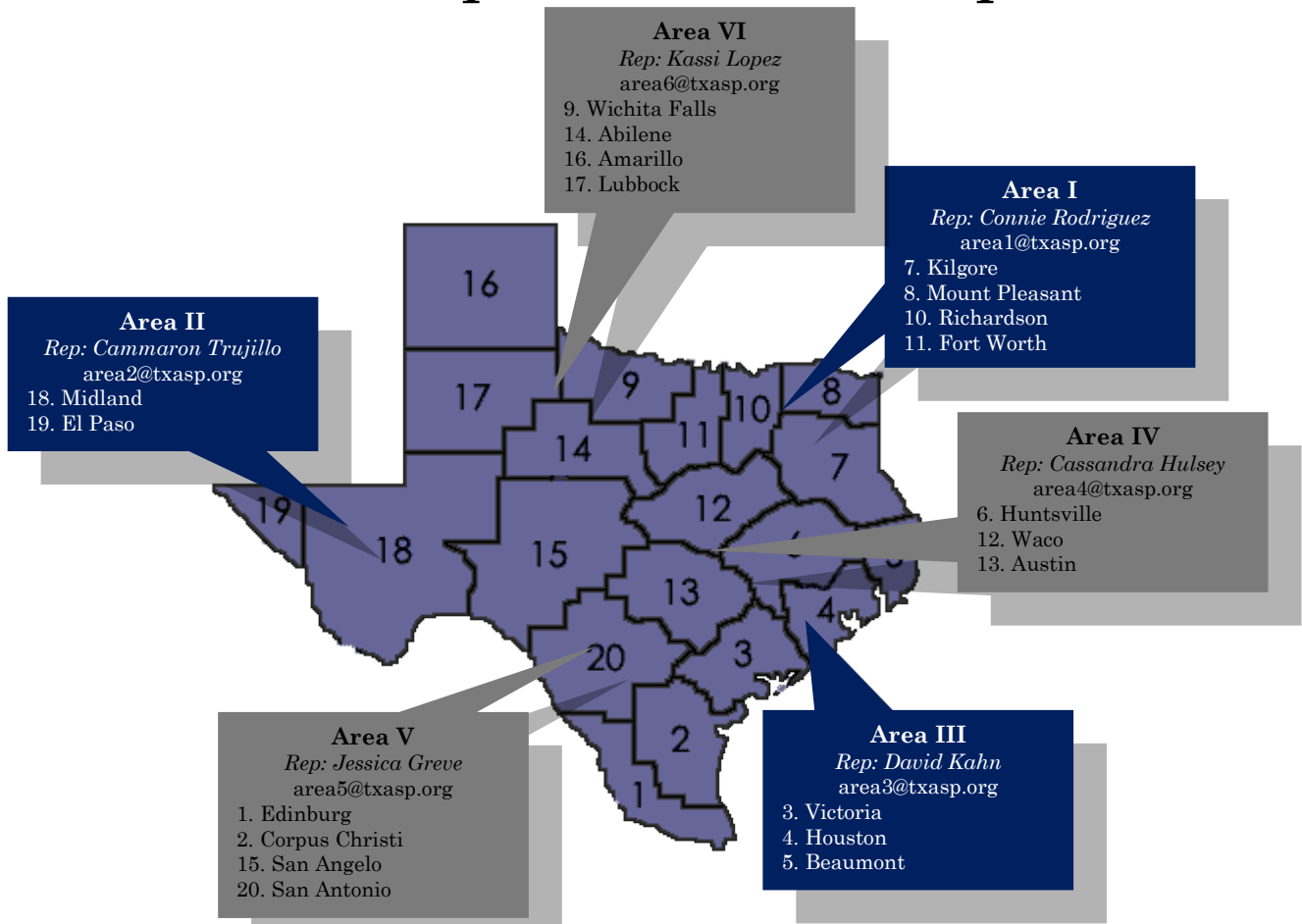
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# Information from the Area Representatives!

## Area Representative Map



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**Deadline for applications is December 15, 2016.**

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



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For more information, contact Dr. Mary Short  
(shortmb@uhcl.edu).  
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# Ethical Eddie

Dear Eddie,

A lot of my colleagues are considering leaving school-based employment and changing to contracted services, either independently or with a contracting company. Many of them are trying to convince me to come and work with them. Are there any specific ethical issues I should think about when making my decision?

Thanks!

Should I stay or should I go?

Dear Should I,

Eddie has also observed the increase in numbers of LSSPs who are choosing to contracted service work over being employed as an employee of a school district. While there are no legal or ethical standards that would prohibit this sort of work, there are some specific ethical concerns that school psychologists should consider when engaging in contracted services. Given the increasing numbers of contracting companies and individuals, it is important to think through these issues. Please note that guidance is offered here regarding considerations, each individual is encouraged to think through the concerns as they apply to an individual's situation.

Principles and Standards to consider in independent and/or contracted services:

*Consideration: School psychologists need to be very clear regarding who is providing the service (contracting agent, supervisee, sub-contractor, employee, etc) and to whom they report.*

Relevant standards:

Standard I.1.3 School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected. The explanation includes discussion of the limits of confidentiality, who will receive information about assessment or intervention outcomes, and the possible consequences of the assessment/intervention services being offered. Available alternative services are identified, if appropriate. This explanation takes into account language and cultural differences, cognitive capabilities, developmental level, age, and other relevant factors so that it may be understood by the individual providing consent. School psychologists appropriately document written or oral consent. Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities





of the supervising school psychologist are explained prior to the provision of services

Standard I.2.4 School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child's parent or legal guardian (or an adult student), except in those situations in which failure to release information would result in danger to the student or others, or where otherwise required by law. Whenever feasible, student assent is obtained prior to disclosure of his or her confidences to third parties, including disclosures to the student's parents.

Standard III.2.1 School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner.

*Consideration: School psychologists have an ethical obligation regarding advocacy for practices that support inclusiveness and social justice. Private contractors should consider their ability to impact systemic issues if not part of the system.*

Relevant Standards:

Standard I.3.3 School psychologists work to correct school practices that are unjustly discriminatory or that deny students, parents, or others their legal rights. They take steps to foster a school climate that is safe, accepting, and respectful of all persons.

Standard I.3.4 School psychologists strive to ensure that all children have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services.

*Consideration: School psychologists who are employed by school systems are responsible for understanding the intersection of requirements related to federal law and regulation, state law and regulation, district procedures, and building level procedures. In addition, they are typically working as a part of a team of professionals and engage in group decision making that can be impacted by ongoing professional relationships.*

Relevant standards:

Standard III.2.2 School psychologists make reasonable efforts to become integral members of the client service systems to which they are assigned. They establish clear roles for themselves within those systems while respecting the various roles of colleagues in other professions.



Standard III.2.3 The school psychologist's commitment to protecting the rights and welfare of children is communicated to the school administration, staff, and others as the highest priority in determining services.

Standard III.2.4 School psychologists who provide services to several different groups (e.g., families, teachers, classrooms) may encounter situations in which loyalties are conflicted. As much as possible,

school psychologists make known their priorities and commitments in advance to all parties to prevent misunderstandings.

*Consideration: School psychologists who are not considered employees of the school district should take extreme care to avoid conflicts of interest, or the appearance of conflicts of interest, and/or dual relationships.*

Relevant standards:

Standard III.4.4 School psychologists are cautious about business and other relationships with clients that could interfere with professional judgment and effectiveness or potentially result in exploitation of a client.



Standard III.4.6 A school psychologist's financial interests in a product (e.g., tests, computer software, professional materials) or service can influence his or her objectivity or the perception of his or her objectivity regarding that product or service. For this reason, school psychologists are obligated to disclose any significant financial interest in the products or services they discuss in their presentations or writings if that interest is not obvious in the authorship/ownership citations provided.

Standard III.4.9 School psychologists who provide school-based services and also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interests between their two roles and take steps to avoid such conflicts. Dual setting practitioners:

- are obligated to inform parents or other potential clients of any psychological and educational services available at no cost from the schools prior to offering such services for remuneration

- may not offer or provide private practice services to a student of a school or special school program where the practitioner is currently assigned

- may not offer or provide private practice services to the parents or family members of a student eligible to attend a school or special school program where the practitioner is currently assigned

- may not offer or provide an independent evaluation as defined in special education law for a student who attends a local or cooperative school district where the practitioner is employed

- do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer unless approved in advance by the employer

- conduct all private practice outside of the hours of contracted public employment

- hold appropriate credentials for practice in both the public and private sectors

*Consideration: What will be the procedure for ensuring the appropriate maintenance, access, storage and destruction for psychological records?*

Relevant standards:

Standard II.2.1 School psychologists review all of their written documents for accuracy, signing them only when correct. They may add an addendum, dated and signed, to a previously submitted report if information is found to be inaccurate or incomplete.

Standard II.4.1 School psychologists discuss with parents and adult students their rights regarding creation, modification, storage, and disposal of psychological and educational records that result from the provision of services. Parents and adult students are notified of the electronic storage and transmission of personally identifiable school psychological records and the associated risks to privacy.

Standard II.4.5 School psychologists take steps to ensure that information in school psychological records is not released to persons or agencies outside of the school without the consent of the parent except as required and permitted by law.

Standard II.4.7 To the extent that school psychological records are under their control, school psychologists protect electronic files from unauthorized release or modification (e.g., by using passwords and encryption), and they take reasonable steps to ensure that school psychological records are not lost due to equipment failure.

Standard II.4.9 School psychologists, in collaboration with administrators and other school staff, work to establish district policies regarding the storage and disposal of school psychological records that are consistent with law and sound professional practice. They advocate for school district policies and practices that:

- safeguard the security of school psychological records while facilitating appropriate parent access to those records

- identify time lines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice

- seek parent or other appropriate permission prior to the destruction of obsolete school psychological records of current students

- ensure that obsolete school psychology records are destroyed in a way that the information cannot be recovered

*Consideration: How will the contracted provider be involved in follow up regarding students with whom they work?*

Relevant standards:

Standard II.2.2 School psychologists actively monitor the impact of their recommendations and intervention plans. They revise a recommendation, or modify or terminate an intervention plan, when data indicate the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client.

Standard II.2.3 School psychologists accept responsibility for the appropriateness of their professional practices, decisions, and recommendations. They correct misunderstandings resulting from their recommendations, advice, or information and take affirmative steps to offset any harmful consequences of ineffective or inappropriate recommendations.

These considerations and relevant standards are certainly not exhaustive when considering ethical issues that may arise when delivering school psychological services as a non-school based employee, however, I hope these will stimulate your thinking and professional discussions regarding this important topic.

Ethically,

Eddie



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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](mailto:Pj16@txstate.edu)

Coordinator, School Psychology Program



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](mailto:jeremy.sullivan@utsa.edu))



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

## Journal Update

The first six issues of *Research and Practice in the Schools* can be accessed on the TASP website: <http://www.txasp.org/tasp-journal>. We welcome manuscripts from school psychologists working in a variety of settings. Submissions can include original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews. If you would like to submit a manuscript for publication consideration, please email [jeremy.sullivan@utsa.edu](mailto:jeremy.sullivan@utsa.edu) or see the latest issue for the Instructions for Authors.

### Call for Special Issue Proposals:

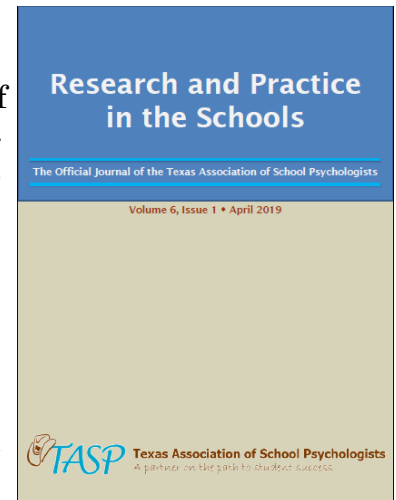
Are you interested in proposing a special issue of the journal? Perhaps an issue on crisis intervention, assessment of emotional disturbance, or training/supervision in school psychology? If so, please let us know about your ideas. Special issues will include collections of papers related to some cohesive theme in the field of School Psychology, and will be edited by Guest Editors who will take the lead in soliciting contributions and coordinating the peer review process. In addition to special issues that focus on research and scholarship in School Psychology, we welcome special issues that cover important practical and applied issues in the field.

Special issue proposals should include a brief description of the theme to be covered by the issue, approximate number of articles to be included, qualifications and expertise of those who will serve as Guest Editors of the issue, and a plan for soliciting manuscripts and conducting the reviews. Proposals for special issues, and questions about the process, should be sent to [jeremy.sullivan@utsa.edu](mailto:jeremy.sullivan@utsa.edu).

Our editorial team is currently reviewing manuscripts submitted for publication consideration in the *Special Issue on Trauma-Informed School Psychology Practices*, guest edited by Julia Englund Strait, PhD, Kirby Wycoff, PsyD, and Aaron Gubi, PhD. We are excited to have received so many submissions for the special issue, and look forward to publication in the next couple of months.

Thanks to all who have contributed to the continuing evolution of *Research and Practice in the Schools*. If you have any questions or feedback about the journal, please email [jeremy.sullivan@utsa.edu](mailto:jeremy.sullivan@utsa.edu) or [aeherna8@uiwtx.edu](mailto:aeherna8@uiwtx.edu).

*Jeremy Sullivan and Art Hernandez*  
Editors, *Research and Practice in the Schools*



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*For more information contact Dr. Nancy P. Razo, School Psychology Program Coordinator, at [nancy.razo@utrgv.edu](mailto:nancy.razo@utrgv.edu) or the UTRGV Graduate College at [utrgv.edu/grad](http://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

## Prevention and Wellness Promotion

The National Association of School Psychologists (NASP) is committed to school-based behavioral and mental health prevention and early intervention services that promote psychological wellness for all children, improve positive child development, and maximize children's success in schools, families, and communities. Optimal preschool and school-based prevention services foster strong and effective caregiving systems in home, school, and community environments. When they are well-designed and well-implemented, school-based prevention programs reinforce students' academic and social success (Greenberg et al., 2003). NASP affirms that school psychological services should include high-quality evidence-based prevention services that minimize disturbance and promote psychological wellness in children.

### RATIONALE FOR SCHOOL-BASED PREVENTION

Preventive school-based behavioral and mental health services are essential because 13–20% of school-age children experience a mental disorder in a given year, yet most do not receive adequate mental health supports (Centers for Disease Control and Prevention [CDC], 2013; Costello et al., 2013). Ethnic minority youth who need behavioral and mental health services experience even greater disparities than majority youth despite increased national attention to these inequities (Alegria, Vallas, & Pumariega, 2010). Of school-age children who receive any behavioral and mental health services, 70–80% receive them at school (Atkins et al., 2010). Access to behavioral and mental health treatment is critical, because early signs of student distress are often associated with difficulties in educational, social, and occupational activities during later school years and adulthood. Early intervention and prevention programs, in preschools and schools, support the psychological wellness of children at risk and address early symptoms of maladjustment before students meet diagnostic criteria for a disorder. By reducing incidence rates and moderating the development of psychopathology in children and youth, early preventive interventions can be more effective and less costly than remedial interventions (Kaplan, 2000).

A number of individual characteristics and environmental factors strongly influence the development and severity of students' maladjustment. In particular, children and youth who are exposed to poverty, family violence, parental psychopathology, or community violence are at significantly higher risk for maladjustment. This is in contrast to data showing that children who have access to caring adults, high-quality parenting, and effective community support services are more likely to have some protection against developing a mental illness (Werner, 2013). Therefore, it is critical that schools assess and identify the needs of student populations and tailor prevention efforts accordingly. Preventive school-based behavioral and mental health services can systematically reduce social or emotional disturbance by ameliorating environmental risk factors and providing students with supports that foster social health and psychological wellness (Doll & Yoon, 2010).



Schools are uniquely positioned to lead youth prevention and early intervention programming (Adelman & Taylor, 2010; Dwyer & Van Buren, 2010; NASP, 2008). Schools have daily contact with students and the capability to follow students over time, making broad multiyear prevention programs more feasible and cost-effective to implement across a community's youth population. Furthermore, access to school-based prevention and intervention services reduces common barriers to treatment such as cost, the stigma associated with services in unfamiliar places, transportation to and from intervention sites, and family–work scheduling challenges. Prevention efforts that are coordinated with families and communities are likely to be more effective than stand-alone programs that are disconnected from other social systems (Power, Lavin, Mautone, & Blum, 2010). For these reasons, it is critically important that neighboring school districts and schools collaborate on prevention programming to address shared concerns and risk factors in their adjoining communities when students move across school catchment boundaries. Moreover, school–community partnerships that effectively utilize school-employed behavioral and mental health professionals—including school psychologists, school counselors, and school social workers in collaboration with community-employed partners—can help improve availability and access to prevention and intervention services while ensuring that students with intense needs have access to critical mental health supports. Such partnerships integrate school and community services, improve continuity of interventions and family engagement, and support learning through classroom supports and teacher consultation.

NASP is committed to strengthening the infrastructure for school-based prevention programs. The need for prevention programming far exceeds the current number of programs (Adelman & Taylor, 2010), and too many of the existing programs have narrow objectives around the prevention of drug, tobacco, or alcohol use (Foster et al., 2005). Often, psychosocial prevention programs are marginalized within larger efforts for school improvement of achievement or graduation rates (Adelman & Taylor, 2010; Dwyer & Van Buren, 2010; Walker et al., 2010). Many school prevention programs wait to identify at-risk youth until secondary grades, even though prevention programs are more effective and less costly in the primary grades. Effective school-based prevention programs are those that (Greenberg et al., 2003):

- Teach social and emotional learning skills and provide opportunities for student self-direction, participation, and school or community service.
- Foster respectful, supportive relationships among students, parents, and staff.
- Support positive social and academic behavior through systematic school–family–community approaches.
- Gather ongoing assessment data of student mental health needs and the impact of prevention programs.
- Provide multitiered programs that accommodate various levels of student need.
- Are integrated into the educational curriculum.

## MULTITIERED PREVENTION MODELS

NASP supports school-based prevention and wellness promotion that use a multitiered approach to address the needs of all students through varying levels of support. The following model is promoted for preventive interventions:

*Tier 1: Universal preventive interventions* are provided to the general school population. School-wide prevention programs can help reduce negative behaviors (e.g., substance or alcohol abuse,

bullying, truancy) and simultaneously build student competencies and promote mental health and wellness. Through practices such as positive behavioral interventions and supports (PBIS) and social-emotional learning programs (SEL), schools can provide instruction to all students in social problem-solving strategies and ways to effectively deal with conflict.

*Tier 2: Selective interventions* target groups of students who do not respond to universal prevention programming and students who demonstrate biological, social, and other risk factors, for behavioral and mental health difficulties. In conjunction with universal prevention programs, selective intervention programs strengthen competence and ameliorate risk in students who are identified as needing additional support. Selective intervention programs include the Head Start and Early Head Start programs, social skills instruction, and counseling support groups for children who have suffered trauma.

*Tier 3: Indicated preventive interventions* target individuals who have a diagnosed mental illness or those who are displaying signs or symptoms of mental illness. These interventions work to remediate the effects on school functioning. Indicated preventive interventions involve general education individualized interventions or counseling for students whose needs are so severe that they would not be able to benefit from instruction without these accommodations.

## THE ROLE OF THE SCHOOL PSYCHOLOGIST

School psychologists are uniquely qualified to design and implement preventive school-based behavioral and mental health services to promote student wellness and provide interventions to students in need of additional support. School psychologists know principles and research related to resilience and risk factors in learning and mental health, and they have the skills to provide services within school settings. Using a multitiered prevention model, school psychologists are able to: (a) recognize risk and protective factors, (b) implement a variety of preventive and responsive intervention methods, (c) identify students who may require more individualized support, (d) access resources, and (e) collaborate with other caregivers in the school and community. Given their expertise in providing and coordinating behavioral and mental health services, school psychologists can also act as resources and consultants for school administrators who make decisions that affect schools' coordinated systems of supports and services.

## SUMMARY

NASP believes that prevention and early intervention are essential in promoting student behavioral and mental health, and that schools must provide these services. NASP is committed to strengthening the infrastructure for school-based prevention programs, and it advocates for the use of multitiered prevention and early intervention models that devote school behavioral and mental health services to the needs of all students through increasingly intensive levels of support. School psychologists are trained to play a number of important roles in implementing these programs, including: (a) leading school teams; (b) facilitating the development, delivery, and evaluation of early intervention and prevention programs; and (c) involving other caregivers as partners in early intervention and prevention efforts.

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