



President's Message

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Government & Professional Relations

Amanda Affi

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Summer Institute

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School Psychology Trainers

Sarah Mire

Webmaster

Brook Roberts

It is my honor to serve as the President of the Texas Association of School Psychologists in 2020. I have held positions on the Board for the past six years and when I stop and reflect on my time and involvement with TASP, I remember the days when I doubted my contributions. In my early years, I distinctly remember attending several board meeting weekends when I did not say anything followed by six-hour long drives back home to Lubbock feeling irrelevant, insignificant, and exhausted. I cannot tell you how many times I told myself, "This will be my last year. I mean it this time," only to find myself accepting an appointment for another position the following year and then somehow persuaded to run for treasurer-elect, which meant committing to another two years of service.

I actually loved being treasurer. It required me to know everything about the association's financial health and more importantly, it forced me out of my own insecurities and role on the board and in practice. I could no longer sit quietly at the table, keeping my thoughts, opinions, and ques-

tions to myself. I remember balancing the monthly financials and accounting for membership dues, convention registration fees, and donations to our various funds with the names of payees listed on our ledgers. It was meaningful to me seeing the names of the very people we represented contributing to the association's mission and supporting us as an executive board to carry out the work. As an elected board member, I was trusted by my peers to represent the profession and practice of school psychology.

I began to channel my inner Leslie Knope and became more vocal and active in my own advocacy efforts. I met with my local legislatures, made a few visits to the Capitol, testified in front of Senate and House committees, pursued my first (ever) research endeavors related to the shortage of school psychologists in Texas, and then reached out to my local school psychology training program to teach a few courses. School psychology became my life and



then I became the TASP President. Needless to say, I have evolved both personally and professionally. When I thought I was finished, something in the universe thought otherwise and pushed me to return for another year and to do more. I had something to contribute, but the time for my voice was coming and now it is here.

I hope you see the similarities in this journey and every day practice in our profession. How many times do we show up to the meeting, but feel we did not really accomplish anything? How many times are we called and continue to show up? We are needed and we have so much to contribute to the team. We have an obligation to stand for best practice, advocate for those who need a voice, and demand a seat at the table. Once you know what needs to be done, it is no longer an option to sit on the sideline. I hope 2020 is good to you and I hope you continue to feel empowered in your work, despite the challenges we face. At the end of the day, your work is a reflection of you.

Stephanie Barbre

TASP President, 2020

Government & Professional Relations Update

Happy 2020! I am Amanda Afifi, and I am a Spanish bilingual LSSP living in Austin. I am happy to serve in the role of Government and Professional Relations Chair. The Texas legislative sessions are held every other year, and although this year there is no legislation in session, advocacy work never stops. We are already gearing up for the 87th Legislative Session in 2021. We will continue to advocate for expansion of loan forgiveness programs, as well as a School Psychologist title change. Also, continue to look out for more information regarding the Education Committee interim session in future newsletters.

The annual Children's Mental Health Awareness Day is scheduled for Saturday, May 2, from 10 AM to 1 PM at the Texas State Capitol. The free event provides information about community services while empowering children and families to rise above mental health stigma. If you are in the Austin area or looking for a weekend getaway, come out and support the children and their families at this event. It is a great way to support mental health work and professionals, and learn about agencies and outside supports. Plus, it is fun!

As LSSPs, we continually advocate for the best needs of our students. I want to encourage each person to go out and advocate for school psychology and students at a local level. Attend a school board or city council meeting. There are many important decisions being made at the local level that directly impact and shape our roles in schools. And as always, make sure to go out and vote in the primary elections! Early voting begins on February 18 and ends on February 28. Election day is March 3.

Amanda Afifi

Government & Professional Relations





Call for Mini-Skills

TASP would like to invite you to consider presenting a Mini Skills Presentation at this year's upcoming annual convention in San Antonio, Texas at the Omni San Antonio Hotel at the Colonnade on October 8-10, 2020. This year's convention is the ideal place to showcase your latest research and practice!

Submissions should be sent to Keya Saleh, 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, 2020.

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.

Graduate Student Corner

Happy spring to all of our wonderful TASP graduate students!

My name is Tanya Perez and I would like to thank you all for electing me as your 2020 TASP Graduate Student Representative. I am honored to be a part of bridging the gap between TASP and the graduate students of the great state of Texas. I am excited to strengthen the personal and professional relationships between our organization and school psychology graduate students. I believe that together we can build a community of professionals who support one another.

Currently, I am pursuing a Specialist in School Psychology at the University of Houston- Clear Lake. I am a bilingual, third year graduate student and have started my internship hours in Pasadena Independent School District. I have thoroughly enjoyed applying the knowledge that my program has provided me and learning about the daily life of a Licensed Specialist in School Psychology.

After attending my first board meeting, I can tell you that this year is going to be full of new and exciting opportunities. This year, I would like to focus my efforts on issues pertinent to graduate students such as job placement, professional development, scholarship, membership, and increasing field experience in school safety and crisis intervention. If you have questions or concerns, please feel free to email me at graduatestudentrep@txasp.org.

Have a wonderful spring semester and do NOT forget to engage in some much deserved self-care!

Tanya Perez

Graduate Student Representative



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>



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For more information, contact Dr. Mary Short
(shortmb@uhcl.edu).
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SAVE THE DATE

2020
Summer
Institute

Texas Association of
School Psychologists

June 18 - 19
Port Isabel Event and Cultural Center

*More information forthcoming soon
on the TASP website txasp.org.*



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Department of Human Development and School Services
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Phone: (956) 665-3466
Email: summerinstitute@txasp.org

The University of Texas
Rio Grande Valley
Department of
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& School Services

 **TASP** *A partner on the path to student success*
Texas Association of School Psychologists

Treasurer's Report

The TASP Executive Committee held its first meeting of 2020 in January to welcome new members and strategically plan this year's priorities. Among those priorities was to review last year's financials and prepare the budget for 2020. From a budgetary standpoint, 2019 was a great year for TASP and our conservative efforts in budget preparation last year paid off in a net income of \$11,329, to be exact.



We had such a great fiscal year in 2019! One such financial success was that we brought in \$3,920 more from membership dues than we anticipated. That means membership has increased which is exciting news! We also had a successful Annual Convention resulting in a profit of \$45,000 by increasing attendance and cutting costs where we could without sacrificing quality sessions. Of course, these two areas are not the full picture, but it shows how members and convention attendees help us from a financial point of view. The money we bring in is either invested, used for board meeting collaboration or advocacy efforts, or to provide professional development at events such as the Summer Institute and Annual Convention. We can only cut costs so far to maintain fiscal responsibility, so we need your support.

After analyzing the 2019 profits and losses, the board reviewed the proposed budget for 2020. The good news is we anticipate another profitable year! This year, we are hosting the Summer Institute in the South Padre Island area. We are also continuing efforts in decreasing board meeting costs to generate additional revenue. It is going to be another exciting year for TASP and I look forward to serving as your treasurer this fiscal year.

Kristin Streich

Treasurer



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For more information: baylor.edu/SOE/edp/schoolpsychology
Dr. Alex Beaujean, program director: Alex_Beaujean@baylor.edu

Spotlight on a District: Canyon ISD

By Anabel Ramos

Canyon Independent School District is located in Randall County of the Texas Panhandle and works to serve the Canyon and Amarillo areas. There is a total of 16 campuses, 10 in Amarillo and 6 in Canyon, which hold an enrollment of an estimated 10,000 students. Canyon ISD consists of three high schools, two junior high schools, three intermediate schools, and eight elementary schools.

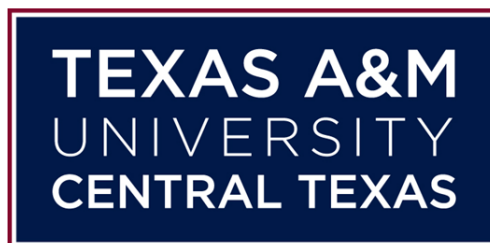
As Canyon ISD notes in their mission statement, they work to empower students through academic and character development to obtain lifelong success. The district is working hard to uphold this value by having one of their schools, Canyon High School, participate in a pilot program entitled teen Mental



Health First Aid or tMHFA. The National Council for Behavioral Health has partnered with Lady Gaga's Born This Way Foundation to launch tMHFA, which originated in eight high schools across the country but has since expanded to 35 more high schools.

The tMHFA Action Plan is described as a peer to peer program that teaches high school students a five-step action plan that assists adolescents in helping friends who may be facing a mental health problem or crisis. This plan equips students with the tools necessary to talk about mental health issues and incorporates the importance of involving a responsible and trusted adult. Mental Health First Aid teaches students how to identify, understand, and respond to signs of mental illnesses and substance use disorders.

Canyon High School is looking to have all sophomores participate in the mental health first aid training by the end of April. The goal is to have the entire school trained in three years. The action plan hopes to address crisis, such as suicide, and inform individuals about the different resources located in the area. This program encourages students to look, ask, and listen to help a friend. Canyon ISD is utilizing a multi-approach curriculum to educate students on how to recognize those struggling with mental illness and to better respond from with support.



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

Area II Update

Hi Area II members! I hope everyone is getting into the swing of things as we make our way through the second semester of the school year. We are well on our way towards summer! With that in mind, Summer Institute is set to take place at Port Isabel during June. That will be a great opportunity to network and gain some professional development credit. For now, I know our special education departments have been hard at work getting ready for our Special Olympics. School psychologists and other departments have assembled together to organize the sports event that allows our unique athletes to compete in a healthy game of various track events. I know I, along with my fellow coworkers, are looking forward to getting a little sun. I hope everyone else gets an opportunity to take a break from our pesky testing and report writing rooms. I trust we are all doing our best to stay ahead of those never-ending referrals. As always, try to keep yourselves happy, healthy, and remember to breathe!



Just to keep you updated, I am the new representative for Area II and look forward to meeting all our members at our upcoming events. Please feel free to reach out to me if you have any questions or need assistance with anything. You can contact me at aramos14@sisd.net.

Anabel Ramos

Area III Update

Greetings Area III members! I hope this finds all of you doing well. I know the spring semester is a busy time. This year the Summer Institute will be June 18-19; the location will be at the Port Isabel Event and Cultural Center. Please make plans to attend, and bring your family. Port Isabel, along with nearby South Padre Island and the Rio Grande Valley, make for a great family vacation. As usual, the focus of the Summer Institute will be School-Based Mental Health. If you have not already done so, mark your calendars for the 27th Annual Convention, which will be on October 8-10. This year we will be back in San Antonio at the Omni San Antonio Hotel at the Colonnade.

Thank you for being loyal members of TASP. Without you, TASP would not be able to advocate for the profession. TASP needs the support of all LSSPs during this time of change. 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





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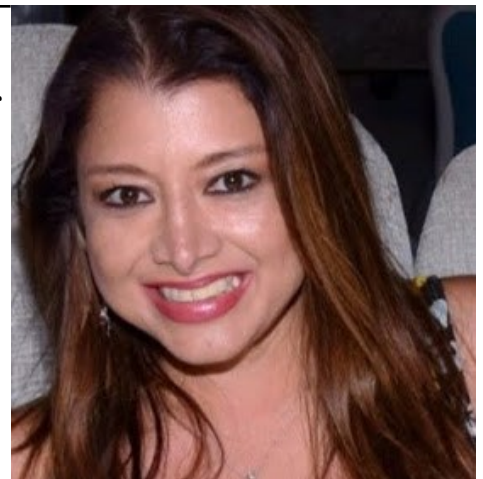
Area V Update

Greetings Area V! We began the New Year with changes in your TASP Board. We welcomed several new board members, including two from our very own Area V. As Area Representatives, one of our goals is to find ways to reach out to TASP membership in order to advocate for your needs in each individual region. Each region may face unique challenges, based on many factors, including size and geographical location. I will continue to reach out to the regional centers in Area V in order to advocate for your individual needs. As TASP continues to work hard at finding ways to best support LSSPs throughout the state, we welcome any feedback you may have. Please do not hesitate to reach out to us!

This year's summer institute will take place in beautiful Port Isabel, at the Port Isabel Event and Cultural Center on June 18-19. This is a great opportunity to network, learn, and have fun at the beach! Stay tuned for more details to come.

Finally, I want to thank our TASP members. Your hard work and dedication to helping children succeed does not go unnoticed! Thank you for your passion, commitment, devotion, and resiliency in the face of adversity. We look forward meeting many more of you this year!

Jessica Greve





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Spotlight on a Training Program: Texas A&M University-Commerce

By Erin Harper, DeMarquis Hayes, and Kayla D. Nichols



The School Psychology program at Texas A&M University-Commerce (TAMUC) prepares students for attainment of a Specialist in School Psychology (SSP) degree and is a NASP approved program.

Although the main campus of TAMUC is located in Commerce, TX the large majority of the School Psychology courses are taught at the Mesquite Metroplex. Of the 54 academic course hours, approximately 24 are online, 6-9 are in Commerce, and 21-24 are in Mesquite.

The SSP degree program is a three year program consistent with the requirements published by the Texas State Board of Examiners of Psychologists for the Licensed Specialist in School Psychology (LSSP). Based on a cohort model, students are admitted in the fall semester and complete all coursework within the first two years. Upon completion of the 66-hour degree program, graduates are eligible for licensure in the state of Texas as an LSSP and certification at the national level as an NCSP.

The 66-hour degree program includes 6 hours of practicum and 6 hours of internship. Practicum is completed in the 2nd year along with course work. A 1200-hour internship is completed in the 3rd year. This is a full-time position that is completed after all coursework and comprehensive exam requirements have been fulfilled. The remaining 54 academic course hours are in the content areas of psychological foundations, research and statistics, educational foundations, assessment, intervention, and professional and legal issues. Every student who has graduated from TAMUC has successfully passed the PRAXIS exam. The vast majority of graduates work in school districts in the DFW Metroplex or other parts of Texas.

The average cohort size at TAMUC is approximately 8-12 students per year. The majority of our students continue to work full-time jobs (mostly in school districts) while enrolled in the program. Traditionally, many students have not pursued a Master's thesis but that is beginning to shift with the emphasis the school psychology faculty are putting on research. We are encouraging more engagement in research so students can present at places like NASP, TASP, and local conferences.

The three core faculty members in the school psychology program are Dr. Erin Harper, Dr. Kayla Nichols, and Dr. DeMarquis Hayes. Dr. Harper's research focuses on cul-



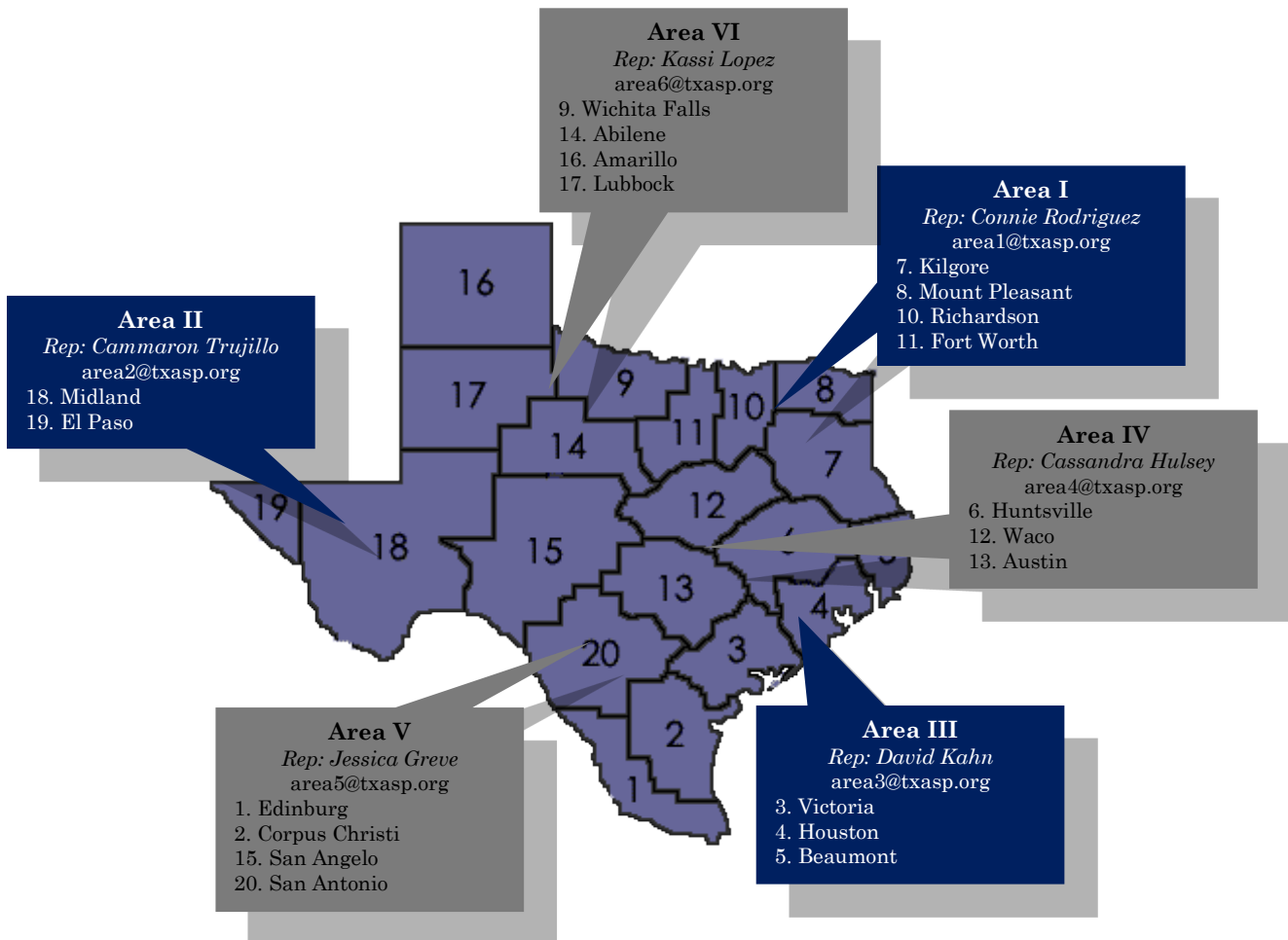


turally responsive positive youth development (PYD) programming, school mental health, preventive interventions for African American/Black adolescent girls and families, and school-based prevention of commercial sexual exploitation of children (CSEC). Dr. Nichols studies school mental health, school-based interventions for African American/Black girls and culturally responsive practices. Dr. Hayes investigates resilience and vulnerability in children and adolescents, and home and school factors that enhance academic and social-emotional success, with a special focus on ethnic minority youth.

If you would like more information about our program or are interested in applying, please contact Dr. DeMarquis Hayes at Demarquis.Hayes@tamuc.edu.

Information from the Area Representatives!

Area Representative Map





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)

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).



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

Journal Update

We are pleased to announce that the first special issue of *Research and Practice in the Schools* has been published! Guest-edited by Drs. Julia Englund Strait, Kirby Wycoff, and Aaron Gubi, this special issue focuses on trauma-informed services in the schools. This issue represents significant work by the guest editors, authors, manuscript reviewers, and our editorial team and we hope the result is a volume that will inform both research and practice. The special issue, in addition to all previous journal issues, can be accessed on the TASP website: <http://www.txasp.org/tasp-journal>.

Please let us know if you have feedback about the special issue. We look forward to hearing from any of you who may have ideas or proposals for future special issues.

General Call for Papers:

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 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.

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 or aeherna8@uiwtx.edu.

Jeremy Sullivan and Art Hernandez

Editors, *Research and Practice in the Schools*

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.

You will also receive preparation for the following credentials: Licensed Specialist in School Psychology (Texas State Board of Examiners of Psychologists) and the Nationally Certified School Psychologist (National Association of School Psychologists Certification Board).

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

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

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

EFFECTIVE PARENTING: POSITIVE SUPPORT FOR FAMILIES AND THEIR CAREGIVERS

The National Association of School Psychologists (NASP) recognizes the tremendous impact families¹ have on children's development of cognitive, academic, social-emotional, and behavioral skills. NASP endorses policies and practices that (a) underscore the importance of supporting new parents, (b) empower families to be active partners in students' education, and (c) support families in their use of effective, positive parenting practices (NASP, 2010). The National Standards for Family-School Partnerships (PTA, 2008) stress the importance of school collaboration with families in supporting students' learning and healthy development, "with regular opportunities to strengthen their knowledge and skills to do so effectively" (Standard 3). For example, family encouragement and focus on cognitive development, vocabulary, and early literacy have been associated with increased school readiness, engagement, and success (Dearing & Tang, 2010). For adolescents, parental monitoring and parent-child connectedness protect adolescents from a variety of risky behaviors and emotional distress, including substance use, early sexual behavior, and violence (Resnick et al., 1997). In addition, a general set of effective parenting practices may be drawn from the professional literature (Moore & Patterson, 2009).

Children's out-of-school time and experiences, particularly in the home environment, are related to in-school behavior, engagement, and achievement (Minke & Anderson, 2005). Furthermore, children who exhibit behavioral difficulties frequently do so across home and school. Effective parenting practices reduce the incidence of behavioral concerns across settings (Stormshak, Bierman, McMahon, & Lengua, 2000). Effective parenting is characterized by setting clear expectations, teaching expected behaviors, having regular family routines (e.g., meals together), and acknowledging appropriate behavior. In addition, family-school partnership practices that include connecting to school and providing support for student learning positively influence student behavior (Sheridan et al., 2012).

MODELS OF PARENTING EDUCATION AND TRAINING

Although parenting can be complex and multifaceted, many family members report having little or no training in how to best support the positive development of their children over time and in effectively meeting the everyday challenges that are encountered (Nemours Foundation, 2013). Options for parent training typically include: (a) parent education and/or (b) family intervention or *parent management training*. School psychologists can play a critical role in determining how best to support families on a continuum of needs for parental learning and skill development.

¹ Throughout this document, the term *family* refers to any and all persons who function to support, care for, and raise children, including extended biologically related (e.g., grandparents) and nonbiologically related (e.g., foster parents) individuals.

Parent education programs promote the use of effective parenting strategies and have been developed for various developmental levels. These programs focus on general parenting issues, such as communication and substance use prevention, and tend to be geared towards a wide range of parents who voluntarily seek to better parent their children and prevent problems from occurring.

Family intervention or parent management training programs typically address specific concerns or behaviors that are interfering with optimal learning and development. These programs require a complex set of procedures; thus, it is often recommended that such training be implemented by a school psychologist and parent working collaboratively, perhaps in conjunction with a community resource or other mental health professional.

BEHAVIORAL AND SOCIAL-EMOTIONAL SUPPORTS

The following strategies are adapted from Moore and Patterson (2009) to represent core elements of effective parenting: (a) observe and define behaviors; (b) use reinforcement and positive attention with behavioral expectations to teach, enhance, and shape prosocial behaviors (i.e., use positive behavior support); (c) manage consequences for behaviors, use limit setting, and provide corrective feedback; and (d) promote generalization. In addition, Dishion, Stormshak, and Kavanagh (2012) provided a useful framework to structure parenting interactions with families.

Observe and define. The first step to address behavior concerns is to identify the primary behavior that is problematic (i.e., the target behavior). A common behavior concern at home is noncompliance (e.g., failing to complete tasks; Moore & Patterson, 2009). After the behavior is identified and clearly defined, a goal should be set and information should be collected to track the behavior (e.g., a frequency count of noncompliance from 4:00 p.m.–5:00 p.m.). It can also be helpful to track what happens before (i.e., antecedents) and after (i.e., consequences) the child exhibits the target behavior (Dishion et al., 2012).

Use positive behavior support. After behavior concerns are specified, it is important to develop procedures that will allow adults in the environment to support children's appropriate behavior (e.g., compliance; Dishion et al., 2012). This is accomplished in four primary ways: (a) identifying and teaching expectations, (b) providing positive praise and attention for appropriate behavior, (c) using items or privileges the child prefers as incentives for appropriate behavior, and (d) minimizing attention and access to preferred items for inappropriate behavior.

Manage consequences, use limit setting, and provide corrective feedback. After parents are consistently and effectively using positive behavior support strategies, it is appropriate to consider adjusting consequences while introducing limit setting and opportunities for corrective feedback (Moore & Patterson, 2009). For example, parents may find it useful to create and teach a small number of positively stated house rules which can provide an opportunity to identify, acknowledge, and provide positive attention for children following the house rules. When house rules are broken, parents may choose a limit setting strategy that all adults in the home agree about and that can be implemented consistently (Dishion et al., 2012). Consequences should be structured so attention for the infraction is minimized while corrective feedback is provided (e.g., "You did not follow my instruction to pick up your ball, so you are going to time out.") and consequences are implemented immediately and consistently. In addition, actively ignoring minor misbehavior continues to be critical, while waiting for an opportunity to provide positive attention and access to preferred items and privileges (Dishion et al., 2012).

Promote generalization. School psychologists can work with families to generalize the family's use of effective parenting skills for other behaviors or settings and to encourage children to exhibit appropriate behavior in other relevant areas of their life (e.g., after a child is compliant with parent instructions at home, it could be appropriate to target behavior at a grocery store; Moore & Patterson, 2009). It is also important that congruence in procedures across home and school are established and maintained. Effective parenting strategies should be linked with school behavior through consistent and meaningful multidirectional communication among parents and educators, such as through use of a daily report card or journal between home and school that allows parents and educators opportunities to share information. When families and schools work together, children experience how such collaboration supports consistency.

COGNITIVE AND ACADEMIC SUPPORTS

Parenting and home environments are reliably associated with children's cognitive and academic development. Dearing and Tang (2010) noted similarities across practices that can support parenting, cognitive development, and academic achievement. These include: (a) an environment that is conducive to learning, (b) parent engagement in learning activities, and (c) parent-child relationships and emotional support.

Establish home environments conducive to learning. Access to and variety of learning materials are important considerations in establishing home environments that are conducive to learning. Correlational studies indicate an association between the availability of learning materials in the home and achievement, as well as other desirable attitudes and behaviors (e.g., interest in reading). In addition, it is important that learning materials match children's developmental stages and interests (Dearing & Tang, 2010).

Engage in learning activities with children. Parents play an important role in promoting children's learning through language interactions, shared book reading and similar activities, and direct teaching (Dearing & Tang, 2010). The amount and quality (e.g., encouragement, sentence complexity, shared reminiscing) of language interaction between parents and children are related to vocabulary growth and achievement. Similarly, shared book reading and problem-solving provide occasions for increased interactions, vocabulary development, and language usage. Parental attitudes and encouragement in homework appear to be particularly facilitative of more positive student outcomes (Dearing & Tang, 2010).

Promote high-quality relationships and provide emotional support. An authoritative parenting style (e.g., warmth, consistency, high expectations, structure) as opposed to permissive (e.g., warmth but with few expectations, little structure) or authoritarian (e.g., restrictive, punitive, low in warmth, high structure) is associated with more positive attitudes, work ethic, and achievement (Dearing & Tang, 2010). In particular, secure attachments to parents are associated with more positive cognitive and academic performance. In general, parental responsiveness and affection are associated with child self-regulation and internalization of parents' goals and values.

CONSIDERATIONS

Although there are several considerations in the provision of parenting support, sensitivity and understanding of student and family diversity are among the most important. Cultural variations in

family belief systems and parenting practices exist (Hill, 2010), which may be reflected in family expectations of the student and school, communication patterns, and home support for learning. School psychologists and other educators must also be aware of the many different family configurations. Parenting may be shared across generations, stepparents, and extended family (e.g., aunts, uncles, grandparents, and close friends in the community). In addition, families and educators must recognize and support individual differences and needs of children (e.g., temperament, gender, chronic medical conditions, disabilities). Positive parenting practices are flexible to the needs of children and family context.

THE ROLE OF SCHOOL PSYCHOLOGISTS IN PROVIDING SUPPORT FOR FAMILIES

School psychologists can communicate information and strategies to support student learning and healthy development for *all* parents, families, and those filling a parental role for children, including systems-level and individual family-level supports. In working at a school-wide level, schools should aim to use proactive, partnership-centered strategies. For example, school psychologists might provide handouts, e-mails, flyers, or websites with parenting strategies and information; hold parent education sessions; conduct needs assessments to determine family preferences and interests for additional support and information; and work with others to explicitly link school curricula with home activities.

Individual and extended families may benefit from learning about specific parenting strategies. Depending on the need that exists in a school, school psychologists could provide parent education classes to a small number of families in a group setting or offer support groups for families with specific needs (e.g., students with disabilities). Finally, school psychologists could also work with individual families to implement specific intervention programs or provide more intensive support in the acquisition of effective parenting strategies, and can use their knowledge of community resources to assist with access to appropriate supports.

Regardless of the specific approach or format, school psychologists should facilitate establishing procedural congruence across home and school, and use multidirectional communication to allow families and educators opportunities to initiate and respond to ideas. Parents and educators are partners who collaboratively develop and maintain supportive environments for students.

SUMMARY

NASP endorses policies and practices that (a) emphasize the active role of families (including other caring adults) in children's education and lives and (b) support families in their efforts to be effective, positive parents. School psychologists work to support all parents as well as provide consultation and intervention assistance to those in need of more individualized assistance to acquire and implement effective parenting strategies.

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