



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

Volume 29, Number 4

www.txasp.org

Winter 2016

TASP Elected Executive Board:

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Raina Walterscheid

Area II Representative

Cammaron Trujillo

Area III Representative

Evelyn Perez

Area IV Representative

Cassandra Hulsey

Area V Representative

Art Hernandez

Area VI Representative

Kassi Lopez

Graduate Student Representative

Nancy Coffey

Past President

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President

Brook Roberts

President-Elect

Amanda Real

Secretary

Sarah Conoyer

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Thomas Schanding

Treasurer-Elect

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TASP Appointed Executive Board:

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President's Message

Brook Roberts, President

As we usher in a new year, we also welcome a new president to TASP. For those of you unfamiliar with Amanda Real, I would like to sign-off this newsletter with an introduction to your new president. I have had the privilege of working on the TASP Board with Amanda for several years and have found Amanda to have certain leadership traits that you will come to appreciate.

Amanda is a special education coordinator and LSSP at East Central ISD in San Antonio and has held multiple positions on the TASP Board. I have seen her collaboratively create solutions to problems and navigate difficult situations. She is responsive, accessible, determined, and organized. Amanda cares about our profession and she cares about hearing the concerns and opinions of the TASP membership.

As Amanda begins to lead our association through this next year, I hope you will share your opinions with her, but also take the opportunity to respond to her requests for assistance and calls to action. There is great potential this year to shape the future of school psy-

chologists in Texas under her leadership, and I hope you will join your colleagues during, what we anticipate will be, a very busy legislative session.

It has been an honor to serve you as president over the past year! Thank you for trusting me to lead such a wonderful organization and represent a profession that makes a huge difference in the lives of so many of Texas' most vulnerable children!

Brook Roberts

TASP President, 2016



TASP 2016

Election Results

The ballots are in! We are pleased to announce the results of the Executive Board Member elections. The results are as follows:

President-Elect - Thomas Schanding. Thomas has served as the Representative for Area III and Treasurer of TASP. Over the past 11 years, he has worked at Texas Children's Hospital, in the Houston area school districts, and served as Supervisor of Psychological Services for Sheldon ISD. He currently is an Associate Professor at University of Houston, Clear Lake, and has taught at University of Houston and Rice University. Dr. Schanding also serves as an External Relations member for the National Association of School Psychologists' LGBTQ Committee. Thomas also recently served on the TSBEP Advisory Committee that helped draft a new definition for the practice of psychology. He is committed to enhancing and promoting the practice of school psychology in the state of Texas

Treasurer-Elect – Stephanie Barbre. Stephanie has been on the Board for three years, holding consecutive positions including: Graduate Student Representative, Public Information and Relations Chair, and most recently, Membership Chair. Serving on the Board was an invaluable experience to Dr. Barbre. She would like to continue her service and advocacy to the greater school psychology community in Texas by learning the financial aspect of our professional organization. While pursuing graduate coursework, Dr. Barbre was employed at Texas Tech University in the Department of Animal and Food Sciences, working as a Lead Account Processor for roughly eight professors with approximately fifty federal, local, and auxiliary funding accounts combined. For three years, her role was to help manage and monitor the accounts by balancing ledgers, paying invoices, and purchasing equipment and supplies.

Area I Representative - Connie Rodriguez. As Director of Dallas ISD Psychological and Social Services, Connie supervises a team of Doctoral LSSPs, Masters LSSPs and LCSW/LMSWs that provide the mental health/social service needs of 160,000 students. Services and programs provided by her department include crisis response, individual and group counseling, behavior intervention and support, mindfulness, and drop-in centers for homeless students. Her department has a 20-year-old pre-doctoral internship program accredited by the American Psychological Association for school psychologists. For 14 semesters she has served as adjunct faculty at Texas A&M, Commerce. Courses taught include brain/physiological psychology, abnormal psychology, health psychology, personality psychology, learning and behavior, cognitive social psychology, and educational psychology. Her educational interests are related to the impact of neuroscience plus mindfulness in education and therapeutic interventions. Her community work includes serving as a 2008 state delegate on the Democratic Platform Committee. This experience increased her communication skills in working with people who have diverse outlooks on mental health/social service issues. During the 2005 Katrina hurricane, she volunteered for the

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Election Results

Mental Health Team of the American Red Cross. Subsequently, she received training as an ARC Government Liaison.

Area III Representative - David Kahn. David has been an LSSP and NCSP for eleven years and has worked in school settings in Texas, Arkansas, Michigan, and Nebraska. Currently, he is an LSSP in the Galena Park Independent School District. This past year he started attending Region 4's Student Evaluation and Psychological Services Special Education Leadership Network, which meets on a regular basis and provides information related to current national, state, regional, and local issues. This platform has allowed him the opportunity to hear first hand about some of the issues and celebrations that practitioners are experiencing in the area. He plans to continue to attend these meetings when representing Area III so he can make informed decisions as a member of the TASP Board.

Area V Representative - Jessica Greve. Jessica is a Texas native living in San Antonio for over 20 years and has worked as a LSSP since 2008. Prior to that, she was a social worker for eight years in a variety of settings, with a focus on helping victims of domestic violence and children in the foster care system. She graduated from the Texas State School Psychology program with a Master of Arts in School Psychology in 2008. She completed her internship in Floresville I.S.D. and worked for the district for 5 years. Currently, she is employed with East Central ISD in San Antonio and has worked in this district that she loves for four years. Although she is located at the High School campus, she has worked with all age groups throughout her professional career. Ms. Greve has found much value and reward in working as an LSSP and wishes to take the next step in her involvement in this unique profession.

Graduate Student Representative - Kristin Streich. After working as a classroom teacher, Kristin received her specialist degree in school psychology from the University of Houston, Clear Lake. Since then, she has been a practicing LSSP in the Houston area, working with students ranging from early childhood to high school. As of this fall, she has returned to school as a doctoral student at the University of Houston, Clear Lake, where she assists with teaching and conducting research for publication. Areas in which she has particular interest are assessment and ADHD/executive functioning. In addition to her studies, she conducts trainings across the state for teachers, administrators, and assessment personnel on various topics related to the field.

Congratulations to our newly elected Board Members! We look forward to your leadership next year.

Jennifer Schroeder

Past President

TASP 24th Annual Convention

Wrap-Up

Thank you to all who attended the 2016 Fall Convention in Houston, Texas! Over 500 professionals came to learn from speakers and to attain continuing professional development credits at the Galleria. This year's convention featured a celebration of 20 years of the Licensed Specialist in School Psychology. The pre-convention featured sessions on report writing and neuro-developmental approaches to assessment. This year's convention also featured PREPaRE Workshop 2, a two-day workshop by NASP about crisis intervention. The keynote speakers explained the history of the profession of the LSSP in a presentation entitled, "A Glimpse (at the Past), a Gleam (at the Present), and a Glance (to the Future)".

This year's convention was the first year that TASP offered complimentary internet to all attendees, as well as online session evaluation and CPD dispersal. We are thrilled to be growing in technology as an organization and appreciate all of the feedback that we have received about the changes.

The next annual fall convention will be in Dallas, Texas on November 2-4, 2017, at the Dallas/ Addison Marriott Quorum by the Galleria. We are looking forward to an informative and interactive 2017 convention!

Thank you and happy 20th birthday, LSSPs!

Taylor Hejl and Jenna Satrang

Convention Co-Chairs



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

TASP 2016 Awards and Honors

Lifetime Achievement Award

Dr. Gail Cheramie can be appropriately credited with bringing the practice of school psychology to this state. Twenty-nine years ago (1987), Dr. Cheramie joined the faculty of the University of Houston, Clear Lake (UHCL) as an Associate Professor and immediately began seeking program accreditation from NASP. According to NASP, the UHCL School Psychology program is the first NASP-approved program in Texas and is the longest running program of its type in the state. She has devoted her life and career to the practice of school psychology and, more importantly, to improving the educational experiences for the school children in Texas. Dr. Cheramie also is a founding member of TASP. In 1991, with Dr. Dan Miller spearheading the efforts, she and a group of other school psychologists, began working with NASP to establish an affiliate school psychology association for Texas. As a result, TASP's charter and by-laws were developed and TASP was officially formed in 1992. Dr. Cheramie was also instrumental in the development of the LSSP license, which officially became the credential required for the practice of school psychology in Texas in 1996.



Outstanding Delivery of School Psychological Services

Fort Worth ISD is a large urban school district that serves over 87,000 students in 146 schools. The current student population of FWISD is made up of approximately 63% Hispanic, 23% African American, 11% Caucasian, 2% Asian, and 1% of students classified as other. The Psychological Services Department is comprised of the Director of Psychological Services, 42 Licensed Specialist in School Psychology, and 5 Licensed Specialist in School Psychology Interns. There are 11 PhD and 31 Specialist lev-



TASP 2016 Awards and Honors

el LSSPs with varying experience levels from first year to over 30 years of experience. The LSSPs also have differing professional expertise and interests which cover a wide array of psychological services. There are currently over a dozen LSSPs involved on the AU Core teams, three conducting neuropsychological evaluations, six working with the Social, Emotional, and Academic Support Program, and three involved with the District Alternative Educational Placement centers. The majority of the LSSPs in FWISD serve not only as consultant and evaluations specialist for their campuses, but they also serve as case managers and ARD facilitators on their main campus. In addition to having a case management campus, most of the LSSPs also have at least one consultation campus where they serve a more traditional role. Our department has played a crucial role in advocating for the mental health needs of all students, as we transition from our primary role in diagnosis and eligibility testing to a more proactive approach within a multi-tiered framework facilitating prevention and intervention. LSSPs are available at all campuses to share expertise in applying culturally competent practices, to work collaboratively in preventing fragmentation of services, to facilitate data review at all tiers, to share research-based findings relevant to effective educational practice, to advocate for evidence-based interventions, and to assist campus staff in the design and delivery of evidence-based interventions and modifications, and progress monitoring.

Outstanding Graduate Student Doctoral Level

Sarah Ochs is a doctoral student at the University of Houston and is an exemplary student who is fully engaged in her graduate training and committed to the profession of school psychology. Sarah exemplifies the leadership skills, interpersonal competencies, and professional commitment inherent in this award. Sarah not only demonstrates a strong commitment to her doctoral training and to the program but also to her personal growth as a future professional. She regularly presents her research at the national level and has published her candidacy research. Sarah has also taken numerous steps, independent of program requirements, to prepare herself to be successful in academia. Sarah pursued and secured numerous leadership roles throughout her doctoral training. For example, she served as one of our student representatives to the program area which required her to attend all faculty meetings in order to provide a voice for the student body and to serve as a liaison between faculty and students. At the department level, Sarah was an active



TASP 2016 Awards and Honors

member of the Graduate Student Organization and served as the NASP student leader. More recently, she was named a co-chair of the Future Faculty Interest Group for the National Association of School Psychologists.

Outstanding Graduate Student Specialist Level

Laura Phipps is an Education Specialist student at Baylor University. Throughout her time as a school psychology student, Ms. Phipps has repeatedly distinguished herself. She is one of the most conscientious and proactive students we have had in the school psychology program. She often goes well beyond what is expected of her so that she can further her knowledge and clinical skills. For example, she has co-authored eight conference presentations and two manuscripts—one of which she was the first author! In addition, she has attended twice as many professional development seminars as the program requires, including NASP's PREPaRE Workshops 1 and 2, served as a student ad hoc manuscript reviewer, Vice President of Baylor's school psychology graduate student association, and represented the school psychology program on the School of Education's student advisory council.



Outstanding Graduate Student Specialist Level

Ambre Fairfield is a Specialist in School Psychology student at Texas A&M University, Commerce. Ambre is an exemplary graduate student and LSSP Intern. She is a hard worker and consistently goes above and beyond when working on tasks. She always gives her full effort when working and produces work of good quality. Ambre seeks out opportunities to further her knowledge. For example, she strives to meet competencies in each area of the NASP practice model, even when that means completing additional assignments or gaining additional experiences in practical settings. Additionally, she is actively involved in the department as well as her state and national organizations. Ambre comes to work with a fantastic attitude and every day she solidifies her working relationship with teachers and administrators. She demonstrates the highest level of professionalism in her

TASP 2016 Awards and Honors

assessments, counseling, consultation, and report writing. She has achieved a level of proficiency in the practice of school psychology that is not often seen in beginning interns.

Outstanding School Psychologist Doctoral Level

Dr. Jordana Mortimer is a leader in the Fort Worth ISD Psychological Services Department.

She currently serves as the Autism Team Coordinator and Coordinator for Practicum. She has provided supervision for both specialist and doctoral level interns, as well as served as a mentor for autism training. Dr. Mortimer frequently shares her knowledge and expertise through district-wide presentations to people of varied disciplines. Her steadfast commitment to students is evident through interactions with students and those who work with them. Through listening and careful questioning, she guides conversations towards considering and addressing the needs of students. She is keenly aware of the time and resource restrictions placed upon school personnel and parents and she works to actively address the concerns of all involved. She coaches parents and teachers by providing feedback and encouragement to facilitate skill development so they can meet the unique and varied needs of students. Viewed by her peers as a skilled professional with expert-level knowledge, she is often consulted regarding difficult cases. Dr. Mortimer readily engages in

conversations related to test interpretation, eligibility determination, interventions, and other services. She is able to clearly articulate her thought process and decision-making, which serves to inform and educate other professionals. When challenged, she considers various viewpoints, data, and opinions, then, after careful consideration, she will skillfully support and defend her position.



TASP 2016 Awards and Honors

Outstanding Service to the Profession

Donna L. Black has provided many years of dedication to the practice of school psychology. Donna won the TASP Outstanding School Psychologist award in 2005 and her professional career in this field has ranged from practicing as an LSSP to being a Coordinator of Student Support Services, Coordinator of Psychological and Diagnostic Services, and serving as an Educational Consultant at Region 4 ESC. In all of these capacities, she has performed her duties in an exemplary manner and promoted our profession. Currently, she is an Assessment Consultant for Pearson and continues to provide training to keep practitioners informed of the newest instruments and trends in our field. Donna serves as an Adjunct Faculty member for the Academy for Social-Emotional Learning in Schools at Rutgers University. Perhaps most important is her role on the TSBEP. Donna's presence on TSBEP has not only led to an increased understanding by the Board of the practice of school psychology, but to actual policy and rule changes. She has been on the Board since 2007 and will exit next year. In the 10 years she has been there, we have seen a dramatic increase in policies, practices, and rule changes that are positive for school psychology.



President's Award

Dr. Emily Sutter is this year's recipient of the President's Award. With more than 150 publications and presentations, she has received the Distinguished Lifetime Achievement Award from both TASP and the Texas Psychological Association. Dr. Sutter co-authored the influential books, *Texas Law and the Practice of Psychology* and *Texas Mental Health Law*. Dr. Sutter served on the TSBEP from 1991 to 1999, and served as the Board Chair during part of her term. Dr. Sutter was also chair of the TSBEP rules committee from 1995-96 and was integral to the creation of the state guidelines for LSSP licensure.

Dr. Sutter received her doctorate from the University of Texas at Austin and interned at the Baylor College of Medicine. She retired as Professor Emerita from the school

Continued on page 12

Ethical Eddie

Dear Eddie,

During the past few months, I have been following various political campaigns and have wanted to express my opinions and get involved at the state and national level. However, I am very concerned that not all of the parents of the children with whom I work would be agreeable with my position. I know that as a school psychologist I can have a great deal of influence on the children with whom I work, their parents, and my colleagues. I believe that everyone is entitled to their opinion and I simply would like to work to support my candidates and the ballot initiatives that I favor. Is there any reason why I cannot?

Vocal Voter

Dear Vocal,

Congratulations to you for seeing the importance of getting involved in the democratic process! Furthermore, your thoughtful consideration of the influence of your position indicates that you are an ethical person and take these matters very seriously. The NASP standards give us some guidance on how to balance our public and private activities to ensure that unanticipated negative consequences are kept to a minimum.

Standard IV.2.4 states that “school psychologists may act as individual citizens to bring about change in a lawful manner. They identify when they are speaking as private citizens rather than as employees. They also identify when they speak as individual professionals rather than as representatives of a professional association.” So, you can certainly campaign for and donate to your candidate of choice as a private citizen and you can even identify yourself as a school psychologist in the process. What is not okay is to state or imply that you speak for all school psychologists when expressing an opinion.

Standard III.4.1 states that “school psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise professional effectiveness.” In addition, Standard III.4.2 states that “school psychologists refrain from any activity in which conflicts of interest or multiple relationships with a client or a client’s family may interfere with professional effectiveness. School psychologists attempt to resolve such situations in a manner that provides greatest benefit to the client. School psychologists whose personal or religious beliefs or commitments may influence the nature of their professional services or their willingness to provide certain services inform clients and responsible parties of this fact. When personal beliefs, conflicts of interests, or multiple relationships threaten to diminish professional effectiveness or would be viewed by the public as inappropriate, school psychologists ask their supervisor for reassignment of responsibilities, or they direct the client to alternative services.” In your question, you hinted that expressing your views in a public manner might alienate some of the parents of students with whom you work. Given this particular ethical requirement, it would be your responsibility to ensure that does not occur. For example, if participating in a demonstration might result in arrest by a sheriff that is the parent of a child you are counsel-

ing, you must consider if the potential cost to the professional relationship would be damaging to the child. If so, you should consider that the school psychologist's highest ethical responsibility is to the welfare of the child.

I hope that you will be able to work through any ethical dilemmas to maintain both your professional integrity and your personal passion for engaging in the democratic process. School psychologists feel fairly comfortable in understanding our ethical responsibility to advocate for the profession and for children, but other areas of advocacy sometimes create unexpected challenges as your query demonstrates.

Ethically,

Eddie

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>



University
of Houston
Clear Lake

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

The choice is clear.



UHCL
HAWKS

TASP 2016 Awards and Honors

(Continued from page 10)

psychology program at the University of Houston, Clear Lake, in 2005 after serving as a faculty member there for 24 years. While at UHCL, Sutter served twice as interim dean of the School of Human Sciences and Humanities and participated in numerous committees that helped shape the university. During one of her tenures as interim dean, she proposed the development of the annual School Psychology Symposium, which now bears her name. Dr. Sutter currently resides in the Texas Hill Country and is an avid gardener.

We owe a great deal to Dr. Emily Sutter for her distinguished contributions which have helped shape the profession of school psychology in Texas. Millions of students, families, and schools have been positively impacted by Dr. Sutter's work.

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

Graduate Student Corner

It was GREAT meeting fellow graduate student at the TASP annual convention.

The conference was a fantastic learning experience for graduate students. Although the Quiz Bowl did not work out as planned, we look forward to another possible fun challenge to show off our skills in a less public arena.

If you were not able to attend the TASP annual conference, I hope you will plan to attend one in the near future. Annual conferences are a great way to meet other graduate students, listen to knowledgeable speakers, and learn about potential practicum and internship openings. Given that the NASP annual conference is in San Antonio in 2017. Let us show others how AWESOME Texas is - especially their graduate students!

Unfortunately my time as TASP's Graduate Student Representative is coming to an end. I thank the TASP Board members for all they do. I was awed by watching all that goes on behind the scenes. The TASP Board is filled with amazing and knowledgeable people. I look forward to the future of TASP and will continue to be a proud member of this wonderful organization. It has been an honor serving as your graduate student representative this year. I look forward to seeing you in San Antonio!

Nancy Coffey

Graduate Student Representative



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)



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Spotlight on a District: Poth ISD

by Amanda Real

Poth ISD, located in Poth, Texas, is approximately 35 miles southeast of San Antonio. The small, 3A district serves approximately 500 students, with approximately 80 receiving special education services. Poth ISD's mission is to "educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued."

Marissa Ximenez, a Licensed Specialist in School Psychology and Nationally Certified School Psychologist, is the Special Education Director for the Poth ISD Student Instructional Support Services department, which includes special education, dyslexia services, and Section 504. Initially, Marissa served both the assessment and administrative needs of the district, as the sole individual responsible for completing assessments, counseling, consultation, and training, while also acting as the director of special education. She now continues to participate in bilingual assessment, counseling, and crisis intervention, but has added an LSSP and a behavior coach to serve the needs of the school district. The unique circumstances of balancing the assessment and administrative needs of the district has allowed the LSSP position to be inclusive of supporting the implementation of IEPs with regard to both the student and the staff.

A recent district focus on the curriculum of Life Skills classes yielded improved and more seamless application of instruction regarding not only the TEKS but functional and adaptive skills. The next steps include post-secondary planning and involving students, families and the surrounding community in this process. Educating the community about resources and support is paramount, given the distance from some of San Antonio's agencies and resources. A recent grant, intending to connect rural areas with agencies, brought the Arc of San Antonio to Poth ISD. The Arc works to enhance the quality of life for people with intellectual and other development disabilities by providing innovative services to help them achieve their maximum potential. The parents and families of students with disabilities in Poth ISD have welcomed the education, support, training and expertise, especially the accessibility for bilingual and Spanish speaking families.



Texas A&M University Commerce

Students are admitted to the School Psychology program in both the Spring and Fall semesters. Deadlines for applications are 4/15 and 11/15, respectively.

Spotlight on an LSSP: Roy Amick

Interviewed by Stephen Ratliff

There was recently a crisis at your school, in what ways did you respond as an LSSP?

That is an article in and of itself. I took charge of crisis management almost from the beginning. The crisis plan ended once students had been evacuated and sent home safely. What happened when they returned to school in terms of intervention was something I created. I began with briefing the school board on what could be expected following the trauma. I then assisted with a community meeting to inform parents on symptoms of trauma and how they could help their child manage feelings about the shooting. I vetted and trained volunteer counselors in psychological first-aid and critical incident stress debriefing, and prepared them for when the school reopened. During first period, teachers gave the students a SUDS (subjective units of distress scale) and questionnaire I developed and designed to triage students, determining who needed immediate counseling services and who could be helped later in the week. Based on pretest and posttest measures, we appeared to have a robust treatment effect from our counselors on the first day. Later SUDS and symptom measures continue to indicate excellent treatment effects on the students' stress levels. The model worked and I am very pleased with the outcome.

What are your current goals for continued services to help restore the balance in the school?

Students have been given SUDS scales three times thus far to monitor progress and determine if any students may have been missed initially. Students who have greater than mild levels or who are experiencing significant symptoms continue to receive services. The most recent SUDS Symptom ratings indicate that the school is, indeed, returning to normal. Students who develop PTSD symptoms will be given cognitive processing therapy or prolonged exposure therapy (imaginal and in vivo) depending on symptoms. In addition, the staff are also receiving treatment and participate in the regular SUDS Symptom monitoring.

What kind of resources and support did the school receive?

We were fortunate to have nearby schools send us school counselors who did an absolutely fantastic job. I received much support from both TASP and NASP in terms of guidance and hats off to both organizations for their assistance.

How did your experience as an LSSP contribute to this particular event?

I have had a small private practice over the years. Since 2012 I have limited it to EPA for Border Patrol, Customs and Border Protection, and the Park Service. I was also selected to be sector clinician for the Big Bend Sector and to provide quarterly training to agents who are in the peer support program. All of these experiences and connections came in to play during the school shooting. Had I not had the years of training, I do not think I would have been effective at all.

What are some of the unique challenges you have encountered in your time as an LSSP?

Yes, it is a challenge out here. The 588 Co-operative (Co-op) covers 12 districts from Sierra Blanca to the west and Terrell County (Sanderson) to the east, Balmorhea in the north, to Ter-

lingua and San Vicente (Big Bend National Park) to the south. I am the only LSSP in the Co-op, although we do have six diagnosticians, a PT and OT, and four SLPs. We use technology to do ARDs, which helps reduce travel time and allows the use of blue jeans. The unique characteristics of rural far west Texas also provide challenges. Distances are vast! From our main office in Alpine to Sierra Blanca is 130 miles. Sanderson is about 100 miles in the opposite direction. San Vicente is also about 130 miles to the south. It is not unusual to leave at 6:00 am and return at 6:00 pm. Luckily the only traffic jam a driver is likely to encounter is a troop of Javalina crossing the road. Another challenge is the scarcity of mental health services in the area as well as medical services in general. The local population tends to view mental health services with suspicion and people avoid seeking treatment. All of our schools border communities and many students come with limited English skills. Smuggling contraband is common.

Also, there are 40,000 square miles of the Despoblado where the population density is less than one person per square mile and the only radio station that comes in is Marfa Public Radio. While the desolation is ubiquitous, you can never let your guard down while driving through the Despoblado because of the slothful buzzards picking at a carcass in the middle of the road and jackrabbits that dart out in front of you in the early morning. Highway 90 from Marfa to Van Horn is dubbed flat rabbit highway.

What factors have you found to be important for you to be successful as an LSSP?

As far as working here, the most important personality characteristic for an LSSP is patience. Rating scales may be handed to the LSSP at the ARD. It takes time for an LSSP to be accepted and trusted in the communities. Meeting IDEA time lines is a challenge. Being a self-starter is another essential characteristic for success out here. Humility and a friendly demeanor are also helpful. We function well together as a team; we really do not have a choice.

What has been your most memorable experience?

I remember when I first came to the Co-op, I had an evaluation in Presidio. I was soon invited to participate in a raffle with the purpose of buying new uniforms for the baseball team. When I asked what the prize was, I learned it was a live goat and a 12 pack of beer. The winner was expected to slaughter the goat and throw a party for all. Naturally, I bought 10 tickets but was glad I did not win.

What do you enjoy most about being an LSSP?

I make all choices related to assessment, set my own schedule, and am basically my own boss. The Director allows us all to function rather independently so long as we meet time lines and get the job done. Another nice aspect of working in this setting is the lack of bureaucratic boundaries. It is not unusual for an LSSP to advise a superintendent and personal relationships often cross job descriptions. All of us work with a common goal, to provide a high quality of services to our students within the constraints of tight budgets and few resources.

What was your role in the creation of the LSSP?

When I learned of the push to enact the LSSP legislation, I was very active in contacting my local representatives and advocating for it. I was the regional director for the Texas Association of Psychological Associates at the time and had established relationships with our local politicians which helped sway them in our favor. Also, before the LSSP was passed, I had been very active in pushing for the LPC legislation, serving as both regional director and state treasurer for the Texas Mental Health Counselors Association.



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Diversity in Action

By Kassi Lopez



“That is so gay.” “You are retarded.” “Are you a terrorist?” “Why don’t you go back to where you came from?” These statements and worse are heard daily in hallways across America. Information released by the Centers for Disease Control and the Department of Education (2014) indicate that in the US, 25% to 33% (1 in 3 or 4) students report that they have been bullied. For targeted groups such as LGBT youth, this number increases. GLSEN’s 2013 State Snapshot of School Climate in Tex-

as indicates that the majority of LGBT students experience bullying and harassment in school. It was noted that 8 out of 10 students surveyed reported verbal harassment, 4 in 10 were physically harassed, and 1 in 10 were physically assaulted due to their sexual orientation (GLSEN, 2014).

As a School Psychologist what can we do? We know that our kids need us. They need a voice to speak for them, an ear to listen, and a person who cares about them.

1. Provide a voice

A. Advocate for student rights within your school.

- i. Discuss the need for safety and security for all students with administrators, staff, and communities.
- ii. Brainstorm with other school staff, parents, and community members on ways to make your school safe for all students.
- iii. Implement PBIS strategies schoolwide.

B. Advocate for student rights within your community.

- i. Write to your representatives and let them know the importance of school safety for all students.
- ii. Discuss with community leaders, parents, and community members the essential nature of providing a safe environment for learning in schools.
- iii. Let TASP and NASP know what your schools and communities need to help all students succeed.

2. Provide an ear

A. Listen to the needs of your students.

- i. Meet the needs of the students you service through counseling, mentorship programs, and other researched based interventions that help your students know that they are heard.

- ii. Provide students with opportunities to express their feelings, concerns, and needs.
- B. Review your Safe Space policies and determine if they are meeting the needs of your students.
 - i. Ensure that you are reaching your target students.
 1. Do they know where to go, who to talk to, and how to express their needs?
 2. Do you have allies willing to support all students?
 - ii. Encourage and celebrate the students who are willing to stand up for one another.
3. Be the person
 - A. As a School Psychologist you have the training, knowledge, and skills to be the support that your students need.
 - B. Use the resources available to you through your schools, communities, professional organizations, and networks to get the tools, training, and supports you need.

Essential information on the School Psychologist's role in bullying prevention can be found in the NASP position statement, Bullying Prevention and Intervention in Schools (NASP, 2012).

References

- GLSEN. (2014). School climate in Texas: State snapshot. Retrieved from <https://www.glsen.org/sites/default/files/GLSEN%202013%20Texas%20State%20Snapshot.pdf>
- NASP. (2012). NASP position statement: Bullying prevention and intervention in schools. Retrieved from <https://www.nasponline.org/research-and-policy/professional-positions/position-statements>
- U.S. Department of Health and Human Services. (2014, October 14). Facts about bullying. Retrieved from <https://www.stopbullying.gov/news/media/facts/#listing>

School Psychology Program

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

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

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

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

Applications should be submitted by January 25th.

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

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



University
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Clear Lake

The choice is clear.

Planning to attend the Great Ideas Convention 2017 sponsored by the Texas Council of Administrators of Special Education (TCASE)?

Head over to Austin, Texas, on January 17, 2017, to see Stacy Kalamaros Skalski, Ph.D, the Director of Professional Policy and Practice, National Association of School Psychologists, Andria Amador, the Director of Behavioral Health Services, Boston Public Schools, MA and Amanda Real, SSP, the Special Education Coordinator, East Central ISD present, *Transforming the Role of the School Psychologist in a Multi-Tiered System of Supports* at TCASE.

Session description: In 2010, the National Association of School Psychologists unveiled a national practice model that articulated a broad based role for school psychologists including prevention, intervention, consultation, and assessment and evaluation services for both general education and special education students. Currently, the practice of school psychologists may be much narrower, making school psychologists a district's most underutilized resource. By supporting an expanded role for school psychologists, valuable contributions are made by these professionals to popular school reform efforts that emphasize data-based decision making and learning services like Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), and positive behavior supports (PBS). The Boston Public School's Comprehensive Behavioral Health Model (CBHM) utilizes a multi-tiered system of supports provided collaboratively by school-employed mental health professionals (e.g., school psychologists and social workers), university students, and urban practitioners from hospitals, community mental health agencies, and law enforcement. This session will introduce NASP's Practice Model; share key successes, learning experiences, and systems challenges experienced by the Boston Public schools in adopting MTSS and transforming the role of their school psychologists; explore how TX school psychologists can begin to make the transition to an expanded role; and review available resources to support these efforts.

Hope to see you in Austin! Visit the TCASE website at <http://www.tcase.org/events/EventDetails.aspx?id=864577> for more information.

Amanda Real

President-Elect



Government & Professional Relations Update

Greetings!

As you know, TASP leadership has been busy at the Austin state capitol meeting with members of the Sunset Commission in regards to TASP's seven initiatives relevant to the sunset review of TSBE. The Sunset report containing recommendations from the committee was published on November 2. Follow the link to read the report: <https://www.sunset.texas.gov/reviews-and-reports/agencies/texas-state-board-examiners-psychologists>.

In summary, the Sunset Commission identified five issues:

1. The Board's oral examination is an unnecessary requirement for licensure.
2. Requiring a year of post-doctoral supervision is an unnecessary hurdle to licensure, potentially contributing to the mental health care provider shortage in Texas.
3. Key elements of the Board's licensing and regulatory functions do not conform to common licensing standards.
4. Texas should continue regulating psychologists, but decisions on the structure of the TSBE await further review (recommendation to consider the consolidation of the TSBE under the Texas Department of Licensing and Regulation; TDLR).
5. A recent court decision opens the door to unlicensed practice of psychology.

Supplementary information regarding Issue Four was provided mid-November. The Sunset Commission recommends a change in statute to "Transfer 10 health occupational licensing programs to the Health Professions division at TDLR and reconstitute the associated regulatory boards as advisory boards." This recommendation includes the TSBE. Read the full recommendation and rationale here: https://www.sunset.texas.gov/public/uploads/files/reports/Health%20Licensing%20Consolidation%20Project_11-15-2016.pdf.

Each Sunset report is issued three times. At the time of this article, we are in the **FIRST PHASE**. As you will note, the first phase report does **not** include issues that have been raised by TASP. Following the release of the report, the agency allows public comment (public testimony will occur on December 8 or 9). The commission will issue a second report based on issues raised during the comment period. The third version comes after consideration from the full Legislature and includes final outcomes for the agency including legislative action.

Written feedback on the report is now closed. However, the written feedback is available for review at <https://www.sunset.texas.gov/reviews-and-reports/agencies/comments/1344>.

TASP is looking toward the legislative session to continue working on our seven initiatives as well as other legislation aimed at protecting the interests of students in Texas. Stay tuned to your email for legislative updates.

Another issue to keep on your radar is the Every Student Succeeds Act (ESSA). ESSA replaces the No Child Left Behind Act and gives a great deal of control and decision-making to individual states. More information regarding ESSA from TEA can be found here: [http://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act_\(ESSA\)/](http://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act_(ESSA)/).

As always, check out the links below for information on who represents you and for information on the sunset review process:

Interested in who represents you? Check out this link: <http://www.fyi.legis.state.tx.us/Home.aspx>

For more on Sunset in Texas, click here: <https://www.sunset.texas.gov/>

A number of members expressed an interest in joining the Government and Professional Relations committee. Please email me if you're interested in participating or for questions/comments: Stephanie Kneedler at govtreations@txasp.org

Cheers!

Stephanie Kneedler

Government and Professional Relations



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Children's Assistance for Living Committee (CALC)



Thank you!

You are amazing! Our Children's Assistance for Living Committee (CALC) charity was Houston Children's Charity this year. Between donations made at the Convention this year and online donations, we raised \$790 for this worthy cause.

Houston Children's Charity supports numerous programs to help children in the Houston area. The primary program that our donations will be applied to is the **A Better Night's Sleep Program**. Through this program every child's opportunity for sweet dreams starts with a twin mattress set, bed frame, sheets, pillow and blanket. As announced at the keynote, there are over 20,000 children in Houston who are in need of suitable bedding. These children are sleeping on the floor, on makeshift beds, or having to share because they do not have their own bed. With your generosity, we provided almost 8 complete bed sets for the children of Houston.

If you would like more information on this program you can find it on Houston Children's Charity's website found here: <http://houstonchildrenscharity.org/programs/better-nights-sleep/>

Kassi Lopez

Area VI Representative
CALC Member

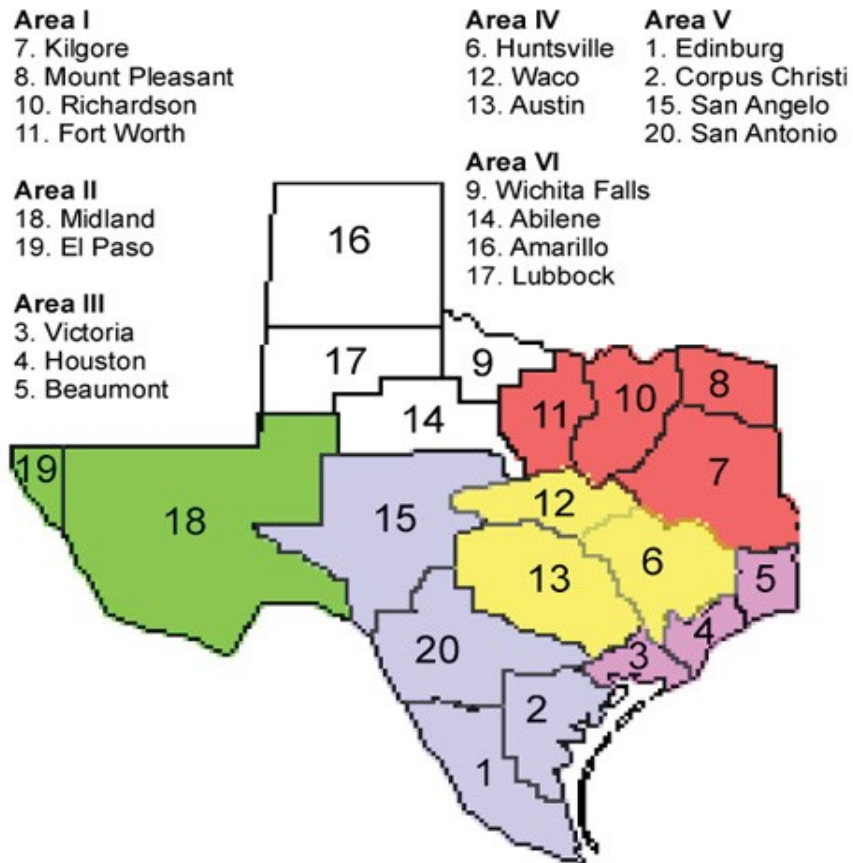
The logo for Texas A&M University Central Texas is a dark blue rectangle with a thin white border. Inside the rectangle, the words "TEXAS A&M", "UNIVERSITY", and "CENTRAL TEXAS" are stacked vertically in a white, bold, sans-serif font.

TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

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

Information from the Area Representatives!

Area Representative Map



Future Conventions

Feb. 21-24, 2017 **NASP Annual Convention** at **Henry B. Gonzalez Convention Center**, San Antonio

June 9-10, 2017 at **Emerald Beach**, Corpus Christi (Summer Institute)

Nov. 2-4, 2017 at **Dallas/Addison Marriott Quorum by the Galleria**, Dallas

Oct. 25-27, 2018 at **Dallas/Addison Marriott Quorum by the Galleria**, Dallas



Oct. 22-24, 2019 at **Westin Galleria Houston**, Houston

Area I Update

Hello Area I,

I hope that many of you were able to attend the TASP Convention in Houston this October. There were so many great presenters and I know I obtained information that will help me in my profession every day. The TASP Board is already discussing ideas for the convention in 2017 and getting ready for the Summer Institute in Corpus Christi in June 2017. If you have a desire to be more involved in TASP, contact me or another Board member to learn what you can do. Every TASP member that has an interest in furthering our profession is always valued. If you have any ideas on how I can represent your needs on the TASP Board or for further information, please feel free to email me at area1@txasp.org. Starting in January, we will have a new representative for Area I. I look forward to seeing all of the wonderful things the new representative does! It has been my pleasure and privilege to serve in this role the last two years.

Raina Walterscheid



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Dr. Tara Stevens at tara.stevens@ttu.edu

Area IV Update

Have you heard? The Sunset Review of TSBEP is well underway and the Sunset Committee Report has already been released with recommendations to the state legislature. There are several issues important to our profession that require our continued advocacy. Please pay close attention in the coming weeks and months for important ways you can add your voice to these matters that will have a big impact on our licensing and role as school psychologists. Spread the word to your colleagues as well--every voice helps!

The turn-out for the TASP Annual Convention was great! I hope those of you who attended enjoyed your time learning, networking, and maybe even shopping! Whether or not you were able to attend Fall Convention, I hope you will consider attending the NASP Annual Convention in San Antonio in February. I am very excited to be able to attend my very first NASP Convention! It is sure to be an exciting time to socialize and network with school psychologists from around the country, expand our professional knowledge and skills, and rejuvenate our passion for school psychology. What a great opportunity to have all of this right down the road!

As always, please reach out to me with any questions or concerns regarding issues in our area or if you have colleagues, programs, or districts you want to celebrate.

Best wishes!

Cassandra Hulsey



School Psychology Program

Texas State University offers a Specialist in School Psychology (SSP) degree in school psychology, approved by the National Association of School Psychologists (NASP). The program endorses the scientist-practitioner training model. Texas State also offers a program for individuals who already hold a master's level psychology degree in a related field and would like to re-specialize in school psychology.

For more information, please contact:
Jon Lasser, Ph.D.
Coordinator, School Psychology Program
www.txstate.edu/clas

Area V Update

Greetings Area V'ers! This year's conference is over and it went very well by all accounts. I was especially pleased to have had the opportunity to complete the second level of PREPaRE training - it was very good.

Things in the area are going well. We were planning on a professional development event in the Area for November but, due to a logistical problem with the venue it has had to be postponed until next year. We are hoping to have the venue set - so we can house what I hope will become an annual event at a place that becomes familiar and accessible. Be on the lookout for the announcement coming soon. While the program for this first professional development activity is set, I hope you will email me and let me know of your interests and needs for the future as well as your availability and interest in and qualifications for being a presenter.

Thank you for your interest and participation in TASP. Why not reach out to someone at work or someone you know and ask them to join TASP? This is a particularly important time to have your voice be heard with federal and state legislative and regulatory activity as well as the Texas State Board of Examiners of Psychologists going through Sunset Review. There is so much happening that impacts what we do.

Please be sure to let me know if there is any way in which I might be of service.

Art Hernandez

aeherna8@UIWTX.edu



Area VI Update

Greeting from Area VI,

I was so excited to see all of you at the TASP Convention this year. The lineup of speakers was great and getting to network and discuss current issues in school psychology was fantastic. As you know there are many significant changes coming in our field. From defining the practice of psychology to examining the regulation of practicing school psychologists, TASP is making your voices heard. TASP Board members are meeting with legislators, other professional organizations, and TSBEP to make sure that our input is heard. Please let us know how you feel about these changes. We want to hear from you. One of TASP's core values is to advocate for our professionals and the children and families that they service. As these developments occur we will keep you informed and welcome your feedback.

Kassi Lopez



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

Journal Update

The first four 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 are interested in submitting a paper, please email jeremy.sullivan@utsa.edu or see the latest issue for the Instructions for Authors.

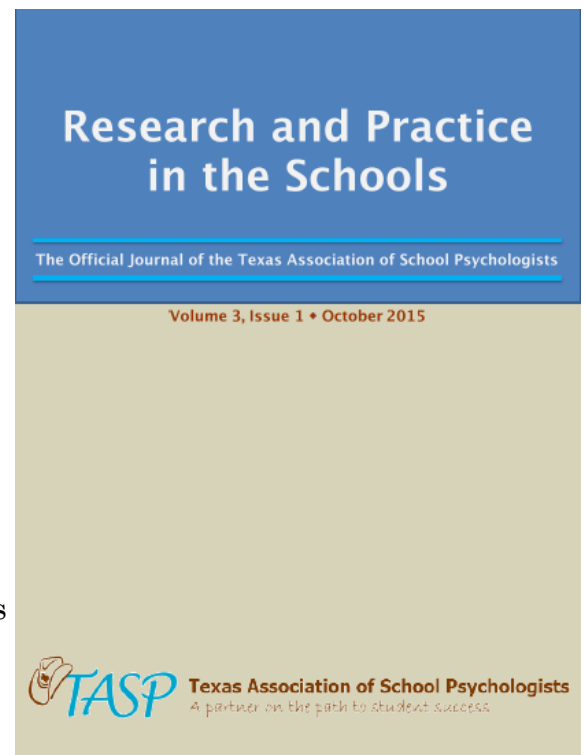
Graduate Student Section:

Ashley Doss, doctoral student at Stephen F. Austin State University, serves as Graduate Student Section Editor for the journal. The Graduate Student Section is devoted to publishing the work of graduate students, including research studies, comprehensive literature reviews on relevant topics, and reviews of books or psychological/educational tests published within the past two years. As with all submissions to the journal, graduate student manuscripts should highlight implications for practice in the schools. If you are a graduate student and you have questions about how you can best contribute to the journal (as an author, reviewer, or both), please email Ashley at: dossan2@jacks.sfasu.edu.

Please note: all manuscripts submitted to the Graduate Student Section must include either a faculty co-author or a faculty sponsor who provides the student with mentorship on the process of preparing and submitting their work for peer review. When submitting their manuscripts for review, student authors should include a cover letter verifying that their work has been vetted by a faculty co-author or sponsor.

Call for Special Issue Proposals:

We invite proposals for special issues of the journal, with the goal of publishing one special issue each year in addition to the general issue. 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 suggestions, please email jeremy.sullivan@utsa.edu or aeherna8@uiwtx.edu.

Jeremy Sullivan and Art Hernandez

Editors, *Research and Practice in the Schools*

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

letters should be submitted to:

The Editor:

Daniel McCleary
2100 N. Raguet, Human Services Building
PO Box 13019 SFASU
Nacogdoches, TX 75962
newsletter@txasp.org

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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



Position Statement

Integrated Model of Academic and Behavior Supports

The National Association of School Psychologists (NASP) is committed to ensuring that all children receive an appropriate public education, regardless of race, culture and background, language, sexual orientation, gender identity and expression, socioeconomic status, or educational need. NASP maintains that all students learn best in inclusive environments that implement high-quality, evidence-based instruction. Inclusive programs are those in which students with and without disabilities receive appropriate instruction and related services in age-appropriate general-education settings. Furthermore, an optimal service delivery system is one that is aligned with a multitiered system of support (MTSS) in which evidence-based instruction is delivered along a continuum, based on student need, includes both academics and behavior, and uses data to guide instructional decision-making. The following are some features of such a system.

- All children can learn. Schools have a responsibility to teach them both academic and behavior skills. Behavior skills include the appropriate interpersonal, emotional, and social skills needed by students in all school settings.
- School personnel and parents partner on every aspect of a child's education.
- General education includes all children. Instructional options are based on individual student needs and include collaboration by general education, special education, and specialized instructional support personnel.
- Schools implement a process for early identification of struggling students so that swift remediation through evidence-based interventions can occur.

USE OF A MULTITIERED SYSTEM OF SUPPORT

Assessment and intervention activities must always link directly to the needs of students. NASP supports an integrated MTSS as an effective approach for meeting the learning needs of all students. An MTSS incorporates multiple tiers of instruction for academic and behavior skill development. Providing a multitiered continuum of prevention and intervention services that are evidence-based, data-driven, and culturally responsive is consistent with NASP's *Model for Comprehensive and Integrated School Psychological Services* (NASP, 2010).

General Features of an MTSS

Multitiered systems are evidence-based. Intervention strategies are selected according to their proven effectiveness and student need, they are correctly and fully implemented, and student progress is monitored through objective and valid measures (National Center on Intensive Intervention, 2015). There is a focus on prevention strategies that lead to positive academic and behavior outcomes that are delivered to all students. An MTSS includes a systematic problem-solving and data-based approach to decision making. Finally, tiered supports are culturally responsive and provide a continuum of both

academic and behavior supports that incorporate awareness of student diversity in race, culture and background, language, socioeconomic status, sexual orientation, gender identity and expression, and educational need.

Specific Practices in an MTSS

Specific critical features of a multitiered system of support include the following (Kovaleski,

- Comprehensive Tier 1 core instructional programs that include:
 - Clearly stated learning expectations and goals;
 - Explicit instruction;
 - Strategies to enhance student engagement;
 - Scaffolding and support for learners to move from acquisition through fluency, building to mastery, and generalization; and
 - High doses of corrective feedback.
- Early identification of student needs through implementation of universal screening measures completed with the entire school population.
- Identification of appropriate interventions of increasing intensity.
- Evidence-based, reliable, valid, and sensitive assessments used to monitor how students are responding to instruction and to make changes, as necessary, based on data.

MTSS can be used to improve outcomes for individuals and groups of vulnerable students who might otherwise experience exclusionary discipline through suspension and expulsion, grade-level retention, slower learning trajectories, dropout, lower postsecondary enrollment, and lower rates of employment (Cortiella, 2014). Examples of tiered supports are shown below.

1	<p>Universal Support. In Tier 1, all students are taught using high-quality instruction, and support is provided for all students in the general education setting. Universal (i.e., school-wide) screenings for all children are conducted regularly to identify the needs of each and every student.</p> <table border="1" data-bbox="203 1165 1430 1686"> <thead> <tr> <th data-bbox="203 1165 803 1207">Universal Academic Instruction</th><th data-bbox="803 1165 1430 1207">Universal Behavior Instruction</th></tr> </thead> <tbody> <tr> <td data-bbox="203 1207 803 1686"> <ul style="list-style-type: none"> • Schools select evidence-based core curricula and use them with differentiated instruction in response to student needs. • Teachers are trained and prepared to use adopted materials and methods effectively. • There are regular observations of teaching to confirm that materials and methods are used as intended. • Regular (i.e., triannual) screening of all students is conducted. • School teams analyze screening data to inform core instruction. • School teams use screening data to identify students needing additional instruction. </td><td data-bbox="803 1207 1430 1686"> <ul style="list-style-type: none"> • All expected student behaviors are taught, prompted, and reinforced when observed. • Skills related to self-management, responsible decision making, empathy, positive interpersonal relationships, and goal setting are taught. • School teams conduct primary prevention screenings that gather information about all students. • School teams gather and analyze data from existing school-wide information (e.g., office disciplinary referrals) to identify which students and/or settings need additional resources. </td></tr> </tbody> </table>	Universal Academic Instruction	Universal Behavior Instruction	<ul style="list-style-type: none"> • Schools select evidence-based core curricula and use them with differentiated instruction in response to student needs. • Teachers are trained and prepared to use adopted materials and methods effectively. • There are regular observations of teaching to confirm that materials and methods are used as intended. • Regular (i.e., triannual) screening of all students is conducted. • School teams analyze screening data to inform core instruction. • School teams use screening data to identify students needing additional instruction. 	<ul style="list-style-type: none"> • All expected student behaviors are taught, prompted, and reinforced when observed. • Skills related to self-management, responsible decision making, empathy, positive interpersonal relationships, and goal setting are taught. • School teams conduct primary prevention screenings that gather information about all students. • School teams gather and analyze data from existing school-wide information (e.g., office disciplinary referrals) to identify which students and/or settings need additional resources.
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2	<p>Targeted Support. At Tier 2, based on data from school-wide screening conducted at Tier 1, school teams identify students whose academic and/or behavior performance and rate of progress are below what is expected for their grade and educational setting. Instructional materials and appropriate progress measures are selected based on individual students' learning needs. Tier 2 instruction is provided in addition to the Tier 1 core instruction, and students complete weekly progress measures.</p>		
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3	<p>Intensive Support. At Tier 3, students who continue to struggle despite high-quality Tier 1 and 2 instruction, or whose needs are more intense than can be addressed by typical Tier 2 interventions, require the most intensive, and sometimes individualized, instruction. A problem-solving team typically determines the need for intensive supports based on a variety of assessments that include data collected during prior interventions and instruction. More frequent progress monitoring (e.g., hourly, daily, or weekly) is used to document progress toward grade level standards. A student's inadequate response to interventions at all three tiers may be used as part of the documentation for special education eligibility in relation to a specific learning disability (e.g., a specific learning disability for limited progress in academics).</p>		
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Having sufficient reliable data from validated progress measures is essential for the accurate interpretation of student progress (National Council for Measurement in Education, 2014). Progress data review must begin with consideration of whether there are sufficient data points for interpretation and include an assessment of whether the intervention strategies were implemented as planned.

ROLE OF THE SCHOOL PSYCHOLOGIST

School psychologists can be instrumental agents in the application of a multitiered system of academic and behavioral supports because of their broad training in evidence-based practice, consultation, assessment, and data-driven instructional decision making for students from diverse backgrounds (NASP, 2010).

Tier 1

- Participate in the design and implementation of core academic and behavior curricula.
- Lead teams in designing and implementing school-wide universal screening systems and using these data to guide core instruction and to help identify students at-risk.
- Collaborate with family members and other professionals who support students with academic and behavioral challenges.
- Advocate for the mental health needs of all students by leading efforts to incorporate regular instruction and progress monitoring (routine checks of student proficiency during the instructional year to verify growth) of student wellness at the universal level (NASP, 2015a).

Tier 2

- Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools match to student need.
- Support regular progress monitoring and data reviews, including reviews of treatment integrity.
- Consult with teachers and other school staff to boost understanding and interpretation of progress data to determine if students are making adequate progress and whether intervention changes are needed.
- Lead small-group interventions to support students' social skills and mental health (NASP, 2015b).

Tier 3

- Participate in functional behavior and academic assessments to customize individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills.
- Assist school teams in selecting evidence-based interventions that align to the intensive needs of specific students.
- Examine the systems that influence the development of individual students to support better alignment with student development and needs.
- Provide individualized counseling and therapy for students with intensive mental health needs (NASP, 2015b).
- Collaborate with parents and school teams as part of the frequent review and interpretation of Tier 3 data to determine whether a student should be referred for a comprehensive evaluation.

Throughout all tiers, school psychologists can evaluate implemented programs and supports to assist in determining the effects of multitiered approaches on school-wide academic and behavioral outcomes. Important data to consider are the percentages of students meeting learning goals, rates of special education referral and placement, and disproportionate placements of students from diverse backgrounds in programs that remove them from the general education classroom.

SUMMARY

NASP believes that children learn best in inclusive environments that provide evidence-based instruction to all students. Recent research suggests that an effective education for students can be accomplished with a multitiered system that incorporates evidence-based core academic and behavior curricula as well as supplemental targeted and intensive interventions. School psychologists play important roles in implementing this model by leading school teams and facilitating the design and delivery of multitiered, problem-solving systems of support for all students. School psychologists effectively use their training in data-based decision making to identify potentially vulnerable groups of children, consult with school teams to improve student outcomes, and reduce risk for academic, behavioral, and social-emotional concerns over time (Greenberg et al., 2003). School psychologists can serve as facilitators of school teams, including problem-solving teams, and assist in the evaluation of student responses to intervention through program evaluation efforts.

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Acknowledgment of position statement writing group members: Rachel Brown (Chair), Rebekah Bickford, Matthew Burns, Joe Kovaleski, Diane Morrison, Chris Riley-Tillman, David Tilly, and Amanda VanDerHeyden.

Please cite this document as:

National Association of School Psychologists. (2016). *Integrated Model of Academic and Behavioral Supports* [Position statement]. Bethesda, MD: Author.