



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

# Texas Association of School Psychologists

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Fall 2016

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## President's Message

*Brook Roberts, President*

As a child, I knew the end of the summer had arrived when my parents took me on our annual, pilgrimage to shop for back-to-school clothes. I also knew that I would get to purchase a new pair of sneakers, some new preppy shirts and color-coordinating shorts, and a winter coat. My brother and I would be taken to the barber shop for a new haircut and then we knew our summer schedule would soon be coming to a close.

I began to reminisce about these events recently and started to think about the "shopping" experience. No doubt, in an association our size, there are many of us who really enjoy shopping. Some of us may like to window shop while others of us know what we want to purchase, go to a store, select our item, make the transaction, and return to our routine.

We have somewhat become accustomed to exchanging our money for a product, service, or some other deliverable. This tends to be our expectation – when we pay for something with our money, we anticipate receiving something of tangible value in return.

Membership in the Texas Association of School Psychologists (TASP) is no different, but I want to draw your attention to some of the hidden values of membership in hopes that you will embrace extraordinary pride in your partnership and support of TASP. Through my time

with TASP, I feel I can testify to the tremendous amount of appreciation I now have for our field and how intrinsically rewarding membership has been for me.

We are all familiar with JFK's famous line in his inaugural address, "Ask not what your country...", but you may be less familiar with his next line, which exclaims, "Ask not what America will do for you, but what together we can do for the freedom of man."

To take the spirit of JFK's speech for school psychologists in Texas is not to ask what TASP can do for you, but how you can join in the collective effort to advocate for our profession as a member of the association TOGETHER. Becoming a member in TASP does not just result in reduced continuing professional development event fees or access to the *Research and Practice in the Schools* journal. Membership is not just about receiving communication from TASP about news in the field or access to the quarterly newsletter. It is not just about having access to a Job Board or neat and nifty resources like the very popular flyer, "What is a Licensed Specialist in School Psychology?" Yes, membership in TASP is much more than these things.

Through membership in TASP, you have the ability to contribute to the profession by serving in leadership positions or on committees. I have watched over the past few years as early career

school psychologists have immersed themselves through involvement in leadership positions. They have jumped in and taken advantage of opportunities to acquire knowledge and experience sometimes only available through the professional association. Membership allows you to run for elected positions on the TASP Executive Board. It gives you accessibility to review Convention proposals and manuscripts for the TASP journal. Members nominate students, school psychologists, and districts for annual awards and recognitions. Our members receive these awards and our members review the nominations. Others take responsibility and request the Governor to make a Proclamation of School Psychology Awareness Week annually in November. And as a member of TASP, you have the opportunity to mentor graduate school psychology students in training and those who are just beginning their careers.

I have also seen our members take several legislative issues head-on. They are attending meetings with our legislative liaison and their state senators and representatives to advocate for all of us. We have members meeting with the Sunset Commission and the Select Committee on Mental Health. Each summer, we have members attending NASP's Public Policy Institute, capitalizing on the opportunity to meet with their elected officials on Capitol Hill.

We have members who have served on ad hoc committees and advisory committees to TSBEP who stood up for the necessary practice and titling issues we believe in. We have members working to provide input related to state implementation of ESSA in order to insure our schools and students have access to comprehensive academic, emotional, social, and behavioral supports. TASP members advocate for fair and equitable pay for interns and licensees. Our members encourage school districts to adopt the NASP Practice Model for Comprehensive and Integrated School Psychological Services and urge administrators to evaluate LSSPs utilizing the principles of the NASP Practice Model. And, membership gets you up close and personal with the leaders of our field in Texas, a chance you will have in October at the Fall Convention in Houston.

Wow! I'm a little tired after reading all that our members do for our profession and our field! All of this is above and beyond what we do with our families and friends and for our real jobs!

I hope you will see our vision and jump on board! Grab colleagues who are not members and bring them to the Convention, sign them up for membership, volunteer for a committee, run for an office, go meet with a school district board member or other elected official, set up a meeting with your superintendent to explain what LSSPs do, ask what you can do to partner together and contribute value to our profession that we hold in such high esteem.

I cannot wait to see what you will do for school psychology in the next 20 years – we are definitely moving our association from a consumer mindset, where we exchange our money for a service or product, to one in which we contribute our expertise, experience, and excitement for the good of the collective membership! We are changing the definition of shopping!

*Brook Roberts*

TASP President, 2016



# TASP 24th Annual Convention

## Happy 20th Birthday LSSP!

Greetings LSSPs!

What an honor it has been to be part of the convention planning process during such a monumental year. This year TASP celebrates the 20th year of the Licensed Specialist in School Psychology credential. To keep the celebration going, TASP's convention theme this year is "Happy 20th Birthday LSSP!" Throughout the convention we will commemorate this milestone by honoring the past, present, and future of the profession. To kick things off, Mrs. Donna Black, Dr. Gail Cheramie, and Dr. Dan Miller will provide the Keynote Address. Who better than some of the most accomplished school psychologists in Texas to highlight the work of our profession thus far!

Check out the convention prospectus for a comprehensive look at the many speakers, topics, and offerings of this year's 24th annual convention. Speakers from the national, state, and local level have been selected to provide professional development for LSSPs in Texas. Dr. Todd Savage, NASP Past President, and Dr. Melissa Reeves, NASP President, are amongst our visitors to Texas who will bring a wealth of knowledge in their respective areas of expertise. In addition, a multitude of topic offerings are available including legal updates, diversity, supervision, ethics and more to round out your professional development experience. Access the convention prospectus at <http://www.txasp.org/2016-annual-convention>.

This year we will also continue to offer access to laptops for on-site registration and voting for your convenience. But be sure to register early for discounted rates and to ensure your preferred sessions are still available. Do not forget to check out the mini-skills, poster, and paper session offerings as well!

Looking forward to seeing you all in Houston!

*Amanda Real*

TASP President-Elect






# Call for Speakers

Speakers are being solicited to volunteer their services for the TASP Speaker's Bureau. The bureau is designed so that agencies and districts may find qualified speakers on a variety of topics for conferences or professional development programs. All speakers must agree to waive their honorarium for one speaking engagement per year for inclusion in the TASP Speaker's Bureau, but agencies and districts must agree to pay for the speaker's travel expenses. After speakers fulfill their one speaking engagement through the Speaker's Bureau, TASP will share their contact information with interested agencies and districts with the caveat that the speakers have already provided their free services to TASP and, therefore, is under no obligation to waive their honorarium.

All inquiries will be coordinated by the TASP Trainer's Representative, who will then share contact information about potential speaker(s) with interested agencies. For more information or to be added to the Speaker's Bureau, contact the TASP Trainer's Representative at [trainers@txasp.org](mailto:trainers@txasp.org).

 <b>TRINITY</b> UNIVERSITY	<b>Thinking about Graduate School?</b> <b>Think about Trinity.</b> Become a Licensed Specialist in <b>School Psychology</b>
<b>In Trinity's School Psychology program you can:</b> <ul style="list-style-type: none"><li>• Earn a Master's Degree in a NASP Approved program and become eligible for the Licensed Specialist in School Psychology and Nationally Certified School Psychologist credentials</li><li>• Receive a private education at state university cost</li><li>• Support the mental health and education of all children and adolescents</li><li>• Enter an excellent job market that offers exciting opportunities and competitive salaries</li></ul>	<b>Now Accepting Applications for the 2017-2018 School Year</b>
<b>For more information please contact Dr. Laurie McGarry Klose (<a href="mailto:ldklose@trinity.edu">ldklose@trinity.edu</a>) or Sonia Mireles (<a href="mailto:smireles@trinity.edu">smireles@trinity.edu</a>) at 210. 999.7501.</b> <a href="http://www.trinity.edu/departments/Education/index.asp">http://www.trinity.edu/departments/Education/index.asp</a>	

## 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](mailto:nancy.razo@utrgv.edu) or the UTRGV Graduate College at [utrgv.edu/grad](http://utrgv.edu/grad)*

## Graduate Student Corner

I am super excited about the TASP 24th Annual Conference in Houston this October.

It is a good year to be a graduate student!

Along with some great speakers and sessions, we will have an inaugural tournament quiz, "Get School Psych'd." So bring your classmates and make a team of four. Graduate schools will go head-to-head in a question and answer tournament. Questions will be from the 10 NASP domains. The winners will not only get bragging rights for being the BEST graduate school program but prizes will also be awarded. Registration will end October 7, 2016. Get your team ready and start studying! Check the TASP website for the Registration Form and Rules.

The Graduate Student series is a great place for you to meet other graduate students and share your experiences. We will have the opportunity to hear from a panel of LSSPs and to learn about how to navigate life after internship. You will be able to ask questions about first-year LSSP expectations, how to apply for licensure, how to prepare for jurisprudence exam, etc., so, start thinking of what you want to ask the panel.

Counting down the days 'til I see you in Houston!

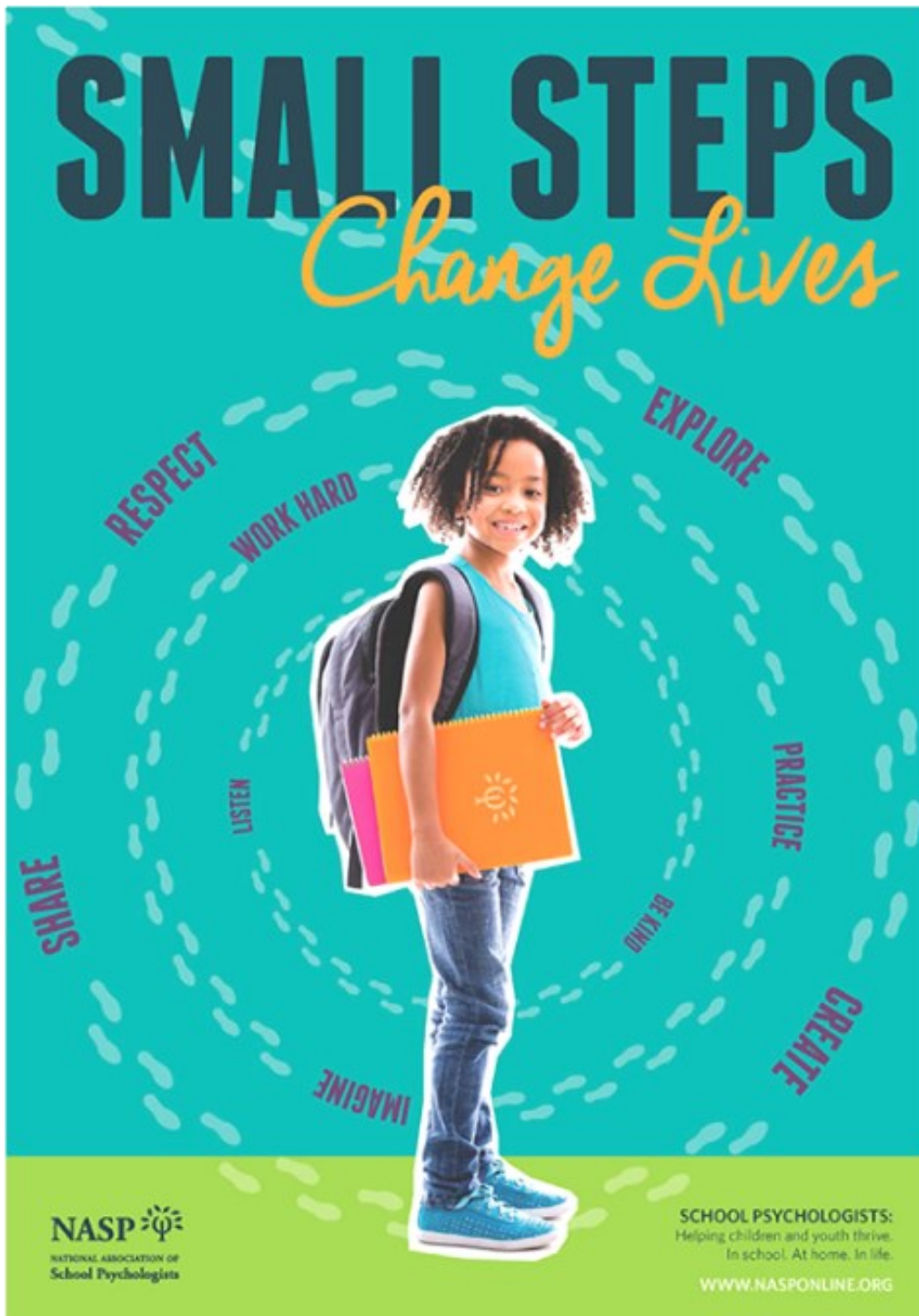
Safe travels,



# The National School Psychology Awareness Week is **November 14-18, 2016!**

## Small Steps to a Growth- Mindset

Children need praise for their hard work and persistence in daily activities. By recognizing hard work, effort, and process oriented-learning, rather than just a “natural” ability, we teach a



growth-mindset. A growth-mindset is when students see that they can develop or grow their abilities or intelligence, rather than a fixed-mindset where students' see their abilities and intelligence as fixed traits that they cannot change. We know from extensive research that children flourish when praised for effort and hard work rather than ability and when they perceive intelligence as a growth process. As parents and educators, we also can help guide students identify interests, make short- and long-term goals, and encourage them to take on challenges and persevere when things get tough.





## Comprehensive Executive Function Inventory

Jack A. Naglieri, Ph.D. & Sam Goldstein, Ph.D.



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# Spotlight on an LSSP:

## Francis Yong Chen

I work at Denton ISD, which is a rapidly growing school district! The Psychological Services Department, led by Dr. Rebecca Julius, LSSP, LP, is comprised of LSSPs, Special Education Counselors, Autism Specialists, and Behavior Interventionists. I have been very fortunate to have provided a continuum of services at each grade level and I am pleased to work alongside these truly amazing individuals.

I have worked extensively in behavior management classes (a.k.a. Social Adjustment Classrooms). In addition, I have worked with students receiving Life Skills curriculum and support. My current colleagues who teach these classrooms are simply SUPERB!

At the elementary school level, I have co-facilitated social skills/friendship/lunch bunch groups with school counselors. In the fall of 2012, a school counselor and I co-presented for LSSP Interns, at Texas State University's School Psychology Program, on the efficacy and rationale for co-facilitating groups. I am currently working on implementing this model at the middle school level, as well. I have also co-facilitated groups with our district Music Therapists in both the Life Skills and Social Adjustment Classroom settings.

Last school year, I was very fortunate to have been assigned to one of our Transition Centers as a campus. The Transition Centers provide a place for students who have completed their individual academic requirements but who still need further work to complete their respective IEP goals. In this setting, I provided social skills support to students. I created a "life in the real world" module that included role-played phone calls aimed at planning a social event. By the end of our sessions together, we agreed to a location, budget, and schedule for a luncheon. This year, we hope to expand the skill lessons to include a dinner.

For those who know me well, y'all know—I love to talk! I have conducted workshops regarding collecting data, developing reinforcement systems at home, using social stories, using the WJ IV as a processing instrument (thank you, Dr. Dan Miller!), and incorporating social skills in the classroom setting. Also, I have had a chance to co-present parent trainings in our Autism Program, provided on a monthly basis.

During the last four years, I have served as coordinator for the Family Services Program. The program team meets with parents of children who receive psychological services after school, once a week for six to eight sessions. These sessions allow the district a chance to provide free consultation to parents who are concerned about their child's behavior. Furthermore, we offer structured activities for any children who accompany their parents to the meetings.

Two years ago, United Way of Denton County created Community Centers at select schools in our district. At the Community Centers, I conduct presentations for parents on friendships and child development; academic motivation/setting up an ideal homework environment; how to use contingency-based reinforcement in the home; and my favorite, teaching deep breathing, progressive relaxation, and guided imagery (I call it "finding our happy place") to prevent test anxiety.

In addition, I volunteer at the Dallas Museum of Art (DMA), which has an Access Program that invites children and families of children on the autism spectrum and with sensory disorders to



enjoy a hands-on experience at the DMA. This program allows students to explore the museum and offers story time, art, and music sessions.

Finally, I am “conspiring” with some of my colleagues to create a rock climbing event in Denton for children on the spectrum. The collective expertise of OTs, PTs, SLPs, and of course, LSSPs can help with infrastructure and shaping the program, but we have all agreed to make this a community event for Denton—not just a school district event! I am fortunate to live in that kind of fabulous community!

What I can’t emphasize enough is the level of collaboration and support my cohort provides to me and to each other! It’s great to be part of such a wonderful team!

Being an LSSP is simply incredible. The journey has and will have its rough patches, but I know now that this is what I was meant to do!

*Francis Yong Chen*

Denton ISD, Denton, TX



## Save the Date for the NASP 2017 Annual Convention

Topics will include multitiered service delivery, evidence-based interventions, family–school collaboration, support for diverse populations, and more.

Locate materials to convince your supervisor to approve your attendance, get registration and hotel details, and more at [www.nasponline.org/NASP2017](http://www.nasponline.org/NASP2017).

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ASSESSMENTS





# Treasurer's Report

The TASP Executive Board met on August 20-21, 2016. The Finance Council continues to look at enhancing the fiscal responsibility of the association while supporting the TASP Strategic Plan and priorities. TASP will be implementing a new budgeting process for the upcoming year to help outline budget items related to the Strategic Plan and priorities.

A report was submitted for the current budget-to-date. Below is the current balance sheet for the Association as of August 12, 2016. Should you have any additional questions or concerns, please feel free to contact me – [treasurer@txasp.org](mailto:treasurer@txasp.org).

*Thomas Schanding*

Treasurer



12:03 PM  
08/12/16  
Accrual Basis

## TASP

### Balance Sheet

As of August 12, 2016  
Aug 12, 16

#### ASSETS

##### Current Assets

##### Checking/Savings

CD - 0936	10,103.81
CD - 6038	10,109.46
Checking	31,701.21
Savings	63,174.01

Total Checking/Savings 115,088.49

##### Accounts Receivable

Accounts Receivable -160.00

Total Accounts Receivable -160.00

Total Current Assets 114,928.49

##### Fixed Assets

Equipment 3,451.00

Total Fixed Assets 3,451.00

TOTAL ASSETS 118,379.49

#### LIABILITIES & EQUITY

##### Liabilities

##### Current Liabilities

##### Other Current Liabilities

Deferred Revenue 1,265.00

Total Other Current Liabilities 1,265.00

Total Current Liabilities 1,265.00

Total Liabilities 1,265.00

##### Equity

Opening Bal Equity 36,076.94

Retained Earnings 105,100.93

Net Income -24,063.38

Total Equity 117,114.49

TOTAL LIABILITIES & EQUITY 118,379.49



# Diversity in Action

By Kassi Lopez

As LSSPs we work with a vast range of students. In this edition of Diversity in Action, we take a closer look at the needs of our students with visual impairments. I sat down with Amanda Schoenenberger, Orientation and Mobility Specialist and teacher of the visually impaired and Darcy McLain, LSSP, to discuss the unique experiences of these students in our schools.

Mrs. Schoenenberger said that one of the biggest challenges for students with visual impairments is that they often show no outward signs of impairment. She noted that teachers often forget that a student may need specific accommodations in the classroom, specifically if the student does not verbalize that he or she is struggling. Mrs. McLain further noted that these students may appear to exhibit behavior problems including fidgeting, distractibility, “laziness,” and lack of effort. Often, these behavioral and academic problems can be resolved with appropriate interventions in the classroom.

In addition, Mrs. Schoenenberger stated that many students are taught compensatory strategies from an early age. Although compensatory strategies can be beneficial in helping the student fit in or appear more “normal” these strategies may also mask more severe symptoms. For example, she noted that most students with visual impairments have been taught to look at the speaker. The result is that the student may be seated in class and be staring directly at a teacher or be oriented toward the board but not be able to actually see either of those targets. Mrs. Schoenenberger reported that many students, in an effort to fit in, will not admit that they are unable to see targets, especially, if a student has a degenerative disorder. Mrs. Schoenenberger also stated that with trusted and familiar adults students may feel comfortable disclosing that they cannot see targets, but that this is very rare with new or unfamiliar adults or other students.



Both Mrs. McLain and Mrs. Schoenenberger discussed that this attempt at fitting in may have an impact on peer relationships as well. They noted that peers may forget or underestimate the severity of a student’s visual impairment, which may lead to the injury or embarrassment of that student.

Alternatively, students with visual impairments may struggle with standing out. Many of their accommodations are more noticeable than those other students’, and often require bulky equipment that can be awkward to manipulate and difficult to transport.

Visual impairment can make appropriate and accurate assessment very challenging. Mrs. McLain noted that in all assessments with students with or without a suspected visual impairment to call your VI specialist. Things to consider in these assessments are selecting appropriate tools. Most of our cognitive and achievement batteries have substantial visual components. Also, consider if students with visual impairments were included in the normative sample (spoiler: most instruments did not include them). Due to these limitations, scores are rarely, if ever, reported. Instead, ranges are used to describe abilities, with caution noted.

Mrs. Schoenenberger and Mrs. McLain suggested making sure materials are enlarged enough for the student to see. Mrs. Schoenenberger stated that assessors should ensure that any adaptive equipment the student needs is used correctly. Lighting and positioning of materials is also very important. Mrs. McLain noted that additional time is often needed for assessment and that timed measures may be inappropriate due to the amount of time the student needs to be able to see the required materials. Mrs. Schoenenberger also stated that fatigue, illness, and changes in barometric pressure, such as on a stormy day, can result in increased pressure on the optic nerve which can worsen vision.

When asked what LSSPs and other professionals can do to ensure the success of these students, Mrs. Schoenenberger and Mrs. McLain reported that it is essential to realize that with appropriate support and tools students with visual impairments can be as successful in the classroom as students without these impairments. Updates in technology make meeting student needs easier. Tools, such as iPads, allow for quick enlargements of most materials in a compact and portable device.

Every single student with a visual impairment, regardless of severity, comes with their own personal strengths and interests. Students with visual impairments tend to have a heightened awareness of their environment out of necessity. In assessment, intervention, and daily interactions discover your student's strengths and abilities.

LSSPs must build good relationships with students and their families. Each child is unique and it will take time with those families to understand their unique needs and abilities. Mrs. Schoenenberger provided the advice: "Get to know your families so that you can fully understand the activities and interests of your student. With that understanding, you can customize your services to best meet their needs. If you make these connections, each child will be able to reach his or her full potential."

## School Psychology Program

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

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

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

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

**Applications should be submitted by January 25<sup>th</sup>.**

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

For more information, contact Dr. Thomas Schanding ([schandingjr@uhcl.edu](mailto:schandingjr@uhcl.edu)).



University  
of Houston  
Clear Lake

The choice is clear.

## Life on the Beach: TASP 2016 Summer Institute

TASP 2016 Summer Institute has come and gone. Once again, about 100 people spent a couple of days on the beach earning 12.5 CEU's and having a little fun.

On Friday, Donna Black and David Jenkins guided attendees through Workshop 1 of the PREPaRE curriculum (<http://www.nasponline.org/prepare/>). Workshop 1 focused on a district wide framework for Crisis Prevention/Intervention. Participants are now ready to follow up with the Workshop 2 training, which will be offered at the upcoming convention Oct. 19-21, 2016 at Westin Galleria Houston.

Saturday provided participants two options in the morning: Ethics in Multi-Tiered Systems of Support presented by Lisa McCleary, PhD and Thomas Schanding, PhD or Trauma Informed Schools by Robert Hull, Ed.S. Both presentations garnered high reviews from participants. On Saturday afternoon participants were again given choices between Depression in Youth and Adolescents with Maria Kovacs, PhD author of the Children's Depression Inventory 2 or Multicultural Considerations during Crisis Interventions presented by Krystal Cook-Simmons, PhD. Presentations on Saturday allowed participants to collect their required CEU's in ethics and multiculturalism.

Feedback from participants indicated that, once again, people in attendance rated this Summer Institute as a success. The location was rated high as were the speakers and topics chosen. This year we offered only one topic for Friday and there were several attendees who indicated they prefer multiple options each day.

Even though school has just started for the 2016-2017 school year, the TASP Board is looking forward to Summer Institute 2017. Once again we will be in Corpus Christi, at the Emerald Beach Hotel. Mark your calendar for June 9-10, 2017 and plan to expand your knowledge base in the area of mental health in the schools. I hope to see you in Houston and again in Corpus Christi!

*Cheri Waggoner*

Treasurer-Elect

The logo for Texas A&M University Central Texas is displayed within a dark blue rectangular box with a thin white border. The text "TEXAS A&M" is in a large, bold, white sans-serif font. Below it, "UNIVERSITY" is in a smaller, white sans-serif font, and "CENTRAL TEXAS" is in a medium-sized, white sans-serif font at the bottom.

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. Cody Lapierre, LSSP, 1001 Leadership Place, Killeen, Texas 76549 or [lapierre@tamuct.edu](mailto:lapierre@tamuct.edu)



# Government & Professional Relations Update

Greetings!

TASP leadership has been busy at the Austin state capitol meeting with members of the Sunset Commission, in regards to TASP's seven initiatives for the Sunset review of TSBEP. These meetings have been critical in assisting legislators in understanding history of the LSSP, the depth of service we are prepared to provide children in schools, and the unique needs of our profession. We have been met with positive feedback as we spread the word about the work of school psychologists and how we strive to meet the mental health needs of children in Texas.

The Sunset report, which contains recommendations from the committee, will be issued in November, with public comment to follow in December. More details regarding public comment and how you can participate will be issued as the date approaches.

Once the Sunset review report is completed and the recommendations issued, we look to our next opportunity: the 2017 legislative session. Now more than ever, TASP needs the support of school psychologists like you to provide your feedback on the proposed initiatives and how your practice has been influenced by these issues. Please email me with your thoughts, feedback, or any anecdotes that you have which support the need for any or all of these proposed changes. For example, how has the restriction of the title "school psychologist" affected you or how has the limitation of practice in private schools affected you, students, or the general community. Please email me directly at the address below.

As we look toward the upcoming legislative session, TASP leadership continues to meet with lawmakers at the capitol office. Feedback from constituents is especially valuable. Be on the lookout for emails from me requesting your assistance in scheduling meetings with your local legislators. TASP's legislative liaison and I are prepared to coach you through the meeting process and assist you in facilitating a conversation with your local leadership. We are prepared to get you up to speed with all of the information you need to know to have a smooth and successful meeting.

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/>

Email me for questions or comments: Stephanie Kneedler @ [govtreations@txasp.org](mailto:govtreations@txasp.org)

Cheers!

*Stephanie Kneedler*

# Children's Assistance for Living Committee (CALC)

Each year, TASP's Children's Assistance for Living Committee (CALC) selects and raises money for a local charity that has a positive impact on the lives of children. This year's selected charity is the Houston Children's Charity (HCC), which is dedicated to improving the quality of life for Greater Houston's underprivileged, disabled, and abused children. The scope of their support is far reaching and includes programs to provide aid to families in emergency crises, handicap accessible vehicles, prosthetic limbs for children, scholarships, school supplies, beds, and air conditioners. The stated goal of HCC is "to leave no legitimate request for assistance unanswered." For more information about Houston Children's Charity, you may visit their website: <http://houstonchildrenscharity.org/>.

Please join TASP in raising money to support this organization that is doing great work to improve the lives of Texas children!

*Cassandra Hulsey*

Area IV Representative  
CALC Member



## Future Conventions

Oct. 19-21, 2016 at [Westin Galleria Houston](#), Houston

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

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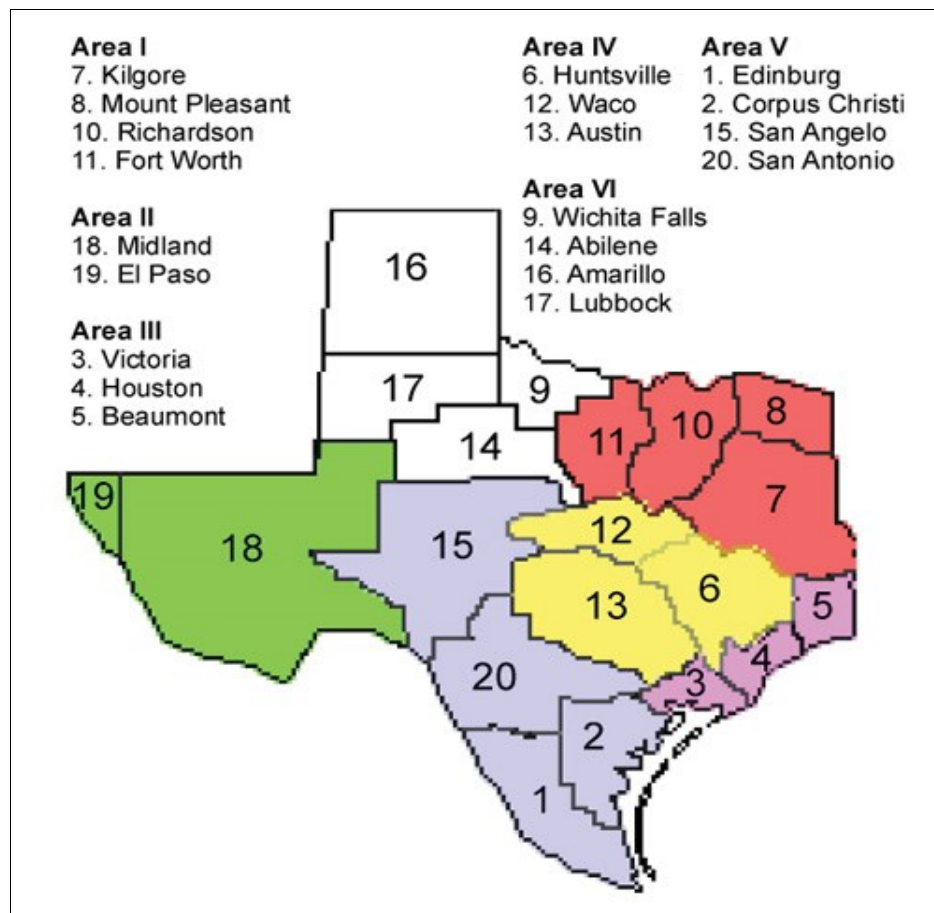
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# Information from the Area Representatives!

## Area Representative Map





## **Save the Date for TASP 2016 Fall Conference**

**October 19-21 in Houston, Texas**

***A celebration of 20 years of the LSSP***

The TASP 2016 conference will be held **Wednesday through Friday, October 19-21<sup>st</sup>**, at the Westin Galleria in Houston, Texas. Find hotel information at [www.txasp.org](http://www.txasp.org).

The conference features the PREPaRE workshop, which provides information and training on school crisis prevention and intervention for school psychologists and other educational professionals.

Speakers at the conference include Todd Savage and Melissa Reeves, past presidents.

*Come to the 2016 conference to celebrate the LSSP profession, increase skills and knowledge in school-based crisis prevention and intervention, and earn professional development credits!*



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### **School Psychology Program**

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

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



## Area I

Hello Area I

I am looking forward to a great new school year and I hope you all are as well. I cannot wait to gain further knowledge to help students at the TASP Annual Convention in October. We have a great lineup of speakers this year. I am interested in learning how to help students diagnosed with PTSD, how to utilize counseling tools, and getting an update on rules for supervision. I hope to see you all in Houston! If you have any ideas on how I can represent your needs on the TASP Executive Board or for further information, please feel free to email me at [areal@txasp.org](mailto:areal@txasp.org).

*Raina Walterscheid*



## Area II

Hello Area II!

I hope everyone has had a great start to the new school year. I'm sure everyone is back to the grind of what we do best, serving our kids! I also hope to see everyone at the TASP Fall Conference in Houston, TX. I know this may be a little far for some of us in Area II; however, it is worth the trip. We have some great presenters, including our current president and past president of NASP.

Our area service center, Region 19, has organized an Ethics Panel for LSSPs on December 15th, 1:00-4:00 pm. This panel presentation is provided as a service of TSBEP. This 3 hour presentation is on issues relevant to LSSPs, SPED Directors, etc. The panel consists of Darrel Spinks, Executive Director of TSBEP, Angela Downes, Public Board Member of TSBEP, Donna Black, Board Member of TSBEP and Gail Cheramie, Licensee of TSBEP and representative of practitioners. So thank you Region 19 for providing this opportunity for local LSSPs. I'm looking forward to seeing everyone there! Again, if you have any concerns or suggestions for the board, please contact me at [ctruji01@sisd.net](mailto:ctruji01@sisd.net). I am looking forward to hearing from you.

*Cammaron Trujillo*





## Area III

### Greetings Area III

If you all are anything like me, the beginning of the academic year has started at lightning speed. As my 2<sup>nd</sup> year as your Area Representative comes to a close, I have been reflecting on how important being involved in our professional organization has been to me. Being an Area Representative has allowed me to network with many talented and knowledgeable members across the state, to keep in touch with current issues important to our profession, and has allowed me to provide a critical role of service to the profession. The experience has definitely allowed for my continued growth and has been very rewarding. For that, I am grateful to you all for electing me to the position and entrusting me to represent your professional interests. The upcoming elections will allow for the next representative to bring new ideas and fresh perspectives to the board. I am confident that the new Area Representative will find the experience just as enriching as I have. As our October Board meeting approaches, which precedes the TASP Convention, I encourage you to contact me if you have any questions, comments, or concerns for the Board to discuss. I look forward to networking and learning with you all at the upcoming convention!

*Evelyn Perez*



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## Area IV

### Area IV Update

Hello Area IV! We're back in the swing of another school year and I hope you're all off to a great start! While many of you were getting in some much needed rest and relaxation this summer, TASP was hard at work advocating for LSSPs across the state. Did you know that some of our very own lawmakers are on the Sunset Committee and will be making recommendations that could impact the operations and policies of TSBEP, including those pertaining to the practice of school psychology? Representative Larry Gonzales, and the offices of Senator Charles Schwertner, and Senator Kirk Watson have met with members from TASP to discuss issues that are important to LSSPs, including use of the title "School Psychologist" and broadening our practice settings. I encourage you to also reach out to these elected officials as constituents to share your experiences as a LSSP and lend your voice to the TASP initiatives. If you haven't already, go to <http://www.txasp.org/tasp-and-sunset-what-lssps-need-to-know-> to learn more about these. Together, we can have a positive impact on our profession!



Fall Convention is coming up fast and is being hosted in Houston this year, October 19-21. You don't want to miss the great workshops and notable national and state speakers that are lined up in this year's agenda!

Remember to keep me posted of any questions/concerns regarding school psychology in our area as well as innovations or celebrations. I hope to see many of you at Fall Convention and that you'll stop by to say hello!

*Cassandra Hulseley*



#### **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](http://www.txstate.edu/clas)



## Area VI

Greetings, Area VI!

Your TASP Board just met to discuss the latest and greatest updates in School Psychology. We finalized the planning for the upcoming Convention. Remember your party hats as we celebrate 20 years of the LSSP.

Exciting things are happening on your TASP Board. We are looking at restructuring the Board to more efficiently convey information to our members. This is being done in an effort to streamline information and in direct response to our strategic area of focus - to be fiscally responsible. By restructuring the Board, we are looking at reducing costs of Board meetings while maintaining the quality of information and operation of the Board.

In addition to investigating ways to internally improve the efficiency of TASP, your TASP Board spent considerable time discussing Sunset Review and the advocacy efforts of TASP on behalf of all LSSPs in Texas. TASP representatives are having conversations with state leadership about the importance of LSSPs and the essential roles we are providing to students and their families.

TASP wants to know what needs and strengths you have as you work as LSSPs in Texas? Let me know what accomplishments are happening in your districts and what TASP can do to assist you in improving the lives of children.

Thank you!!

*Kassi Lopez*



Kassi Lopez, Area VI 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](mailto:shortmb@uhcl.edu)).  
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**HAWKS**

# Ethical Eddie

Dear Eddie,

I am a long time supervisor of Intern and Trainee LSSPs. I understand that TSBEP has changed the supervision requirements such that new professionals are no longer required to have supervision for a year after licensure. While I am all about not having more work to do, I am concerned that some of my newly minted LSSPs are not ready to practice without supervision. What is a supervisor to do?

Worried About Letting Go Too Soon

Dear Worried,

Indeed you are correct, the overhaul of the supervision rules removed the requirement that LSSPs be supervised for one year after licensure. However, Eddie and NASP want to encourage professionals to make sound judgements about who is ready to practice without supervision. Just because something is not required by licensing rules does not mean that it cannot occur as part of best practices. In fact, starting in 2016, individuals must indicate that they have had at least one year of early career mentorship in order to re-new the NCSP. Guidance regarding the nature of this mentorship can be found at [https://www.nasponline.org/Documents/Standards%20and%20Certification/Certification/Guidance\\_Postgraduate\\_Mentorship.pdf](https://www.nasponline.org/Documents/Standards%20and%20Certification/Certification/Guidance_Postgraduate_Mentorship.pdf).

In addition, the NASP Practice Model includes ongoing professional supervision as part of the delivery of school based psychological services. All professionals can benefit from supervision, even seasoned ones. In the Legal, Ethical, and Professional Practice section of the *NASP Model for Comprehensive and Integrated School Psychological Services*, supervision is described as follows:

*School psychologists use supervision and mentoring for effective practice.*

## **ORGANIZATIONAL PRINCIPLE 2: CLIMATE**

*It is the responsibility of the school system to create a climate in which school psychological services can be delivered with mutual respect for all parties*

*2.4 School systems promote and advocate for balance between professional and personal lives of employees. Supervisors monitor work and stress levels of employees and take steps to reduce pressure when the well-being of the employee is at risk. Supervisors are available to employees to problem solve when personal factors may adversely affect job performance and when job expectations may adversely affect the personal life of the employee.*

## **ORGANIZATIONAL PRINCIPLE 5: SUPERVISION AND MENTORING**

*The school system ensures that all personnel have levels and types of supervision and/*

or mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance by all concerned, including the school psychologist, supervisor, students, and the entire school community.

*5.1 Supervisors have a valid state school psychologist credential for the setting in which they are employed, and have a minimum of 3 years of experience as a practicing school psychologist. Education and/or experience in the supervision of school personnel are desirable.*

*5.2 Supervision methods should match the developmental level of the school psychologist. Interns and novice school psychologists require more intensive supervisory modalities, including regularly scheduled face-to-face sessions. Alternative methods, such as supervision groups, mentoring and/or peer support can be utilized with more experienced school psychologists to ensure continued professional growth and support for complex or difficult cases.*

*5.3 School systems allow time for school psychologists to participate in supervision and mentoring. In small or rural systems, where a supervising school psychologist may not be available, the school system ensures that school psychologists are given opportunities to seek supervision and/or peer support outside the district (e.g., through regional, state, or national school psychologist networks).*

*5.4 The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services. This plan should address evaluation of both implementation and outcomes of services.*

*5.5 Supervisors ensure that practica and internship experiences occur under condi-*



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**Application deadline:** February 1

**For more information:** [baylor.edu/SOE/edp/schoolpsychology](http://baylor.edu/SOE/edp/schoolpsychology)

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



*tions of appropriate supervision including (a) access to professional school psychologists who will serve as appropriate role models, (b) provision of supervision by an appropriately credentialed school psychologist, and (c) provision of supervision within the guidelines of the training institution and NASP Graduate Preparation Standards for School Psychology.*

*5.6 Supervisors provide professional leadership through participation in school psychology professional organizations and active involvement in local, state, and federal public policy development.*

The NASP Principles for Professional Ethics 2010 also address supervision as an ethical responsibility- both the provision of supervision by experienced professionals and the reception of supervision by new professionals:

*II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.*

*Principle II.1. Competence. To benefit clients, school psychologists engage only in practices for which they are qualified and competent.*

*Standard II.1.4 School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. They also understand that professional skill development beyond that of the novice practitioner requires well-planned continuing professional development and professional supervision.*

*Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision*

*Standard IV.4.3 School psychologists who employ, supervise, or train professionals provide appropriate working conditions, fair and timely evaluation, constructive supervision, and continuing professional development opportunities.*

So, you see, Worried, the utilization of professional supervision is an important part of ongoing professional growth for all school psychologists. This framework emphasizes the importance of not providing services independently when one is not ready or one is not yet competent.

In summary, if as a professional school psychologist, you make a determination that it would be appropriate for an individual to continue to engage in supervised practice, you have an obligation to do so. Otherwise, you are supporting another professional engaging in practice for which s/he may not be competent. I encourage you to work with your district level leadership to discuss the importance of a policy related to professional supervision that supports developing competent and confident professionals which is consistent with our ethical standards. Sometimes, our ethical standards require more than the rules of practice require. This only makes us stronger as a profession and promotes the social, emotional, and academic growth of the children of Texas.

Ethically,

*Eddie*

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

## Journal Update

The first three 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](mailto:jeremy.sullivan@utsa.edu) or [see the latest issue for](#) the Instructions for Authors.

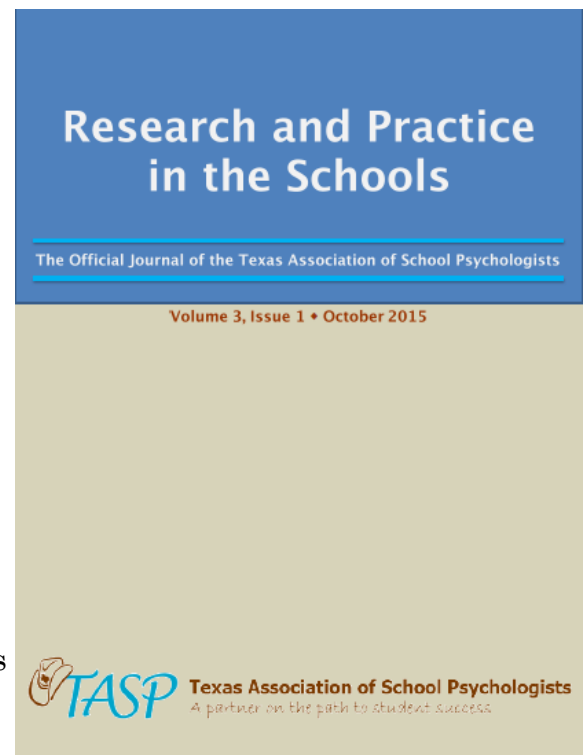
### Graduate Student Section:

We are pleased to announce that Ashley Doss, doctoral student at Stephen F. Austin State University, has accepted the position of Graduate Student Section Editor for the journal. The Graduate Student Section will be 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](mailto: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 [jere-my.sullivan@utsa.edu](mailto:jere-my.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](mailto:jeremy.sullivan@utsa.edu) or [ae-herna8@uiwtx.edu](mailto:ae-herna8@uiwtx.edu).

*Jeremy Sullivan and Art Hernandez*



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.

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**The Editor:**

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





# Position Statement

## Safe Schools for Transgender and Gender Diverse Students

The National Association of School Psychologists (NASP) supports efforts to ensure that schools are safe and inclusive learning environments for all students, family members, and school staff, including those who are transgender or gender diverse. NASP respects a person's right to express gender identity, and the right to modify gender expression when necessary for individual well-being. In addition, NASP supports all students' right to explore and question their gender identity. NASP is committed to a policy of nondiscrimination and the promotion of equal opportunity, fairness, justice, and respect for all persons (NASP, 2012).

NASP acknowledges that neither having a transgender identity nor being perceived as gender diverse is a disorder, and that efforts to change a person's gender identity are ineffective, harmful, and discriminatory. NASP works to ensure that settings in which school psychologists work are safe and welcoming and provide equal opportunity to all persons regardless of actual or perceived characteristics, including gender, gender identity, gender expression, sexual orientation, and any other personal identity or distinguishing characteristics (NASP, 2010). A glossary of terms may be found at the end of the statement.

### NEEDS OF TRANSGENDER STUDENTS

In many communities, it is dangerous to be gender nonconforming or to be known as transgender. Many children, youth, and adults blend with their chosen gender, and are safe to the extent that their transgender status is hidden. Data concerning school-age transgender youth are limited, but what data are available suggest that more action by school officials is needed to ensure schools are settings in which students can thrive.

Because transgender youth are so hidden, it would be easy to believe that these students are extremely rare. It is extremely difficult to estimate the prevalence of transgender students in school (Meier & Labuski, 2013). One of the few large districts to gather data is San Francisco. In 2011, 0.5% of San Francisco high school students self-identified as transgender on the annual Youth Risk Behavioral Survey (Timothy Kordic, personal communication, December 20, 2013). The prevalence of self-identified transgender adults has been estimated as 0.3% of the U.S. general population (Gates, 2011).

The experiences that transgender students have at school appear to have effects on their well-being as adults. Toomey, Ryan, Diaz, Card, and Russell (2010) showed that while gender nonconformity alone had no direct effect on these outcomes, the *victimization* experienced at school associated with gender nonconformity had a lasting impact and put these children at risk for negative mental health outcomes in adulthood. Harassment and assault lead to anxiety about school, leading to missing days of school. Nearly half (46%) of transgender students reported missing at least one school day in the previous month because they felt unsafe (Greytak, Kosciw, & Diaz, 2009).



Research suggests that gender diverse children are at higher risk of physical, emotional, and sexual abuse and are at higher risk of posttraumatic stress disorder (PTSD) in adulthood, with about a third of the higher risk of PTSD accounted for by being abused as a child (Roberts, Rosario, Corliss, Koenen, & Austin, 2012). Coming out to family members often results in physical assault and expulsion from the family home (Ray, 2006). In one study, more than half of transgender youth reported initial parental reaction to coming out as negative or very negative (Grossman, D'Augelli, & Frank, 2011). Young adults who experience low family acceptance of identity are more likely to be at risk for depressive symptoms, substance use, and suicidal ideation and attempts (Ryan, Russell, Huebner, Diaz, & Sanchez, 2010). In addition to longitudinal outcome risks, transgender youth face immediate challenges during their school-age years. Transgender youth are often desperate to transition. However, even if they have medical insurance, the healthcare procedures necessary to transition are explicitly excluded from most health insurance plans. Psychotherapy for gender dysphoria is often excluded. Transgender youth may take hormones obtained on the street or through the internet without medical supervision, and take excessive doses. They may seek silicone injections at "pumping parties," resulting in severe disfigurement or death.

Despite these challenges, many transgender youth are resilient, and there are a number of factors that may help them guard against the worst outcomes. Resilience in children and youth appears to depend on personal characteristics like being outgoing, resourceful, and having a positive self-concept. In addition, social relationships, such as having an emotional bond with at least one adult over a period of time, and having a supportive community are associated with resilience (Werner, 1995). Specifically for transgender and gender diverse children, attention has been focused on *family acceptance* and *school acceptance*. LGBT youth from families rated high in acceptance (e.g., they discuss their child's gender identity or sexual orientation openly, integrate their child's LGBT friends into family activities, express appreciation for their child's clothing choices even if the clothing was gender nonconforming) reported better self-esteem, better health, lower levels of depression, lower rates of substance abuse, lower rates of suicide attempts, and lower rates of risky sexual behavior (Ryan, Russell, Huebner, Diaz, & Sanchez, 2010). These findings suggest that similar acceptance in school environments is recommended.

## CONSIDERATIONS FOR PARENTS, PHYSICIANS, AND SCHOOLS

To adequately support their child's growth, parents must allow their child's personality to unfold while simultaneously protecting them from harm (Ehrensaft, 2011). Families go through a developmental process in accepting a transgender or gender diverse child. Much depends on a parent's beliefs and understanding of child development and of gender. Some children have unexpected gender behavior at an early age, which persists in spite of parent attempts to divert the child to gender conforming behavior. Parents may be embarrassed or ashamed of their child's behavior, depending on conformity pressures coming from extended family members, neighbors, clergy, daycare providers, and others. Parents may fear the future for their child, as well as their own future as they are judged by other adults. The parent who is the same sex as the child may question his or her own effectiveness as a role model. Children and youth are more likely to have successful outcomes if parents work to create safe and supportive spaces for their child within the home, require others to respect their child, and express love for their child (Brill & Pepper, 2008).

The World Professional Association for Transgender Health (WPATH) *Standards of Care* for the psychiatric, psychological, medical, and surgical management of gender transition note that "Treatment aimed at trying to change a person's gender identity and expression to become more congruent with sex



assigned at birth has been attempted in the past without success. Such treatment is no longer considered ethical” (Coleman, et al., 2011, p. 175).

Some students arrive at kindergarten already living in their asserted gender, while others express a desire to make a gender transition later in elementary or in secondary school. The majority of gender diverse children under age 9 who assert that they are a different gender than assigned at birth do not persist in asserting that gender in adolescence and early adulthood. By comparison, the majority of youth age 11 and older asserting a gender different than assigned at birth persist in that identity throughout adolescence and adulthood (Steensma, Biemond, de Boer, & Cohen-Kettenis, 2011). For children under age 9, only reversible social transitions are recommended (e.g., clothing, hair styles, activity preferences). For children age 11 or older, other treatments may be appropriate. A reversible medical treatment involving the administration of a gonadotropin-releasing hormone agonist (GnRH) in early puberty can put puberty on hold for several years, allowing the child time to mature and be ready for permanent changes. After puberty, youth can make more informed decisions regarding long-term treatment (Delemarre-van de Waal & Cohen-Kettenis, 2006; Spack et al., 2012).

Educational persistence of transgender and gender diverse students may depend on their sense of safety and belonging in the school environment. Title IX of the Education Amendment Act of 1972 prohibits harassment of students on the basis of gender expression. Schools have a duty to ensure that gender diverse and transgender students are included in all school infrastructure. For example, providing gender-neutral bathroom options and avoiding the use of gender segregation in practices such as school uniforms, school dances, and extracurricular activities are structural ways to provide safer school environments (Toomey et al., 2010). The presence of a Gay–Straight Alliance (GSA) in school can lead to greater feelings of safety and of belonging, better attendance, and lower rates of harassment. (Toomey, Ryan, Diaz, & Russell, 2011).

Comprehensive antiharassment policies that include protections for transgender and gender diverse students are helpful for all students. Adult intervention is helpful when homophobic or transphobic statements are heard (Case & Meier, 2014). Written policies and procedures addressing the needs of transgender and gender diverse students are helpful for staff and administrators and all students and families (e.g., Gay, Lesbian, and Straight Education Network/National Center for Transgender Equality, 2011; Massachusetts DOESE, 2012).

## **ROLE OF THE SCHOOL PSYCHOLOGIST**

The school psychologist should be in tune with the needs of students and staff, and can provide evidence-based information about transgender issues. The school psychologist should be welcoming and supportive of transgender and gender diverse staff and parents, and he or she should be able to foster a climate of acceptance and security for all (Case & Meier, 2014). A student’s transgender status or history must be kept confidential and within the student’s control. In all cases school psychologists must be sensitive to the needs and welfare of all individuals at their school sites, including transgender and gender diverse students and staff. School psychologists must advocate for the civil rights of all students, including those who are transgender or gender diverse. This can be accomplished by:

- Advocating for gender neutral spaces and helping establish safe zones for transgender students
- Seeking additional training or supervision as needed regarding issues affecting transgender and gender diverse people



- Modeling acceptance and respect
- Providing staff training to increase awareness regarding transgender issues in the schools
- Responding to bullying, intimidation, and other harassment, whether perpetrated by students or staff
- Minimizing bias by using phrasing and pronouns that are not gender specific and by avoiding gender stereotypes
- Providing counseling and attending to the social-emotional needs of transgender and gender diverse students in school
- Acquiring and providing information on community agencies that provide services and supports to the transgender community
- Supporting or contributing to research regarding best practices for integrating transgender and gender diverse students in school

Gender diverse and transgender students might be referred to a school psychologist due to school victimization or bullying, suicidal ideation or attempts, nonsuicidal self-injury, sexual orientation instead of gender issues, social anxiety, and/or autism spectrum symptoms. School psychologists should be aware of resources for these children and their families. Transgender and gender diverse students may benefit from learning healthy coping skills and building resilience, but interventions for associated social-emotional problems should not attempt to enforce gender stereotypical behavior.

NASP's *Principles for Professional Ethics* (NASP, 2010) include provisions that pertain to gender diverse and transgender individuals, including the following:

- *Standard I.2.6:* School psychologists respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission.
- *Standard II.1.2:* Practitioners are obligated to pursue knowledge and understanding of the diverse cultural, linguistic, and experiential backgrounds of students, families, and other clients. When knowledge and understanding of diversity characteristics are essential to ensure competent assessment, intervention, or consultation, school psychologists have or obtain the training or supervision necessary to provide effective services, or they make appropriate referrals.
- *Principle I.3:* In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristic.

School psychologists should encourage schools to develop and implement policies and procedures to prevent harassment of gender diverse and transgender students in order to promote safe schools for all students. School psychologists can provide education about gender expression and LGBT issues to teachers, administrators, students, and staff (Toomey et al., 2010). School psychologists should encourage the formation of support or social groups for gender diverse and transgender students (Goodenow, Szalacha, & Westheimer, 2006; Toomey et al., 2010). School psychologists can work with teachers and administrators to serve as mentors for these students. Being accepted by even just one coach, teacher, or administrator can serve as a protective factor against negative psychosocial outcomes for these youth.



## GLOSSARY

Language is evolving rapidly. Some terms that were considered acceptable in the past may be offensive in the present. Some previously offensive terms have been reclaimed by newer generations. We have attempted to use currently acceptable terms in this glossary. A glossary that is frequently updated is the *Media Reference Guide* available online from the Gay and Lesbian Alliance Against Defamation (GLAAD, 2010).

- **Asserted Gender.** The gender a person declares to be, verbally, nonverbally, covertly, or overtly. A transgender person's gender is usually affirmed insistently, consistently, and persistently over years. In transgender people, there is a difference between birth-assigned gender and affirmed gender. In *cisgender* people, affirmed gender aligns with birth-assigned gender. Depending on ecological safety, gender affirmation may be nonverbal and covert, or it may be a verbal declaration ("coming out") in a safe place.
- **Cisgender.** A person whose sex assigned at birth matches current gender identity. The opposite of *transgender*. "Nontransgender" is sometimes used, but implies that being transgender is not a normal variant of human difference.
- **Gender.** *Gender* implies the psychological, behavioral, social, and cultural aspects of being male or female (VandenBos, 2007). Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for boys and men or for girls and women (APA, 2011). While sex is a biological construct, gender is a social construct. As most people's sex and gender align, the two terms are sometimes used interchangeably.
- **Gender Assignment.** *Gender assignment* is the classification of an infant at birth as either male or female (VandenBos, 2007); this assignment of a legal gender (sex) to a child triggers a variety of social events and developmental tasks related to gender role.
- **Gender Constancy.** *Gender constancy* is a child's emerging sense of the permanence of being a boy or a girl (VandenBos, 2007), an understanding that occurs in stages but is mostly complete by age 7. School entry presents greater pressure to conform to gender expectations. At this age, some children with a gender identity incongruent with their birth-assigned sex may experience distress if they are not permitted to express and be witnessed as their gender. At clinically significant levels, this is called *gender dysphoria* (VandenBos, 2007).
- **Gender Dysphoria.** Discontent with the physical or social aspects of one's own sex (VandenBos, 2007). The degree of distress can vary from mild to severe, and can be life long, although not all transgender people experience gender dysphoria. The child with gender dysphoria may demonstrate symptoms of depression, anxiety, self-harm, or oppositionality (APA, 2013).
- **Gender Diverse.** Someone is *gender diverse* if his or her *gender expression* does not match what is culturally expected for the sex assigned at birth (Gender Equity Resource Center, n.d.). Individuals may dress or act in ways that others believe are not feminine enough or not masculine enough. Gender expression has become one aspect of diversity in human resource practice and in civil rights law, including nondiscrimination laws. Gender diverse implies that all humans express gender, and that no gender expression is inherently better than another. Gender diverse is an alternative term for *gender nonconformity*, which implies that gender diverse people are violating rules for gender expression; it is also an alternative for *gender variant*, which implies difference from a norm. Other respectful terms for gender diversity include *gender creative* and *gender expansive*.
- **Gender Expression.** *Gender expression* refers to how a person represents or expresses gender identity to others, often through behavior, clothing, hairstyles, voice, or body characteristics



(NCTE, May 2009). Gender expression is visible, while gender identity is not. Being gender diverse means having an unexpected gender expression; being transgender means having an unexpected gender identity. Some transgender people do not appear gender diverse. Some people with diverse gender expression are happy with their sex assigned at birth and have no desire or intention to transition genders.

- **Gender Identity.** *Gender identity* is a person's internal sense of being male, female, both, or neither (APA 2011). This sense of maleness or femaleness typically develops from a combination of biological and psychic influences (VandenBos, 2007). Shortly after children begin to speak, most are able to state whether they are a boy or a girl, and this identity is stable and resistant to change. Gender identity typically forms between 2 and 5 years of age. For most people, gender identity is consistent with sex assigned at birth.
- **Genderqueer.** A person who defies or does not accept stereotypical gender roles and may choose to live outside expected gender norms may self-identify as *genderqueer*. (Center for Excellence in Transgender Health, April, 2011). Genderqueer people may or may not avail themselves of hormonal or surgical treatments.
- **Sex.** The term sex refers to a person's biological characteristics, including chromosomes, hormones, and anatomy (VandenBos, 2007).
- **Sexual Orientation.** A person's gender identity is distinct from sexual orientation. *Sexual orientation* refers to an enduring pattern of emotional, romantic, and/or sexual attractions to men, women, both sexes, transgender people, no one, or all genders (APA, 2008; VandenBos, 2007). A transgender adult may be attracted to women, to men, to both women and men (bisexual), to no one (asexual), and/or to other transgender people. One's sexual orientation identity label is typically derived from gender identity, and not birth assigned sex. For example, a female-to-male transgender man who is primarily attracted to other men is likely to self-identify as gay. A male-to-female transgender woman who is primarily attracted to men is likely to identify as straight. Transgender people are more likely to also identify as LGBTQ than cisgender people.
- **Trans.** shorthand term for a variety of transgender identities. Also, trans people or transpeople (Center for Excellence in Transgender Health, April 2011). Because there are a variety of disputes about the terms *transgender* and *transsexual*, *trans* is seen as a more widely accepted and respectful term than transgender. There are other terms which are more universally perceived as offensive, such as "tranny." See the *GLAAD Media Reference Guide* (2010) for terms that are universally offensive.
- **Transgender.** *Transgender* refers to having a gender identity that differs from culturally determined gender roles and biological sex (VandenBos, 2007). It is an umbrella term which includes diverse identities and includes persons identifying as female-to-male, male-to-female, two-spirit, genderqueer, and other terms (APA, 2011). The transgender umbrella includes those assigned female at birth who are or who wish to be living as men (*transgender men*), and those assigned male at birth who are or who wish to be living as women (*transgender women*). Many transgender people appear indistinguishable from *cisgender* people. They may or may not desire body modifications to express their asserted gender. Body modifications may be temporary (e.g., shaving, changing hair style, binding, using hormone blockers) or permanent (e.g., hormones, electrolysis, surgeries; APA, 2011). Medical assistance can help transgender people live more comfortable lives as they may be better able to blend in as their affirmed gender. Transgender women typically identify as *women*, and transgender men typically identify as *men*.
- **Transition.** The process of changing gender expression from that of one gender to another is called *transition* (APA, 2011). *Social transition* may include changes in clothing, grooming, pronouns, names, and identity documents. Children, adolescents, and adults may undergo social transition at



any time. *Medical transition* may include hormones and surgeries. Surgeries are only available after age 18, after at least one year of living persistently and consistently as the desired gender. Youth who have lived persistently in their preferred gender and who have reached Tanner Stage 2 for their birth sex (around age 12 for female-born youth and about 14 for male-born youth) may be eligible for medication that can suppress puberty until they reach age 16 or older when they may be eligible to be treated with hormones appropriate to their desired gender, saving much of the expense, pain, and cost of medical transition for adults.

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