



The Texas School Psychologist

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Texas Association of School Psychologists

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Spring 2017

President's Message

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Greetings Everyone!

This will be an action packed year and is certainly off to a blazing start thus far! I am honored to be the President of our association at such a time. As you probably know, the Sunset Advisory Commission's staff report with committee decisions regarding the Texas State Board of Examiners of Psychologists has been created and can be found at <https://www.sunset.texas.gov/reviews-and-reports>. Additionally, the Health Licensing Consolidation Project report outlines recommendation regarding Texas's reliance on multiple independent and separate state agencies to license various health professions and can be found <https://www.sunset.texas.gov/>.

One of the Sunset recommendations is to create a stakeholder group, appointed by the Texas State Board of Examiners of Psychologists from various professions to draft three proposals offering different approaches to defining the practice of psychology. The need to draft new definitions to go before the legislature was a result of the 5th Circuit Court of Appeals ruling in the Serafine vs. Branaman case, which determined the previous practice definition unconstitutionally broad. TASP represented the voice of LSSPs in Texas and worked to ensure the practice definition appropriately captured our work. The Sunset Commission's recommendations, as well as the completed draft proposal definitions, must now go through the legislative process also known as the legislative action phase in Sunset Review.

We are in the 85th Texas Legislative session and have recently been informed of the committee assignments for the Public Education and Public Health Committees. There are many bills that have been filed thus far and there are likely many more to come. A House Bill, HB 627, was filed on December 16th, 2016, regarding LSSPs practice in private schools. Check

out the update from TASP's Government and Professional Relations Chair, Stephanie Kneedler, for more detailed information. TASP continues to work closely with our legislative liaison, Marty DeLeon, to stay current and informed of events occurring in the Capitol.

The Every Student Succeeds Act (ESSA) implementation timeline is underway with draft state plans slated to release for public comment in April. Given that ESSA returns a significant amount of decision making back to the individual states, strategic vision planning and determining how the new law will affect accountability, funding, school improvement, and grant-making systems must be addressed in the creation of the state plan.

In a few short days we will begin the annual NASP convention which is being hosted in our great state at the Henry B. Gonzalez Convention Center in San Antonio. Full and one day on-site registration are available. Let us give a big welcome to school psychologists from across the country! Also, be sure to stop by the Texas Party and greet your fellow Texan LSSPs!

In closing, LSSPs are known in the educational domain to be change agents, data-based decision makers, and multi-disciplinary team members; effectively Swiss-army knives of public education. Given the current climate and opportunities outlined above, this is a prime time to make an impact on a comprehensive level. Please ensure that the voices of LSSPs from across Texas are heard loud and clear as we advocate for the students and families of Texas and our growing profession!

Amanda Real

TASP President,
2017



Treasurer's Report

I would like to reintroduce myself, my name is Cheri Waggoner and I am the TASP Treasurer for 2017. Previously, I served as the Treasurer in 2015. I appreciate the opportunity to again fill this office and continue the ongoing work of keeping TASP fiscally responsible. To that end, the Board met in January to welcome newly elected members, new appointees, and returning members. We spent a good bit of our time discussing the 2017 budget and trying to utilize the organization's funds in a way will best serve our membership.

Last year we worked behind the scenes on some Sunset items and as many of you are aware, we were successful to a degree in shaping the Sunset recommendations. This year is a legislative year and TASP is working on several proposals that are designed to benefit you, our members. With that in mind we have dedicated a large portion of our budget to making good things happen for our members with regard to the practice of school psychology in Texas. In order to make the funds available we had to tighten the budget in all other areas. I want to report at this time that the entire Board rolled up their collective sleeves and made cuts and proposed a very lean budget for 2017. Specifically, we are restructuring how some Board meetings are conducted and are working hard to bring in new members. Please help your organization by inviting any LSSP's out there that you know who are not currently members, and any who have allowed their membership to lapse to join TASP, so that we can work together to make this organization stronger and make the practice of school psychology the best it can be for all LSSP's in Texas.

Cheri Waggoner

Treasurer



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

Ethical Eddie

Dear Eddie,

I am looking for guidance relating to signing of reports. My district is looking to switch to a new IEP program and wants to look at adding all information into the headings provided by the company (e.g., under "Academic" I would put my testing information and the teacher would put their progress monitoring information as well) rather than individual reports. I have always been under the understanding that my results are not official until I have signed the report. I am arguing for the ability to upload our reports separately into the program with our signature on them. What are your thoughts on this? Is it ethical to just add information to a group box as long as I differentiate the results are mine with my name before or after them, or is a signature on an official report more ethically and legally sound? Thanks for your input!

What's Mine is Mine

Dear What's,

The process you are describing is almost universal at this point in terms of generating the "paperwork" for special education eligibility. Districts decide their own policies with regard to what information goes where and who provides it. Eddie has been consulted on this issue in the past and most districts are able to devise a policy that meets federal and state guidelines, as well as ethical and licensing board requirements. Here are some key issues to consider:

Standard II.2.1

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

In this standard, the ethical principles highlight that the school psychologist takes responsibility for the content of a report when the report is "signed." Signature does not necessarily mean a hand written (let's face it, frequently illegible) mark on a tangible piece of paper. A signature in 2017 can take many forms and many of those are indeed electronic. However, it seems quite important that the school psychologist has a manner for identifying which portions of a report have been compiled by a specific professional. The "final report" should not be "signed" until the members of the multidisciplinary team have had an opportunity to review all of the contents of the document and are comfortable endorsing the accuracy of the professionals who have contributed. (See Standard III.3.1 regarding working respectfully with other professionals) Furthermore, Standard II.2.4 (When supervising graduate students' field experiences or internships, school psychologists are responsible for the work of their supervisees) indicates that the endorsement of the supervisor reflects not only an endorsement of the specific contribution of an intern or practicum student but also an endorsement of the entire multidisciplinary report.

Standard II.4.9

School psychologists, in collaboration with administrators and other school staff, work to establish district policies regarding the storage and disposal of school psychological records that are consistent with law and sound professional practice.

This is an ethical principle that can be easily overlooked. School psychologists have an *ethical responsibility* to work with those in decision making positions to ensure that the creation of policies and procedures are consistent with the requirements for ethical and legal practice. So, good for you, What's for taking this responsibility seriously and working with others in your district to get things right from the beginning rather than having to go back and make corrections later!

Best of luck to you in your electronic future,

Eddie (digital signature here)



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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



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Graduate Student Corner

Hello, TASP Graduate Students! I would like to begin by saying how excited I am to represent each of you on the Board. It is an exciting time to be involved with TASP as we are in the midst of a legislative season that is proving to be quite eventful! Rest assured, TASP is actively letting our collective voice be known to legislators regarding the current issues affecting our field. Now more than ever, TASP membership is extremely important for graduate students as your membership dues directly support TASP's ability to advocate for you. Please continue to encourage your fellow school psychology graduate students to become members.



Currently, we are actively working to increase the resources provided to graduate students both on our website and at our conferences. If there are resources that you would like made available, please let me know. For example, some of you have mentioned that you would like to see PRAXIS study resources on the website, as well as a Q&A session with current LSSP Interns and district intern coordinators regarding practice interview questions at the TASP conference in the fall. Whatever your idea, please let me know as I am here to serve you!

Thank you again for the honor of representing you on the Board, and I look forward to hearing from you soon.

Kristin Streich

Graduate Student Representative

UTSA®

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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ASSESSMENTS



Spotlight on a District: The Military School District's Special Education Cooperative in San Antonio

by Laurie Klose

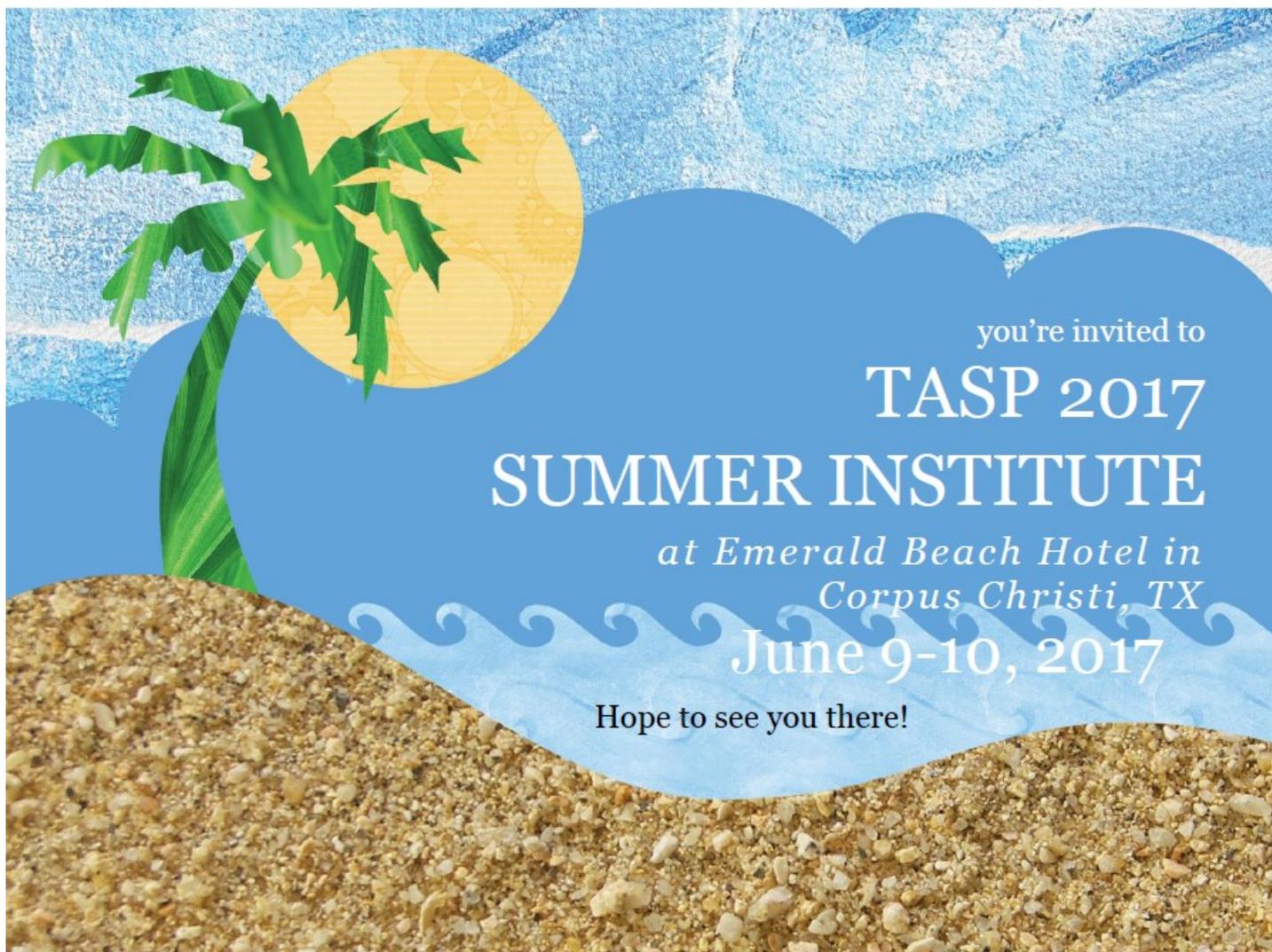
The Military School Districts' Special Education Cooperative is a collaborative effort between Fort Sam Houston, Lackland, and Randolph Field Independent School Districts. The mission of the Military School Districts' Cooperative is to ensure that children identified with disabilities are provided with an appropriate educational program that is designed to meet their specific needs. To accomplish this goal, the Co-op coordinates staff, resources, and policies and procedures between the three school districts. The Co-op employs two full time LSSPs and one LSSP Intern. In addition, the Co-op provides training opportunities for local LSSP practicum students. Each of the individual districts that make up the Co-op also employ LSSPs. In each of the districts, an LSSP is in the position of special education coordinator. The individual districts may also employ an LSSP in a direct service role and may provide internship and practicum opportunities. While it is not required, many of the LSSPs who work in the Co-op and the individual districts have a connection to the military through service or family. Those LSSPs who work for the Co-op and the individual districts have a deep understanding of the unique needs of military families and work closely with the service branches to ensure that the educational needs of all students are met in the most effective manner possible.

It is the philosophy of the Military School Districts' Cooperative that special education is the part of public education that assures that all eligible students with disabilities receive a free appropriate public education within the least restrictive environment. The districts also endorse the concept that students with disabilities shall be educated with their non-disabled peers to the greatest extent appropriate and that special education is an integral part of the total educational program. All students, regardless of the special need or condition, shall be provided a well-balanced curriculum which includes essential knowledge and skills that represent core knowledge, skills and competencies that all students should learn to be effective and productive members of society. Students with special needs shall be instructed in the same essential knowledge and skills as their non-disabled peers in a manner appropriate to their needs. Special curriculum objectives are provided when necessary to meet the needs of eligible students with disabilities that cannot be instructed with the same essential knowledge and skills as non-disabled peers. The districts ensure that programs for special populations are coordinated with and are an integral part of the total instructional program. The districts are committed to meeting individual student needs through communication and collaboration among general education staff, special education staff, and parents. An array of instructional services is provided which allows learning in an environment that is most appropriate and least restrictive to meet each student's needs.

The director of the Co-op is Mr. Hans Palmer. While not an LSSP, Mr. Palmer is well known to LSSPs in central Texas as an advocate for high quality school psychological services that benefit all children, families, and the school system. This is Mr. Palmer's fifth year as the Director of

the Military School Districts' Special Education Cooperative and his 22nd year as an educator in the State of Texas. He started his teaching career with the Military Schools Districts' Cooperative in 1992 and has worked his way back to the "Coop" as the third director since the Military School Districts' Cooperative inception. Previously, Mr. Palmer has served as the Special Education Coordinator in other districts in central Texas and was a continuing education coordinator at ESC 20.

The Military School Districts' Special Education Cooperative is known as a highly desirable work setting for LSSPs due to the strong commitment to best practice and high quality services for children and families. Collaboration among LSSPs and other professionals is valued, encouraged and supported. The work is challenging and rewarding. For these reasons, professional turn-over rates are very low and it is difficult to get a job at the Co-op! For those that do, the experience is excellent and the rewards unlimited.





TASP would like to invite you to consider presenting a Mini Skills Presentation at this year's upcoming annual convention in Dallas, Texas at the Dallas/Addison Marriott Quorum by the Galleria from November 2nd to November 4th 2017. This year's convention is the ideal place to showcase your latest research and practice!

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

Presenter name(s),

Title of the presentation

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

Mini-Skill Proposals and/or Panel Presentation Proposals are welcome. These sessions are designed to provide skills and information that will be immediately applicable for practitioners ("tools to use on Monday morning"). Mini-skill proposals should be submitted using the criteria below. No submissions will be considered after **5 PM on May 1, 2017**.

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

1. COVER PAGE:

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

2. ABSTRACT

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

3. SUMMARY OF THE PROJECT

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

4. TARGETED AUDIENCE

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

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Spotlight on an LSSP: Marisol Murphree

By Jessica Greve

Dr. Marisol Murphree works for the Military School Districts' Cooperative in San Antonio, Texas, which serves Fort Sam Houston ISD, Randolph ISD, and Lackland ISD. She began her affiliation with Fort Sam Houston ISD as a graduate student while attending Trinity University's LSSP program in 1997. She completed her graduate student assistantship at Fort Sam Houston, and was subsequently hired by the Military School Districts' Extended School Year Program the following summer, where she worked with students with severe disabilities within the district. Marisol also completed a second graduate student assistantship at Harlandale ISD in San Antonio the following year. She returned to the Military Cooperative in 1999 to complete her internship, where she was given the opportunity to serve all three of the military school districts for the first time. Marisol then worked for Harlandale ISD for two years before returning to Fort Sam Houston ISD in 2002, and has worked within the military school system ever since. She worked many years at Lackland ISD, where her duties mostly consisted of coordinating ARDs, conducting parent intakes of new families coming into the district, and conducting assessments. In 2015, the primary nature of her role changed, and she became one of two LSSPs within the Military Cooperative that primarily evaluate students in all three military school districts. It is a role that Marisol describes as a dream job and gives her much satisfaction.

While working as an LSSP at Lackland ISD, Marisol also completed the St. Mary's University doctoral program in Counselor Education and Supervision. The purpose of the doctoral concentration in Counselor Education and Supervision is to develop counselor educators who are able to provide pre-service and in-service counselor education, as well as to provide effective counseling and therapeutic service/interventions to a variety of client populations in human service agencies both in the public and private sectors. While completing the doctoral program, Marisol focused on Neurofeedback with military families. This provided her with the unique perspective of working with parents of the children she served in the Military Cooperative, who were injured during their tours of duty. The experience not only allowed her to see the amazing positive results no neurofeedback therapy within an entire family, but also gave her a deeper respect and understanding for the unique challenges faced by the population she serves and has so much compassion for.

Working in the Military School Districts' Cooperative program has been a unique experience for Marisol. She serves students who are all affiliated with the military, yet diverse in their needs. For example, deployment groups are a part of the general education continuum of services available for students who are coping with deployment issues. The group is also an example of the unique resources available for Marisol when making recommendations in an FIE. Marisol experiences much diversity in the special education evaluations and interpretation of FIEs and IEPs from all around the United States and, at times, from other countries. Services can vary significantly, and Marisol works with a knowledgeable multi-disciplinary team to place these students in a setting that is commensurate. In addition to her unique experiences and talents, Marisol is also a bilingual LSSP. Though being bilingual in English and Spanish is beneficial for completing bilingual assessments in her district, working with such a diverse population also means that she must rely on using interpretation services in other languages, as well.

What Marisol enjoys the most about being an LSSP is the positive change that her role brings

in serving children and their families. Having a part in a child's progress within a multidisciplinary team of teachers, parents, and administrators has been a very rewarding experience for her, and she is grateful to be allowed the opportunity to impact children and focus on their growth. Her advice to LSSPs, both experienced and novice, is to not allow paperwork, bureaucracy, or anything else, to undervalue the wonderful nature of the position of influencing the lives of children.

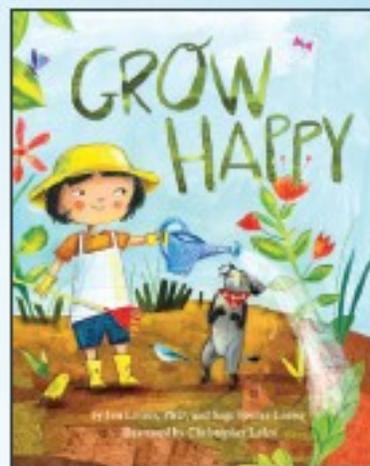
TASP would like to sincerely thank Dr. Marisol Murphree for all her hard work, compassion, and dedication to this special group of children and their families.

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Diversity in Action

By Kassi Lopez



“Many come to us having never held a pencil. At first they were afraid of self-flushing toilets and the idea of shaking a woman’s hand, and we get to tell them please sit down and fill in your answers,” Terri Huseman, principal at Will Rogers Elementary School in Amarillo, Texas.

In the state of Texas, public schools have the privilege and responsibility of providing every child over the ages of 6 a quality education. This

mandate applies to those born in this country and those that come here from all over the world. Amarillo is a city of 196,000 located in the Texas panhandle. Over the past 5 years more than 2,700 refugees have resettled here. This influx of refugees has led to challenges and opportunities for the public school system in Amarillo.

Ms. Huseman is the principal at Will Rogers Elementary School in Amarillo. Rogers Elementary is a Title 1 campus with over 96% of their students on free-or-reduced lunches. They serve a diverse population in which 62% of their students do not speak English as their primary language. Ms. Huseman reported that they have students from all over the world including from countries like Mexico, Thailand, Burma, Vietnam, and Somalia.

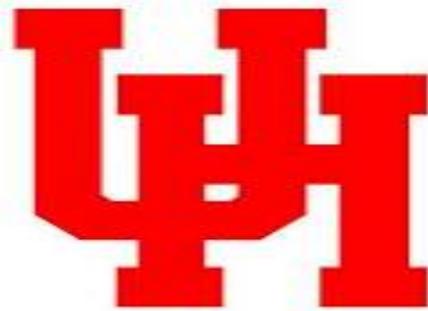
These children and their families face many challenges as they build a life in Amarillo. For Rogers Elementary this means that there is a communication barrier for a majority of their students and their families. Ms. Huseman said that they have a diverse faculty, employ a social worker, and utilize community resources to assist in bridging communication barriers but she noted that they have to get creative in their communication with students and their families. Ms. Huseman stated that they have picture symbols throughout the school, they partner students who speak the same language, and they encourage parents who do not speak English to bring friends or family members who do to help translate.

Ms. Huseman said that communication is just one of the many challenges that these families face. She reported that many families have difficulty navigating the social and cultural norms of the school environment and in accessing the resources that they need. She said that the most effective intervention has been making connections with her students and their families. This has been done by piloting and adopting Snack Pak 4 Kids (SP4K) a program that provides food to food insecure homes each weekend, by running a community garden that students tend during the school day and that is open to the community, and by utilizing Kagan Cooperative Learning and PBIS strategies school wide. Ms. Huseman said that refugee families are far from

the only families that benefit from these programs at their school.

Due to the students they serve, very few qualify for special education services due to lack of previous educational opportunity and the inability to rule out language and cultural factors when determining if a disability exists. Most students, therefore, are served through general education programs. Ms. Huseman reported that they have very little discipline referrals on their campus. She said that social skill education is an integral part of instruction on campus and most behavioral concerns are addressed through additional instruction and modeling.

“These students and families bring faith and trust into our schools,” Ms. Huseman responded. She said that she is amazed at the level of trust that these families have to have to bring their children to people who do not always look like them, do not speak their language, and offer a completely foreign experience to educate their children. Ms. Huseman noted that her students have so much to offer those who have lived in the US all of their lives. These students bring a global perspective that can educate all of us about places outside of our backyards. These perspectives will shape how all students experience and succeed in their futures.



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TCASE Recap - Great Ideas 2017

The Texas Council of Administrators of Special Education, Great Ideas Convention 2017 was held on January 17-19th, in Austin, Texas. TASP had the opportunity to share information with special education directors from across the state in a pre-conference presentation. TASP Board Members, Ashley Arnold, Amanda Real, Brook Roberts, Laurie Klose, and Thomas Schanding, partnered with Dr. Stacy Skalski, National Association of School Psychologists, and Andria Amador, Boston Public Schools, to present *Transforming the Role of the School Psychologist in a Multi-Tiered System of Supports*. The session highlighted the scope of the NASP Practice Model, Boston Public Schools' transformational process regarding the role of the school psychology and a Texas perspective. Commentary regarding diverse state needs included state demographics, university programs courses and sequence, an LSSP job description and evaluation rubric, tiered behavioral programming, and a district's perspective.

The Texas Education Agency held a main conference session discussing *State Wide Issues*. Deputy Commissioner Penny Schwinn, Director IDEA Support, Gene Lenz, Deputy Commissioner of Financial Administration, Kara Belew, Deputy Commissioner of Governance, A.J. Crabill, and Deputy Director of Assessment of Content and Program, Justin Porter were present. TEA discussed the PBMAS Indicator 10 regarding the percentage of students identified as students with disabilities.

Janna Lilly, TCASE Director of Governmental Relations and Marty DeLeon, attorney at Escamilla & Poneck presented a general session entitled *The 85th Texas Legislative Session: What Special Education Leaders Need to Know*. Capitol leaderships' priorities, the proposed budget and many House and Senate bills were reviewed. January 10th marked the kick-off of the 85th Legislative session, March 10th is the last day to file new bills, and May 30th is the day of adjournment for this session.

Amanda Real

President



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.

Government & Professional Relations Update

Dear TASP member,

The legislative session is in full swing! TASP leadership, with the support of members like you, have been advocating for school psychologists with full force. Here's what's happening in Austin...

Sunset Update:

The Sunset Commission met on January 11th to vote on recommendations that commission members put forth following the period of public comment. Here are the outcomes of their vote:

The four issues raised in the initial sunset report were ADOPTED:

1. Eliminate the statutory authority for the psychology board to administer an oral exam.
2. Remove the statutory requirement for psychologists to earn half of their supervised work experience after receiving their Ph.D.
3. Reform elements of the Board's licensing and regulatory functions.
4. Continue regulating the practice of psychology.

New Issues:

-Allow LSSPs to practice in both private and public schools: ADOPTED. *Specifically, it is recommended that the TSBEP amend their rules to reflect the provision of practice in public and private schools.*

-Rename licensure from "LSSP" to "School Psychologist": WITHDRAWN.

-Health Licensing Consolidation Project: ADOPTED.

-Adopt the Psychology Interjurisdictional Compact (PSYPACT): ADOPTED.

-Allow LPAs to practice independently (with increased licensure requirement): WITHDRAWN.

-TSBEP to develop proposed definitions of the practice of psychology: ADOPTED.

-Direct the Board to evaluate all rules in the context of FTC v. North Carolina: ADOPTED.

So, what does this mean? The vote on January 11th was in respect to what information should be included in the final Sunset report that will be provided to the Legislature. The provision of practice in private schools is suggested as a rule change and thus will not be reflected in the report. The use of the title "School Psychologist" will not be included in the report as the issue was withdrawn. This does not enact any immediate changes, nor does it prevent continued discussion on the issues. They are simply *recommendations to be included in the report*.

We are in the *final stage* of Sunset review. The committee has received testimony and the commission has considered feedback and voted on recommendations. The report will be considered by the full Legislature and *they will consider the content to make final determinations*. This means that a bill will be drafted and will undergo the typical process. The bill will either pass or fail.

Changes to TSBEP Board Membership:

Three new board members were appointed to the TSBEP:

1. John K. Bielamowicz

Mr. Bielamowicz is the founder and President of Biel Partners, LLC, a commercial real estate brokerage based in Addison Texas.

2. Susan Fletcher, Ph.D.

Susan Fletcher, Ph.D. is a practicing psychologist and licensed specialist in school psychology in Plano, Texas. She works in private practice specializing in working with families and also serves in various forensic roles.

3. Ronald S. "Ron" Palomares, Ph.D.

Dr. Palomares is a licensed psychologist and a licensed specialist in school psychology from Dallas, Texas. He is an assis-

tant professor in the Department of Psychology and Philosophy at Texas Woman's University in Denton, where he serves as the Doctoral School Psychology Program Director.

Visit <https://www.tsbep.texas.gov/tsbep-board-members> for more detailed information on the new appointees. These appointees are set to serve through 10/31/2021. They replace: Jeff Baker, Ph.D., Carlos. R. Chacon, and Leslie D. Rosenstein, Ph.D.

House Bill 627 Filed

HB 627 was filed on December 16, 2016 and sponsored by Representative Roland Gutierrez. HB 627 seeks to amend the Occupations Code to allow for LSSPs to practice in and be employed by private schools. This bill also limits the use of "LSSP" or "School Psychologist" unless the individual is licensed as such. Additionally, HB 627 seeks to restrict the use of "nationally certified school psychologist" by license-holders unless they hold the appropriate credentials. This bill would regulate conduct that occurs on or after the effective date of the Act (proposed September 1, 2017).

Read House Bill 627 in its entirety <https://openstates.org/tx/bills/85/HB627/>.

Bills to Watch

The 85th legislature has a number of bills relevant to education, public schools, and children in Texas. Here are some bills that we are watching:

House Bill 1627: Relating to the exemption of certain school districts from the placement and use of video cameras in certain self-contained classrooms or other settings providing special education services.

House Bill 1556: Relating to the appointment of foster parents and other qualified persons to serve as educational decision-makers for certain children in the conservatorship of the Department of Family and Protective Services.

House Bill 1569: Relating to the disclosure to public schools of certain records of students placed in residential facilities.

Senate Bill 748: Relating to transition planning for a public school student enrolled in a special education program.

Senate Bill 242: Relating to the right of a child's parent to public school records and information concerning the child.

Senate Bill 216: Relating to the salary paid to classroom teachers employed by public schools.

Senate Bill 160/House Bill 363: Relating to a prohibition of a monitoring system performance indicator based on the number or percentage of students receiving special education services.

House Bill 353: Relating to the assignment of certain behavioral health professionals to certain public schools.

House Bill 194: Relating to providing for endorsements for public high school students enrolled in special education programs.

House Bill 156: Relating to establishing a pilot program in designated public high schools in certain municipalities for placement of students in Junior Reserve Officers' Training Corps programs as an alternative to placement in disciplinary or juvenile justice alternative education programs.

House Bill 77: Relating to the use of individual graduation committees to satisfy certain public high school graduation requirements.

House Bill 69: Relating to a requirement that school districts and open-enrollment charter schools report certain information regarding children with disabilities who reside in residential facilities.

House Bill 61: Relating to consideration under the public school accountability system of performance on assessment instruments by certain students formerly receiving special education services.

Below are helpful links to learn more about any of the bills above (and more):

View a list of bills that have been filed in the house or senate - <http://www.capitol.state.tx.us/Reports/General.aspx>.

View the current status and legislative history for a bill - <http://www.capitol.state.tx.us/BillLookup/BillNumber.aspx>.

Find bills with specific content - <http://www.capitol.state.tx.us/Search/TextSearch.aspx>.

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

As LSSPs, our work is not yet finished! We will continue to advocate for the issues raised during Sunset in this legisla-

tive session. As always, your voice makes a difference! We encourage you to stay tuned for more opportunities to get involved.

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 @ govtrrelations@txasp.org.

Looking Forward!

Cheers!

Stephanie Kneedler

Government and Professional Relations

Summer Institute 2017

Just wanted to give you all a heads up – plans are in full swing for this year's Summer Institute. The dates are June 9-10, 2017.

We will again be in Corpus Christi, TX at the Emerald Beach Hotel. As of this writing we have most of the sessions filled and it is a great line up of presentations focused on School Based Mental Health. Again this year we will be offering 12 CPD's. Keep an eye out for registration to open sometime before the end of February. Several board members are attending NASP in San Antonio, as I am sure many of you are, and hope to have registration open prior to leaving for NASP.



Important information

Hotel rooms will be \$119.00 and the rate will be available from June 8-12, 2017. There will be a limited number of rooms available at the special rate before and after SI for those wanting to make a little vacation out of the trip. Information on how to make your room reservation will be furnished when registration is live.

Summer Institute registration – Early registration for:	Members	\$130.00
	Non-members	\$155.00

Early registration will end May 18, 2017. After that date, all registrants, including on-site, will pay the nonmember rate of \$155.00.

Hope to see you all in Corpus Christi,

Cheri Waggoner

Treasurer

Children's Assistance for Living Committee (CALC)

TASP and The Children's Assistance for Living Committee, CALC, would like to say thank you for your generous donations. Over the past several years you have made a difference in countless children's lives. Looking back on the last 3 years TASP members have collected

When?	Who?	Where?	How Much?
2016	Houston Children's Charity	Houston	\$790
2015	Love for Kids	Dallas	\$442.25
2014	The Children's Shelter	San Antonio	\$541

This year TASP will be supporting Love for Kids (LFK) once again. This organization works with over 100 agencies to serve the children and families of Dallas. They also empower families directly through parenting education, an active helpline, LFK teen council, and a clothes closet. Our support makes a difference. Look for donor opportunities as you renew your membership and at the annual Convention. Thank you for making a difference!

Kassi Lopez

Area VI Representative

School Psychology Program

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

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

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

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

Applications should be submitted by January 25th.

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

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

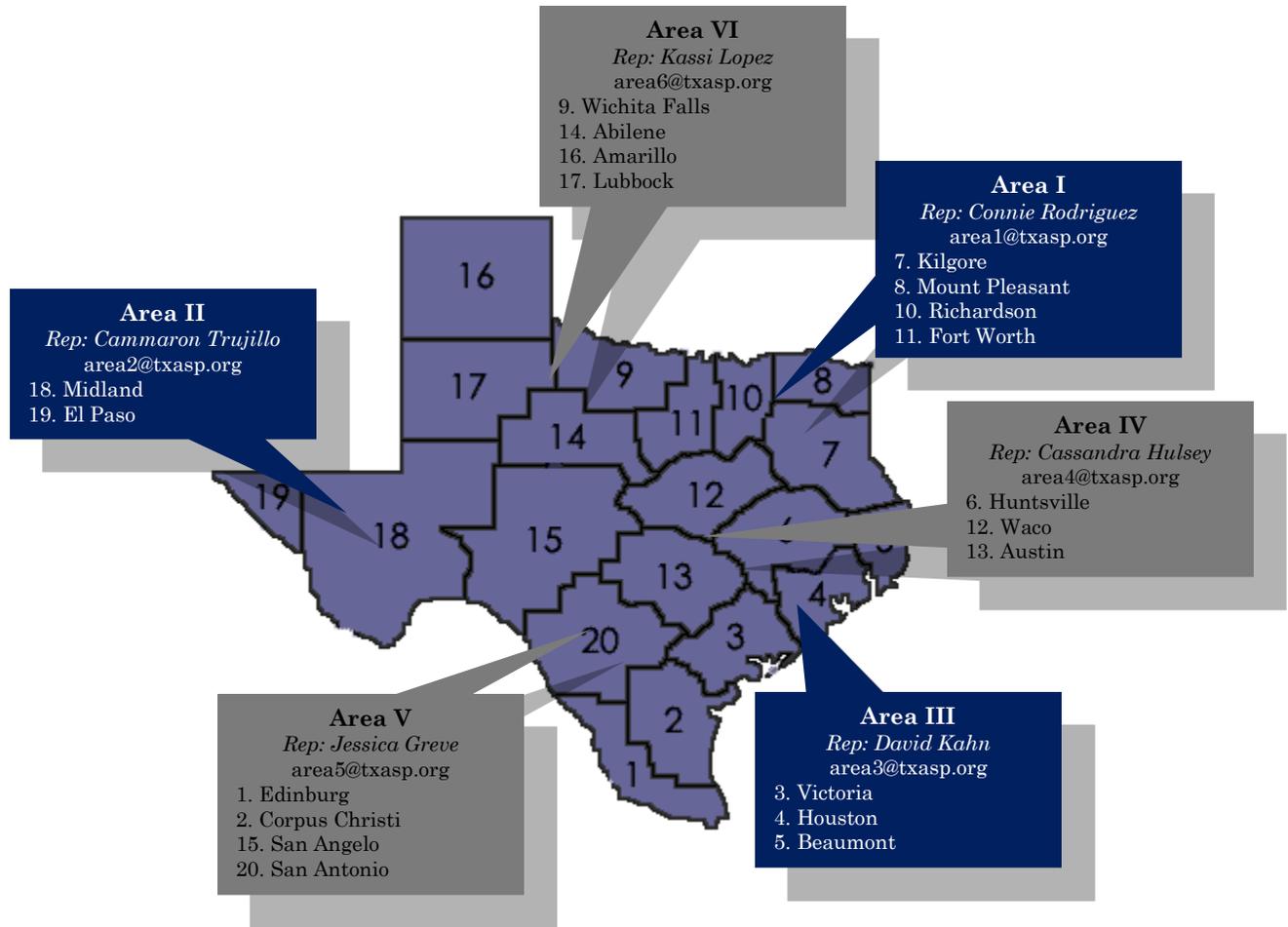


University
of Houston
Clear Lake

The choice is clear.

Information from the Area Representatives!

Area Representative Map



A partner on the path to student success

Texas Association of School Psychologists

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 Members,

Thank you so much for your support in electing me your TASP Area I Representative. I hope to see some of you at the National Association of School Psychologists convention in San Antonio on February 21-24. I will be emailing Area I members to ask for your feedback on training needs and professional issues you would like support for through our organization. I look forward to communicating with you in the months ahead.



Connie Rodriguez



Area II Update

Greetings Area II!

I hope everyone is having a great semester! Remember, “It’s all downhill from here..”. I would like to take this opportunity to provide you with an update of some recent topics discussed at our January Board Meeting. The theme of our meeting boiled down to one important topic: YOU, our members. We value your continued membership in TASP and we are looking to expand our membership. We discussed having membership drives and providing swag to our new members. My question to our members is this: What additional benefits would you like from being a member of TASP? As you know, your membership dues help fund our legislative liaison, Marty DeLeon. This is a legislative year and your membership dues are hard at work! If you have any ideas on how to increase our membership or provide support, please contact me. I would love to hear your ideas. Also, this time of year is very hectic, so please stay healthy and take care of yourself! If you have any questions regarding TASP or concerns you would like voiced, please shoot me an email at ctruji01@sisd.net.

Cammaron Trujillo

Area IV Update

Hello, Area IV!

Great things are happening with school psychology in Texas! We are one step closer to being allowed to practice in private school settings.

Thank you to all of you who have been lending your voice and advocating for issues that are important to our profession! TASP has been hard at work trying to make an impact on the things that matter most to you. There is still work to be done. Please encourage your colleagues to support the work of TASP by becoming a member and contributing to advocacy efforts. Together we can make great things happen!

You may have seen a survey sent out asking about interest in an Area IV LSSP meetup. Thank you to everyone who has provided feedback. So far, it looks like there are a lot of you interested in attending a meetup and many of you are even willing to help organize one in your area. I will be working on getting our first meetup started, so be on the lookout for more information!

Best wishes!

Cassandra Hulsey



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://prt1.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

Area V Update

Hello Area V!

I want to take this time to thank you for the opportunity to serve as your Area V Representative and I would love to hear from you! If you have any questions, concerns, or information to share about your region, please feel free to email me at area5@txasp.org. I look forward to communicating with you and representing your needs.



This year promises to be an exciting one for our area! The NASP 2017 Annual Convention will be held at the Henry B. Gonzalez Convention Center in our very own city of San Antonio, from February 21st-24th. NASP has so many wonderful training opportunities to offer us. It is also a great opportunity to meet and network with other LSSPs within the state and around the country. For fun, there are many things to do and see that are within walking distance from the convention. The San Antonio River Walk is a big attraction downtown and has many access points close by. The Hyatt Regency on Losoya Street and Swig Martini Bar on West Crockett Street provide the best elevator access points. The River Center Mall is also located along the San Antonio Riverwalk, and there are a variety of other shops and restaurants to choose from. For a little bit of history, look no further than Alamo Plaza, where you will find the historic Alamo. Museums such as Louis Toussaud's Waxworks and Ripley's Believe It or Not are also found on Alamo Plaza. For those of you looking to venture out away from downtown, the San Antonio Stock Show and Rodeo still has shows available until February 26th at the nearby AT&T Center.

If you are unable to attend the NASP Convention and are in need of additional training, Dawn Flanagan will be conducting a free webinar titled Cross-Battery Assessment Case Study on April 11th, from 10:00 a.m. to 12:00 p.m.

Once again, thank you for the opportunity to represent you, and I hope to meet many of you at the NASP Conference!

Jessica Greve



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 VI Update

Greeting Area VI!

We are facing a time of change in our profession. A time when we must examine what we do and why we do it. Change can be paralyzing or it can be the impetus for innovation and progress.

Your TASP Board has been discussing change at the state level. We spent this last Board meeting looking at the mission and vision of our organization. We want to represent the needs and goals of the school psychologists in Texas so that they can meet the needs and goals of our children, families, and communities.

We looked at the services that TASP provides to benefit our members. TASP Board members discussed providing a voice for school psychologists in the state through legislative and professional advocacy and through continuing to provide quality professional development through the annual Convention and Summer Institute.

We reviewed and accepted a budget that aligns with TASP's goals of providing quality representation and services while maintaining a fiscally responsible operating plan. Additionally, we discussed current legislative session in the state and the implications of the Sunset Committee recommendations.

We also brainstormed other ways that TASP membership can benefit you. We are currently investigating possibilities for liability insurance savings, advertising opportunities online, and the possibility of offering professional development webinars. If you have ideas or things you would like to discuss please let me know.

TASP also discussed what you can do for your organization and your profession. You need to let your voice be heard. Contact us with your accomplishments, efforts, and concerns. Consider contributing to GPR to assist in advocacy and CALC to support local charity efforts. Join committees and share your expertise. Continue to grow in your profession and in your ability to serve each child each day.

Looking forward to hearing from you,

Kassi Lopez



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



Thinking about Graduate School? Think about Trinity. Become a Licensed Specialist in **School Psychology**

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or Sonia Mireles (smireles@trinity.edu) at 210. 999.7501.

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

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.

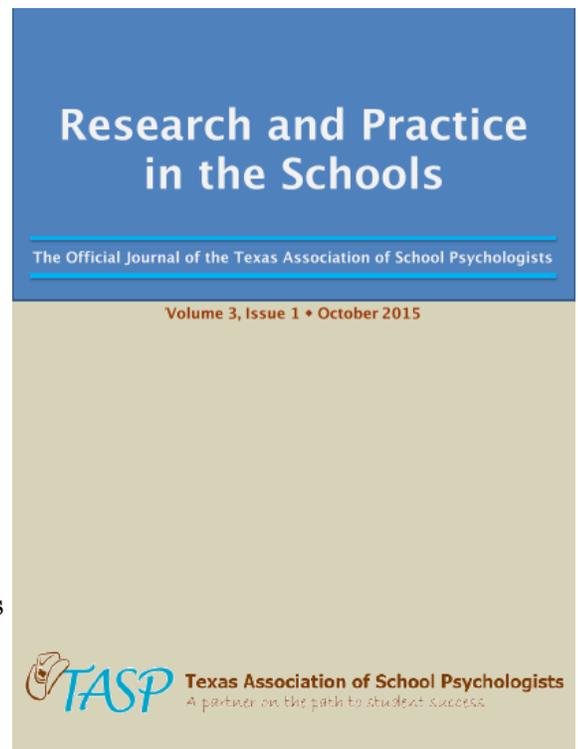
Graduate Student Section:

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 aherna8@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
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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.

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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



NATIONAL
ASSOCIATION OF
SCHOOL
PSYCHOLOGISTS

Learning and Social–Emotional Supports for Students Experiencing Family Transitions: *Meeting the Needs of Military, Foster, and Homeless Children*

Selected Research

Homeless Children

- More than 1.6 million American children—one in 45—are homeless during the course of each year,¹ and their numbers are rapidly growing.²
- During the 2010–11 academic year, U.S. schools identified 1,065,794 students who were homeless, a 13% increase over the previous year.³
- Homeless children are eight times more likely to be asked to repeat a grade, three times more likely to be placed in special education classes, twice as likely to score lower on standardized tests,⁴ and 16% less proficient at reading and math than their peers.⁵
- Many homeless children are unable to attend school consistently because they constantly move to find shelter,⁶ lack the records needed for school enrollment,⁷ do not have transportation,⁸ or are ashamed of their situation.⁹
- A higher proportion of school-age children of homeless families report mental disorders with impairment, such as disruptive behavior disorders, social phobias, and major depression, as compared to low-income children who are not homeless.¹⁰
- Major factors that contribute to homelessness among children and youth include lack of affordable housing, financial insecurity, violence at home, behavioral health problems, lack of positive social support, and involvement in the child welfare system.¹¹
- About half of all school-age homeless children have problems with anxiety and depression, and 20% of homeless preschoolers have emotional problems that require professional care.¹²
- A longitudinal study of homeless and runaway teenage adolescents revealed that 36% met lifetime criteria for posttraumatic stress disorder and 16% met 12-month criteria for the disorder.¹³

Children in Foster Care

- There were an estimated 400,540 children in foster care in 2011, with an average age of 9.3 years.¹⁴

- Foster children have higher rates of placement in special education, school dropout, discipline problems, and involvement in the criminal justice system,¹⁵ and they exhibit poorer academic skills than their non-foster care peers.¹⁶
- Changes in home placements of foster children are often accompanied by school transfers, which frequently lead to disruptions in educational services, enrollment delays, or temporary placements that result in the loss of days or even weeks of schooling.¹⁷
- Placement in foster care is associated with increased educational risks, including absenteeism and tardiness, school changes during the year, disciplinary problems and suspensions, poor reading and math skills, lower scores on achievement tests, repeating one or more grades, and dropping out of high school.¹⁸
- A longitudinal study of former foster children revealed that 48% were unemployed at ages 23 and 24 (with a median income of \$8,000), compared to 76% of a nationally representative sample.¹⁹
- When compared to all households with children, those with foster children are more likely to be low income, have severe financial housing burdens, receive public assistance, have a householder who did not work in the previous year, and have a householder who did not complete high school.²⁰
- Delays in language development are common among foster children under the age of 6, highlighting the need for early identification and intervention efforts as they enter school.²¹
- There is a lack of coherent policy regarding how to identify and address the needs of children in foster care in the United States.²²

Military Dependents

- About 1.35% of the 1.96 million military dependents attended Department of Defense Educational Activity schools in the United States in 2009,²³ suggesting that an overwhelming majority of military dependents in the United States attend public schools.
- A parent's deployment to a war zone is one of the most stressful events children can experience, and there were 700,000 children with at least one parent deployed in 2007.²⁴
- Research has demonstrated that a parent's deployment places their children at high risk for psychosocial morbidity²⁵ and long-term adverse effects on their standardized test scores.²⁶
- Move-related stressors negatively affect military dependents' adjustment to new school environments,²⁷ and changing schools during the elementary school years predicts declines in classroom participation and academic performance.²⁸
- The rate of child neglect in U.S. Army families is significantly elevated during periods of deployment, with the highest rates coinciding with periods of large-scale deployment.^{29,30}
- Some female adolescents with a deployed parent may demonstrate increases in risky sexual behaviors and self-injury in an attempt to keep the parent home.³¹

- Military dependents experience significantly higher stress scores³² and rates of emotional and behavioral difficulties compared to national averages.³³

Endnotes

¹ National Center on Family Homelessness. (2011). *America's youngest outcasts 2010*. Newton, MA: Author. Retrieved from

http://www.homelesschildrenamerica.org/media/NCFH_AmericaOutcast2010_web.pdf

² U.S. Conference of Mayors. (2007). *A status report on hunger and homelessness in American cities: A 23-city survey*. Washington, DC: Author. Retrieved from

<http://usmayors.org/HHSurvey2007/hhsurvey07.pdf>

³ National Center for Homeless Education. (2012). *Education for homeless children and youth program: Data collection summary*. Greensboro, NC: Author. Retrieved from

http://center.serve.org/nche/downloads/data_comp_0909-1011.pdf

⁴ National Center on Family Homelessness. (2011). *America's youngest outcasts 2010*. Newton, MA: Author. Retrieved from

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¹⁰ Anooshian, L. J. (2005). Violence and aggression in the lives of homeless children: A review. *Aggression and Violent Behavior*, 10, 129–152.

¹¹ Aratani, Y. (2009). *Homeless children and youth: Causes and consequences*. New York: National Center for Children in Poverty, Columbia University. Retrieved from

http://nccp.org/publications/pdf/text_888.pdf

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¹³ Whitbeck, L. B., Hoyt, D. R., Johnson, K. D., & Chen, X. (2007). Victimization and posttraumatic stress disorder among runaway and homeless adolescents. *Violence and Victims*, 22, 721–734.

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¹⁵ Courtney, M. E., Dworsky, A., Lee, J. S., & Raap, M. (2010). *Midwest evaluation of adult functioning of former foster youth: Outcomes at age 23 and 24*. Chicago: Chapin Hall at the University of Chicago.

Retrieved from http://www.chapinhall.org/sites/default/files/Midwest_Study_Age_23_24.pdf

¹⁶ Zetlin, A. G., & Weinberg, L. A. (2004). Understanding the plight of foster youth and improving their educational opportunities. *Child Abuse and Neglect*, 28, 917–923.

¹⁷ Casey Family Programs. (2007). *A road map for learning: Improving outcomes in foster care*. Seattle, WA: Author.

¹⁸ Casey Family Programs. (2001). *It's my life: A framework for youth transitioning from foster care to successful adulthood*. Seattle, WA: Author.

¹⁹ Courtney, M. E., Dworsky, A., Lee, J. S., & Raap, M. (2010). *Midwest evaluation of adult functioning of former foster youth: Outcomes at age 23 and 24*. Chicago: Chapin Hall at the University of Chicago.

Retrieved from http://www.chapinhall.org/sites/default/files/Midwest_Study_Age_23_24.pdf

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- ²¹ Stock, C. D., & Fisher, P. A. (2006). Language delays among foster children: Implications for policy and practice. *Child Welfare, LXXXV*, 445–461.
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