



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

Texas Association of School Psychologists

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Fall 2018

President's Message

G. Thomas Schanding, Jr., President

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As school starts and we all get back to business this fall semester, I would like to suggest you add a few things to your own professional goals for this year. We know there is a shortage of school-based mental health professionals in Texas, and particularly a shortage of LSSPs. TASP fully recognizes this issue and is taking steps to address it. TASP will be creating a School Psychology Shortage Task Force that will further examine issues and create recommendations to recruit and retain LSSPs. The Board has also created a legislative platform for the Texas 86th Legislature in 2019 (watch for this soon!) that seeks to obtain grants, scholarships, loan forgiveness opportunities, and better salaries for LSSPs; however, these cannot be the only strategies employed.

I want to challenge each of us to own this issue and pledge to make our field more visible. We cannot be the “ninjas” of the school – dropping in unnoticed to do an observation in a classroom. We need to share who we are and what we do for students, families, and schools.

We recently posted on the TASP Facebook page a resource file from the National Association of School Psychologists – the NASP Exposure Project (NASP-EP). This file contains brochures, in-

fographics, and presentation slides that detail the role of school psychologists. There are presentations specific to high school students and undergraduates. These are the future school psychologists we will need to help meet the growing mental health needs of Texas students.

Will you do your part to help the field? Can you take the time to present “What is a School Psychologist?” in an AP Psychology class at your district’s high school? Do you have the time to make sure that a local university or community college can get access to these resources to share how school psychology can be such a rewarding career? Can you take the time to recruit someone into our field, who may just change the lives of hundreds or thousands of students?

If you don’t follow the TASP Facebook page, consider doing so. Otherwise, you can find the above mentioned resources at this link: https://www.dropbox.com/sh/4wxv5w1vwoh8im/AACMJ0Q_f7TRXMB33aLClrkLa/High%20School%20Documents%202018-2019?dl=0&subfolder_nav_tracking=1

The work you do is important. Your actions positively impact people in ways we likely cannot measure right now.

G. Thomas Schanding, Jr.
TASP President, 2018

Summer Institute 2018



Did you come see us in Texarkana? Did you find the restaurant in town that serves duck-fat truffle fries? TASP teamed up with the Arkansas Association of School Psychologists to host Summer Institute in Texarkana this June. Of the 93 attendees from four states, 50 Texans from across the state took advantage of the experts and researchers who held workshops for two days. Participants learned from practitioners and researchers on a variety of topics including mindfulness, social-emotional learning, and executive functioning assessment. Dr. John Murphy led workshops on how to improve counseling techniques, Dr. Julia Strait engaged audiences with learning opportunities on trauma-informed assessment, and Jaime Goldstein walked school psychologists through hands-on mindfulness and meditation practices. Whether instructed by Dr. Andrea Ogonosky or Amy Patenaude, participants reported leaving sessions with tools to elevate their current practice model.

If you were not able to join us in Texarkana, we will soon announce where the 2019 Summer Institute will be held! The TASP Summer Institute is a rare opportunity to network with fellow school psychologists and attend uplifting and educational workshops aimed at practical interventions. Whether you are excited for the speakers, the networking, or the chance to get away for a couple of days, TASP Summer Institute is not to be missed!

Curt Johnson

Treasurer Elect

School Psychology Program

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

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

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

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

Applications should be submitted by January 25th.

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

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



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Treasurer's Report

We are more than halfway finished with 2019 fiscal year! This past June, TASP co-hosted the Summer Institute with the Arkansas School Psychology Association in Texarkana. The event was a success for TASP and we are brainstorming our options for Summer Institute 2019.

We have seen significant gains in our membership budget thus far. We generally see a large sum of membership revenue around this time of year with people renewing to benefit from the convention registration member rate. However, we saw a large increase in membership revenue in July and per the July financials, we are ahead from where we were in 2017. This is fantastic news and we truly appreciate your support. A discounted convention rate is one benefit of being a member, but your membership dues also help support TASP in advocating for the profession. We will enter the 86th legislative session in January and everything we have done this summer lays out our legislative agenda for 2019. We ask that you continue to support us as we move into the next session. There will be many issues pertinent to school psychology in Texas.

Every year, we distribute scholarships at our annual convention. This year, we have added the option to donate towards that scholarship fund similar to the option to donate to the CALC and Government and Public Relations funds. You should be able to see this option on membership join/renewal forms as well as the convention registration form, if you would like to donate.

Other areas in the TASP budget remain within budget at the present time. At this point, it appears we should end the year with a profit as expected; however, we still need to get through October and convention. We would love to see you in attendance and this year's lineup has something for everyone. If you have any questions or concerns related to the TASP financials or budget, please do not hesitate to contact me at treasurer@txasp.org.

Stephanie Barbre

Treasurer



NASP Leadership in Action Spotlight Initiative

Are you helping to improve practice in your school/district? If so, NASP wants to learn more from you through the Leadership in Action Spotlight Initiative. The Spotlight initiative seeks to elicit and disseminate stories of school psychologists engaged in efforts to improve systems and services to children and families. Whether at the building or district level, efforts to build capacity take leadership, and your efforts can help inspire and inform other school psychologists to help lead change as well. Learn more and submit your story to NASP at <http://www.nasponline.org/research-and-policy/advocacy-tools-and-resources/communications-strategies-and-resources/test/the-leadership-in-action-spotlight-initiative>.



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For more information: baylor.edu/SOE/edp/schoolpsychology

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

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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)

Government & Professional Relations Update

The TASP advocacy effort has been in full swing the past three months. The 86th Texas Legislature does not begin until January 2019; however, there has been significant legislative activity. The Texas State Board of Examiners of Psychologists (TSBEP) is under sunset review again, and with the Sante Fe tragedy, the Capitol has added school safety to the list of interim charges that must be addressed.

The Texas Sunset Advisory Commission, for the second time, is recommending that the TSBEP be consolidated along with several behavioral health professions (i.e., marriage/family therapists, social workers, and counselors) under one new state agency called the Texas Behavioral Health Executive Council (TBHEC). The Sunset Commission believes a consolidated behavioral health licensing agency presents the best approach to aligning and improving the regulation of these behavioral health professions, as well as to create administrative efficiencies. The Sunset recommendation was modified to provide the executive council's four professional members with voting rights instead of being ex officio non-voting members. With three psychological licensees, TASP's focus next session is to ensure school psychologists have voting rights on the council. The proposed bill, that will establish the TBHEC, has not been drafted yet and no lawmaker has come forward to sponsor this legislation.

To prevent another school shooting in Texas, the Governor drafted a 40-point plan to better protect students and teachers. Both the House and Senate have had numerous public hearings at the Capitol to address this topic. TASP's legislative liaison, Marty DeLeon, has worked diligently at the Capitol to make sure school psychologists are included in this important work, by setting up meetings with offices of key lawmakers, encouraging them to extend invitations for participation in committee hearings and roundtable discussions, speaking with lawmakers about TASP's agenda, and drafting legislation on our key issues. TASP has participated in the recent school safety committee hearings by submitting oral and written testimony. Cassandra Hulsey, Stephanie Barbre, and Brook Roberts have all delivered testimony, ensuring TASP's voice is part of the overall conversation. The Senate Select Committee on Violence in Schools and School Security submitted its final interim report with recommendations for consideration by the 86th Legislature in preparation for the regular session. Some of the recommendations include codifying the duties and responsibilities of school counselors, licensed specialists in school psychology, and school social workers; incorporating threat assessment teams into Health Advisory or School Safety Committees already on campus; and expanding the use of tele-medicine and tele-psychiatry to help children in crisis obtain access to mental health services before violence occurs. The full report with recommendations can be found online at: <https://senate.texas.gov/cmtes/85/c565/c565.InterimReport2018.pdf>

Please join us at the TASP Fall Convention in Dallas October 25-27. The TASP legislative team will provide more information on each of these topics and will discuss the organization's legislative platform for the upcoming 86th Legislative Session.

Cassandra Hulsey

Government & Professional Relations

Children's Assistance for Living Committee (CALC)

As school psychologists and educators, we know that supporting local communities is one of the greatest ways to impact our children. Every year, TASP designates a fundraising recipient for its Community Support Project at the Annual Convention who shares this common goal. The 2018 Children's Assistance for Living Committee (CALC) has selected Heroes for Children as this year's recipient.

Heroes for Children advocates for and provides financial and social assistance to families with children (0-22 years of age) battling cancer. This wonderful charity strives to restore normalcy to the lives of children and families stricken by cancer and to bring comfort to each family.

In 2017, Heroes for Children served nearly 600 families and granted almost \$500,000 in financial assistance, thanks to the assistance of charitable people in the community. However, the need for donations continues to grow. Just one of the hospitals that Heroes for Children serves diagnoses 300 new children with cancer each year. Sadly, that statistic continues to rise. Treatment averages \$600,000 – not including living expenses. Many families face eviction and must choose between lifesaving medications and paying the bills. Even in the best situation, cancer is emotionally, physically, and financially hard on a family.

Please consider joining Heroes for Children in their mission to ensure that no family with a child battling cancer fights alone. Donations can be made on the TASP website when registering for the 2018 Annual Fall Convention, or in person at the Convention by visiting the CALC table in the exhibit hall. You can also visit their website at www.heroesforchildren.com to learn more about HfC, and the ways you can help. Thank you for your consideration!

Kind regards,

Jessica Greve

Area V Representative
CALC Member





Area II Update

School is in full swing and pending evaluations and meetings can become overwhelming. It is important to not only take care of yourself mentally and physically, but also professionally. TASP has a great conference this year that is definitely worth the drive or flight from our area! Our 26th Annual Convention will be held at the Marriott Quorum by the Galleria, in Dallas/Addison on October 25-27, 2018. If you plan on attending, please contact me. Would love to meet more LSSPs in our area. If you have any suggestions, comments, and questions, we want to hear from you! Please contact me at ctruji01@sisd.net.

Cammaron Trujillo

Area III Update

Greetings Area III members! The Summer Institute proved to be a great opportunity for obtaining professional development on a variety of topics related to school-based behavioral and mental health. One of Area III's very own, Dr. Andrea Ogonosky, presented on Behavioral Response to Intervention. It was a successful collaboration between the two state associations in Texas and Arkansas. I hope those of you who came enjoyed getting to meet school psychologists from Arkansas and hearing about the practice of school psychology in their state. For those of you who were not able to make the Summer Institute, but still need CPD hours, before you renew your license, make plans to attend our Fall Convention. It will offer something for everyone!

At the August meeting, the TASP Board wrote a draft of the Association's Legislative Agenda. One of the major issues on the agenda is school safety. TASP supports increasing the number of LSSPs and other mental health providers working in Texas public schools. TASP also encourages every LSSP in Texas to become certified in the PREPaRE model of crisis intervention. We are planning to offer Workshops 1 and 2 at next year's Summer Institute, as well as the Trainer of Trainers workshops. This for those who complete Workshops 1 and 2 and wish to go back to their Districts to train others.

All of you have received TASP's Resolution in support of the Sunset Committee's recommendation for the consolidation of the Texas State Board of Examiners of Psychologists into the Texas Behavioral Health Executive Council. There continue to be many different viewpoints within the profession of psychology regarding what should be the future of TSBEP and the LSSP credential. For these reasons, TASP needs the support of all LSSPs during this time of uncertainty and change.

Thanks to all of you who are loyal and active members of TASP. Without you, TASP would not be able to advocate for the profession. Continue to encourage your colleagues who are not currently TASP members to consider joining. We are only as strong as our membership, so let us work together to ensure that every LSSP in Area III is a member of TASP. I continue to seek out opportunities to travel and visit LSSPs in Area III. Please contact me if there is anything I can do to assist you in your efforts to recruit your colleagues as new members. I look forward to seeing all of you on October 25-27 at our Fall Conference in Dallas.

David Kahn



Area IV Update



Many districts in our area have taken extra steps to address school safety, including mandatory crisis preparedness trainings, school hardening, hiring SROs, and even starting district-owned police departments. As a school psychologist, this has been exciting to watch as a school psychologist! While it is unfortunate that this action is the result of several school tragedies, it affords us an opportunity to advocate for our profession as school-based mental health professionals and experts of best practices in school safety. Your school leaders have an open ear right now. They are looking for the best ways to ensure the schools under their watch are safe. This is the time to tell them that they have access to highly trained mental health professionals on their campus, who not only are able to provide ongoing mental health care to students in need, but also to intervene with students who may be in crisis. This is the time to tell them about the importance of social-emotional learning for all students, to caution them about the possible consequences of arming school staff, the need for all schools to have proper crisis plans and training, and the power of a positive school climate. If you hear of actions your schools are taking that do not appear to be research-based, speak up! Likewise, if they are taking actions that are well-founded in research, applaud them for that! If you would like resources to share with your school leaders, the NASP website has many helpful and reader-friendly documents. This is a nation-wide topic of interest that has gained the attention of lawmakers in the White House as well as at the state level. There are ideas being thrown out by people who may not be familiar with the research and best practices surrounding these issues. Let us make sure we give them the information they need to help put an end to school violence in this country. We can start with our own administration (e.g., principal and superintendent).

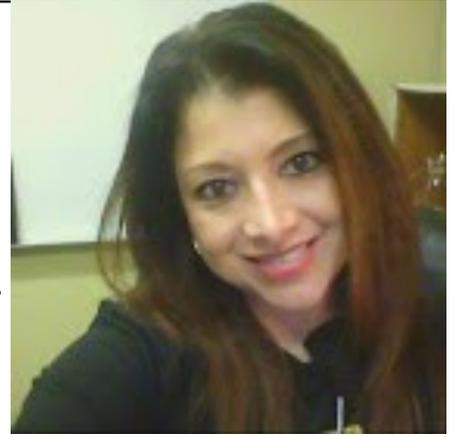
Cassandra Hulsey

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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

Area V Update

I hope that everyone had a relaxing and restful summer, as we embark on a new school year that is likely to be filled with changes, challenges, and adjustments for school psychologists in our state. Rest assured that your TASP Board is working hard to address the issues that are most important to you. At the August Board meeting, TASP Board members worked on the development of our 2019 legislative platform by discussing feedback given by you, our members and constituents, and outlining the major areas of TASP's focus for the upcoming legislative session. We also continued our strategic planning of the professional development options that are provided by TASP, the membership and involvement of constituents, and the policies that benefit school psychologists.



The date for the TASP 26th Annual Fall Convention is fast approaching. The sessions feature a great variety of topics, including options that will count for ethics and diversity CPD. Early registration ends on October 10th. Please visit the TASP website and follow the link to Convention Central to register and take advantage of the TASP hotel discount.

I am looking forward to seeing the many faces of school psychologists from across the state in October! Thank you for all your feedback, and please continue to reach out. We hear you and we want to continue to enhance your involvement in the important issues that affect us today so that we can continue to best serve our students.

Jessica Greve

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Texas State University offers a Specialist in School Psychology (SSP) degree in school psychology, approved by the National Association of School Psychologists (NASP) and accredited by the International School Psychology Association (ISPA).

The Texas State School Psychology program is one of the oldest school psychology programs in the state of Texas and endorses the scientist-practitioner training model. Texas State offers advanced training opportunities in the recognition and diagnosis of autism spectrum disorders as well as advanced training opportunities in bilingual school psychology. [The deadline for applying to the school psychology program at Texas State University is mid-February.](#) Application information may be found at:

<http://www.txstate.edu/clas/schoolpsychology/Admissions-Information.html>

For more information, please contact: Paul B. Jantz, Ph.D.

Pj16@txstate.edu

Coordinator, School Psychology Program

Area VI Update

I hope that you all had a nice, relaxing summer and that your school year is off to a great start! Hopefully, some of you were able to attend our Summer Institute in collaboration with the Arkansas Association of School Psychologists in Texarkana! While many of us took some time off of work this summer, your TASP Board members were hard at work advocating for the inclusion of LSSPs in conversations regarding school safety. TASP takes the position that LSSPs are experts in mental health in the school setting, and should be utilized as such when school safety plans are being developed and implemented.



In June, Stephanie Barbre, Brook Roberts, and I (all Board members residing in Area VI) met with Texas Senator Charles Perry to discuss the Governor's School and Firearm Safety Action Plan as well as TASP's goals, initiatives, and concerns. In July, we met with Texas Representative Dustin Burroughs (District 83) to discuss issues related to school safety, school psychology, visibility, shortages, and the upcoming 86th legislative session. These meetings were helpful in determining our next steps in increasing the visibility for our profession. Brook gave testimony on our behalf during the Texas House of Representatives Public Health and Public Education Committees joint hearing, and Stephanie testified before the Texas Senate Select Committee on Violence in Schools and School Security. We are proud of the advocacy work that has been done in the past few months, and much more is to come!

I was able to attend the Texas Autism Conference in August, where many LSSPs presented to parents and school personnel. I had the opportunity to meet with many individuals from Area VI, including Amarillo and Abilene. We also had our TASP Board meeting in August in San Antonio, so it has been a very busy and productive summer! I have really enjoyed having the opportunity to meet with LSSPs from our area and across the state who are working to improve the lives of our students with disabilities. Finally, do not forget that our 26th Annual TASP Professional Development Convention in Dallas is rapidly approaching October 25th-27th! I hope to see you all there, so please come by the TASP table or the connections luncheon to say hello!

Christy Chapman

Spotlight on an LSSP: Paul Jantz

By Laurie Klose



Dr. Paul B. Jantz, TASP member and Texas State University Associate Professor, has received a Fulbright U.S. Scholar Program grant from the U.S. Department of State and the J. William Fulbright Foreign Scholarship Board to teach in Vietnam. Dr. Jantz will be teaching classes on brain anatomy at the University of Social Sciences and Humanities-Vietnam National University (USSH-VNU) and presenting workshops on traumatic brain injury to university faculty, mental health agencies, and schools throughout Vietnam. He will also be consulting with faculty at USSH-VNU as they develop a graduate level school psychology training program.

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to build relations between the people of the United States and the people of other countries that are needed to solve global challenges—from sustainable energy and climate change to public health and food security—in support of the long-term interests of the United States and the world. The Fulbright Program is funded through an annual appropriation made by the U.S. Congress to the U.S. Department of State. Participating governments and host institutions, corporations, and foundations around the world also provide direct and indirect support to the Program, which operates in over 160 countries worldwide.

This year marks the 71st anniversary of the Fulbright Program's establishment in 1946 under legislation introduced by U.S. Senator J. William Fulbright of Arkansas. Since then, the Program has given more than 360,000 students, scholars, teachers, artists, and scientists the opportunity to study, teach and conduct research, exchange ideas, and contribute to finding solutions to shared international concerns. Fulbright alumni have achieved distinction in many fields, including 54 who have been awarded the Nobel Prize, 82 who have received Pulitzer Prizes, and 33 who have served as a head of state or government.

Dr. Jantz completed his graduate studies at the University of Northern Colorado. His career in school psychology has included school-based work in public schools and prison settings before becoming a graduate educator. He began his academic career at the University of Utah and then Idaho State University prior to coming to Texas State in 2011. Dr. Jantz has taught almost all courses relevant to the training of school psychologists over the course of his career. He has presented numerous workshops, papers, and posters on the topic of traumatic brain injury's impact on aspects of development, cognition, emotion, and behavior. In addition, Dr. Jantz has published extensively on this topic, including a premier text on the topic of understanding the



impact of traumatic brain injury on school functioning. In his academic work, Dr. Jantz has committed to including graduate students in his research. He values mentoring future school psychologists in collaborating in research that furthers the profession by increasing professional knowledge.

In addition to outstanding research and teaching, Dr. Jantz has served the profession of school psychology in important capacities. He is a Past President, Member of the Executive Board, and Chair of the Strategic Planning Committee of the Trainers of School Psychology and is the current editor of the Trainer's Forum. In addition, he is the Co-Coordinator of the NASP TBI Interest Group.


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Graduate Student Corner

Here we go! Another fall semester is upon us, and with it brings new and exciting adventures as students and as graduate student members of TASP. As you prepare for your upcoming classes, practicum, or internship, keep in mind that the 2018 TASP convention will be in Dallas this year. I highly recommend attending the convention as we have an amazing set of presenters scheduled. One of the sessions has been specifically designed for graduate students and will address how we can best prepare for internship, what to expect during internship, how to prepare for the licensure exam, and things to consider when applying/interviewing for a job. There will also be a question and answer time so come with questions relevant to your individual experience. You definitely do not want to miss this one!

I remember my first time attending the TASP convention, and I have to admit that I was a little bit on the shy side and ate/sat by myself. Others of you may come to the convention ready to network until you drop! For both reasons, TASP has experienced convention mentors ready to partner with you and guide you through your convention experience. All you need to do is indicate that you would like to be partnered with a conference mentor when you register, and the TASP Board will do the rest.

Speaking of registering for the TASP convention, did you know that graduate students who volunteer for the convention receive half off registration?! If you would like to volunteer, please email me your name, university, mobile number, and mailing address.

Finally, do not forget to apply through the TASP website for the Graduate Student Scholarship. This is a great opportunity to offset some of the costs associated with graduate school.

Thank you again for the honor of representing you on the TASP board, and I look forward to visiting with each of you at the TASP convention in October!

Kristin Streich

Graduate Student Representative

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Spotlight on a District: Slaton ISD

By Samuel Thompson

Slaton ISD is a small, rural district located 20 miles Southeast of Lubbock, TX—a town of roughly 250,000. We serve anywhere from 1,250 to 1,300 students on average per year and as of the 2016-2017 school year, we enjoy a student to teacher ratio of 11:1. Slaton ISD is a Title 1 district with the following demographic makeup: 68% Hispanic, 25% White, and 7% African American/Asian/Other. In May, the Slaton ISD School Board and Office of the Superintendent began the process of hiring a Director of Multi-Tiered Systems of Support (MTSS), based on a growing concern for the existing processes meant to identify at-risk students. Further, the district wanted to align academic and behavioral RTI processes with best practice. Part of the district's vision for the new initiative is to use support personnel, educational specialists, and licensed professional counselors (LPC) in district-wide roles to support the MTSS initiative.



Since being hired as the Director of MTSS, I have worked with the district to centralize a district MTSS team, which consists of two community workers, two LSSPs, two LPCs, and a School Resource Officer, who also manages a district response team. After evaluating existing academic and behavioral data and data collection processes, we identified areas for improvement and set immediate goals for implementing evidence-based RTI/PBIS. To support the implementation process,

multiple district-wide professional development sessions will be presented by our team, on topics such as RTI/PBIS, emotional well-being, disproportionality in discipline, and Functional Behavioral Assessments. Meanwhile, the district is establishing partnerships with surrounding research institutions to increase district access to outside personnel with expertise in school psychology, counseling education, and special education. Through these partnerships, we hope to promote an environment where research and practice are intertwined. Furthermore, Slaton ISD plans to establish a mental health clinic that provides quality professional development to all educators and administrators, such as PREPaRE.

The district will also commit financial resources to provide social and economic assistance to families in the area. For example, we are currently stocking a year-round district food pantry capable of providing needed staples. Several fundraising activities will be hosted throughout the year for this purpose—and we feel like we are just getting started!

TASP 26th Annual Fall Convention

By Art Hernandez

Greetings, all! I hope the beginning of your school year is progressing well and that you find that things are all well in hand. I want to be sure that everyone has blocked their calendars and is making plans to attend this year's annual conference. In a quick review of the program, you should find that, in addition to the usual or expected topics, we have added a few things that might be of interest and positive use. For example, we have two pre-conference workshops related to Program Evaluation and Action Research that introduce an opportunity for skill and knowledge development and practice. Program

evaluation is something that School Psychologists may be called on to oversee or assist with and, if done well, will have the potential to have a significant and positive impact at the program, campus, or district level. Action research is an approach to inquiry that focuses on principles of practice and participant engagement rather than on academic advancement of theory or knowledge. School Psychologists are expected to use evidence based practices supported by theory, even though, in some cases, the available research base is not clearly and fully related to the question at hand. Action research is a mechanism of inquiry, that when performed well, can be culturally responsive and technically rigorous.

Another pre-conference opportunity is the session Neuropsychology of ED. This session will provide attendees not only with the opportunity to explore what is known about the Neuropsychological basis of ED, but also to, provide some great information about how to develop appropriate and effective interventions for students with ED.

Also planned, are sessions related to SEL, assessment, ethics, legal issues, cognitive and emotional functioning in students with concussions, executive functioning, and more. This year's conference appears to be shaping up as an excellent opportunity to learn, connect, contribute, and relax in a comfortable setting with plenty to do nearby. Please plan on attending the TASP Annual Conference 2018, which will be held in Dallas, TX from October 25-27 at the Dallas Addison Marriott Quorum Galleria. Your presence does make a difference.



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.

The National School Psychology Awareness Week is November 12-16, 2018!

Unlock Potential. Find Your Password!



The National Association of School Psychologists (NASP) has designated November 12–16, 2018, as National School Psychology Awareness Week (SPAW). This year’s theme, "Unlock Potential: Find Your Password!" highlights how thinking about specific skills, assets, or characteristics as passwords can lead to positive growth. Throughout the week, schools across the country will be taking part in events and activities designed to generate energy and reinforce the connections that power thriving school communities.

“Our goal with this year’s theme is to connect with how students use passwords in their daily activities to unlock tools and resources that support their goals like phones, computers, and even video-game levels,” explains NASP President Lisa Kelly-Vance. “We want the theme to engage students and help them link the password concept to critical life skills such creativity, listening, and practicing.”

“Whether it’s a behavioral or academic skill, a personal asset such having positive relationships, or a characteristic like kindness or diligence, everyone possess passwords to unlock their potential for successful learning and well-being,” adds Kelly

-Vance. “School psychologists are in a unique position to help students and staff access the resources, proactive and preventive skills, and positive connections necessary to unlock one's full potential to thrive both in school and in life.”

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

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



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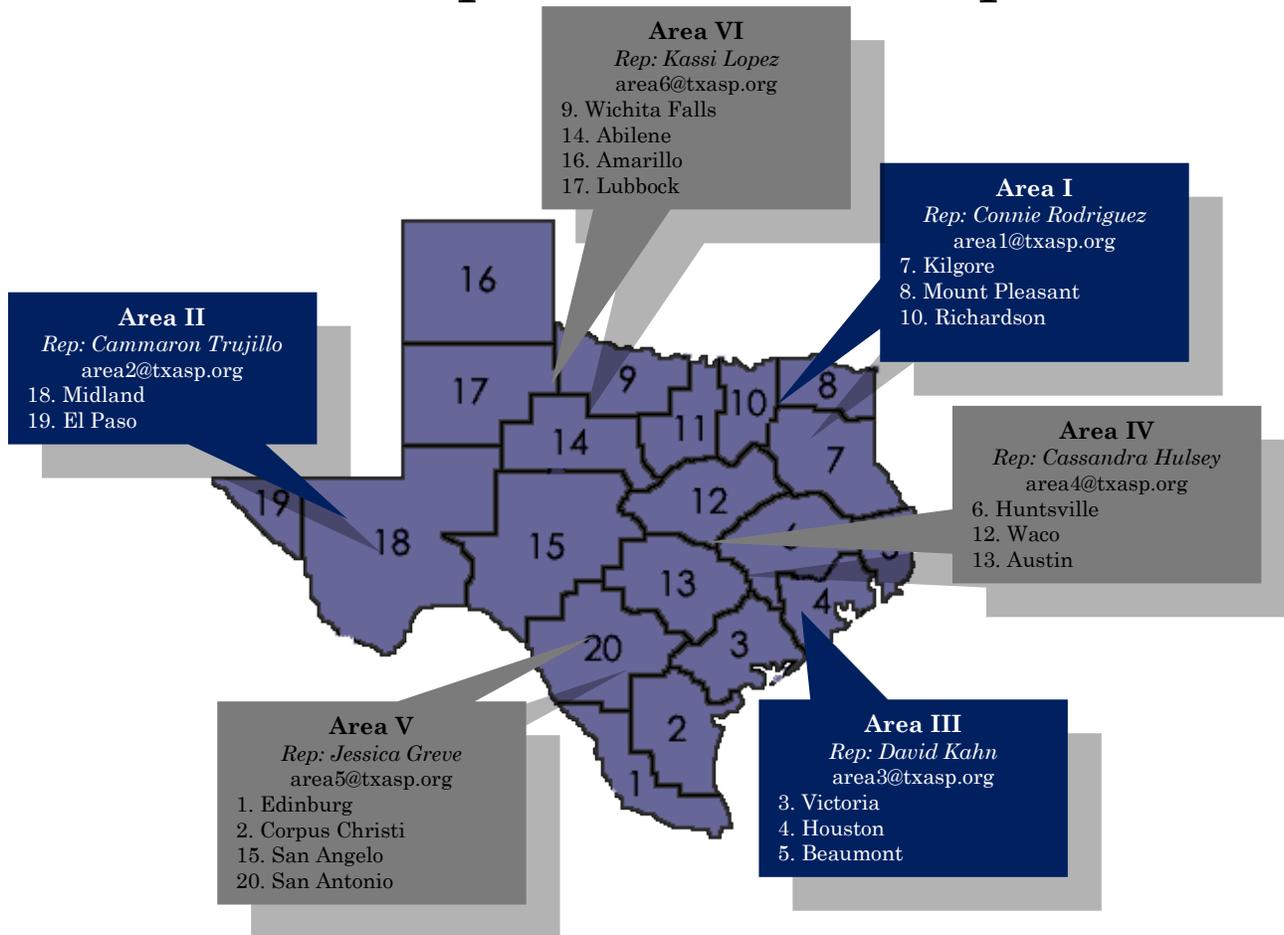
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For more information, contact Dr. Mary Short
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Ethical Eddie

Dear Eddie,

I am a school psychologist in a small district in primarily rural county. Our district is too small to have our own police department and we are assigned only one resource officer from the local police department. In light of increased concerns regarding the safety of our students and the state and federal movement to support increased access to weapons for adults on campus, our district has created a plan for allowing teachers and staff to carry on campus. Our superintendent has directed all employees who have a concealed handgun license (CHL) to attend a required professional development course and be armed on campus. I have a lot of concerns about this plan, but I will limit my question to my role as a school psychologist.

I hold a CHL and engage in competitive shooting in my private life. I have no interest in carrying a gun at my place of employment, nor do I feel comfortable doing so. My question is this: How do I respond to the directive to attend this training and begin carrying a gun in my place of work?

Sincerely,

Annie



Dear Annie,

This is a difficult situation and one that is sure to cause a lot of strong reactions. I cannot tell you WHAT to do, but I can point out several resources that may be able to help you engage in personal and professional problem solving.

First, school psychologists have an ethical responsibility to engage decision makers in discussions about the implementation of policies and procedures that promote safe and secure schools for all children: *NASP Standard IV.1.2- School psychologists use their professional expertise to promote*

changes in schools and community service systems that will benefit children and other clients. They advocate for school policies and practices that are in the best interests of children and that respect and protect the legal rights of students and parents. In addition, school psychologists support the use of interventions that are evidence based: NASP Standard II.3.9- School psychologists use intervention, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, research-based practice. School psychologists use a problem-solving process to develop interventions appropriate to the presenting problems and that are consistent with data collected. Preference is given to interventions described in the peer-reviewed professional research literature and found to be efficacious.

Arming non-law enforcement professionals in schools has not been determined to be an effective

intervention to reduce violence among students. NASP has released several documents that examine the impact of various types of school safety interventions. The latest was a press release in response to increased support of arming school personnel and can be found here: <https://www.nasponline.org/about-school-psychology/media-room/press-releases/nasp-opposes-federal-funds-to-support-arming-teachers>

A specific, comprehensive resolution regarding appropriate practices related to protecting students from gun violence was approved by NASP leadership in January 2018. <https://www.nasponline.org/research-and-policy/professional-positions/resolutions>

In general, a comprehensive plan for supporting safe schools with specific recommendations for policies and procedures can be found in the A Framework for Safe and Successful Schools document. <http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/a-framework-for-safe-and-successful-schools>

I hope these resources will help in navigating this challenging situation.

Ethically,

Eddie



Future Conventions

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

Oct. 22-24, 2019 at Westin Galleria Houston

Oct. 8-10, 2020 at Omni San Antonio Hotel at the Colonnade

Nov. 3-6, 2021 at Sheraton Austin Georgetown Hotel & Conference Center





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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

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

Journal Update

The first five issues of *Research and Practice in the Schools* can be accessed on the TASP website: <http://www.txasp.org/tasp-journal>. We welcome manuscripts from school psychologists working in a variety of settings. Submissions can include original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews.

If you would like to submit a manuscript for publication consideration, please email jerry.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 Papers: Special Issue on Trauma-Informed School Psychology Practices

Research and Practice in the Schools, under the guest editorship of Julia Englund Strait, PhD, Kirby Wycoff, PsyD, and Aaron Gubi, PhD, invites submissions for a special issue focusing on current and promising practices in trauma-informed care in the schools. Although recent years have seen an explosion of interest in trauma-informed care across many mental health and public health disciplines, there is still confusion and a general paucity of research in school psychology regarding the specific details of how to approach school-based assessment, intervention, consultation, and systems-level practices in a trauma-informed, effective, and feasible way.

Submissions should focus on trauma-informed strategies, approaches, and practices that are supported by or promising in terms of research evidence and psychological theory for use in the schools. Submissions may include empirical data analyses, systematic reviews, or meta-analyses of available evidence supporting trauma-informed practices, as well as reports describ-

ing the piloting or implementation of trauma-related programs, instruments, or models in real school settings.

We especially encourage submissions from practitioners, early career scholars, and graduate students who can offer overviews of what is *actually being done* in their school settings, and the evidence base or theory behind it. We also encourage submissions on a range of school psychology activities and across all MTSS tiers, from training teachers and staff to working with individual students referred for evaluation and/or targeted, intensive treatment. Submissions should be directly applicable to practitioners, including, if applicable, resources for school psychologists to use in their schools “on Monday morning.”

The timeline for initial manuscript submissions will be from August 1, 2018 to February 28, 2019. If you are interested in submitting a manuscript to be considered for this special issue, please contact Dr. Julia Strait, Lead Guest Editor, for more information and instructions for authors (straitj@uhcl.edu).

Thanks to all who have contributed to the continuing evolution of *Research and Practice in the Schools*. If you have any questions or suggestions, please email jeremy.sullivan@utsa.edu or aeherna8@uiwtx.edu.

Jeremy Sullivan and Art Hernandez

Editors, *Research and Practice in the Schools*

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Position Statement

SCHOOL–FAMILY PARTNERING TO ENHANCE LEARNING: ESSENTIAL ELEMENTS AND RESPONSIBILITIES

The National Association of School Psychologists (NASP) is committed to enhancing the academic, behavioral, and social competence of all students across the span of schooling from early childhood through matriculation to postsecondary settings. The goal of enhancing student competence cannot be accomplished by schools or educators alone, and requires multitier systems of support (MTSS). Families are essential in this endeavor. Thus, NASP supports partnering between families and educators to accomplish shared goals for student competence.

PARTNERSHIPS DEFINED

Unlike traditional parent involvement activities that emphasize passive support roles for families (e.g., volunteer, fundraiser), partnerships involve families and educators working together as active, equal partners who share responsibility for the learning and success of all students. Families and educators are broadly defined to include all caregivers and a variety of school staff, such as administrators, teachers, and paraprofessionals.

BENEFITS OF SCHOOL–FAMILY PARTNERSHIPS

There are numerous benefits of school–family partnerships for students, families, and educators. Students demonstrate more positive attitudes toward school and learning, higher achievement and test scores, improved behavior, increased homework completion, greater participation in academic activities, improved school attendance, and a reduced need for more intensive services such as special education. Educators report greater job satisfaction, higher evaluation ratings from parents and administrators, and more positive associations with families. Families experience enhanced self-efficacy, better understanding and more positive experiences with educators and schools, improved communication with their children, and better appreciation of the important role they have in their children’s education. These positive outcomes have been documented across families from diverse cultural, ethnic, linguistic, and socioeconomic backgrounds (Christenson & Reschly, 2009; Henderson & Mapp, 2002).

KEY COMPONENTS AND CONSIDERATIONS

A focus of partnerships is on establishing intentional coordination, consistency, and continuity across families and educators. These conditions are accomplished through joint problem-solving, two-way communication, and shared decision-making.

Some families and educators accomplish consistency and continuity with little effort or formal coordination, yet in other cases there are differences in expectations, goals, and communication

patterns. These may lead to frustration and misunderstandings among students, families, and educators and undermine efforts to support students. If left unaddressed, the differences and lack of communication further divide and separate the two most vital support systems available to students: home and school.

Underlying partnerships are positive relationships. Trust has been identified as a key element in effective positive school–family relationships. Many parents struggled in school and may distrust that school will be a positive experience for their child. Evidence suggests that trust is built over time, and for families and educators, may be improved with positive communication (Adams & Christenson, 2000). In fact, evidence suggests the nature of interactions is more important than the frequency, indicating the importance of planning quality contacts with families.

Although school–family partnerships effectively occur from preschool through high school, evidence suggests the nature of partnerships may change as children develop (Hill & Tyson, 2009). Specifically, students may take a more active role in the partnership as they develop more independence in their learning and social–emotional development. In addition, families may modify their involvement style to account for their child’s development. Thus, child and adolescent development should be taken into account during partnership-centered activities.

ESTABLISHING PARTNERSHIPS

NASP is committed to a multitiered system of support for students and the use of evidence-based instruction and interventions. A tiered model matched to the student’s level of need is a useful heuristic for conceptualizing communication and partnering among families and educators, as well as differentiated levels of support (see also NASP position statements titled *Appropriate Academic Supports to Meet the Needs of All Students* and *Appropriate Behavioral, Social, and Emotional Supports to Meet the Needs of All Students*). Just as some students require more intensive interventions to enhance progress, some partnerships between families and educators require more explicit effort and time. Partnering becomes more, rather than less, important as students encounter difficulty at school.

Although additional research is needed, there are evidence-based family and school–family collaborative interventions to enhance students’ mental health, behavior, and achievement. Notably, key components of these interventions include a focus on two-way communication, shared data collection, mutual goal-setting, and home–school monitoring. Also promising are family interventions that focus on specific, measurable outcomes; those that train parents as tutors; and conjoint (school–family) consultation (Christenson & Carlson, 2005). Educators, families, and school psychologists have important roles and responsibilities in establishing partnerships to support and enhance outcomes for students.

THE ROLE OF EDUCATORS

Partnerships among families and educators require ongoing planning, development, and evaluation. These also require the allocation of adequate resources (including time) to assist families and educators in fulfilling their partnership roles. Schools must take the lead in providing opportunities for partnerships to be developed and sustained through the following methods.

Providing a Positive Environment

It is the school's responsibility to create the conditions that welcome all families. Educators and administrators must send consistent messages to families that their contributions towards forming effective partnerships are valued. Specifically, schools must make clear that families are viewed as equal partners in their children's education. Too often schools and families attempt to initiate dialogue during high stress, critical times. Creating a positive environment where partnerships are emphasized is a first step in creating a safe, positive space where families and educators can engage in positive interactions. Efforts need to be made to work collaboratively with all families, including those whose primary language is not English, those with limited literacy skills, those who might be seen as overly involved, and those who are, for a variety of reasons, generally hesitant or uncomfortable in schools or with educators.

Supporting the Efforts of Families and Educators

Family participation increases when such participation is promoted and valued by the school. Educators can encourage collaboration by eliciting and understanding families' perspectives and expectations. Multiple options for participation should be made available, with the recognition that individual families and families from diverse backgrounds will support their children in different ways at home and school. Educators should foster an open dialogue between home and school and provide opportunities for families to develop partnership roles in their children's education, including having decision-making roles in school governance. Resources must be provided by the school to support the collaborative efforts of families and educators (e.g., flexibility for teachers to meet with families in the community or at alternative times during the week, development of a family support room in the school, encouraging family-to-family sharing/support, partnership training for educators and families).

Working With Families From Diverse Backgrounds

Effective school–family partnerships are also needed to support students from diverse populations. Educators recognize that families come in a variety of configurations and have multiple perspectives, expectations, and communication styles. Schools need to provide education to staff and families that encourages understanding and celebration of diverse family forms, cultures, ethnicities, linguistic backgrounds, and socioeconomic statuses. When families and schools educate one another about their unique cultures, students see their worlds aligning and working together in supporting their success (Lines, Miller, & Arthur-Stanley, 2010). Partnering is based on the assumption that families, children, and educators are doing the best they can. Efforts are made to understand others' behavior and intentions rather than judge them as right or wrong. Increasingly, school–family partnerships are seen as an essential component of efforts to address disparities in educational outcomes. Schools actively collaborate with community resources (e.g., neighborhood associations, cultural leaders) in coordinating partnering efforts with families.

Promoting a View of Education as a Shared Responsibility

School–family partnerships are not an activity. Rather, partnering is an ongoing process that guides the development of goals and plan implementation. When school–family interactions are characterized by open communication, mutually agreed upon goals, and joint decision-making,

education becomes a shared responsibility. Together, families and educators can discuss expectations for student achievement and their respective roles in helping students meet these expectations. School–family partners can engage in efforts to increase mutual respect, understanding, caring, and flexibility among families and the school community. When problems arise, they are addressed jointly by families, students, and educators in a respectful, collaborative, solution-focused manner. In sum, the more continuity between home and school, the greater success children are likely to experience.

THE ROLE OF FAMILIES

Child-rearing is both complex and difficult. Individual families face multiple challenges with unique sets of resources, skills, and preferences. Therefore, it is unrealistic and potentially damaging to family–school relationships to take a one size fits all approach to partnering. Roles for families should be broadly conceived but individually applied. That is, educators and families should work together to develop an array of opportunities for families to participate meaningfully in their children’s education. Such opportunities should be offered with the knowledge that families will differ in their choices; these differences must be understood to reflect individual families’ needs and preferences. Roles for families include:

Coordinating Learning at Home

There are many ways families support student learning at home, from emphasizing the importance of effort and modeling problem-solving behaviors to reading with their children, limiting time on electronic media (e.g., television, video games, computers), and ensuring a time and place for homework completion.

Supporting Learning at School

Families also support student learning at school. They may engage in school activities as volunteers and committee members.

Engaging With Educators at School

Families attend and interact with school personnel at various functions, athletic events, student performances, and other extracurricular activities.

Actively Partnering With School Personnel

Partnering requires active roles and contributions of both families and schools. Families engage in dialogue with educators about academic and behavioral expectations and progress. Families are empowered to ask questions, provide feedback, and seek support from educators, as appropriate; communicate about their child (e.g., progress, difficulties), including knowledge, cultural beliefs, and observations; and participate as active decision-making members of problem-solving teams (e.g., student assistance, response to intervention, Individualized Education Program).

THE ROLE OF THE SCHOOL PSYCHOLOGIST

NASP encourages school psychologists to take part in national, state, and local education efforts to define the role of families in forming true and lasting partnerships among families and educators. School psychologists advocate for universal school–family partnerships and identify strategies to provide opportunities for families and educators to form and maintain partnerships by:

- Recognizing and promoting the need to address concerns across the different contexts within which a child exists;
- Implementing systematic, evidence-based models for school–family consultation and family interventions;
- Establishing or participating in current school-based teams consisting of parents, educators, and community members that assess needs, develop priorities and plans, and implement joint efforts to improve educational outcomes for students;
- Serving as liaisons to support two-way communication and coordination among homes, schools, and communities;
- Partnering efforts occur between families and educators throughout screening, early intervention, and special education processes by effectively including families in their student’s assessment, planning, interventions, and progress monitoring;
- Providing professional development opportunities for families and educators on the positive effects of partnering and current research on the most effective collaborative processes and on evidence-based programs in academic, behavioral, and mental health interventions and programs; and
- Supporting the sustainability of partnering practices through ongoing monitoring and accountability for efforts.

SUMMARY

The benefits of partnering across home and school are well supported in the scientific literature. The focus of partnerships is coordination, consistency, and continuity across families and educators through effective communication, joint problem-solving, active involvement, and shared decision-making. NASP is committed to creating and enhancing partnerships between families and educators to promote positive outcomes for all children and youth.

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