



# THE TEXAS SCHOOL PSYCHOLOGIST

Newsletter of the Texas Association  
of School Psychologists

<https://txasp.org>

Affiliate of the National Association of School Psychologists

Vol. 16

No. 2

Summer 2007

## RtI 'Round the Campfire

Loretta Allen  
President 2007

One cold wet weekend in January the TASP Executive Board met in a camp setting to make plans for our coming year including the challenges of clarifying the role of the LSSP in the process of Response to Intervention, better known to us as RtI. We had worked hard all day and were scheduled to have a bonfire that evening to include supplies to make those yummy S'mores

we all remember from the time we were kids. The teepee-shaped form that was to be the foundation for our campfire had been constructed earlier in the day before the last of the rainfall. When it was time to light the fire, we poured on some of the lighter fluid that had been provided and threw on a match. A small flame ignited and we waited and watched, thinking surely our grand campfire was going to emerge from within the teepee where the kindling had been lit. When the flame died and only smoke remained, our group decided that maybe we should move the teepee sticks around to allow more air to reach the smoldering kindling. With a shovel we moved some of the sticks around until they all fell in a heap with no evidence of smoke or fire.



Oh, we added a bit more lighter fluid and tried throwing on a few more matches, but each time, the result was more wisps of smoke with no hint of a flame. At this point, about half of our group decided it was a hopeless cause and they went on to another activity while the rest of us stood around discussing what could be done.

Before long, Frank, the campground manager, came around, and it was evident he had definitely seen lots of campfires. He proceeded to comment on the fact that the wood should have been arranged differently since it was so wet and he doused the small pile of wood with lots more lighter fluid before throwing on another match. With a Whoosh, the fire ignited once more with plenty of flame and a great cheer from those of us who stayed the course anticipating gooey chocolatey S'Mores. Satisfied the fire was going strong, Frank moved on to other duties, and we got the skewers ready to roast marshmallows. However, almost as quickly as we had a response to the additional fuel and match, the flame began to diminish and we were again left with smoke. Once more, our small group of hopefuls dwindled, convinced there would be no fire after all, and just so all would not be lost, they took the bag of marshmallows, Hershey bars, and graham crackers with them. Only a few of us remained, determined to have a campfire as we had planned.

*Continued on Page 15*

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## And The Peanut Goes to...

Michael J. Parker, PhD

Director, FWISD Psychological Services Dept.

TASP Past-President

A little humor is meaningful in the course of the otherwise serious work we do in the schools. At times my sense of humor has left Fort Worth ISD staff wondering whether or not I was joking, and sometimes just wondering about me.



In the fall of 2005 I attended the annual NASP Southeast Regional Leadership meeting in North Little Rock, Arkansas. Each state's delegation shares small tokens with each other that reflect their states culture. By the way, Texas pralines were a big hit in Louisville, KY in 2006. The Georgia contingency offered small, anthropomorphized rubber peanuts from Plains, Ga. At my next department meeting in Fort Worth, amidst a few juvenile jokes about "working for peanuts," I presented "The Peanut Award." The Peanut Award was a mix of one part joke and one part genuine intent to recognize staff members' achievement. Teresa Miller was the first recipient as she had just received the TASP Intern of the Year Award at the state conference the previous month.

The rules stipulate that the recipient has to recognize someone else in the Psychological Services Department the following month. The possibility that the odd rubber peanut might be trashed and never heard from again crossed my mind. Not only did The Peanut survive, but he has been presented with Power-Point presentations and other illustrious fan-fare. Staff has been known to comment that they were surprised by how flattered they felt when The Peanut was presented to them. It isn't often that we get such concrete appreciation from colleagues.

But every great tradition takes a turn. In April 2007 The Peanut was awarded to LSSP Isaac Andrade. Mr. Andrade is well-respected by his colleagues in Fort Worth ISD, and in the US Army Reserves. The Peanut now has respectable new clothing – a uniform. By the time you read this, Mr. Andrade and the Peanut will be on tour. Lieutenant Andrade promised to return The Peanut to Fort Worth ISD unharmed in 2008, and we are confident that he will. In the meantime, he will keep us informed of The Peanut's exciting adventure. We look forward to receiving pictures by email of The Peanut's experiences abroad. We wish them well and safe-keeping. But for now, The Peanut Award goes to...our soldiers in Iraq.

The Texas School Psychologist is published three times a year. Articles, announcements, advertising, employment notices, and letters should be submitted to:

The Editor:

Coady Lapierre  
1901 S Clear Creek RD  
Killeen TX 76549  
(254) 519-5428  
lapierre@tarleton.edu

Associate Editors: Nkechi Agukoronye, Ashley Arnold, John Furnes, Irene Jones, Casey Langford, and Robin Pollack

Deadline for receipt of material by the Editor

No. 1 Fall July 30

No. 2 Special Online Conference Update Edition Dec. 1

No. 3 Spring April 15

### Advertising Policy

The publication of any advertisement by the Texas Association of School Psychologists Newsletter is neither an endorsement of the advertiser, nor of the products or services advertised. TASP is not responsible for any claims made in an advertisement. Advertisers may not, without prior consent, incorporate in a subsequent advertisement or promotional piece the fact that a product or service has been advertised in the TASP newsletter. The TASP newsletter is published to enhance communication among school psychologists in a manner that advances the general purpose of the Texas Association of School Psychologists. The acceptability of an ad for publication is based upon legal, social, professional, and ethical considerations. All advertising must be in keeping with the generally scholarly, and/or professional nature of the publication. Thus, TASP reserves the right to unilaterally reject, omit, or cancel advertising which it deems not to be in the best interest of the scholarly and professional objectives of the Association, and/or not in keeping with appropriate professional tone, content, or appearance. In addition, the Association reserves the right to refuse advertising submitted for the purpose of airing either side of controversial social or professional issues. Permission is granted to all other school psychology associations' newsletters to reproduce any article, providing the original source and author are credited.

### Classified Rates

There is no charge for Employment Notices. The rate for any other advertising is \$2.00 per line. The minimum order is four lines and each line contains about 60 characters. The charge for a full page ad is \$100.00, half page ad is \$60.00 and a quarter page ad is \$35.00. All advertising must be prepaid. No frequency or agency discounts apply. To submit copy, and/or for other classify/display advertising rates and information, contact: Coady Lapierre; 1901 S Clear Creek RD; Killeen TX 76549; (254) 519-5428; Email lapierre@tarleton.edu.

### Advertising Deadlines

Camera ready artwork or Employment Notices must be received prior to deadline date for desired publication. Contact TASP at 888-414-8277 for artwork specifications. It is recommended that response deadlines in advertisements be no earlier than the 15th of the month following the month of publication.

## GPR Report

Kelly Anderson  
GPR chairperson  
tasgpr@gmail.com

Summer has arrived and the legislative session has come to a close, we hosted our “virtual legislative week” on March 26-30. There were several hot topics proposed this year including a bill that allows licensed psychologists to delegate psychological duties to non-licensed individuals, a bill to consolidate all mental health licensing agencies, and a bill to allow LPAs to practice privately, just to name a few. Another notable occurrence was the proposed commissioner’s rules. There are several significant changes proposed, namely the Autism supplement, eligibility for Specific Learning Disability, and eligibility for Mental Retardation. You all may review the proposed changes on the Texas Education Agency’s website.

I will shortly be off to Washington, D.C. to learn the ins-and-outs of public policy and how I may better serve you all as the Government and Professional Relations Chair. Katherine Brehm, President elect, and I will be housed on the George Washington University campus on Sunday July 15 through Wednesday July 18. We have appointments to meet with Senators Kay Bailey Hutchinson and John Cornyn, as well as our appropriate congressmen. We are excited about this opportunity and are looking forward to the new information learned. Details of the event will follow in the next newsletter.

Although summer schedules tend to be slower paced than our hectic school year, I encourage you all to contact your national and state legislators. The NASP Advocacy Action Center located on the NASP website allows you to send a pre-written letter to your legislators on a variety of legislative topics. Take advantage of the quieter summer schedule to advocate for your profession and school mental health.

Lastly, news from TSBEP: TSBEP met on May 1, 2007 and notable information gained from the meeting included a discussion of having an LSSP as a member of the Jurisprudence Board (to help review and consider questions). It was noted that the questions on the Jurisprudence are often geared towards private

practitioners. Currently Michael Bridgewater, an LSSP, serves on the board but is on active duty and unable to attend the meetings regularly. Secondly (and most importantly) the board is considering a change in the CE requirements to include 3 hours of diversity training in addition to 3 hours of ethics training. TASP had responded to a request for feedback from TSBEP on this issue previously. Opinions of our members were relatively consistent in support of an option to allow training in diversity issues to be part of the required three hours of ethics training per year. Members were definitely not in favor of increasing the overall number of CE credit beyond 12 hours annually. The issue was discussed at the TSBEP meeting and after much discussion a vote resulted in a tie. The president of the board cast the tie breaking vote in favor of requiring 3 hours of diversity training in addition to the 3 hours of ethics training annually as part of a total of 12 hours of continuing education. It is unclear when this requirement will be written into the rules, so stay tuned and we will keep you posted on our website and in the newsletter.

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College of Education

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**Department of Educational  
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announces the approval of a  
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This is a cooperative doctoral program delivered at the University of Houston and supported by the University of Houston Clear Lake.

**For more information contact:**

Thomas Kubiszyn, Ph.D.

Professor and Director of Training,  
School Psychology Program  
University of Houston

Department of Educational Psychology  
491 Farish Hall

Houston, Texas 77204-5029

713-743-9830 (Department Phone)

**Visit our new School Psychology Web Page at:**

<http://www.coe.uh.edu/mycoe/epsy/school.cfm>

## TASK FORCE: Operation Job Security!

TASP has recently developed a Task Force which is comprised of eight individuals representing different departments of the board and our membership. With the changes to IDEA, NCLB, and the inclusion of Response to Intervention, we have discovered that there is a need to advocate for our profession. It has come to our attention that there is some confusion over our responsibilities in the schools, with an over emphasis on our role as evaluators. The changes in the law and the proposed commissioner's rules place a strong emphasis on the use of RtI and it is imperative that school districts understand that we can be lead players in the field on facilitating RtI into action. The Task Force's goal is to determine effective ways to increase awareness of our wide training abilities to districts and other educational organizations and to advocate for our profession through legislation. Of course we cannot do this alone and we will need your assistance in informing the board of issues both positive and negative that are occurring in your district. We will do our best to disseminate information to the membership on our efforts. Look for updates posted on the website, roundtable discussions at our upcoming conference in Austin, and information in the newsletter. If you have any questions, comments, or concerns on this issue please feel free to contact Kelly Anderson, GPR chair or Andrea Ogonosky, PR chair.

### Texas Woman's University School Psychology Graduate Programs

TWU offers three graduate programs in school psychology, Doctoral, Master's, and Respecialization. All programs are accredited by the National Association of School Psychologists (NASP). The doctorate in school psychology leads to licensure as a Psychologist or a Licensed Specialist in School Psychology (LSSP) and certification as a Nationally Certified School Psychologist (NCSP). The Master's in school psychology leads to licensure as a LSSP and certification as an NCSP. The Respecialization program is intended for those professionals who have a previous Master's degree in a related field and want to get the national NCSP and the Texas LSSP.

For more information contact:  
Daniel C. Miller, Ph.D.  
Director, School Psychology Graduate Programs  
Texas Woman's University  
P.O. Box 425470  
Denton, Texas 76204  
(940) 898-2303 (Department Phone)  
(940) 898-2301 (Departmental Fax)

Visit our new Web Page at:  
[www.twu.edu/as/psyphil/sppc/](http://www.twu.edu/as/psyphil/sppc/)

## Graduate Student Representative Report

*Meredith McLeroy*  
*Graduate Student Representative*

With the reauthorization of IDEA and TEA's release of the proposed Commissioner's Rules, there has been a lot of buzz about legislative advocacy. As a student, this can all seem overwhelming and just too much to deal with on top of everything else we have going on in our lives. In talking with other students and professionals in the field, I realized that I myself needed to brush up on my knowledge of the legislative process and how to make sure that my voice is heard. I decided to do some research and found a helpful article on the NASP website along with some links specifically for students and how to become involved.

In the article on the NASP website, Rosengarten (2006) makes many suggestions for students. The first step is to familiarize yourself with the legislative process. A great resource for this is [www.capwiz.com/naspweb/issues/basics/?style=legis](http://www.capwiz.com/naspweb/issues/basics/?style=legis). Also, it is important to become familiar with your elected officers and keep up-to-date on local and national issues. Rosengarten (2006) also suggests creating a Student Advocacy Coordinator in your student organization. This person could be an expert and a great source of information on legislative issues to other students. If you are still interested in learning more, Rosengarten (2006) recommends delivering a presentation on advocacy to students in your graduate program.

Aside from these suggestions, the TASP website is also a great resource for students. There is a link on the site to state advocacy information as well as information from NASP about legislative issues and advocacy. Another great TASP resource is the TASP graduate student member listserv. This could be used to post advocacy updates and chat back and forth with other students to discuss current issues. If you haven't yet joined the listserv, just email me ([mb1332@txstate.edu](mailto:mb1332@txstate.edu)) and I will add you! Anyone is welcome to post emails and updates here. Finally, don't be afraid to write, call, or even visit your legislators. They would likely love to hear your perspective and might even use you as a contact for future issues that arise. With just a few small steps, our voices as students can be heard.

### Resource

Rosengarten, M., 2006. Legislative advocacy for graduate students: tips for getting involved during your training. Retrieved from <http://www.nasponline.org/students/GraduateStudentAdvocacy.pdf>.

## TSBEP Recruiting Oral Examiners

TASP has received communication from the Texas State Board of Examiners of Psychologists (TSBEP) requesting assistance in recruiting additional examiners for the TSBEP Oral Examination. It is necessary for an applicant for licensure as a psychologist to pass the Oral Examination as part of the requirements.

In order to be an oral examiner, the individual must have been licensed as a psychologist in the state of Texas for at least five years and have no disciplinary action from TSBEP or any other mental health board. Additionally, the licensee must submit a copy of their vitae to the Board for review by the Chair of the Oral Examination Committee.

Oral examiners are provided with a flat fee of \$150.00 per oral exam date, which includes Friday night and all day Saturday in Austin. Exam dates are the first or second weekend in January and July of each year. Four continuing education credits are awarded to each examiner per oral exam date, and these hours may be used to meet the ethics requirement.

If you are interested in serving as an oral examiner for the TSBEP, you may contact Sherry L. Lee, Executive Director of the Board for additional information.

## Donna Black Appointed to the Texas State Board of Examiners of Psychologists

In February, 2007, Governor Rick Perry appointed Donna Black to serve on the Texas State Board of Examiners of Psychologists (TSBEP). Donna is serving on the TSBEP in the position of a Licensed Psychological Associate (LPA), but she is also a Licensed Specialist in School Psychology (LSSP). For the past 15 years, she has worked in school districts in and around the Houston area in a number of positions from assessment practitioner to behavior specialist to supervisor. Currently she is employed by the Region 4 Education Service Center as an education specialist in the Special Education Department. For more than 10 years, Donna has been a member of TASP and has served on the TASP Executive Board in many capacities including Newsletter Editor, Secretary, and Area III Representative. In October, 2005 TASP recognized Donna's dedication to the profession by presenting her with the Outstanding School Psychologist Award. Because of her varied experiences working in the school systems in Texas as an LPA and as an LSSP, Donna's expertise and point of view will provide valuable insights to the TSBEP. We are proud to know we are so well represented.

### Help Kids Change Their Own Behavior the Easy Way...

*Automatically!*

**The MotivAider** is an ingeniously simple electronic device that helps children change their own behavior. Invented by a clinical psychologist, the device works by automatically keeping the child's attention focused on making virtually any desired improvement.

**A remarkably versatile and cost-effective tool:** Used successfully in schools for over fifteen years, the MotivAider has helped children make a wide variety of behavior changes - from improving attention and reducing aggression, to preventing bowel and bladder accidents.

And the MotivAider hasn't just helped kids. It's helped parents and teachers, too. It automatically and privately prompts them to monitor a particular aspect of a child's behavior, or to consistently respond in a particular constructive way.

To find out more about the MotivAider and how and why it works, please visit us on the web at [www.habitchange.com](http://www.habitchange.com)

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Phone: 1-800-356-1506  
Fax: 775-599-7908  
[info@habitchange.com](mailto:info@habitchange.com)

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## Robb Matthews Reelected as Texas Delegate to NASP

We are proud to announce that Robb Matthews has been reelected to represent those of us who practice school psychology in Texas as a Delegate to the National Association of School Psychologists. Robb has worked in the field of school psychology in Texas for the past 13 years. Besides his work as a practitioner, he has worked diligently on the executive board of TASP for more than 10 years in a number of positions other than State Delegate to NASP including Area VI Representative, President-Elect, and President. He has also been the man behind TASP's annual professional development conference for a number of years. In addition to Robb's organizational and business skills, his ability to identify training needs and coordinate professional development has been a tremendous asset as conference chairperson. Other organizations have invited him to share his "secrets" for planning an outstanding conference, and he served as the local co-chairperson for the NASP conference that was held in Dallas in 2004. Because of Robb's active participation at the local, state, and national levels of school psychology, he was recognized by TASP in October 2006 to receive the award for Outstanding Service to the Profession of School Psychology. We are fortunate to have such a dedicated professional representing us at the national level.

### Texas State University - San Marcos School Psychology Program

TSU offers a specialist level, Master of Arts Program in School Psychology, accredited by the National Association of School Psychologists (NASP). The program endorses the scientist-practitioner training model and leads to institutional recommendation for certification as a Nationally Certified School Psychologist (NCSP) by NASP and for licensure as a Licensed Specialist in School Psychology (LSSP) from the Texas State Board of Examiners of Psychologists. TSU also offers a Respecialization Program for individuals who already hold a Master's degree in a related field and wish to re-specialize in the area of school psychology.

For more information, please contact:

Cynthia Plotts, Ph.D.  
Coordinator, School Psychology Program  
Texas State University  
601 University Drive  
San Marcos, TX 78666  
(512) 245-3086  
(512) 245-8872 (Fax)  
Visit our web site at: [www.eaps.us/](http://www.eaps.us/)

## 2007 CALC Project

Each year the **Children's Assistance for Living Committee (CALC)** of TASP selects a non-profit organization for philanthropic support. This year, **CALC** has chosen to support an organization known as Hugworks, which is a 501(c)(3) nonprofit organization specializing in therapeutic entertainment, music therapy, comfort and encouragement for children who may be physically or emotionally challenged.

### About Hugworks

Hugworks founder, Jim Newton, began writing and producing songs for children in the 1980's with the help of long-time friend, composer and producer, Paul G. Hill, and new friend, Noel Paul Stookey (of "Peter, Paul & Mary"). Since then the organization has received numerous awards for their contributions to the field.

### Awards Received

- Three Parents' Choice Awards
- American Library Association "Notable Children's Recording"
- Parent Council, Ltd. "Outstanding Production"
- Parent's Guide "Children's Media Award"
- Family Channel "Seal of Quality"
- Elisabeth Kübler-Ross Award for Outstanding Contribution - Children's Hospice International World Congress
- Pediatric Nursing Humanitarian Award
- Friends of Music Therapy Award - Southwestern Region of American Music Therapy Association

Hugwork music is written and produced for young children and focuses on healing hearts and spirits. It is fun and upbeat and helps boost self-esteem through the encouragement of a healthy expression of feelings.

The Hugworks group performs at many locations, including hospitals, rehabilitation centers, community events, schools, and early childhood centers.

TASP is excited to announce that Hugworks will be providing an evening of entertainment at the upcoming **15th Annual Professional Development Conference, October 11-13, 2007** in **Austin, Texas**. Members of TASP will have an opportunity to help support this most worthy organization by making a donation to CALC at the conference or by participating in an exciting prize give-away (details to follow)! Donations are tax deductible and will be used to help and support our most cherished resource, our children.

For additional information about Hugworks, go to [www.hugworks.org](http://www.hugworks.org).

If you desire specific information about this TASP fundraising project, please contact Donna Black, CALC coordinator, at [dblack@esc4.net](mailto:dblack@esc4.net).

# REFLECTIONS: Roles and Response-Ability

**TASP 2007  
Professional Development Conference  
October 11-13  
Omni Southpark – Austin**

Join us for our 2007 conference in our fabulous state capital. We'll be offering a great selection of speakers and topics with a focus on Response to Intervention and our ever-evolving roles and responsibilities as LSSPs and related professionals. Our amazing slate of speakers includes esteemed professionals with a variety of specialties, such as Bill Jensen, Dawn Flanagan, Sharon Vaughn, John March, and more.

Topics of interest include:

- Ethical and Legal Considerations
- Autism
- Bullying
- Response to Intervention
- Evaluation
- Classroom Climate

Not only are we expecting an exciting conference, we are pleased to offer it just minutes from fabulous downtown Austin. The Omni Southpark offers free parking, a fully equipped fitness center, spa services, indoor/outdoor heated swimming pool, and easy access to area lakes, parks, shopping, and golf. These amazing accommodations will be available at \$85.00 for single rate and \$115.00 for double rate if secured before September 18, 2007.

Omni Austin Hotel at Southpark  
4140 Governor's Row  
Austin, Texas 78744  
Phone: (512) 448-2222, Fax: (512) 442-8028

Watch for updates on our website ([www.txasp.org](http://www.txasp.org)) and look for a conference brochure in the mail.

Can't wait to see you there,  
Mindi Jeter  
TASP Conference Chair



The Texas Association of School Psychologists

(Federal Tax ID # 74-2673792)

Initial and Renewal Membership Application

Dues are for July 1 to June 30 Annually

Name: Last First M.I. Title (Mrs/Mr/Dr etc.) Professional Title (i.e. LSSP)

Street Address: City: State: Zip:

Telephone Home: Work: Fax:

E-Mail Address: Place of Employment:

Please send the newsletter to me by email and a hard copy by regular mail

Please do not print my address and phone number in the Texas Association of School Psychologists membership directory.

Please list the county in which you reside: and in which you work:

I am applying for membership in the following category (Circle choice): Renewal New Member

Please check the appropriate category of membership:

Professional Member

1. Regular Member (voting member) \$60.00

- (a) Currently functioning as a school psychologist working or residing in the state of Texas
(b) Trained as a school psychologist and working as a consultant, supervisor or administrator working or residing in the state of Texas
(c) Primarily engaged in training of school psychologists at a college or university working or residing in the state of Texas

2. Retired (nonvoting member) \$40.00

- (a) One who was a regular member in good standing and has retired from the field of school psychology

3. Affiliate (nonvoting member) \$40.00

- (a) One who is trained or employed in a closely related field or profession, or does not meet the requirements for regular membership

Provisional Member

1. Trainee (voting member) \$30.00

- (a) One who has met the training requirements for the Texas school psychology credential and has been designated by the Texas

State Board of Examiners of Psychologists to be of trainee status.

2. Student (voting member) \$25.00

Make checks payable to TASP or

Credit Card: (Visa & Mastercard ONLY) Card holder's Name:

Card Number: Expiration Date:

Please send completed form, check, and all supportive materials as necessary to: TASP; PO Box 141023; Austin TX 78714-1023

# Outstanding School Psychologist Award

## Call For Nominations

### Texas Association of School Psychologists

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 11-13, 2007.

This form must be used to submit your nomination of the individual you feel is the most deserving of this award. The individual must be a current member of TASP.

On separate sheets of paper please include the following information and attach a Resume or Vita of the individual being nominated:

Name of Nominee: \_\_\_\_\_

Nominee's Job Title: \_\_\_\_\_

Employed by: \_\_\_\_\_

Nominator: \_\_\_\_\_

Write a brief description of the nominee's qualities in each bulleted category below. If a category is not applicable to the individual being nominated please indicate with n/a.

- **Direct Service:** This area relates to providing school psychological services to students and parent(s)/guardian(s) (i.e., assessment, counseling, parent training, etc.)
- **Indirect Service:** These services are those which involve consultation with teachers, parents, administrators, and other school and non-school personnel. In-service training would also fall in this category.
- **Supervision or Administration:** This category involves supervision of other school psychologists and related personnel and administrative responsibilities such as coordination of programs.
- **Leadership in School Psychology:** This area includes work done in professional organizations and/or the community, public lectures and/or workshops given, membership on advisory boards, membership in professional organizations, etc.
- **Research:** This area includes both empirical and applied research work carried out either as part of the job or outside the job. The research should be related to school-aged children with respect to psychological and/or educational issues/practices. Publications, project reports, presentations at professional conferences and similar activities would be included here.

Send completed packet by September 15, 2007 to:

Ashley Arnold  
11509 Marshall  
Manor TX 78653  
ashley821@hotmail.com

# Outstanding Service to the Profession of School Psychology Award

## Call For Nominations

Texas Association of School Psychologists

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 11-13, 2007.

This form must be used to submit your nomination of the individual you feel is the most deserving of this award. The individual must be a current member of TASP.

The Outstanding Service To The Profession Award is designed to recognize an individual who has contributed to the profession of school psychology by making contributions through publications and conference presentations, and by demonstrating leadership in helping to promote school psychology in Texas. This individual may be an administrator, university professor, public official, or practicing school psychologist.

On separate sheets of paper please include the following information and attach a Resume or Vita of the individual being nominated:

Name of Nominee: \_\_\_\_\_

Nominee's Job Title: \_\_\_\_\_

Employed by: \_\_\_\_\_

Nominator: \_\_\_\_\_

Write a brief description of the nominee's outstanding service to the profession in the areas of:

- Publications and Conference Presentations, Training, and Development of Procedures & Policies
- Leadership in promoting school psychology at state level/Membership in State and National associations
- Other areas which you feel show exemplary service to the profession such as community involvement, participation in task forces or other groups to promote school psychology

- 
- 

• Send completed packet by September 15, 2007 to:

- 
- 

- Ashley Arnold
- 11509 Marshall
- Manor TX 78653
- ashley821@hotmail.com

**Outstanding Delivery of School Psychological Services  
Award to a School District  
Call For Nominations**  
Texas Association of School Psychologists

This is for nominations of school districts, which recognize and implement the best practices or innovative practices of school psychology. This award will not be granted based on geographic location, or size of the district.

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 11-13 2007. It will be presented to an administrator from the district that receives the award.

This form must be used to submit your nomination of the district you feel is the most deserving of this award. On separate sheets of paper please include the following information and attach a brief description of the district being nominated:

School District: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Write a brief description of the nominee's qualities in each bulleted category below.

- • Model of Service Delivery: This relates to the model by which school psychological services are delivered within the district. Include the number of psychological service personnel employed by the district and in what capacity they are employed.
- • Programs: This category involves programs for special students (i.e., At-Risk, ADHD, ED, LD, etc.) or regular education students.
- • Direct and Indirect Service: This area relates to providing school psychological services directly to students and parent(s)/guardian(s) (i.e., assessment, counseling, parent training, etc.; and/or indirectly through consultation, in-service training, etc.). Include the primary activities performed by psychological service personnel.
- • Research, Grants, and/or Projects : Please list program evaluation activities, any special projects being conducted, and/or any grants which have been awarded to the district regarding the provision of school psychological services.
- 
- 
- Send completed packet by September 15, 2007 to:
- 
- Ashley Arnold
- 11509 Marshall
- Manor TX 78653
- ashley821@hotmail.com

# Outstanding Graduate Student Award

## Call For Nominations

### Texas Association of School Psychologists

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 11-13, 2007.

This form must be used to submit your nomination of the individual you feel is the most deserving of this award. The individual must be a current member of TASP.

Eligibility: The graduate student must be enrolled in a school psychology program and have the status, "Intern." The student must also have a minimum overall grade point average of 3.75 and be a student member of TASP.

Criteria: Two recommendations, one from each of the following: school psychology professor and field-based supervisor.

On separate sheets of paper please include the following information:

Name of Nominee: \_\_\_\_\_

University Attending: \_\_\_\_\_

GPA (at time of nomination): \_\_\_\_\_

Date Degree will be Awarded: \_\_\_\_\_

Internship Site(s): \_\_\_\_\_

Nominated and Verified by: \_\_\_\_\_

Write a brief description of the nominee's qualities in each bulleted category below, demonstrating evidence of impact of graduate education in school psychology after entering the program. If a category is not applicable to the individual being nominated please indicate with n/a.

- Leadership skills
- Creative endeavors
- Observed Personal Growth

That which sets this student apart from other students, regarding:

- Interpersonal Skills
- Professional Competencies
- Presentations At Conferences
- 

Recommended by: \_\_\_\_\_

Send completed packet by September 15, 2007 to:

Ashley Arnold  
11509 Marshall  
Manor TX 78653  
ashley821@hotmail.com



# Shields

Legislative Associates

May 29, 2007

## Texas Association of School Psychologists

### \*\* Final Legislative Update \*\*

#### *The Texas Legislature Adjourns....*

*The 80<sup>th</sup> Texas Legislature has finally adjourned and to most political observers, it was both an uneventful yet extraordinary 140 days. The session was uneventful, because there was no single crisis that dominated the agenda and extraordinary, because of the political infighting over the leadership of the House of Representatives. Leadership fights are traditionally waged behind the scenes but frustration caused this battle to become public. The Senate maintained its normal calm demeanor despite the occasional outburst from the freshman senator whose day-job is a conservative talk show "shock-jock." Here are some of the high-profile wins and losses....*

The following issues were addressed with legislation that passed both chambers:

- ★ A \$152.5 billion budget plus \$14 billion for future property tax relief.
- ★ A two year moratorium on private toll-road deals.
- ★ Overhaul of the Texas Youth Commission.
- ★ Expanded coverage for 130,000 children's health insurance.
- ★ \$3 billion for a Texas Cancer Research Center.
- ★ Jessica's Law – stiffer penalties for sex offenders.
- ★ \$156 million for State Parks.
- ★ Statewide water management plan based on conservation and ecology.
- ★ Significantly increased access to Medicaid services for children.
- ★ Castle Doctrine – deadly force to protect yourself with a firearm.
- ★ Elderly drivers – driving and vision test every year

- after over 85 years of age.
- ★ Bible Classes – allowed in public schools as an elective course.

However, the following issues were debated, **but not resolved**:

- ★ Voter ID - Requiring a photo ID in order to vote.
- ★ Numerous immigration issues.
- ★ Bills to lower electricity rates.
- ★ Cervical cancer vaccines required for sixth grade girls and older.
- ★ Caps on automatic college admission for top 10% high school graduates.
- ★ Limited gambling on Indian lands.
- ★ Plans to move presidential political primaries to February.
- ★ Protection of religious expressions at public school events.
- ★ Bills to lower appraisal caps and government spending limits.
- ★ Public school vouchers.
- ★ Private schools participation in all UIL competitions.
- ★ Bicycle passing – requiring motorists to move over one lane when passing.

**NOTE..... The Governor still has 20 days to veto any legislation !!!**

#### \*\* Legislation Tracked for TASP \*\*

HB 439 – Requiring a statewide design for the delivery of educational services for children with disabilities. **FAILED**

HB 510 – Children's health insurance mental health parity. **FAILED**

HB 940 – Requiring state agencies to develop and coordinate behavioral health services. **FAILED**

HB 1546 – Delegation of psychological acts by a psychologist to anyone under direct supervision. **FAILED**

HB 1825 – Elimination of exemptions for special ed. Students from end of course exams and student assessments. **FAILED**

HB 2136 – Requiring a school to disclose all referrals for professional services made by school counselors. **FAILED**

HB 2505/SB 703 – Licensing and regulation of Dyslexia Parishioners. **ADDED TO ANOTHER BILL THAT PASSED**

HB 2939/SB 1907 – The consolidation of the licensing of all health practitioners into a new state agency. **FAILED**

HB 3301/SB 1505 – Providing for the unsupervised and independent practice of psychological associates. **FAILED**

HB 3950 – Creating the Texas Scope of Practice Commission which would make recommendations to the legislature regarding changes to the scope of practice by health professionals. **FAILED**

SB 29 – Requires all health licensing agencies to collect significant personal and professional data on health professionals. **PASSED**

SB 50 – Requires the licensing and regulation of early childhood educators. **FAILED**

SB 158 – Requires educational diagnosticians to be certified by the Texas Education Code and grandfathers those who currently work for a school district. **PASSED**

***NOTE....TASP's initiative to expand the State Psychologist's Board to include a designated slot for a school psychologist came too late to introduce as a separate bill and there was no opportunity to add it to another bill.***

***The Lt. Governor has announced that he will ask the Senate Committee on Health and Human Services to undertake a study of the expansion of scope of practice issues for health practitioners.***

P.O. Box 162925, Austin Texas ★ Phone - 512-413-2700 ★ Fax – 494-0213  
BradShields.com ★ [brad@bradshields.com](mailto:brad@bradshields.com)

## **New Fears for the Fast Food Nation: Can a bad diet lead to Autism?**

*John G. Furness, MS, LSSP*

The next time you find yourself in line at the drive-thru lane, you may want to think twice about the combo meal you are about to order. Several studies in the recent past propose that autism spectrum disorders (ASD), and a myriad of other medical maladies are linked to an inefficient amount of vital fatty acids and poor nutrition. A study at the University of Stirling, spearheaded by Dr. Gordon Bell, found that children with autism had a greater amount of cells that broke down fatty acids more rapidly than normal cells. Fatty acid deficiency may also be the cause for a host of other autoimmune problems, like urinary and sleep problems, mood disorders and behavioral difficulties found in children. There is also evidence to suggest that EPA and GLA supplementation (the key acids found in fish oil) may help improve the general health, sleep patterns, cognitive skills, concentration and sociability of children with ASD.

While neuroscientists, biologists and nutritionists have yet to find direct evidence between diet and autism, a preponderance of the evidence suggests enough of a link to warrant more studies and supervised clinical trials. Dr. Bell's study follows the thought of others like him, who believe that the choices made in one's diet impact more than the waistline. But, can changing one's diet really make an impact? Administering studies that limit casein and gluten, the food elements that are thought to be an allergen to those with autism, are often time consuming and costly. Casein free diet trials can take up to 6 weeks to administer on patients, and gluten free trials can take as long as 6 months before any conclusive data can be drawn. From a practical standpoint, both types of diets can be difficult to follow, particularly for people with ASD. Adding insult to injury, many parents of children with ASD are unclear or unable to find the resources which will help them become more selective in their food choices.

Suggesting informational supplementation or nutritional guidelines to parents can help ensure that healthy diets provide the essential nutrients needed from proper development. One thing we know for sure. More research is needed on diet therapy and ASD. The internet is a great resource for finding both sides of the issue. Hopefully, science is on the verge of finding a breakthrough in strengthening the link between the mind and body connection. Until then, go ahead and get the combo. Just get a salad too, just in case.

*Continued from Page 1 - RtI 'Round the Campfire*

About that time, Frank came around commenting on our lack of luck with the campfire and he began to add even more lighter fluid and throw on more matches. The flames rose once again as did our hopes. This time he stayed with our small group sharing stories of his years working at the campground and tales of alligators in the swimming pond and wild squirrels that would climb up on your shoulder demanding treats. He was as entertaining as any comedian as he continued pouring lighter fluid on the meager flame until the container was empty and even it was thrown on the small fire. Still the flames continued to rise and then just as quickly dwindle. Finally, Frank said he knew a sure-fire way (no pun intended) to get this fire going. He left us briefly and returned with a container that he later disclosed contained diesel fuel. With a cigarette in his mouth, he poured the fuel on the puny flame and with a WHOOSH we had a real campfire that surpassed our expectations and continued to burn brightly. Frank was even kind enough to replenish the supplies of marshmallows, Hershey bars, and graham crackers. Just as we had planned, we were warmed by the flames of the campfire as we roasted marshmallows and squished them along with a piece of chocolate between two graham crackers. Ooh, yum – S'mores by a campfire on a clear cold night!

As I reflected on this experience and prepared for the board's upcoming discussion of the changing roles that will come about for the LSSP with the advent of RtI, it occurred to me that we had seen a real life example of RtI. Our small teepee-shaped stack of wood that was to become our campfire did not respond to the universal intervention of using a little lighter fluid and a match. Environmental variables, i.e. rain, structure, etc., played a role in the deficiency and some of our group gave up on the prospect of having a fire and moved on. Frank came along with Tier II interventions and added

supplemental fuel and more matches, but still there was not an acceptable response and more of the group gave up on our fire and even took the extracurricular supplies, i.e. marshmallows, chocolate bars, and graham crackers, with them as they moved on. Finally, Frank used a Tier III intervention and because of previous experience he had evidence that diesel fuel would surely start even the most resistant campfire. And he was right! It took life's experience and one more idea about what could be done; it took more time; it took more resources; and it took patience, but we had a campfire that worked great to make those S'mores we had all been anticipating. Those who gave up too soon missed a great experience and a yummy dessert.

How often do we give up too quickly believing it is the child's environment that is causing the problem and therefore nothing that can be done? How often do we just keep doing more of the same thing or do the same thing for longer expecting the child to finally respond as we planned? How often do we give up in frustration taking our best hopes and plans for the child and settle for less? To be an effective partner in the RtI process, the role of the LSSP will naturally change. Like Frank, we must seek out just the right resources and give those new and specialized interventions time to work. We must stay vigilant, monitoring progress closely, and then, if and when necessary, be prepared with another idea to change the intervention. And just like with most other things in life, a sense of humor makes even the toughest situations more bearable. In the end, a successful response to the right intervention can bring sweet rewards for everyone.

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## **Call for Nominations for Officers of the Executive Board**

An election of officers will be held beginning at the TASP Professional Development Conference October 11-13. Open positions include Area Representatives for Areas II, IV, and VI, Graduate Student Representative, Treasurer-Elect, Secretary, and President-Elect. If you are interested in running for an office on the TASP Executive Board or if you wish to nominate someone for one of the open positions, contact Dr. Michael Parker at michael.parker3@fortworthisd.net.

**Renew Your  
TASP Membership  
TODAY!**

**All Memberships Expired On June 30!  
Use the Membership Application on Page 8**

## LSSP or School Psychologist: The TITLE CHANGE Debate

Kelly Anderson  
GPR chairperson  
ks1208@txstate.edu

As many of you may already know, at this time TASP has officially decided not to continue pursuit of legislative action to change our title from LSSP to School Psychologist. This being said, the board wanted to summarize the process and efforts that preceded this decision. We also wanted to ensure the membership that we take your positions seriously, while simultaneously working toward our primary goal of expanding our visibility and securing the future of our profession.



Now, to accurately portray the history of the name change debate, we must go back a little further than when the issue was first presented at the 2004 TASP conference. The practice of school psychology in Texas has evolved substantially over the past 40 years. In the 1970's the only individuals practicing psychology in the schools were licensed psychologists and licensed psychological associates (LPA) under supervision. With the passage of P.L. 94-142, The Education for all Handicapped Children Act of 1975, came the creation of the educational diagnostician. The Texas Education Agency (TEA) recognized the difficulty of having schools hire a licensed psychologist or LPA to do all of the assessment work in schools; therefore, the position of diagnostician was created to conduct all assessments except those used to determine eligibility for Emotional Disturbance. Individuals practicing school psychology were also credentialed by TEA, and in 1988, practitioners were invited to be grandfathered in to a national credential called the National Certification of School Psychologist (NCSP) established by the National Association of School Psychologists. In 1991, TEA recognized the NCSP as a viable credential to practice psychology in the schools. Finally in 1993, the formation of the Texas Association of School Psychologists (TASP) was

organized to represent the voices of school psychology practitioners in the state.

In 1994 divisions within the profession began to surface, mainly between doctoral and non-doctoral level practitioners. The following year was a legislative year and SB1 was proposed which would move the credentialing of those practicing school psychology away from TEA to the Texas State Board of Examiners of Psychologists (TSBEP). A coalition of psychology groups was formed, and a proposal for the creation of the "Licensed Specialist in School Psychology" was drafted. In September of 1996, the credential of LSSP was created and TSBEP was requested to write the rules of practice for the LSSP. It was noted that the title, LSSP, was created as a compromise with the Texas Psychological Association (TPA). They were adamant that the use of the title "psychologist" be reserved only for those with doctoral level degrees as defined in the Act.

So now that all of you know a bit more of the history of our profession, I can bring you back to 2004 when the question of what title was preferred for those practicing psychology in the schools was presented to the membership at the annual conference in a survey format. It was reported that the results of the surveys completed were overwhelmingly in favor of pursuing a change of the title LSSP. The efforts TASP took from that point on are summarized below:

- November 2004 annual conference: survey collected
- January 2005 – Quarterly Board meeting: Significant issues included concerns about the passage of the Sunset Bill and the legislative year in general; development of five-year-plan for TASP; and consideration of opening the licensing act during the legislative session to pursue a change of title. Action included Area Representatives polling members for additional feedback on the title change and the development of a five-year plan through emails and town hall meetings.
- May 2005 – Quarterly Board Meeting: TASP held a Legislative Day at the capitol in Austin. The Legislative Liaison, along with the GPR chairperson presented research related to the

proposed title change. The decision was made to focus on the process of change rather than the issue of the change. It was shown that the necessary steps for proposing a title change would require a minimum of a year to a year and a half, and a letter to TSBEP was needed to begin the process.

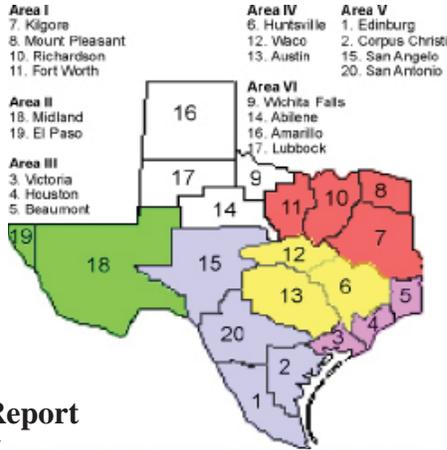
- August 2005 – Quarterly Board Meeting: The Texas Association of Psychological Associates (TAPA) was pursuing the right to independent practice, and TASP was asked to offer an opinion regarding this issue and join them in the pursuit. The issue of a title change from “LSSP” to “School Psychologist” was discussed at length and the TASP board agreed to begin the first steps in addressing a title change before considering any further action on the issue of independent practice. The GPR committee began the process for proposing a change in the Rules of Practice to allow for a title change.
- October 2005 – Quarterly board meeting and annual conference: GPR chairperson and legislative liaison had met with representatives from TPA in regards to pursuing the title change. Results from the meeting were discussed and it was determined that TASP would not move forward with the title change efforts until TPA had a chance to review the research collected by the GPR chairperson of TASP.
- January 2006 – Quarterly board meeting: The GPR chairperson resigned from the position. The title change issue continued to be a “hot topic.”
- May 2006 – Quarterly board meeting: TASP formally began the process for pursuing a change in TSBEP’s rules to allow for a title change for those practicing school psychology. The President of TASP wrote a formal letter to TSBEP requesting an amendment to the Rules of Practice, so those practicing school psychology, whether they held a doctoral or masters/specialist level degree could legally refer to themselves as School Psychologists.
- August 2006 – Quarterly TASP board meeting and TSBEP meeting: TSBEP reviewed request and asked for public comments from LSSPs and school psychologists across the state.

- November 2006 – TSBEP meeting: TSBEP voted to make no change to the Rules of Practice and sent a letter to TASP informing them of their decision. The President of TASP wrote a response letter to TSBEP regarding their decision.
- January 2007 – Quarterly board meeting: The status of the title change issue was discussed and it was clarified that in order to continue further in the process, it would be necessary to pursue legislative action to open the licensing act. As part of the discussion, it was explained that the process of opening the Act could possibly have negative ramifications for the practice of psychology in a number of ways since that would allow any organization to make amendments to the Act as well once it had been opened. After much debate, the TASP board voted not to continue with the process of pursuing legislative action to allow for a title change at this time.
- July 2007: TASP GPR chairperson made a formal request of TSBEP to review the public comments submitted prior to the November, 2006 decision regarding the title change.

We hope that this short history of our pursuit of a title change answers any questions that you may have had regarding the process. I also hope that this article helps you to better understand the evolution of the term, Licensed Specialist in School Psychology, and the many bridges we have crossed over the last 40 years as we have established our profession. TASP continues to strive for the advancement of school psychology both as a science and a profession with the ultimate goal of providing and promoting learning, emotional and social development, and mental health for all children in Texas.

### **KEEP INFORMED!**

Let TASP know your E-mail address.  
Send your E-mail to [TASPorg@aol.com](mailto:TASPorg@aol.com) or call TASP  
at their toll-free number:  
1-888-414-TASP(8277)  
or in Austin at 836-1001



### Area I Report

Gwen Carter  
[carterjg@lisd.net](mailto:carterjg@lisd.net)

Greetings from your new Area I rep. I hope all of you are having a wonderful summer catching up on all the fun things you enjoy doing and spending time with your families. I know all of you are also working on projects you just can't seem to get done during the academic year. I am headed to Portland Oregon for training in Safe and Civil Schools, which is a school wide positive behavior support program developed by Dr. Randy Sprick. I hope to share more with you in the next newsletter.

I want to congratulate Vincent Ramos for becoming the new president for DFWRASP. The fall conference will be held Sept. 21<sup>st</sup> hosted by Richardson ISD. The speakers are Richard Hughes and Christine French Castillo. To find out more go online to [dfwrasp.org](http://dfwrasp.org).

Have a great summer and I hope to see you at the TASP conference this fall.

### Area II Report

Gregory Harracksingh LSSP  
[ghsingh@aol.com](mailto:ghsingh@aol.com)

Please note that all three large school districts in our area (El Paso, Socorro, and Ysleta) have openings for LSSPs. The experience of the borderland in this area is unique. See the postings on the TASP website for the specifics on each district.

### Area III Report

Rebecca Green Ray LSSP  
[rkg5016@yahoo.com](mailto:rkg5016@yahoo.com)

As we gear up for the up and coming school year, I know many of us are beginning to wonder where we will fit in with RtI. In speaking with fellow LSSP's over the summer,

systemic plans in our area appear to be quite varied from school district to school district.

In an effort to ease this transition, a new listserv has been established for our area III members. I hope this website and mailing list will provide a forum for discussion of what we are seeing across our vast region. In addition, this listserv will allow for efficient distribution of information to and from your TASP board, and will aide in notifying you of trainings coming to your area. Some features that have been included are links to your educational service centers, the TASP website, and the proposed commissioner's rules for IDEA (take a look at the proposed MR definition and autism supplement). In addition, take advantage of the 'Members Concerns' topic, as well as the posted polling question. Many of you have already been invited to join the listserv. If you have not been invited and would like to join, simply email me at [rkg5016@yahoo.com](mailto:rkg5016@yahoo.com); I will be happy to add you to the list. Let's take advantage of this tool.

I hope you have all enjoyed a restful summer, and I look forward to seeing you at the TASP conference in October.

### Area IV Report

Martha Blanton, LSSP  
[Martha.blanton@esc13.txed.net](mailto:Martha.blanton@esc13.txed.net)

Hello to everyone in Area IV. This includes ESC Regions 13 (Austin), 12 (Waco), and 6 (Huntsville). Hope you are all enjoying a break this summer and will soon begin a new school year with gusto!



Response to Intervention (RtI) and Early Intervening Services (EIS) are terms that cannot be avoided or ignored. Here at Region XIII, RTI continues to be a hot topic with over 300 attending the recent RTI summit. Texas is becoming an RtI state which will forever alter the role of the LSSP in the school system. I asked Stephanie Blanck, an LSSP who is also the Special Education Director in Georgetown ISD about RTI and EIS. In Georgetown, that shift was apparent even 5 years ago with the passing of NCLB. Stephanie feels that LSSPs WILL continue to have a function to fill. Will LSSP's no longer be needed to identify severe learning disabilities? No! Will LSSPs and Diagnosticians be "testing" less for SLD eligibility determination? Yes!!

LSSPs will use their analytical and data collection skills in the pre-referral process as opposed to the post-referral process. In Georgetown, the LSSPs and Diagnosticians will be called upon to help analyze and validate the tiered research proven interventions as well as the progress monitoring data over time. LSSPs will model the data-collection discussion at the campus student support teams and will work collaboratively and closely with the campus administration and literacy team to help them understand the required information. LSSPs will assist these teams in determining who needs to move on to the next tier and who needs to move on to a referral for testing for special education. Stephanie sees our role as LSSPs shifting to to support, train and help collect the data to appropriately identify those children who are truly disabled and will require special education services.

Remember to renew your TASP membership and make plans to attend the TASP 2007 Professional Development conference here in Austin this October. If you know of an LSSP, LSSP trainee, or school district providing outstanding service, please think about nominating for one of the TASP annual awards. We know great things are happening in our schools - let's make sure Area IV is represented!

### Area V Report

*Norma A. Guzmán LSSP*  
[nguzmantasp@aol.com](mailto:nguzmantasp@aol.com)

Hello Area 5 members, this includes those who live in the following areas: ESC 1 – Rio Grande Valley; ESC 2 – Corpus Christi; ESC 15 – San Angelo; ESC 20 – San Antonio and all points in between. I hope everyone had a great end to the 2006-2007 school year.

You may already be getting back to work after a well-deserved break or vacation. I hope you and your co-workers were mindful of completing the following now or before your break:

- Renewal of TASP membership (due by June 30).
- Submitted a proposal to present your research at the upcoming conference in Austin.
- Submitted a nomination for one or all of the following award categories for the upcoming TASP conference:
  - Outstanding Graduate Student / Trainee
  - Outstanding School Psychological Service by a School District



- Outstanding School Psychologist (Someone you know has been doing a great job, and we would like to recognize those individuals in Area 5). The areas include direct service, consultation, supervision/administration, leadership or research.
- Outstanding Service To The Profession Of School Psychology (these are community or public members that contribute to the profession; this could be a city council member, university professor, administrator, etc.)

The goal is to have one nomination from Area 5 for each category. This requires your assistance. If you have a name of someone you would like to nominate, please let me know.

As I mentioned in the previous newsletter, the TASP conference will be in San Antonio in 2008 (Omni Hotel). At this time, I would like to ask Area 5 members for your support in making the conference a success. I am asking members in the San Antonio area to volunteer in helping TASP prepare for the 2008 conference. At this point, it would be helpful to provide a group of volunteers to serve as a 'welcome' committee. Please let me know if you would be willing to volunteer. I will also be making calls to Area 5 members to solicit your assistance during the next couple of months.

I look forward to your feedback, questions, and comments for the upcoming board meeting in August. Please contact me at [NGuzmanTASP@aol.com](mailto:NGuzmanTASP@aol.com).

Mark your calendars to join us in Austin, October 11 - 13, 2007 at the Omni Austin Hotel Southpark

### Area VI Report

*Mindi Jeter LSSP*  
[mjeter@tcec.us](mailto:mjeter@tcec.us)

Summer's here again. Hope you all have a super summer holiday of some sort in store. We have been working to educate our schools on the proposed Commissioner's Rules and the upcoming changes we face. This year I am doing double-duty, serving as Area Rep and Conference Chair, so please let me know if you have any interest in helping out and getting involved with our Professional Development Conference. Also let me know if there's any exciting news or concerns that you would like to share. Thanks again for all you do and your dedication to our profession!



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# REFLECTIONS: Roles and Response-Ability

**TASP 2007  
 Professional Development  
 Conference**

**October 11-13  
 Omni Southpark – Austin**

for more information  
 see page 7

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