



THE TEXAS SCHOOL PSYCHOLOGIST

Newsletter of the Texas Association
of School Psychologists

<http://www.txasp.org>

Affiliate of the National Association of School Psychologists

Vol. 13

No. 1

Summer 2005

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TASP DAY AT THE CAPITOL

On May 13, 2005, the TASP Executive Board and TASP members convened in Austin to meet with their State Representative and Senators for TASP's Day at the Capitol. The purpose of the event was to introduce the field of school psychology to our legislators, explain what we do and how it impacts children in their area, and to establish a working relationship to discuss the impact of future legislation. TASP members felt that this was a very rewarding experience and they were pleasantly surprised on how easy it was to set up appointments. They left with business cards and direct contacts of staffers that they can call and ask

for support. Even more importantly, legislators now have a contact of LSSPs in their district that they call on when they have a question on how a bill may affect children in our schools. Even though our initial event was very successful, our goal is to expand our Day at the Capitol to include even more TASP members next year to continue to build a strong collaboration with our legislators. Over the course of the next year, we want to meet with our legislators on a regular basis so we can be ready to take action when the Legislature reconvenes in January 2007. If you would like to be a part of this process, please let me know. We welcome your support!

Editor's Note

Dana Goins, Newsletter Editor

A heartfelt thanks to all those who took time out of their busy schedules to contribute to this newsletter. Please ask your colleagues if they would be willing to help by submitting articles for possible publication. Graduate students are encouraged to submit articles as well. We would like to include more photographs of LSSPs throughout the state, so if you have good quality photos that are of interest, please email them to: TASPorg@aol.com. Check the TASP website for more articles of interest.

The question was posed to the area representatives, "What advice do you have for a new LSSP?" I appreciate their words of wisdom. As a fairly new LSSP myself, and as I get to know more TASP members, I am in awe of the expertise and experience we have in our association. Many of you out there who have been doing this for a while may not realize how helpful little tips can be to those of us who are still learning our way around an ARD. Please take time to share your knowledge with others. Offer help before you are asked. I am so fortunate in my district to have people I can go to anytime for anything. For fellow newbies... don't be embarrassed to ask for help, no question is "stupid." If you find yourself isolated in your district, feel free to email or call fellow TASP members and network that way.

Here's a challenge, contact a fellow LSSP (that you have not met) and either ask him or her a question or share something you've learned. Set up a time to meet at the annual conference (in Houston this year) and that's how easy it is to network! Let's help each other grow and the profession will follow.

KEEP INFORMED!

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



Brad Shields preparing the members to meet the legislators

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

The Editor:

Dana Goins
1902 Dublin
Deer Park, TX 77536
(832) 867-5051
e-mail: dgoins@dpisd.org

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

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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: Dana Goins; 1902 Dublin, Deer Park, TX 77536; Phone: (832) 668-7144; Email: dgoins@dpisd.org.

Advertising Deadlines

Camera ready artwork or Employment Notices must be received prior to deadline date for desired publication. All camera-ready artwork and notices must be on 8 1/2 by 11 inch paper. It is recommended that response deadlines in advertisements be no earlier than the 15th of the month following the month of publication.

President's Message

Al Mayo, President

It is the end of what I hope was a successful school year for you. One of the most evident things about coming to the end of a school year is the realization that we are rapidly approaching the beginning of a new one. This is the time when we reflect on the closing year and outline improvements for the new school year. At this time, I ask for your help in planning for the future of TASP.



At our first board meeting in January, we took a serious look at where TASP is going. The foundation for our work that weekend was established by a presentation on Effective Association Leadership by Lee Huff, current President of NASP, Dan Miller, immediate Past President of NASP and founding President of TASP, Robb Matthews, NASP State Delegate, and me the current TASP President. We learned that current trends in associations include:

1. An increased need for organizations to drive agendas rather than to react
2. An increased need for leadership focus on external issues rather than on internal operation
3. An increased need to focus on issues of strategic importance

We committed ourselves to the four obligations of leadership:

1. To ensure that the leadership team has access to a common stream of information from members & stakeholders that allows them to understand members' view of the world
2. To provide a coherent stream of information back to members and stakeholders that allows them to understand not just *what* decisions have been made, but *why*
3. To bridge the gap between members' and stakeholders' view of the world and the view held by those who lead them
4. To understand that in the voluntary nature of associations, people choose to engage because they perceive that it is in their own self-interest to do so

That weekend we gave life to our training by addressing the five year strategic plan for TASP. As we discussed our future, we realized that we are in a critical stage of development for the association. Since 1993 the association has focused on implementing the necessary strategies to grow from a fledgling organization to a strong viable force designed to meet the needs of LSSPs across the state of Texas. With more than ten years of development under our belt, the time has now come to solidify who we are, what is important to us, and what kind of force we are going to be in our next phase of development.

We put our heads together and came up with four goals that will lead us toward a meaningful future. We developed goals that can

be reviewed at the beginning of each board meeting and guide all of the actions of the meeting.

We quickly discovered that developing the measurable objectives necessary to bring these goals to fruition is only possible if we tap into that "common stream of information from members & stakeholders that allows [us] to understand members' view of the world" described in the first obligation of leadership listed above. How did we find out how you view the world? We came to you and asked you!

We held a series of Town Hall Meetings across the state. Each Area Representative held at least one meeting in their area and asked for input from the membership. Members in each area outlined measurable objectives that would accomplish the following goals:

1. Increase the value of being a TASP member to students, practitioners, and private practitioners
2. Promote growth in competencies and skills in LSSPs to support the diverse strengths and needs of children, families and schools
3. Increase visibility of the LSSP role/profession in public domains by promoting the multiple roles LSSPs are equipped to play in the school system
4. Position TASP as a valuable resource available to other groups or stakeholders in the promotion of professional growth, student services and public policy

We had our first planning session at the May board meeting. The board members came together and began to compile all of your ideas and to develop a meaningful strategic plan to guide the actions of TASP for the next five years. This process will continue at the August board meeting. Watch this newsletter for the completed version of that dynamic and living plan.

It is not too late to participate in this process. If you have suggestions for measurable objectives that would help us meet these goals, tried or untried, please e-mail them to TASPOrg@aol.com or mail them to:

TASP
P.O. Box 141023
Austin, TX 78714-1023

Please take a few minutes to contribute to the future of TASP.

Make a Note



13th Annual Conference
October 27-29 2005
Houston Marriott West Chase Hotel!!

Best Practices Hotline

Ginger Gates, TASP Past President

This column is designed to address practice issues in the field of school psychology. Questions should be sent to: Ginger E. Gates, Ph.D., 1704 Heights Blvd., Houston, TX 77008.

1. Question:

Someone told me that because of the recent House Bill 1406 LSSPs can't use a diagnosis label in Special Education evaluations. Is this true?

Answer:

House Bill 1406 became effective in June of 2003. It added Section 38.016 to the Texas Education Code (TEC) and addresses the use of psychotropic drugs and evaluations in Texas public schools. The text of TEC Section 38.016 is presented below:

PSYCHOTROPIC DRUGS AND PSYCHIATRIC EVALUATIONS OR EXAMINATIONS.

(a) In this section:

- (1) "Parent" includes a guardian or other person standing in parental relation.
- (2) "Psychotropic drug" means a substance that is:
 - (A) used in the diagnosis, treatment, or prevention of a disease or as a component of a medication; and
 - (B) intended to have an altering effect on perception, emotion, or behavior.

(b) A school district employee may not:

- (1) recommend that a student use a psychotropic drug; or
- (2) suggest any particular diagnosis; or
- (3) use the refusal by a parent to consent to administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student as grounds, by itself, for prohibiting the child from attending a class or participating in a school-related activity.

(c) Subsection (b) does not:

- (1) prevent an appropriate referral under the child find system required under 20 U.S.C. Section 1412, as amended; or
- (2) prohibit a school district employee who is a registered nurse, advanced nurse practitioner, physician, or certified or appropriately credentialed mental health professional from recommending that a child be evaluated by an appropriate medical practitioner; or
- (3) prohibit a school employee from discussing any aspect of a child's behavior or academic progress with the child's parent or another school district employee.
- (d) The board of trustees of each school district shall adopt a policy to ensure implementation and enforcement of this section.
- (e) An act in violation of Subsection (b) does not override the immunity from personal liability granted in Section 22.051 or other law or the district's sovereign and governmental immunity.

In researching this question, I requested input from TEA. The TEA representative stated that TEC Section 38.016 specifically states that the requirements of subsection (b) of the statute do not prevent an appropriate referral under the child find system (special education). **Therefore, evaluations done for special education eligibility may, in fact, contain a diagnosis.** Though the purpose of an Individuals with Disabilities Education Act (IDEA) evaluation is to determine eligibility in one of the 13 disability areas identified in the IDEA, it is reasonable to expect that some evaluations might also contain medical and/or DSM IV diagnoses.

2. Question:

I have a disagreement with a friend about the length of time a person is an LSSP trainee. She says you have to be a trainee for a year. What do you think?

Answer:

A trainee is an individual who has met the training requirements of TAC §463.9 and who has passed the National School Psychology Examination at the Texas cutoff score or above and who has been notified in writing of this status by the Board. These individuals may practice under supervision in a public school district for **no more than one calendar year.** They must be designated as trainees.

However, once the trainee has passed the jurisprudence exam and has been notified by the Board of their LSSP status, they are not technically a trainee. The individual does have to continue to receive supervision for a period of one academic year following licensure unless the individual also holds licensure as a psychologist in this state.

Government and Professional Relations

Dyanna Martinez

The Texas State Board of Examiners of Psychologists Sunset Bill recently passed the Senate. After much debate, the Legislature voted to continue the Board's oral examination of candidates, but prohibits the Board from using the oral exam to assess a person's personal characteristics. The Psychological Associate Advisory Committee (PAAC) was abolished. They also authorized TSBEP to accept all national accreditation credentials, and they have simplified the process for out-of-state licensees to obtain licensure in Texas.



Feel free to contact me with questions or comments at dyannamartinez@sbcglobal.net.

Graduate Student Report

Kelly Shoup, Graduate Student Representative

Atlanta, Southern Hospitality with a Big City Flare

My journey to the NASP convention was a whirlwind of eye-opening experiences, whether you consider my short stay at a nameless hotel, the exposition center, the student party remix, or the various networking opportunities that occurred while there, I can honestly say I had a ball. This, my friends, is a student's perspective of the convention, so I hope that you will bear with my naiveté concerning the wonderful events that unfolded while I was in Atlanta, Georgia, because, in short, this was my first visit to the annual NASP convention.



So...where shall I start? I suppose the beginning is probably best, I arrived by plane and was quickly shuttled to downtown via none other than the MARTA railway (an excellent and cost efficient public transportation system). The first night I was greeted by a newcomer orientation, in which I learned how to read the manual of the numerous seminars, mini-skills sessions, key-note speakers, and the likes concerning everything and anything I wanted to know about the convention. Later that night, I met up with a few of my professors and we posed for the NASP car photo-op. I stayed up late with my roommate trying to discern our schedule for the next few days; I had no idea how many FREE seminars, mini-skills, etc. were included in my registration fee. I quickly filled up my schedule for the next few days and I was sure to include a few social outings in the mix, namely the Atlanta downtown tour, the student party remix, the TASP get-together, and the children's fund auction. I was pleasantly surprised that NASP also provided an opportunity to meet with employers from around the nation. One thing that was quite amazing was seeing the hordes of School Psychologist rushing to be the first into the exposition center on Wednesday afternoon. What is the exposition center you ask? Well my friends it is booth, after booth, after booth of information geared especially towards our field, plus they give away lots of freebies!!

As you all can imagine, by the time Friday afternoon arrived, I was very tired. Although, there was one more full day of conference left, I took the day off. And I suppose the only question left to ask is, will I be in Anaheim in 2006? Well as Scarlet O'Hara put it "I won't think about that now, I'll think about that tomorrow."

Visit the TASP website at:

<http://www.txasp.org>

NASP Update

Robb Matthews, NASP Delegate

As part of his NASP presidential focus, Lee Huff had all Delegate Assembly attendees at the summer 2004 meeting participate in a leadership workshop. *Knowledge, Trust and Nimbleness: Effective Associational Leadership* was designed to assist the NASP leadership with enhancing their effectiveness, provide a set of tools for future use and prepare attendees to go out and train others. A subset of this training was then carried over to the four regional meetings held during the fall.

Resulting from TASP's desire to continue to improve the association through leadership training, we have been sending our president-elect to accompany our president and NASP delegate to the annual meeting. While this has clearly resulted in strong leadership for our state, the fall 2004 meeting focused on improving general associational leadership has likely had the most pronounced impact. TASP is the only state association to request assistance with follow-up training for the entire executive board. Thanks to Al Mayo for his leadership in making this training happen as well as to Lee Huff and Dan Miller for providing the NASP resources that will surely enhance our association for the next several years. Finally, Kudos to those volunteers who work so hard to ensure our association continues to improve as we work together to positively influence the lives of Texas school children.

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/

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Dr. C. Keith Conners The Undisputed Expert

The Conners' Rating Scales-Revised (CRS-R) are based on over 30 years of research and clinical work by Dr. C. Keith Conners, an expert in the areas of attention and behavior.

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To ensure that you are gathering accurate information and meeting the needs of your Spanish-speaking clients, use the CRS-R Spanish Version. Spanish forms and feedback handouts can make the assessment process easier and more comfortable for some families.

The CRS-R scales are available in convenient handscored, online, and software formats. Contact an MHS Client Service Specialist today to order the Conners.

A134-CR503	CRS-R Long Version KIT (handscored).....	\$151.00
A134-CR554	CRS-R Profile Reports (minimum purchase of 50).....	\$1.50 ea.
A134-CR5R03	CRS-R Online Profile Reports (minimum purchase of 50).....	\$1.50 ea.
A134-CR572	Complete Spanish CRS-R Parent, Teacher, and Adolescent User's Package (CRS-R English Technical Manual, 25 QuikScore Form for each of Spanish CPRS-R:1, CPRS-R:2, CPRS-R:3, CPRS-R:4, CASS:1, CASS:2).....	\$243.00



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**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 in October 2005.

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 1, 2005 to:

Gwen Carter
2690 Creek Side CT
Highland Village TX 75077
carterjg@lisd.net

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 in October 2005.

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 1, 2005 to:

Gwen Carter
2690 Creek Side CT
Highland Village TX 75077
carterjg@lisd.net

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

We are attempting to obtain 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. Please nominate the district of your choice, regardless of its size.

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference in October 2005. It will be presented to an administrator from the district which 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 1, 2005 to:

Gwen Carter
2690 Creek Side CT
Highland Village TX 75077
carterjg@lisd.net

**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 in October 2005.

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 1, 2005 to:

Gwen Carter
2690 Creek Side CT
Highland Village TX 75077
carterjg@lisd.net

**Texas Association Of School Psychologists
Professional Development Conference
October 27-29, 2005 - Houston, Texas**

CALL FOR PRESENTATIONS

Posters/Papers will be presented by their author(s) at the TASP Conference. Topics of presentations for consideration will be in the areas of: 1) school psychological research; 2) research with diverse populations; 3) innovative school psychological practices; 4) case studies, or 5) intervention or prevention programs.

Submissions must be postmarked no later than September 8, 2005 for consideration. All submissions must include a summary or statement of purpose not more than 300 words in length, a self-addressed stamped postcard with presentation's title on the back and a self-addressed stamped business envelope with the address of the primary author. The primary author will be notified of the disposition of their presentation prior to September 21, 2005.

Student Poster Competition: Posters submitted for the Student Poster Competition must be the primary work of one or more students. Faculty and nonstudents may be advisors, but the work must be that of the student(s). An award will be given for the best student poster at the conference.

All presenting authors must register for the conference.

Check only one (1) per submission form:

Poster Presentation Student Poster Competition Paper Presentation

Title of presentation (not to exceed 12 words): _____

Primary (presenting) author's name: _____

Affiliation/Title _____

Voice: () _____ Fax: _____ Email: _____

Additional presenters (list affiliation/titles following each name): _____

(Please fill in other side)

The Texas School Psychologist

Student Poster Competition:

Name and signature of faculty advisor (required): _____

Paper Proposals:

Statement of qualifications of each author/presenter (e.g. Professional Credentials and Issuing Agency,

Highest Degree and Discipline, Specialized Training, etc.): _____

State specific learning objectives: _____

Submission Checklist:

- This Call for Presentations form (all appropriate areas completed)
- Six copies of the title and summary or statement of purpose (without author's names for blind review)
- One (1) stamped, self-addressed postcard (author's name and address, with title information on back)
- One (1) stamped, self-addressed business envelope

Mail postmarked no later than September 8, 2005 to:

Marsha Harman
PO Box 402
Dodge TX 77334



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 instead of a hard copy (be sure to provide your email address above).

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

I am a current member of: (Circle all that apply) NASP APA TPA TPA-Div of Sch Psych TAPA

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) 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

- (a) One who is actively engaged (minimum of six semester hours or its equivalent per semester) in a program of psychology

I wish to donate to the Government Professional Relations Fund Amount:

I wish to donate to the Children's Assistance for Living Committee Amount:

Total:

I affirm that all of the information provided on this form is true and complete.

Signature (Please fill in other side) Date

The Texas School Psychologist

Make checks payable to TASP

or

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

Card Number: _____ Expiration Date: _____

TASP is a volunteer organization. If you would be willing to serve as a committee member on one of the following committees (check all that apply):

- | | | |
|---|--|---|
| <input type="checkbox"/> Convention Planning | <input type="checkbox"/> Membership | <input type="checkbox"/> Nominations & Elections |
| <input type="checkbox"/> Government & Professional Relations | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Newsletter & Publications |
| <input type="checkbox"/> Public Information and relations | <input type="checkbox"/> Awards & Honors | |

If you would be willing to be a candidate for an office for next year please check all that apply:

- President-Elect** **Treasurer** **Secretary** **Area Representative** **Graduate Student Representative**

Please send completed form, check, and all supportive materials as necessary to:

TASP
PO Box 141023
Austin TX 78714-1023

Highlights from Executive Board Meeting

Loretta Allen, Secretary

An Executive Board Meeting was held January 22-23, 2005 in Dallas, Texas. The traditional "changing of the guard" occurred as Al Mayo officially took office as president of TASP for 2005.

Carol Booth reported on the election results. A total of 241 ballots were submitted. The following were elected for positions on the TASP Executive Board: Michael Parker - President-Elect; Carol Booth - Treasurer-Elect; Adisa Minkah - Area I Representative; Donna Black - Area III Representative; Norma Guzman - Area V Representative; and Kelly Shoup - Graduate Student Represent. Al announced his appointments for committee chairpersons: Nancy Breunig -Professional Development Committee; Gwen Carter -Awards and Honors Committee; Ashley Arnold - Membership; Marsha Harman - School Psychology Trainers; and Dyanna Martinez -Government and Professional Relations Committee.



the Austin area with the possibility of meeting with legislators in Austin on Friday, May 13; August 21-22 in the Houston area; and on October 26 before the start of our annual conference in Houston which will be October 27-29. School Psychology Week will be sometime in November in alignment with that set by NASP.

The regular order of business was altered to allow time for a special presentation. Lee Huff, current President of NASP, addressed the board along with Dan Miller, Immediate Past President of NASP and current TASP board member. Besides bringing the Board up to date on what is going on with NASP, they offered a presentation, *Knowledge, Trust, & Nimbleness: Effective Association Leadership*. This presentation was the first step in achieving Al's goal to set up a strategic plan this year to help TASP move forward as we have grown past the organizational phase. During the presentation, a discussion was held regarding ways in which to determine how to understand better the needs, wants, and expectations of the membership of the organization and ways in which to enhance communication with the membership. Another step will be for the Board to set a course and stick with it to move forward to a position of leadership in the state. An example of this would be to have a strong voice when the state is determining the definition for LD as part of the reauthorization. For the good of the school children of Texas we should be making efforts to promote our profession in the state overall and should be trying to increase our membership to 1000 in two years.

The calendar of activities for the TASP Board for 2005 was developed. Board meetings will be the weekends of May 14-15 in

In order to continue the work begun on development of a five-year plan, the suggestion was made to have Area Representatives

hold “town hall meetings” and then get together to distill information gained from area members. The “town hall meetings” should be completed by the end of March so that an appointed committee can meet in April to consolidate the information and have recommendations prepared for our May Board meeting.

To maintain the momentum, three guidelines were approved to update the current Operating Guidelines:

1. The President shall lead the board in long range planning at the first board meeting after taking office.
2. The President shall lead the board in a review of associational progress toward meeting long range planning goals (1, 3, and 5 year) during each regular board meeting of the association.
3. The Immediate Past-President shall develop a report of associational progress made during their tenure (including, but not limited to long range planning goals) to be presented at the first board meeting following transition.

Other reports and information of note follow:

- Brad Shields, Legislative Liaison, provided an update. One of the biggest legislative issues at this time continues to be the Sunset of TSBEP. The Sunset Committee voted down the plan to combine the various boards and recommended the boards remain independent. However, Brad expects a bill to combine the boards will be filed again during the current session because that recommendation had been made but was then withdrawn at the last minute. Brad will keep our Board posted regarding legislative progress on this issue. He predicts there will be a lot of activity around the Psychologists’ Licensing Act since this is one time that a bill has to pass or the state board (TSBEP) and the Licensing Act are eliminated.

- Along the same line, Dan Miller said they have talked about opening up the Licensing Act and asked if we should address TSBEP about changing the title (LSSP) or if that is in the law. Brad said he would try to address that by making a change in the law that prohibits LSSPs from being able to call themselves School Psychologists.

- Dan Miller reported NASP had anticipated many changes with the reauthorization of IDEA as it is more closely aligned with NCLB. Of major importance is the stress on early intervention and prevention. Another recent effort for NASP is joining with APA to clarify the role of the school psychologist. A committee from NASP worked cooperatively with Division 16 of APA. Besides identifying NASP as major player in field of school psychology, the document developed clearly identifies the school psychologist position as specialist level.

- Conference Report – Robb Matthews reported we did well on our conference in November. Overall, the organization cleared nearly \$20,000. It is likely we will go over that amount when the final Purchase Orders are in. In general the evaluation comments were good, and special comments were received about the good organization of the conference overall. Michael Parker and Robb are beginning to work on the upcoming

conference. We will be in Houston at the Marriott West Chase October 27-29, 2005.

- NASP Report – At Robb’s request, it was agreed that TASP will provide a sponsorship for the Georgia Fun Run that will be part of the NASP Conference and a donation of a “Texas Basket” that will be used to raise money for the NASP Children’s Fund. Additionally, TASP will have a hospitality suite at the NASP Convention.

- Finance Committee Report – Susan Logan reported we have about \$33,000.00 in savings in the bank including a \$7000.00 addition to our savings last year. The goal is to add another \$10,000 this year. Money in the present budget was adjusted to allow for the purchase of additional technology/equipment to allow us to have online registration available for this year’s conference. The cost of a Gateway, which will allow us to do online conference registration, is \$775.00 with a cost of \$500.00 for setup and \$25.00 per month to maintain it. A CGI website (to provide a members only section for the TASP website) will cost approximately \$1000.000.

For a full copy of the draft of the minutes of the January, 2005 TASP Executive Board meeting, members can contact either your area representative or me.

Note: Due to the publishing deadline, the highlights from the May Board meeting will appear in the next newsletter.

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
Southwest 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/

Psychological/Emotional Effects on Families Which have a Parent Ordered to Active Duty

Michael J. Bridgewater, Ph.D., LSSP

It is difficult to write on this topic because the need/interest level is very varied in the D/FW RASP Metroplex area. For example, some schools in the D/FW Metroplex area have no students with a parent who is on active military duty. On the other hand, schools near military bases such as the Naval Air Station-Joint Reserve Base (NAS-JRB) Carswell Field Fort Worth, and Dyess Air Force Base (AFB), may have over 50% of their students with a parent on active military duty.



Col. Bridgewater received the President's award at the 2004 TASP annual conference

Military orders calling a parent to active military duty away from his/her family, always causes stress and emotional reactions. However, these stressors/tensions need not be destructive if every family member makes a concerted effort to continually communicate and follow established psychological principles. One of the best set of guidelines on this subject is Dr. Simon Pincus's (1999) "Emotional Cycle of Deployment—a Military Family Perspective." The main theme is that every family member will have emotional reactions to the different stages of deployment. If family members know and prepare for these emotional/behavioral reactions in advance, they will function and cope much better with each "Cycle of Deployment."

President George Bush is aware that military deployments cause stress on families, and recently announced that the U.S. is sending thousands of military personnel home to help reduce this stress on families. However, for those military individuals who must remain on active duty, the family stresses remain highly varied according to factors such as family composition, length of assignment, area of assignment, and threat of death and bodily

harm. For example, a single soldier's family could be composed of such non-traditional members as a distant parent, a cousin, and a non-married sweetheart. Another family may have seven children under the age of 18 years. The discussion of all these factors is beyond the scope of this article. However, research clearly indicates that psychological/emotional stress increases when the soldier has a greater threat of death and bodily harm. Dr. Hodge, et. al. (New England Journal of Medicine, 7/2004) presents research that clearly indicates an increase in psychological difficulties when the assignment area has an increase in combat zone fatalities, i.e., soldiers stationed in Iraq had more psychological difficulties than those stationed in Afghanistan

The answer to the question "How do School Psychologists Help Students with a Deployed Parent?" is a highly individualistic answer depending on some of the above-mentioned circumstances. In many schools, counselors and school psychologist can individually assist children with a deployed parent. I recommend that each child with a deployed parent be, at least, briefly interviewed to determine stress level and be offered a handout from the local Family Readiness Group (FRG). A good reference article for the school psychologist is NASP's "Children and Fear of War and Terrorism—Tips for parents and Teachers." A Dyess AFB school should benefit from group approaches. For group approaches, I strongly recommend, "Curriculum for Children of Deployed Parents (2/2003) by Dr. Thomas G. Hardaway.

During my first deployment (Spring, 2003), the psychological stresses experienced by my family resulted in some awesome expressions of love and caring that I had never before experienced. I hope that I am this lucky during my present deployment at Ft. Polk, Louisiana. During my first deployment, I had an opportunity to work with soldiers, but rarely work with spouses and children. At this time in my deployment, it is too early to determine to what extent I will work with children and families.

As I close, I want to thank all the individuals who have expressed caring and offered assistance to me and the rest of my family. This outpouring of compassion is greatly comforting. I pray that other military families are as fortunate as mine in experiencing this supportive goodwill.

Help Needed

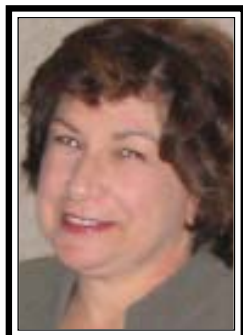
The Texas Association of School Psychologists has leadership positions available for 2005-2006. If you are interested in joining a group of energetic and dynamic professionals in school psychology, please contact any member of the TASP Executive Board. These leadership positions will provide you with a professional network of friends and colleagues, access to "hot topics" and current information from Austin and Washington, travel (at no cost to you) to exciting Texas locations to attend TASP meetings three to four times per year, and opportunities to attend and work at the annual TASP professional development conference. In addition, you will have the opportunity to write a regular article for the Texas School Psychologist and receive NASP continuing education credit for your volunteer commitment to the state organization. Most importantly, you will have the experience of influencing the direction of school psychology in our state. Please consider donating your times and talents to TASP.

If you wish to nominate yourself or a friend for a position on our Executive Board, please contact Andrea Ogonosky at 832-656-0398 or aogonosky@msn.com

Reflections from a Past-President

Carol Booth, Ph.D., NCSP, LSSP

As a Past-President of the Texas Association of School Psychologists and current Treasurer-elect, I now realize that I am approaching the more than ten years of involvement in an organization that has come to be an integral part of my identity. I can remember my excitement and ambivalence when the first meeting was held in College Station to propose the formulation of this organization. Excited by the incredible optimism generated by this group who were convinced that we could shape the direction of school psychology services for children in the Texas schools, I definitely experienced doubts about our ability to take control of our profession since it seemed as if we had so far to go and so much to do. All I can say now is WOW-look how far we have come!



Our licensure status and the increased numbers of Licensed Specialists in School Psychology working in our schools have afforded us so many opportunities for our job roles to evolve. Many of my colleagues now expect to be selective in our job searches so that we can find settings where we can strengthen our interests and special expertise. We share an immensely diverse range of job duties across the state despite that fact that for most of us assessment was our starting place in the profession. The quality of the day-to-day work environment has improved immeasurably. Although we may not have everything that we want in order to do our jobs, few of us today are testing in the restroom or counseling while we walk the track (unless this is by choice). We've come a long way!

I remember when TASP took the stance that the LSSP would raise the bar for everyone and this has definitely happened. Our training programs have grown and improved at a rapid rate. It would be quite intimidating to me now if I were in graduate school. The quality of district training and other continuing education opportunities are also truly outstanding. When I look around the state, I am just overwhelmed by what I see LSSPs doing to assist children, parents, and schools. The knowledge and skills of our Texas LSSPs can be compared very favorably to school psychologists anywhere in the country.

**Renew Your
TASP Membership
TODAY!**

**All Memberships Expired On June 30!
Use the Membership Application on Page 13**

Many of our colleagues are moving into administrative and leadership positions in our schools. School psychologists are now included when statewide discussions are held regarding the delivery of special services in the schools. We are definitely seeing that LSSPs are shaping the direction of school psychology and the quality of services to children in our state. People are actually asking our opinion about what should be done when changes are being considered. Inclusion now includes school psychologists.

It is now time for us to look to the future. Do we have TASP members willing to volunteer to serve as board members or volunteers who can assist in continuing our professional growth? Are we willing to move outside of our professional comfort zone? How will we respond to proposed changes in school psychology to a public health model versus a special education model? I no longer have doubts or feelings of ambivalence about our ability to meet the demands of change. I truly believe that school psychologists will grow and change beyond everyone's expectations if we maintain the strength and vitality that this professional organization provides us.

I thank all of you for the opportunity to have served with the TASP Executive Board. Please say yes if someone asks you to serve TASP. May this be your best school year ever.

Treasurer's Report

Susan Logan, Treasurer

Financial activity for the period from July 1, 2004 through April 30, 2005

Beginning cash	<u>71,065.53</u>
Revenue	
Membership Dues	34,960.00
Convention	79,797.00
CALC Donations	490.00
GPR Donations	350.00
Interest	67.43
Total Revenue	<u>115,664.43</u>
Expenses	
Awards	2,294.89
Clerical	6,465.98
Fees – Prof. & Service	18,931.00
Miscellaneous Expense	114.93
Operating Expenses	
Convention	48,033.84
Other	724.65
Postage	1,359.93
Printing	3,261.20
Supplies	2,697.57
Travel	7,777.83
Total Expenses	<u>91,661.82</u>
Revenue in Excess of Expenses	<u>24,002.61</u>
Ending Cash	<u>95,068.14</u>

Area Reports

Area I

7. Kilgore
8. Mount Pleasant
10. Richardson
11. Fort Worth

Area IV

6. Huntsville
12. Waco
13. Austin

Area V

1. Edinburg
2. Corpus Christi
15. San Angelo
20. San Antonio

Area II

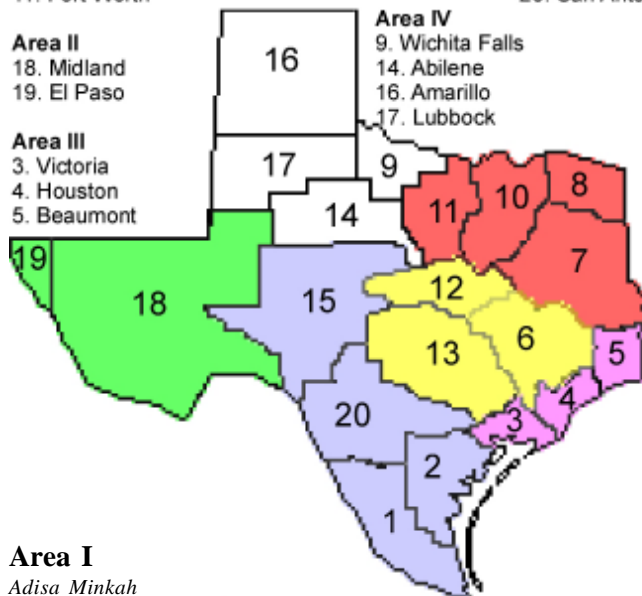
18. Midland
19. El Paso

Area IV

9. Wichita Falls
14. Abilene
16. Amarillo
17. Lubbock

Area III

3. Victoria
4. Houston
5. Beaumont



Area I

Adisa Minkah

A question was posed, by the newsletter editor, regarding advice for new LSSPs. It has been seven years since I was a new LSSP in Texas. However, I am beginning a position in a third district since my move south. These position changes have afforded me the opportunity for new experiences. Your particular personality will have much to do with your entrance and success in a district. However, there are fundamentals that are necessary to being successful. Being active as you enter a district is important, especially as you enter relatively large districts. There does not tend to be a protocol for teaching new employees who, where, when, and how things get done in the districts I have entered. You have to be attentive to vocabulary and how people are doing things. These observations will answer your questions or provide opportunities for them to be asked. Though it is always mentioned, it is very advantageous to be on gregarious terms with the secretaries and clerks. Not simply polite relations, as much as developing close relations. Secretaries can make your tasks easier at times.



It is very powerful to be able to empower faculty to use their knowledge base. Additionally, being prepared to enhance their knowledge base through consultation and in-service is important. Although LSSPs have foundational levels of knowledge, we all have separate interests and strengths. Meeting and having discussions with your diagnosticians and administrators will

allow you to share your strengths and find out their expectations. I was asked to speak with the special education staff at one school about FBAs and BIPs on my first day

I ask all of you in Area I to share this newsletter with your colleagues that are not members of TASP... and encourage them to join this year! area1@flash.net

Area II

Katherine Brehm

Greetings from Area II! We had a very productive and interesting Town Hall meeting in April. Michael Parker, President-elect, came to see what it's all about in West Texas and left pleased with the good turn-out of TASP members (and non-members!). Six school psychologists, two current students, and one student who will begin her program in the fall attended the meeting. The group gave valuable input regarding the Professional Development Conference and ways to draw more people into school psychology. Speaking of which, UTEP appears to be ready to send their school psychology program off to Austin for approval, but don't look for the program to start this fall. Retirements of current staff in area districts over the next three years will offer fresh opportunities, as will newly created positions. Socorro ISD has an opening right now at a very competitive salary. You can contact Dr. Frank Smith, TASP member, for more information. Hope you all are having a restful and fun summer!



Area III

Donna Black

At the time of this report I am eagerly anticipating a relaxing summer break as I hope most of you are! The news from Area III is pretty similar to what everyone else in the state is experiencing. Many of our members have been busy learning about the changes in IDEA and preparing to implement them. There continues to be concern about AYP and the increasingly significant emphasis placed on the state assessment program. As predicted, this has increased the pressures on special education through the intervention process, the referral process, and the evaluation process. However, everything is not as bleak as it seems. There is hope on the horizon! On a more positive note, we are beginning to see a shift in thinking when it comes to the referral process. In our area there are several districts that have already begun to implement a process of intervention that focuses on 'response



to instruction.' Early data collected from these districts indicates a reduction in the number of referrals initiated to special education. More news on these results will follow when more complete data is available. If you would like information about the intervention process implemented in these districts, I will be glad to share that with you. Just drop me an email or give me a call.

Turning your attention to our profession, I would like to announce that TASP has made a concerted effort to obtain input from all LSSPs in the state regarding our role in shaping the future of our profession. During the months of March and April, there were 'Town Hall meetings' held in every Area across the state. At these meeting members were able to give input regarding their thoughts on the future direction of our organization. The input provided by members was then presented to the TASP Board to assist them in developing a five-year strategic plan for the organization. If you were unable to attend one of the 'Town Hall Meetings and would like to share any thoughts or ideas that might improve your association, please let me hear from you. I can be contacted at dblack@wharton.isd.tenet.edu or by telephone at (979)532-6239.

Enjoy your summer break!

Area IV

Jon Lasser

The question was posed: "What advice would you give to a new LSSP?" My advice to any LSSP is to get involved with professional organizations at the State and National levels. With all of the changes taking place in education and special education, we need to be well informed so we can ensure that the children are getting a quality education that prepares them for the workforce in a changing world. We also need to keep up with any changes in the Law and how that affects our service to children. Continuing education is a requirement and it must be meaningful to help us improve our skills so we are able to make appropriate recommendations for interventions. The job of an LSSP needs to be more than just an evaluator who assesses for a disability. A label does not give us a "cure," but gives us directions on what types of strategies the child needs in the classroom to learn. We need to become familiar with research based academic and behavioral interventions. The best advice I could give to a new LSSP is to look forward to an exciting time, be prepared for many changes, and keep smiling! There will be days when you wonder why you chose this field and when you feel most discouraged, a student or parent will come up to you and thank you for helping them or their child. The greatest thing I enjoy is hearing from my former students who are now out making their way successfully in the world.

I hope all of you have had time to relax and get some rest.



Area V

Norma A. Guzman

Hello to everyone in Area 5. If you do not know who you are, this includes any LSSP in San Angelo, San Antonio, Corpus Christi, Rio Grande Valley and all points in between! (Educational Service Centers 1, 2, 15 and 20). I began my term as TASP Area 5 representative Jan. 1, 2005 and attended my first board meeting in Dallas.



Just a reminder, keep in mind that TSBEP has changed the renewal process for licenses. You must renew your license online beginning this year. The TSBEP will no longer be mailing out renewal forms. www.tsbep.state.tx.us

On Friday, May 13th, TASP members converged onto the state capital in Austin to meet with legislators. This was an overall great experience, once our Legislative liaison, Brad Shields, briefed us before our meetings. This is a current legislative year, which is now at an end. I would encourage all LSSPs in Area V to become more involved for the future of school psychology and the LSSP.

Lastly, I know that everyone is anxiously waiting the final regulations of the new IDEA signed by President Bush and wanting to know that changes will be in store for the practice of school psychology in Texas. TASP will be working on getting all our members the latest information when it becomes available.

Thank you. I am looking forward to working with everyone in Area V and I hope to meet or contact everyone soon. Please contact me with any concerns, questions or comments. The easiest way to reach me is via e-mail: NGuzmanTASP@aol.com.

Area VI

Mindi Jeter

My advice to new LSSPs is the same advice I would give to anyone embarking on a new career: be flexible and open-minded. Since LSSPs are able to perform a myriad of roles in the schools, job responsibilities tend to vary according to employer. I would advise all new LSSPs to be willing to take on a variety of roles and wear as many hats as are offered. Being an effective provider of school psychological services is important, but learning how you can impact and improve the overall educational setting using psychological services and your personal strengths and gifts is much more profound. Fortunately, we all have special talents, and I encourage you to discover yours and broaden your horizons. I would like to add a special thanks to those of you who participated in our spring town hall meetings. Your involvement and innovative ideas are greatly appreciated!



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Webmaster Report

Francis Chen, Webmaster

Hello, my colleagues. I am looking forward to input on what you all want for our website. Aside from your input for YOUR website, I would ask you all to be the eyes and ears for upcoming events that may not necessarily come my way, such as service center workshops, regional workshops, and, of course, other conferences that are related to our field and/or education. I would like for our calendar of events to be useful to any that happen to be browsing. If your district or others you may know are listing positions, you may want to encourage them to post their positions. Just point them to our job opportunities link!



We are currently researching on ways to upgrade and improve on the services that can be provided through txasp.org. I welcome and encourage you all to submit your suggestions.

Just to remind you, I can be contacted via email at francis.chen@charter.net. I continue to ask you all for input on what kind of listserv topics you may be interested in for TASP to organize. I eagerly await your thoughts and suggestions! Talk to you all, soon.

TASP website: www.txasp.org

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