



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. 14

No. 1

Spring 2006

President's Message

Michael Parker, Ph.D.

The Texas Association of School Psychologists is prospering and moving forward. Our membership is greater than ever, totaling over 700. We experienced our most successful conference in 2005. In January 2006 the TASP Board finalized and approved the new strategic plan that is designed to continue to improve our organization over five years. This plan will add significant value to your membership in a variety of ways.

As President, I am honored to lead TASP down this road of promise. In the past year we held town hall meetings around the state. I had the opportunity to listen to feedback from our members in San Antonio, El Paso, Abilene, and the Dallas-Fort Worth Metroplex. The Board addressed the members' concerns and folded their suggestions into the strategic plan for the future. Listening to our members is critical to the Board and the six Area Representatives do an excellent job of conveying what the members share with them.



One concrete element of proof of our efforts to improve services to our members is the redesigned website. It's not just a new look; it is also easier to navigate. The website has the flexibility for us to create additional pages and to expand information available. Look for new data and links in the coming months and subsequent years.

Speaking of the coming years, 2007 holds the next regular State Legislative session. TASP members were active and influential during the 2005 session with regard to the sunset review of the law that established the Texas State Board of Examiners of Psychologists. We are very pleased with the outcome of the sunset review. This year is a time of preparation for the approaching congressional session. TASP continues to review the potential effects of passed and possible legislative acts. During 2006 we will keep our finger on the pulse of legislative activity and plan accordingly.

Many of you know our NASP delegate Robb Matthews. He is not only a driving force in producing our annual conference, but he is also a conduit of information between NASP and TASP. Last October I had the pleasure of attending the NASP Southeast Regional meeting with Robb and our President-elect Loretta Allen. This was a very enlightening meeting as we discussed issues at the national, regional, and state levels. Other states share the same concerns that we have here in Texas about issues, such as IDEIA and the shortage of school psychologists (as LSSPs are known nationally.) TASP will continue to align itself with NASP to problem-solve for the good of our state colleagues as well as those across the nation.

The Center for Mental Health in Schools at UCLA has established the Policy Leadership Cadre for Mental Health in Schools. Past-president Al Mayo and I attended the Texas Leadership Institute for Mental Health in Schools, the first one of its kind by UCLA, on September 20, 2005. We joined the Texas cadre as representatives of TASP, rather than our school districts. This is another example of how TASP is achieving national influence.

As the Board represents you to safeguard the practice of school psychology, I want to thank each of you for your support. A body of 700 members is a strong voice with the legislature and a significant factor at the polls. I encourage you to talk to your colleagues about amplifying that voice by joining TASP this year. TASP is probably best known for its annual professional development conference, but as you can see it is so much more. TASP will continue to monitor those efforts that might restrict your ability to practice and to act on your behalf. TASP will increase its viability and continue to prosper... with your support.

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TASP Working for You

Michael J. Parker, Ph.D., President

The Texas Association of School Psychologists was well-represented at the Texas Council of Administrators in Special Education (TCASE) Midwinter Conference 2006. The conference was held in Austin January 24-26. TASP had a table in the exhibitor's hall which was staffed by Ashley Arnold, Donna Blackman, Mindi Jeter, and Michael Parker. At first impression the placement seemed off the beaten path, as TASP was given a booth around the corner, in the back, seemingly out-of-sight. As it turned out, however, the food service between sessions was stationed in that area. Consequently, the TASP booth had a good flow of visitors. The conference was directed toward administrators in Special Education, who collected TASP memorabilia to give to their LSSPs in appreciation of their work. It was very encouraging to hear so many administrators speak so highly of their school psychologists.



(left to Right) Ashley Arnold, Mindi Jeter & Donna Black represent TASP at TCASE

TASP congratulates Stephanie Blanck on her recent election as President of TCASE. We are proud to see an LSSP achieve that position.

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, 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

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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: 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. 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.

The Pre-referral Team is not Just A Phase

Casey Lankford, M.S., LSSP Trainee, Associate Editor

If your schools look anything like mine here are some of the most common utterings in the past month. “TAKS.” “We need to refer and have him tested ASAP.” “Does he qualify?” “Can you have all that testing done today?” “You do know that the first section of the TAKS is this next week.” “He will need to take the SDAA if he qualifies; he is just not ready for the TAKS because he can’t stay on task that long.” Now this may be an over exaggeration, but I do know our referrals have increased exponentially post Christmas break, and the most pressing reason that school administration is giving, is that the TAKS is coming! Great job security for several LSSPs, but is it what is best for our students?

There have been and will be, more and more changes to our state and federal accountability processes. It appears that the state is edging out the SDAA option all together and bravely incorporating other test options (i.e. TAKS-I), in order to be in alignment with NCLB. There is another part of NCLB that is not getting the attention that it may deserve but is as pressing as aligning our state assessment. This is the pre-referral process. As we have heard, NCLB is pushing more towards the response to intervention (RTI) model; a model that presents the pre-referral team/intervention team as very useful. As of now, most of your campuses should be aware that there needs to be some prior documentation, illustrating that there have been several attempts to help the student before he/she is referred for special education services. Currently your schools may turn in some extra paperwork with boxes checked off with attempted interventions, or possibly a narrative of the teacher’s exasperated trials of moving the student around the room and giving extra time to complete assignments. Is this sufficient documentation that something has been done? If we accept the RTI model as opposed to the discrepancy model, this may be the documentation that places some of our students in special education. Is everyone ready for this to happen?

One of the districts I am working with this year is putting into place a promising practice which incorporates an intervention team that will help reduce the number of referrals to special education but more importantly, to help students become more successful with support given to them in the regular education setting. This particular district feels that if a student cannot be successful after copious pre-referral team interventions, that student definitely warrants a referral to special education. This district intervention team consists

of the administrators from each of the campuses, regular and special education teachers, the school nurse, and any other relevant member that the school feels should be present (e.g. the parents of the student). The team meets once a month to discuss each of the students on the docket and to suggest certain interventions that would be appropriate for the student. During the succeeding monthly meetings, those interventions are discussed in order to decide whether or not they have been helpful to the student and to determine if other interventions need to be tried. All of this is documented. If at the next few monthly meetings, the student is not making adequate progress, the student will usually be referred to proceed through the special education process. This is one school district’s honorable attempt to help their students and decrease their amount of referrals. As a case study, it has worked quite well. There has only been a handful (1 or 2) of referrals from this district, as opposed to the larger amounts that other districts have referred this year (10-15).

So you are now asking, why is this relevant? Boldly stated, there should be a system in place that requires our districts to get on board by comprising their own pre-referral/intervention teams, in order to insure student success. Not only are they needed to provide documentation of various attempted interventions that have been implemented in the regular education program, they also help with students who are already in the special education program. The pre-referral intervention team is not only a helpful asset to the students, it is also now required by law to have documented interventions before a student is able to be referred to special education. This team will also become imperative once TAKS testing changes occur and the SDAA is phased out. Our students are going to need more help provided than a label to get them exempt from assessment process, once these testing requirements change. It is essential that the schools know that the pre-referral team is not just a phase, it is the new frontier of education...who wants to lead the expedition?!?!?



Donna Black and Gwen Carter

Graduate Student Report

Joseph Kunkle, Graduate Student Representative

First, I would like to express my sincere appreciation to the TASP membership for electing me the new Graduate Student Representative. I am honored to have the opportunity to represent my fellow graduate students in this organization and hope to serve them well. Attending my first board meeting this past January was an exciting and enlightening experience. The meeting provided me with the opportunity to see the work that goes into operating TASP first hand and reinforced my belief in the importance of the organization. While many members are aware of the professional development opportunities provided by TASP during the annual conference, TASP is also integral in promoting school psychology throughout the state. For example, TASP is actively engaged with the state legislature in order to protect the interests of our profession. Such functions are accomplished through the hard work of board members. I am excited to work with such dedicated and conscientious individuals who are committed to the advancement of the profession of school psychology.



Looking forward, there are many things that I would like to do during my term as Graduate Student Representative. Two general goals I would like to pursue include: (1) insuring that TASP serves as an important resource to its graduate student members and (2) encouraging students to become increasingly active in the organization.

My first order of business is to create a new graduate student page for the TASP website. Currently, the entire TASP website is under construction and there is no graduate page available to students. It is my hope that adding a student page will complement the two general goals by providing students a convenient source of information as well as a place to become actively engaged. I am working along side the TASP Webmaster to develop the new page, which will hopefully include some new interactive functions.

Student membership is another area in which I hope to make important gains during my term. When I wrote my bio for this position I described myself as a “true believer” in the importance of organizations such as TASP. As with all professional organizations, the success of TASP depends on an active membership base. All students should realize that school psychology is not a field for the passive. It is a field that addresses many complicated problems and is a profession that is influenced by local, state, and federal politics. TASP is one way we can come together as a profession to meet these challenges. I would like to encourage all current members to talk with non-members about the organization. Tell them about the importance of joining as well as the benefits of becoming a member. This represents an easy way that students can get involved by simply talking to their classmates!

In closing, I would like to encourage student members to provide me with feedback. I am open to all thoughts, suggestions, and even criticisms. Above all, I see the opportunity to serve on the board as a learning experience that will no doubt continue throughout my term.

Secretary's Report

Francis Chen, LSSP

I would like to say “hello” to all my colleagues in TASP. I am filling in some big shoes as the new TASP Secretary and I hope that my efforts will be helpful to our membership and the Board.

The TASP Executive Board met in Fort Worth on January 21 and 22, 2006. Newly elected officers and previous members who were asked to come and help provide a transition to new Board members were present.

Andrea Ogonosky reviewed the election results: the President-Elect is Loretta Allen, the Graduate Student Representative is Joe Kunkle, the Treasurer-Elect is Jill Schurr, the Area II representative is Greg Harracksingh, the Area IV Representative is Martha Blanton, Mindi Jeter was re-elected as Area VI Representative, and Francis Chen was elected to the position of Secretary. The annual “Handing over the Gavel” was conducted to Michael Parker, now President of TASP. Andrea remarked on the increase in competition for the positions as a positive note in increased TASP participation by the members at large.

Michael Parker announced his appointments for committee chairs: Jennifer Shewmaker – Professional Development, Coady Lapierre – Newsletter Editor, Laurie Klose – School Psychology Trainers, and Andrea Ogonosky – Public Information and Relations. The Government and Professional Relations Committee is open due to the Dyanna Martinez’s decision to resign due to other obligations including enrollment in a doctoral program.

Michael recognized the contributions of outgoing Board Members, Ashley Arnold, Kelly Shoup, and Marsha Harman for all their tireless work during their tenure as Board Members.

There was continued discussion on the strategic plan for the next five years. Included in the discussion was how TASP can assist in mental health issues in schools, alignment with national titles - being thoughtful of the issue of title change with sensitivity toward other organizations and our professional colleagues, increasing TASP membership to reflect the total number of practicing LSSPs in Texas, and continued adaptability in TASP’s role in professional development.

The Treasurer’s report gave indication of solvency. Discussions were made regarding improving our service to the members of TASP.

The TASP Legislative Liaison, Brad Shields, reviewed his meeting with other professional organizations and the request for information in regard to title change. He reported that there has been no information, at the time of the Board Meeting, in the appointments to TSBEP.

Practical Prevention and Intervention Resources for LSSPs

Jennifer Shewmaker, Ph.D., LSSP, Professional Development Chair

With the changes in IDEA and the push in many professional fields for accountability, school psychology is becoming ever more focused on providing not only assessment for special needs, but also suggestions for interventions and evaluations to monitor the effectiveness of intervention plans. With this shift in our field, it is important that LSSPs be ready to play a key role in problem solving through sharing their knowledge of intervention and evaluation.



As we consider interventions that are most effective in the schools, it is important to think about practical needs of LSSPs in the field. Many books are available that provide information about theory and reviews of different programs. However, it is not always realistic to have these on hand. In this article, we will focus on a resource that you can take with you to the schools and use as you sit down with teachers, parents, or intervention teams to discuss ideas for intervention and evaluation.

Natalie Rathvon's Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence provides general information and specific intervention strategies in several areas. Chapters are broken up into proactive interventions, academic interventions, and interventions to modify behavior and enhance social competence. The great thing about this book is that the intervention sections provide over 70 empirically supported interventions that are set up in an easy to use format. Each individual intervention is summarized, and then you are provided with its purpose, materials that are needed, how observations can most easily be conducted, specific step by step procedures, and several different ideas for evaluating the interventions effectiveness. Many of the interventions have notes on problems that might come up in each step, different variations that you might want to use depending on the classroom structure and teaching style, and sources for further reading. This format is helpful because LSSPs can bring the book along with them to the school, sit down with a teacher or intervention team and look over several different options for addressing an academic or behavior concern. Because observation and evaluation strategies are right there, it is easy to plan not only which intervention will be implemented and how, but also how it will be observed and evaluated for effectiveness. This addresses the common problem in the schools of a great intervention being chosen, but never fully implemented or monitored.

At the beginning, this book provides a short introduction focused on the intervention assistance movement and the way that this approach works to solve classroom problems. Included in these first two chapters are guidelines for maximizing the success of intervention assistance programs, steps in the process, legal and ethical considerations, helpful thoughts on selecting reinforcers

and evaluating efficacy. These chapters are short and give you a clear understanding of the how and why regarding the intervention assistance approach.

The third chapter focuses on Proactive interventions. This chapter discusses the importance of proactive classroom management as well as specific strategies. This chapter could be especially helpful in planning teacher in-service training before the academic year starts or those targeted at new teachers. It might also be useful for working in consultation with teachers who are feeling generally frustrated with lack of classroom control.

The fourth chapter consists of interventions for academic difficulties ranging from organization skills to homework completion. It covers the specific academic areas of reading, mathematics, writing, social studies, and science. These interventions are ideal for LSSPs working with teachers and intervention teams to document that empirically based interventions have been put into place as well as their outcomes when considering future referral for special education evaluation.

The last chapter contains interventions for modifying behavior and increasing social skills. With the safe school initiatives in many parts of the country and state, developing programs for behavioral problems and social competence is an important issue to all LSSPs. These interventions focus on increasing on-task and cooperative behavior and reducing inappropriate behavior, improving behavior in less structured situations and settings such as the lunch room, rest time, and PE. These interventions range from classroom oriented interventions to those focused on one student or a subgroup of students. This gives the LSSP, teacher, and planning team the ability to focus on the specific needs of the classroom and teacher.

This book is an excellent resource for busy LSSPs. It gives access to many empirically based interventions with specific guidance regarding implementation, observations, and evaluations along with variations to meet the needs of the specific situation.

Rathvon, N. (1999). Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence. Guilford: New York.



Your TASP Board released from detention!

ASIDES A LA ASHLEY

Ashley Arnold, MA, LSSP, NCSP, Associate Editor

A reminder to watch what you say:

TEACHER: Glenn, how do you spell
“crocodile?”

GLENN: K-R-O-K-O-D-I-A-L”

TEACHER: No, that’s wrong

GLENN: Maybe it is wrong, but you
asked me how I spell it.

TEACHER: Millie, give me a sentence
starting with “I.”

MILLIE: I is...

TEACHER: No, Millie..... Always say, “I am.”

MILLIE: All right... “I am the ninth letter of the alphabet.”



http://www.flippengroup.com/educ_ckh_what.html

One of my elementary schools has trained a core team of teachers in the “Capturing Kids Hearts” program. The above website gives more information, but the program focuses on teachers changing their way of thinking and dealing with discipline problems in the classroom. It has really helped motivate some teachers and our elementary school principal is very excited about it.

<http://www.fcrr.org/FCRRReports/table.asp>

Here is a review of various reading programs used throughout the nation that the state of Florida has complied. The reports also provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading.

<http://www.starfall.com/>

Here’s a website that I have shared with my elementary teachers that is a good website to assist with reading. It has everything from teaching letter sounds to beginning reader. This is a fun website for kids and has lots of free downloads for teachers.

<http://www.sotx.org>

Get involved with Special Olympics (if you aren’t already). I am the Soccer Coach for my school district and love it. It does take a lot of creative planning on my part to squeeze practices in between ARDs, testing, consultation, counseling, and all of my other duties, but the payoff is enormous.

One image that I won’t forget is from last year’s competition: One of our players had to be transported to the hospital in an ambulance due to stomach cramping (she’s OK). However, one player saw the ambulance leaving and started crying at midfield. Well soon all the other players joined her and they all stood there hugging each other and crying at midfield while the game was going on!! It was too sweet, but as the coach, it did require me to call a timeout and calm my team down.

We have started practices again this year already and hearing the shouts of “Coach Ashley” definitely make me forget about all the paperwork waiting for me at my office.

Even if you don’t want to become a certified coach, Special Olympics is always in need of volunteers, especially on competition days.

Here are some summer camps in Texas that are specifically designed for special needs kids. Check out their website for more information.

www.downhomeranch.org

This is a residential summer camp for adolescents (13 and up) with Mental Retardation. The camp is located in Elgin (approximately 25 minutes east of Austin).

www.starranch.org

In addition to being a Residential Treatment Center, Star Ranch offers a residential summer camp for children with severe Learning Disabilities (and they include ADHD and Emotional Disturbance as Learning Disabilities). The camp is located in Ingram (which is west of Kerrville).

I have been involved with helping send children/adolescents to these camps for about 5 years now and it is a wonderful experience for all those that attend.

And Finally, Some Things to Ponder:

“If you had to identify, in one word, the reason why the human race has not achieved, and never will achieve, its full potential, that word would be “meetings.”

“Never be afraid to try something new. Remember that a lone amateur built the Ark. A large group of professionals built the Titanic”

-Dave Berry on 10 Things It Took Me More Than 50 Years To Learn



Past President, Al Mayo, passes the President’s gavel to our new TASP President, Michael Parker



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) 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

- (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 Date

(Please fill in other side)

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
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Austin TX 78714-1023

Texas State University - San Marcos School Psychology Program

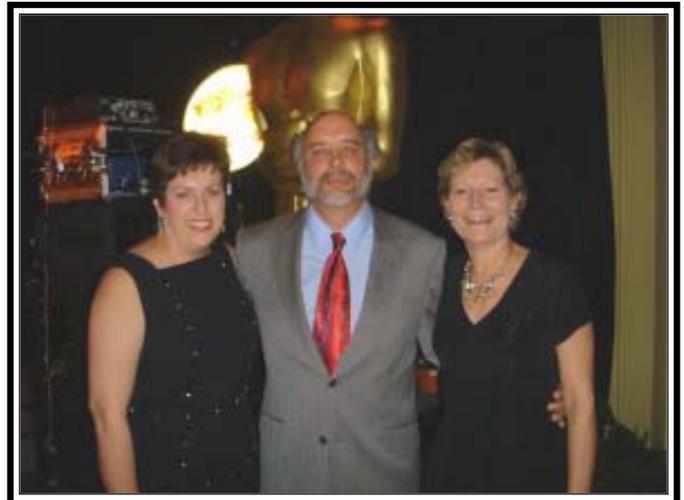
TSU offers a specialist level, Master of Arts Program in School Psychology, accredited by the National Association of School Psychologists (NASP). The program endorses the scientist-practitioner training model and leads to institutional recommendation for certification as a Nationally Certified School 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.
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Renew Your TASP Membership TODAY!

All Memberships Expired On June 30!
Use the Membership Application on Page 7 & 8



Donna Black, Michael Parker and Gwen Carter at TCASE

**Texas Association Of School Psychologists
Professional Development Conference
October 19-21, 2005 - Irving, Texas**

CALL FOR STUDENT AND PROFESSIONAL POSTERS

Posters 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 June 1, 2006 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 by August 1, 2006.

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

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

Primary (presenting) author's name: _____

Affiliation/Title _____

Voice: _____ Fax: _____ Email: _____

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

Student Poster Competition:

Name and signature of faculty advisor (required): _____

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 June 1, 2006 to:

Student Poster Competition entries to: Laurie Klose; 1810 Fawn Bluff, San Antonio, TX 78248
Professional Posters Proposals to: Jennifer Shewmaker; ACU Box 28011; Abilene, TX 79699

From Mayberry to MTV: Media Messages and Sociosexual Development

by John Furness, M.S., LSSP, Associate Editor

Growing up, you probably remember the shock value effects of news headlines reporting the newest trends of juvenile violence and sexuality. This new wave of rebellious youth defied authority figures while spending time smoking and listening to rock and roll. Even so, the violence and sexual themes portrayed in the media presented, at it's worst, non-lethal types of social defiance where those injured suffered a few bruised egos and maybe a valuable lesson about reputation. Oh, to be back in the good old days.

In a time where moral standards have shifted, there is a growing concern over the development of children and adolescents. As practitioners, much of the work we do lies in the valid assessment and treatment of children and adolescents with symptoms of sexual, violent, or abusive behavior. Yet, in this world of mixed media messages, how can we know the boundaries between what children accurately perceive is real or not?

The differentiation between exposure to sexual content and ever-changing social norms versus the understanding of legitimate patterns of child abuse and victimization are paramount to the success of a client's protection, proper diagnosis, and treatment. We now live in a world where instant access and lack of restraint merge together, the unfortunate, although inevitable result is the birth of some rather grim and alarming statistics. According to a study conducted by the RAND Corporation in September 2004, children who view large amounts of television containing sexual material are twice as likely to start engaging in sexual intercourse the following year compared to their friends who had less exposure to television. The study goes on to say that the impact of media has increased to such a degree that even a modest shift in the sexual themes of children's television viewing could have a significant effect on their sexual behavior.

Why is this important? Beyond behavioral and cognitive alterations, exposure to questionable content can lead to psychological changes, specifically desensitization. Just as in other areas of development, children's sexual behavior progresses over time, and many behaviors are normal for children at certain ages. However, that development becomes blurry when considering the external factors that have changed such standards. Therefore, we must acknowledge messages prevalent in common culture about sex and violent behavior, which are contradictory and confusing to most children.

Despite the array of media messages that surround us, it is essential to differentiate between normative sexual behaviors, which are more exploratory and playful in nature, than more aggressive overtly sexual behaviors. Normative behavior patterns do not show a preoccupation with sexual interactions, and are not hostile, aggressive, or hurtful to self or others. Nonetheless, when children display sexual behaviors, it can be difficult to decide what constitutes natural and healthy behavior and when a problem or disturbance exists. Thus, knowing the signs of child abuse is imperative in recognizing needs and services for these children and adolescents.

Furthermore, parent education on these issues is becoming increasingly important, and any organization that is interested in helping parents should include media education for parents and media literacy for children among its important themes. At the very least, it is apparent that we cannot solve this problem by ourselves. Practitioners need to obtain help from various service providers and should become familiar with the resources available in their community.

Webmaster Report

Francis Chen, Webmaster

Hello to all my colleagues in TASP! The website appears to be leveling out of its growing pains and is being heavily trafficked.

The following appears to be recurring questions and I will do my best to answer them here.

Q: I can't log on with my username and/or I don't know what my username is.

A: Your username and password is your membership number. For example, if you are a student member, your number would be "S1234". You put in the username and password box "1234" – it is important that you do not include the "S". A regular member would be "R1234". Again, leave out the "R". Other membership categories will have other letters that precede the number, itself. Once logged on, it is highly encouraged for the member to change her/his password (you can do that by accessing your member profile and making the appropriate edit).

Q: I used to be able to access the employment listings, whether I was a member or not.

A: The TASP Board has changed this so that only members of TASP can utilize this resource.

If you continue to have difficulties accessing your username, please do not hesitate to contact me!

Joe Kunckle has edited the Graduate Student Page and it is now accessible to student members of TASP. We are investigating the possibility of having a bulletin board of some sort put on our website. Joe and I will keep you apprised of that situation.

Ashley had created a listserv for students and it has been dismantled. If the bulletin board does not appear feasible, we may recreate the listserv with some changes. In the past, anyone could make themselves a member of the listserv. If it is recreated, there will be a requirement to request joining the listserv and/or an invitation to existing student members to join – to limit spamming. Thank you, Ashley and Joe!

I look forward to seeing everyone in October, at the Irving Conference! Stay tuned to the website as the conference information is added, e.g. volunteer forms, hotel information, CALC service project, registration information, etc.!



Five Years From Now

Al Mayo, Ph.D., LSSP, Past-President

You are in a heated game of Trivial Pursuit when suddenly you get the question, “What is the gestation period of a TASP Five-Year Strategic Plan?” Look your opponents straight in the eye and confidently say, “One year.” That was the length of time it took to develop and adopt the current TASP Five-Year plan.

In January of 2005, Lee Huff, then current President of NASP, and Dan Miller, then immediate Past President of NASP, made a presentation on Effective Association Leadership to the TASP Board. Guided by the information in that presentation, the board developed goals that would lead TASP toward a meaningful future. We developed goals that could be reviewed at the beginning of each board meeting and guide all of the actions of the meeting.

Between January and May, 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 adopted goals.

At the May and August meeting, the board reviewed all the information from the Area Town Hall meetings and wrote measurable objectives designed to meet the adopted goals. One year, three year and five year objectives were developed.

At the January 2006 board meeting, the final plan was drafted. That plan is published in this newsletter. Please review the plan and ask yourself, “What can I do to help with the implementation of this plan?” You will notice that the “Who” column makes reference to many committees. For this plan to be successful, we need strong committees staffed by creative problem solvers like you. Each of the committees involved utilizes special skills and interests. If your interests and skills line up with any of committees, please let us know at TASPOrg@aol.com. We need your support.

**Texas Association of School Psychologists
Five-Year Plan
Adopted January 2006**

Goal 1: *To increase the value of being a TASP member to students, practitioners, and private practitioners.*

WHEN	WHAT	WHO	MEASURE OF SUCCESS
One-Year Goals	Enhance TASP website to be more informative by adding resources. <ul style="list-style-type: none"> • Have a “Members Only” section • Establish a link to TEA • Post state-wide internship sites and stipends on the website 	Webmaster and committee	Monitor number of hits on website on regular basis. Provide Satisfaction Survey to members at later time.
	Review and revise White Papers previously developed by the organization. <ul style="list-style-type: none"> • Designate a definite location for the White Papers to be offered 	Board review	Ready accessibility of papers to Board members and general membership.
Three-Year Goals	Review fee structure for the organization including membership and conference fees.	Membership and Conference committees	Report of review to be presented to Board for possible action.

Make a Note

14th Annual Conference
October 19-21 2006
Omni Mandalay Hotel in Irving, Texas!

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)

The Texas School Psychologist

Goal 2: *Promote growth in competencies and skills in LSSPs to support the diverse strengths and needs of children, families, and schools.*

WHEN	WHAT	WHO	MEASURE OF SUCCESS
One-Year Goals	Develop guidelines and a procedure for providing yearly meetings to include regional opportunities for trainings in Areas such as (a) improved academic competence and school success for all children (b) improved social – emotional functioning for all children (c) enhances family-school partnerships and parental involvement in school and (d) more effective educational instruction for all learners.	An Area Representative, appointed by the President, will head up group of Area Reps in consultation with the Conference Committee. The President-Elect and Past-President will serve as resources.	Guidelines and procedures to be presented to the Board.
Three-Year Goals	Increase attendance at conference for both LSSPS and other relevant stakeholders.	Conference Committee	Numbers of attendees at conference.
Five-Year Goals	Each Area Representative will coordinate one training, annually, in their respective Area beginning in year two of the five year plan (2007).	Area Reps	Report to Board provided by Area Reps
	Starting with the 2005 Conference, establish a baseline measure of attendance throughout the state to create goals of attendance increases.	Conference Committee	
	Expand annual conference to extend more than one and a half days.	Conference Committee	Expanded conference

Goal 3: *Increase the visibility of the LSSP role/profession in public domains by promoting the multiple roles LSSPs are equipped to play in the school system.*

WHEN	WHAT	WHO	MEASURE OF SUCCESS
One-Year Goals	Have one nominee from each area in each category for awards and honors.	Area Reps to provide nominations to Awards and Honors Chair.	Nominations from each area.
Three-Year Goals	Review and/or possibly revise the awards and honors criteria for each category.	Awards and Honors Chair	Updated/revise criteria for awards and honors presented to the Board
	Develop a New Member packet.	Membership and Public Inf and Relations committees. Membership Chair will take leadership role.	New Member Packet
	Develop a training/training video to explain fully the roles of the LSSP and the broad range of practice school psychology provide.	Public Information and Relations, Professional Development committees, and Newsletter editor.	Outline of training or actual video.
Five-Year Goals	Implement revised criteria for awards and honors.	Awards and Honors Chair	Use of new criteria for nominations for awards and honors.
	Determine interest in and need for developing a speakers' bureau for members and other stakeholders such as parent organizations, other educator groups, and other mental health organizations. <ul style="list-style-type: none"> • Develop procedure • Draft policy 	President-Elect	Procedures and policy presented to Board

The Texas School Psychologist

Goal 4: Position TASP as a valuable resource available to other groups or stakeholders in the promotion of professional growth, student services, and public policy.

WHEN	WHAT	WHO	MEASURE OF SUCCESS
One-Year Goals	Plan and develop a system for sharing pertinent articles to individual areas to be submitted in local newspapers.	Newsletter Editor and Public Information and Relations Committee	Report of system and plan presented to the Board. After one year, articles appearing in local papers around the state.
	Initiate grass roots effort to establish relationships between TASP members and legislators. • Provide training to Board and other members	GPR Chair	Number of Board and general members receiving training.
	Establish a "TASP Day at the Capital" to be held during each legislative session.	GPR Chair	Number of participants in event
	Form a new committee to develop plans for TASP to establish a corporate identity with stakeholder groups such as special educators, parent organizations, etc..	Public Inf and Relations, Membership Professional Development (lead) committees, and Newsletter editor.	Appointed committee and plans for development presented to Board.
	Establish TASP as a resource for research information and research based practices. • Begin to share articles with TASP logo and link to www.ed.gov as a means of evaluating research. • Develop a policy for sharing of research	Corporate Identity Committee	Written policy presented to Board. Reports and/or listing of articles shared.
	Draft policy for a yearly award to be presented to someone outside the field of education who contributes to the health, safety, and/or well-being of children.	Awards and Honors Chair	Policy and criteria presented to Board.
	Explore what related professional groups have meetings and the feasibility of representing TASP at those conferences at a booth or table.	Public Inf and Relations Committee	Report to Board from Public Inf and Relations Chair.
Three-Year Goals	Establish relationships with other professional agencies/ organizations.	President (lead), President-Elect, GPR and PR&I committees	
	As part of grass roots effort to establish relationships between TASP members and legislators, demonstrate increased numbers of relationships with legislators.	GPR Chair	Reports from membership of letters and/or other contacts with legislators.
	Establish TASP as a resource for research information for TASP members and other stakeholders. • Document sharing of 50 research articles with membership.	Corporate Identity Committee	Report to Board

Some of Your New Board Members



Laurie Klose
(Trainer's Committee)



Coady Lapierre
(Editor)



Jill Schurr
(Treasurer-Elect)

Area Reports

Area I

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

Area II

18. Midland
19. El Paso

Area III

3. Victoria
4. Houston
5. Beaumont

Area IV

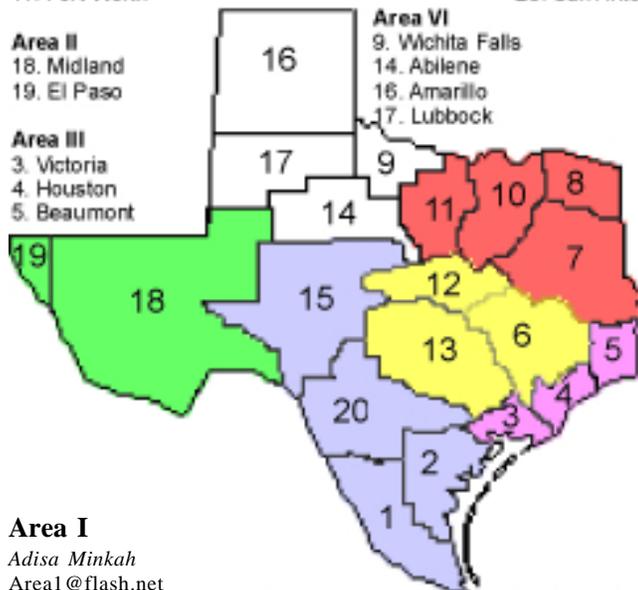
6. Huntsville
12. Waco
13. Austin

Area V

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

Area VI

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

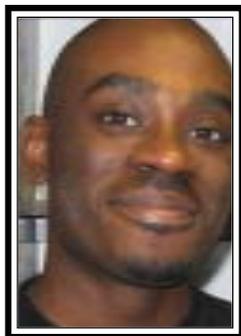


Area I

Adisa Minkah
Area1@flash.net

Greetings colleagues,

We are heading down the slope towards summer rapidly. Foremost is to have a restful summer. At this time, you should be considering your colleagues for nomination for one of the TASP awards. So look around the office and take note of some of the activities your peers are performing while maintaining their assessment and counseling loads. I would like to have at least two nominations for each award from Area I.



In October, the next professional conference will be held in Irving. At that time, my seat will be up for election. Please consider running or encourage a colleague to run. It is good experience and allows for fresh ideas and energy on the board.

Lewisville ISD will be sponsoring the April DFW-RASP conference. Contact Charles Fruge < frugec@lisd.net > if interested in attending.

Each of the Areas will have an associate newsletter editor. The sole responsibility is to write one article each year for the newsletter. If you enjoy writing, for other than eligibility reasons, please contact me.

Area III

Donna Black, LSSP

It has been four short months since TASP held its *Professional Development Conference* and I'm already excited about the one coming up in 2006. Remember to mark your calendars now for *October 19-21* at the *Omni Mandalay Hotel* in Irving, Texas. The conference committee is working hard to make this the best one ever! I was so pleased to see so many of our members attending this past year and I truly enjoyed the opportunity to visit and network with all of you. I was especially honored for the recognition I received and wish to thank TASP, all those who served on the Awards and Honors Committee, and all of you who came by to congratulate me. There is no greater honor than that received from one's peers. I am, indeed, honored.



The news around Area III is primarily focused on RtI and how that will be implemented. Many districts and Co-Ops already have begun planning and training. The Region IV ESC recently offered training presented by Dawn Flanagan and many of our members were able to take advantage of this tremendous opportunity. For those who were fortunate enough to attend this training (or any others) and would like to share your comments on RtI, please email or call me. I would be glad to disseminate information to other members in our Area. In fact, I want to offer a forum in which Area III members can share their knowledge, expertise, and experiences with one another as they begin developing models in their districts or Co-Ops. I can arrange for an Area meeting, or maybe plan a workshop, or simply arrange for us to meet and share ideas and suggestions. Please let me know if you would be interested in attending something like this. Also, if anyone already has a model that has been developed and/or implemented, please let me know if you would be willing to share information with others. On that note, let me be the first to share what is happening with RtI in my workplace. The Co-Op where I work developed a model last spring and began implementing it this school year. Of course, we are still on a rather steep learning curve, but we can honestly say we've learned a lot about what not to do! I would be glad to share our experiences with anyone who desires information.

Other news around the Area is generally good. Most districts and Co-Ops are beginning to recover from the whirlwind brought on by Hurricanes Katrina and Rita. Some of the students we received in the aftermath of Katrina have returned to their home state, but many more remain with us. It has been a difficult year for many of our colleagues, having to plan for these students with little or no prior records or information, but I can assure you it has been even more difficult for those children who were victims.

The months of May and June will be rather eventful, as the first graduating class of Katrina evacuees receive their Louisiana diplomas at a Texas high school.

As you enter the spring ARD season, remember to take time for yourself. Notoriously, this is the most stressful time of the year for our profession and we often neglect to take time for relaxation. I can say that because I'm as guilty as most of you! I have learned, however, that if I don't take care of myself, no one else will! Enjoy the spring!

Donna Black, LSSP
dblack@wharton.isd.tenet.edu
Area III Representative

Area V

Norma Guzman

Hello to everyone in Area 5. I began my term as TASP Area 5 representative last year - January 2005, so it would appear to be a good time to reflect on what happened throughout the year. I attended four board meetings in different areas in Texas, spent a day at the Capitol in Austin meeting with area representatives and attended the annual conference in Houston (October 2005). In addition, all TASP area representatives held at least one Town Hall meeting in our respective areas to obtain, gather and meet members (last spring) as well as conducted e-mail polls regarding issues that required member input for the TASP board meeting. We also set up a new TASP website!



TASP had the largest attended conference in Houston in October. All those who attended appeared to respond positively and felt the conference was informative and top-notch! TASP membership also has increased to over 700. There were also some key Legislative issues in Austin that brought positive results for continuing a separate licensing board for Licensed Specialist in School Psychology under TSBEP.

I would like to take the time to thank those of you who are working so hard at your jobs, in our schools and in our communities. Those who have read most of my e-mails, provided feedback and graciously volunteered when needed. I am glad that some members of Area 5 were able to join me during the luncheon at the TASP conference and I hope to be able to meet with more TASP members within the area at formal and informal opportunities. I want to personally thank two ladies who stepped up 'big time' when I asked for help, Robin Pollock who has

graciously agreed to be an Area 5 Associate Newsletter editor and Laura Angelo, who has volunteered to serve where needed (committees and otherwise) for TASP.

For the coming year, I will need some feedback for our annual award and nominations. If you know of a school district, an individual LSSP or an LSSP intern that deserves recognition in Area 5, please submit an application for consideration for one of the annual awards. Please contact me or visit the TASP website for further information.

Those attending NASP in Anaheim, we expect to hear all about your experiences. Another BIG thank you to NASP and TASP members volunteering for the Principal's Hotline held during The National Association of Elementary School Principals, which is being held in San Antonio (April 3-4, 2006).

With all this in mind, I have to reiterate what I heard at a mini-conference yesterday, which was something like this, "the struggle continues." Which means, there is still more to do and I hope that as a community in Area 5 we are able to accomplish even more. Thanks again. Please contact me with any concerns, questions or comments. The easiest way to reach me is via e-mail: NGuzmanTASP@aol.com.

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/

ADDRESS SERVICE REQUESTED

14th Annual TASP Conference

Join your colleagues OCTOBER 19-21 AT THE **OMNI MANDALAY HOTEL AT LOS COLINAS** (Dallas Area) for another first-class school psychology conference. With all the changes on our horizon, we will be pondering the needs of our profession and preparing to meet those needs through producing practical programs for students, teachers and families. We will begin the weekend with two preconference workshops focusing on effective evaluation and emotional/behavioral intervention. During the regular conference, we will offer a plenary legal session and 12 breakout sessions with topics including RTI, ethical issues, neuropsychology and Autism. Every attendee will find this conference valuable to the practice of school psychology.

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