



The Texas School Psychologist

A partner on the path to student success

Texas Association of School Psychologists

<https://txasp.org>

Affiliate of the National Association of School Psychologists

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On Nimbleness

Katherine Brehm

TASP President, 2008

I've been thinking about flexibility recently, probably brought on by personal confrontation with a lack of it as I get back to my Pilates class after a summer of sloth. Some of you can relate to that; others ... well, you're better people than I. As we start a new school year, we will all need a certain amount of flexibility to meet the challenges of our roles in our schools. My dictionary tells me that 'flexible' means "to be capable of being bent without breaking, tractable, yielding, and compliant". Certainly those are excellent qualities for LSSPs to possess as we go about assessing students, meeting with parents and teachers in ARD committees, and generally trying to address the needs of students as



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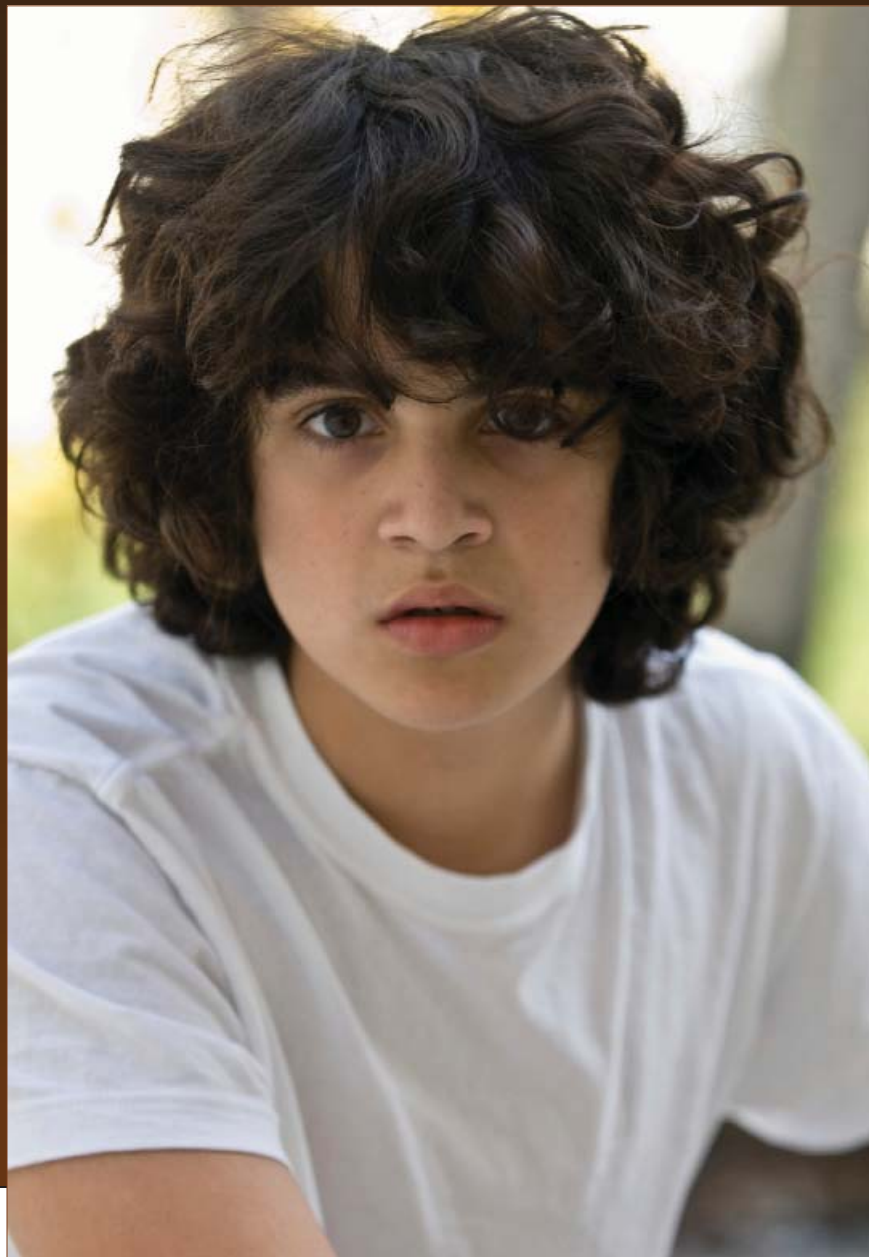
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Tara Kearney

“My teacher’s a jerk. Homework is stupid. I hate my parents. I hate to read. Math? I don’t get it. Hey, if that guy messes with me again, I’ll kick his....”



We’re in this together, so don’t go it alone. We’ll see you in San Antonio.

2008 TASP Professional Development Conference

Partners in Education: Collaboration is the Key

October 9-11th

Omni San Antonio Hotel at the Colonnade

Space is limited, so make your hotel reservation now at www.txasp.org



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Advertising Deadlines

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

TASP Journal

Libby Rhoades

Laurie Klose

Coady Lapierre

Kathy DeOrnellas

The Task Force appointed by the Board to investigate the possibility of beginning a School Psychology journal has been moving ahead. As we stated in an earlier article, this effort grew out of discussions at the February Board Meeting. Several members have stated that they would like to have a place where Texas training programs and practitioners could publish their research that might be of interest to fellow TASP members. While we already have an excellent newsletter, some students and trainers are reluctant to submit research articles because the newsletter will not “count” as a peer-reviewed publication for promotion and tenure.

As we have investigated possibilities for how to fund such a journal, it was suggested that we contact the state school psych associations in surrounding states to see if they would be interested in joining us to produce a regional journal. This has advantages. A group effort could help to spread the costs of the journal across several organizations. A regional journal will likely bring in more potential articles and have greater prestige than a state journal. So far three other state associations have expressed interest and another is talking to their board. That’s a great start!

We are planning to have a meeting to iron out our editorial policy, peer review process, etc. at the October Conference. We would love for you to join us! Look for the signs of the meeting time and location at the conference. We have already heard from several of you and look forward to seeing you in person. If you have any comments or would like to get involved, contact me, Libby Rhoades (806-651-2593 or Lrhoades@wtamu.edu) or join us at the Conference. ☺

Tips for Beginning Your Internship

Maureen Hicks

This article was originally printed in NASP Communicque in June 2007

Congratulations! If you're reading this, you are more than likely about to start your internship. Since I've just finished my internship, I thought I'd share some information that may help you have a smoother transition into your new career. I discovered the reality of being a school psychology intern is not the same as the theoretical idea of it. I knew that because I put forth a lot of effort into my training, I would be able to rely on the knowledge I had gained to guide my practice. At the same time, I knew that my internship year would be very challenging, and I would learn more than I could ever imagine. In spite of this balance between feeling prepared and confident and feeling somewhat overwhelmed, I had envisioned my internship would go relatively smoothly and I would know the answers to questions more often than not. Part of me thought I'd be able to reach back into those new wrinkles in my brain that I had created while in school and pull out the perfect intervention, the perfect way to deal with an oppositional middle-schooler, the perfect solution that would fix everything. The reality of this year has been that my hard work in graduate school *has* paid off, and I *have* known the answers to many questions. However, at times, I have felt very confident and competent one hour and then completely over my head the next. I have learned to embrace those feelings of uncertainty, knowing that at any given moment I would encounter a situation that would validate my newfound level of proficiency. Throughout this year, I have learned that it is okay to not always know the right answer.

Much of what has helped me survive this year was the training that my university provided. My professors emphasized the importance of having a strong theoretical framework from which to build upon. This knowledge was critical to my development and basic understanding, but it was the practical experience that

I feel really helped prepare me for internship. Early on, I began interviewing and assessing real people, which gave me an understanding of what it would be like. Additionally, before beginning internship, I was required to complete 600 hours of practicum experience. While it was often challenging to balance coursework with hours spent in practicum, I found that the experience of having a supportive, knowledgeable field supervisor and doing actual evaluations was crucial to my success as an intern. If I had to do practicum all over again, the only things I would do differently would be to present data at as many IEP meetings as possible and write more behavior intervention plans.

Because I thought I was well prepared for internship and later realized there was so much I didn't know, I thought it might be helpful to share some things that helped me survive my year.

Get comfortable not knowing the right answer. I have found that people don't seem to care if you know the answer or not. They will only remember that you listened and supported them in a time of need.

Make friends with the person who runs the place. She or he can give you the lowdown on how things and people work. It's always good to have someone to go to, especially when you're new.

Develop an organization system as soon as possible. If you're not organized now, I highly recommend you become so. Finding a system that helps you stay on top of your caseload duties is critical to effectively managing your time. Talk with experienced school psychologists in your district and don't be afraid to use some of their strategies. You can always modify them to fit your needs. Something that helped me was to create a filing system for the different scales and tests I use. That way, I could go right to them when I needed them.

Create forms or letters that you may need throughout the year. Again, look at what other school

psychologists in your district are using for things like requesting information from teachers, student passes, etc. There's no need to reinvent the wheel.

Meet with teachers the first few weeks of school in small groups to introduce yourself, explain your role, and discuss any students you may be working with together. This was one of the single best things I did. The teachers were able to put a face with a name and it helped them understand how I would be working with students. It also opened the lines of communication when students began having difficulties.

Begin evaluations/assessments shortly after you receive consent. 60 calendar days may *seem* like a generous amount of time in which to complete an evaluation, but just trust me on this one. Inevitably, something always comes up to delay your best testing intentions, such as student absences, classroom testing, and parents and/or teachers not returning information you requested.

Meet with the students on your caseload in the first few weeks of school so they know who you are and how to access you if needed. This advice is aimed at those who provide counseling to their students. Establishing yourself as a "go-to" person for these students early on can help circumvent challenges later in the year.

Seek out and use your supervision. This supervision opportunity may be the last formal training we get as interns. Don't feel intimidated to ask your supervisor for a set supervision time each week. Because our profession is a busy one, it's sometimes hard to advocate for what you need from your supervisor. Just remember that they knew what kind of time commitment they were getting into when they took you on as an intern. Something that my supervisor did for me was to assign me to a mentor, in addition to being assigned to her. That way, when I couldn't reach my direct supervisor, I always had someone else to go to for support.

Have strong boundaries. Sometimes it's hard to know what boundaries are until you've crossed them, but try to learn these lessons quickly. A boundary that I've established for myself is that, more often than not, I leave work at work, both physically and mentally. Because our jobs are stressful, it helps me to feel as though I have a life outside of my job. Consistently bringing reports home to write or thinking about that one student takes some joy out of my life and decreases my effectiveness when I'm at work. You'll have to find the balance that works for you. Whatever that may be, just remember to take care of yourself.

Utilize your support system. I definitely believe the support of my significant other, family, friends, professors, and colleagues has helped sustain me this year. It's easy to get wrapped up in your own challenges, but don't forget to seek out friends and loved ones. They can help you maintain perspective.

Smile, breathe, and have fun. This may sound silly, but it really has helped get me through this year.

Armed with the training provided by your school, your persistence, and these tips, I'm confident that you, too, can have a successful, rewarding internship year. Your internship year will be tough, but it will also be a great time of growth and affirmation in your abilities. While my internship year has been challenging, it has also been an incredible experience. I have learned that we can all do our jobs well if we believe in ourselves and our capabilities. While I'm definitely looking forward to the summer off, I am also looking forward to the adventures my next school year will bring. I'm hoping that this time next year, you'll be saying the same thing. Good luck! 🍀



**Renew Your
TASP Membership
TODAY!**

All Memberships Expired On June 30!
Use the Membership Application on Page 9

Needed: Candidates for Offices of the TASP Executive Board

Loretta Allen, Immediate Past President

In this election year, you, too, can run for office in the state of Texas – more specifically an office on the TASP Executive Board! Participation on the TASP Executive Board provides a broader view of the practice of school psychology from a state and national perspective, as well as the opportunity to impact decisions that affect our profession from determining what speakers and/or topics should be presented at the annual conference to representing LSSPs with opinions and statements offered to such entities as the Texas State Board of Examiners of Psychologists and the state legislature.

Nominations are currently being sought for the following positions:

Area Representatives (based on location of employment) for Area I - the geographical area around Kilgore, Mount Pleasant, Richardson, Dallas, and Fort Worth; Area III - the geographical area around Victoria, Houston, and Beaumont; and Area V - the geographical area around Edinburg, Corpus Christi, San Antonio, and San Angelo. Area representatives serve on the TASP Executive Board as spokespersons for the TASP members in their respective areas, keeping the members informed of issues impacting the practice of school psychology in the state, and acting as the voice of their area sharing ideas and opinions with the Executive Board. Area Representatives serve two-year terms on the TASP board.

Graduate Student Representative - an individual who is enrolled in a graduate program in school psychology in the state to represent all graduate student members of TASP. The Graduate Student Representative maintains communication between graduate student members of TASP and the Executive Board. In this way students are well informed of the latest information about the practice of school psychology in Texas, including internship information, and they have the opportunity to share questions, concerns, ideas and opinions with the Executive Board. This is a one-year position on the TASP board.

Treasurer-elect - serves as a support and assistant to the Treasurer of the organization as they learn the roles and responsibilities of the job as Treasurer. The second year of this term is spent as Treasurer of the organization.

President-elect – is the beginning of a three-year term on the TASP Executive Board. The first year is spent working as part of the Executive Board assisting the president and learning the roles and responsibilities. The second year is spent serving as President of the organization, and the third year involves serving as Immediate Past President providing support to the incoming president and the entire Executive Board.

From personal experience, I can tell you that serving on the TASP Executive Board will provide you with a view of our profession far beyond the day-to-day practice and what can be learned in ethics and legal trainings. If you have ever felt as if you have no way to affect the rulings, laws, or even trends that directly impact your practice of school psychology, serving on the TASP Executive Board will likely answer lots of questions, open your eyes to broader issues, and give you the opportunity to voice your ideas and opinions as well of those of your colleagues. For me, it has been the ultimate in professional growth and development.

More information about each of the available positions and the responsibilities of the offices can be found in the *Constitution* and *By-Laws* of the organization located on the TASP website – www.txasp.org. If you would like to nominate yourself or someone else for one of the positions available, or if you would just like more information, please contact me at my office in Deer Park ISD at (832) 668-7143 or by email at drlallen@comcast.net. Nominees will be required to submit a letter of intent and a brief biographical statement to be included with the ballot. Voting will begin with all members attending the annual conference in San Antonio October 9-11, while other members not attending the conference will receive ballots by mail. The winners of the election will be notified and their names will be posted on the website after the close of the election. Newly elected officers will begin their term of office in January, 2009. Go ahead and throw your hat in the ring – it'll be a great experience! 🍷

Annual Fundraising Opportunity

Rebecca Green

It's that time, again. Every year we support a charity in the community where our conference is held. This year that charity is Guadalupe Street Coffee. Guadalupe Street Coffee is a community development project operated by BCFS' community ministries program which opened in October of 2006 thanks to your support. Located in the heart of San Antonio's West Side, it provides educational support opportunities for local students that are aimed at increasing school retention and enhancing youths' likelihood of graduation. It also serves as a positive gathering place for community members of all ages, featuring multiple seating areas as well as a conference room. The "mission" of Guadalupe Street Coffee is to foster community development through sustainable provision of employment, education support, and microenterprise development. The coffee shop sells fair trade coffee and snacks: profits from sales provide the financial foundation for operations.

At present, community development activities at Guadalupe Street Coffee include:

College-bound symposiums for high school students and specialized assistance for students who are the first in their families to aspire to college

Business and organizational meetings—a minimum of five each week, utilizing the conference room

School groups conducting classes, studying for TAKS tests, and similar events

Constant computer use at the eight-station computer center; this is often the only resource for local students whose families cannot afford computers

Help with college and financial assistance applications
Study Hour, during which the shop serves coffee and other drinks at reduced rates to encourage after-school participation by local students

Art gallery space featuring local artists as well as art events such as poetry reading and live musical performances

There will be exciting opportunities at the Conference this year, to help raise funds for this worthy cause. Please look for our fundraising table in the exhibits hall to find out more. ☺

Hello TASP graduate students and professionals!

This year, due to the generosity of an anonymous donor, TASP provided five lucky students each with a mini-grant of \$100 toward the TASP conference experience. Although intrinsic motivators may get you far in your career, you can't fill up your tank with them. Graduate students in school psychology are a deserving lot, whose degree of self sacrifice and tireless dedication to personal and professional enrichment should be acknowledged. So, thanks to all of the students who submitted essays and thanks to the TASP member who made these awards possible. October is right around the corner! I look forward to seeing you all in San Antone. ☺

Texas State University - San Marcos School Psychology Program

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

For more information, please contact:

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

Continued from Page 1 - On Nimbleness


best we can with what never seems to be enough time and resources. We must be resilient, adapt, collaborate, and work within the system.

But flexibility in our actions is only one way to fulfill our roles as LSSPs. I propose that we add ‘nimbleness’ to our professional self-concepts as we begin this new school year. I like the idea of being nimble. My trusty dictionary paints an attractive picture of a nimble person: “light and quick in motion or action; agile; intellectually alert or acute; quick-witted; circulating freely, as in money (my husband says I do that with money too well); indicating a ready mind”. What’s not to like about that kind of LSSP? Light and quick in motion is what we are when we are visible in our schools and timely in our response to requests for help. We exhibit intellectual alertness and acuteness when we keep our eyes open in order

to correctly identify practices or conditions that need critical examination, even when that means we must stop being yielding and compliant for the moment. And our minds are always at the ready with new ideas that reflect our continual study of evidence based practices that support the kind of classroom and school environments where children can be successful emotionally, academically, and socially.

Your TASP organization is also nimble. Let me touch on some of the board’s recent efforts that you can read more about elsewhere in this newsletter. Kelly Anderson and her Government and Public Relations committee have been responding with “agility and quick-wittedness” to the issue of whether the TSBEP should prohibit specialist-level and unlicensed doctoral-level LSSPs from using their NCSP specialty title on business cards and in signature lines on evaluation reports. Read her article to find out more about what she and her committee have been doing. With assistance from Dan Miller and Robb Matthews, the Kelly and the GPR committee presented an “intellectually acute” argument and counter-proposal to the TSBEP regarding a recent rule change affecting school psychology interns. Read the articles by Kelly Anderson and Laurie Klose to learn the specifics of this successful advocacy effort of TASP on behalf of interns and the continuity of services they provide in schools. Last but not least, I can’t say enough about how “light and quick” Ashley Arnold (conference chair) and Mindy Jeter (conference co-chair and president-elect) have been on their feet with organizing our upcoming conference. They have found speakers and topics that will increase your “intellectual alertness”, and the Connections Luncheon will allow you to “circulate freely” among your colleagues. Don’t forget to circulate in a dance-wise direction to the music of Howl at the Moon at the Awards Reception on Thursday night. Have a nimble new year! 🍷

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Initial and Renewal Membership Application

Dues are for July 1 to June 30 Annually (Federal Tax ID # 74-2673792)

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 do not send the newsletter to me by email and a hard copy by regular mail... Please do not print my address and phone number in the Texas Association of School Psychologists membership directory.

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

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

Please check the appropriate category of membership:

Professional Member

- 1. Regular Member (voting member) \$60.00
(a) Currently functioning as a school psychologist working or residing in the state of Texas
(b) Trained as a school psychologist and working as a consultant, supervisor or administrator working or residing in the state of Texas
(c) Primarily engaged in training of school psychologists at a college or university working or residing in the state of Texas
2. Retired (nonvoting member) \$40.00
(a) One who was a regular member in good standing and has retired from the field of school psychology
3. Affiliate (nonvoting member) \$40.00
(a) One who is trained or employed in a closely related field or profession, or does not meet the requirements for regular membership

Provisional Member

- 1. Trainee (voting member) \$30.00
(a) One who has met the training requirements for the Texas school psychology credential and has been designated by the Texas State Board of Examiners of Psychologists to be of trainee status.
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I wish to donate to the Government Professional Relations Fund Amount:

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

Signature Date

Make checks payable to TASP or
Credit Card: (Visa & Mastercard ONLY) Card holder's Name:
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Please send completed form, check, and all supportive materials as necessary to: TASP; PO Box 141023; Austin TX 78714-1023

Legislative News

Kelly Anderson

Government and Professional Relations Chair

taspgrp@gmail.com

To begin, I hope that you all had a fabulous summer and had the opportunity to catch up on some much needed R&R. I also want to personally say how much I appreciated and welcomed the membership feedback on legislative issues. This information does affect us all in our professional work and your information is critical in determining how the TASP board may best represent your interests. As we all begin back to the throws of the new academic year, there is much to tell you all.....

As many of you may have read in the previous newsletter, we as an organization received some information from TSBEP regarding the use of the NCSP. We tried to get the news quickly disseminated to you all to keep you abreast of new developments. If you missed the newsletter, TSBEP announced at their previous board meeting (MAY) that their interpretation

of the board rules indicated that Licensed Psychologists were the only professionals that could use specialty titles like the NCSP. Over the past months the GPR committee has worked diligently on determining a plan of action regarding this information, and it is important for you all to know that we have not taken this information lightly! We have held a number of committee meetings, made conference calls to national and state representatives, consulted with TSBEP members, and reviewed and exchanged numerous documents. We concluded that approaching TSBEP with our interpretations at the August board meeting would not be the most beneficial route of action. We are taking action through a national perspective with collaboration from the National Association of School Psychologists and the many resources that they have available for us to use as a state affiliate.

Other information from TSBEP is the adoption of a new rule under section 463.9 Licensed Specialist in School Psychology. The board adopted this new rule in June 2008.

SAM HOUSTON STATE UNIVERSITY

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Psych@SAM MA in School Psychology

Sam Houston State University offers a sixty hour graduate program in School Psychology culminating in the Masters of Arts degree in Psychology. Successful completion of the program leads to Texas licensure as an LSSP and as a Nationally Certified School Psychologist (NCSP). A respecialization program is available to individuals holding a master's degree. Financial support is usually available and the internship year is generally paid. All of our graduates pass the National School Psychology Exam and obtain employment. Application deadlines are: August 1; December 1; and May 15.

For more information contact:

Thomas A. Wood, Ed.D., Program Director

Department of Psychology and Philosophy, Box 2447

Sam Houston State University

Huntsville, Texas 77341

Email: twood@shsu.edu Phone: 936.294.4662

“(g) Provision of psychological services in the public schools by unlicensed individuals. An individual may legally provide psychological services in the public schools as an intern provided that the individual is enrolled in an internship, practicum or other site based training in a school psychology program in a regionally accredited institution of higher education. Once the individual has completed the internship required for licensure as an LSSP and is no longer enrolled in a formal program, the individual may not provide psychological services in the public schools. After the individual has passed the National School Psychology Examination, he or she must apply for licensure as an LSSP with the Board. After the Board has reviewed the LSSP application and approved the training of the applicant, the applicant will be issued an LSSP trainee status letter which allows the applicant to practice in accordance with the LSSP trainee requirements of this rule.”

As you read this rule, you as a practitioner realize that this has significant implications in regards to the

completion of our internship. If kept in place it would require an intern to either complete their internship in May prior to college graduation or re-enroll in a university program through the summer and not graduate from college until August, which would hinder the intern's ability to obtain a job within the schools that following year. We have sent a proposed change to this rule to the TSBEP, and we will be making public comment at their August board meeting regarding this situation.

This summer was also the beginning of Senate and House Committee meetings. As we are approaching a legislative year in January, there is substantial action occurring at the capitol to plan for what is to come. One of the first meetings to occur this summer happened on June 23. The Senate Committee on Education met with an interim charge of "studying the effectiveness of public school programs serving special education students, including autistic students. Specifically consider whether special education services are adequately preparing students for post-secondary opportunities." The committee met again

on August 18th. We are following this as well and are looking forward to possible legislation in the upcoming year that may potentially have direct relevance to our profession. For more information please see the Texas legislature website: <http://www.legis.state.tx.us/>.

We are looking forward to our annual conference this year in San Antonio. As you review the brochure you may have noticed that my name is listed as one of the speakers. The board and I felt that as we approach an upcoming legislative session, and considering all of the developments that have occurred over the past year, it is important for you all to receive as much information as possible regarding Advocacy and how each one of you can make an important difference in the practice of school psychology. Stacy Skalski is the Public Policy Director for NASP and a dynamic speaker. She is well versed on state and national news and laws, and we are so fortunate to have her expertise at this conference. As always, I invite your feedback and I hope that you all have a fabulous year. See you in October! ☺

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

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

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

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

To find out more about the MotivAider and how and why it works, please visit us on the web at www.habitchange.com

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BEHAVIORAL
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The Texas Licensing and Certification Experience: Separating Fact from Fiction, An Eyewitness Account: Part I

Daniel C. Miller, Ph.D.

Editors Note: This is the beginning of a series of articles by Dr. Miller.

I am writing this paper in response to the misinformation that I hear and read about the Texas Licensing Experience during the 1990's. Unfortunately after 40+ years, the doctoral versus non-doctoral debate is still taking place. I am saddened by the fact that the thousands of hours that I have spent enmeshed in this debate could have been perhaps better spent advocating for the direct needs of children and their families.

A Brief Personal History Which Has Shaped My Perspectives

In 1990, I arrived in Texas after taking a job as an Assistant Professor in the School Psychology Graduate Training Programs at Texas Woman's University (TWU). I have had the privilege of working at TWU for the past 17+ years as I have matriculated through the Assistant, to Associate, to Full Professor ranks.

I came to Texas as an Ohio trained school psychologist. Ohio was steeped in the history, and best practice of school psychology. I received my initial graduate training in school psychology from Miami University in Oxford, Ohio. Dr. William Farling was one of my major professors at Miami. Dr. Farling served as the original executive secretary for NASP in the 1960s and served as a role model for me to become involved in professional leadership.

After my graduation with a Master's degree in School Psychology, I took a job as the sole school psychologist in a small, rural town in eastern

Ohio. Despite, my apparent isolation, I always felt connected to my professional association. The Ohio School Psychologists Association (OSPA) was a vibrant organization. I quickly became used to attending the fall and spring meetings with generally 500-600 other school psychologists. As a rural school psychologist, I drew professional support from OSPA.

I had another experience in Ohio that has instrumental in my later thinking about school psychological service delivery outside of the schools. The Ohio Psychologist's Licensing Board had a non-doctoral licensure for school psychologists, which allows licensees to deliver school psychological services in private practice. I became licensed as a school psychologist in Ohio and a started a part-time private practice. To become a licensed school psychologist in Ohio, I three years of experience working as a state certified school psychologist and passage of a written exam is required. I felt competent to offer my school psychological expertise to the public with the specialist-level of training and experience.

After working in the Ohio schools for six years, I went back to The Ohio State University to obtain my doctorate. I received a one-of-a-kind doctorate in education with a unique blend in electrophysiology, neuropsychology, and school psychology. I was working in a private practice in Ohio after graduation and I went to the NASP convention in San Francisco. While at the convention I met the director of the school psychology graduate programs at TWU and I was recruited to come to TWU.

The Practice of School Psychology in Texas (1975 – 1991)

After my first year in Texas, I tried to seek out the state school psychology association for my

continuing education needs. I was pretty surprised to learn that there was not a separate organization for school psychologists in the state and that the state had adopted a service delivery model for special education assessment much different than I was used to in Ohio. A loosely formed division within the Texas Psychological Association (TPA) was the recognized state affiliate with NASP. In terms of service delivery, the Texas Education Agency (TEA) had created a new job title called Educational Diagnostician in the 1970s in response to the implementation of PL 94-142, later known as IDEA. In the 1970s, when the special education laws first went into effect nationwide, the law required that an assessment specialist be identified for special education identification. As the history was related to me, TPA was contacted and licensed psychologists were offered the job as the assessment specialists for special education, and they turned down the offer. Since licensed psychologists did not want to work in the schools at that time, TEA was forced to create the educational diagnostician role. With the creation of the educational diagnostician, school psychologists lost their chance to establish a unique foothold in special education service delivery within Texas.

All duties normally ascribed to school psychologist across the country were granted to educational diagnosticians except for the identification and diagnosis of emotional disturbance in children. Today, many districts hire educational diagnosticians to administer intelligence and achievement tests and to run the IEP meetings. School psychologists in these districts have the narrow responsibility of conducting ED assessment, consulting with parents and teachers, and in some cases providing special education counseling. Over the past decade (1997-2007), more school

districts in Texas are hiring school psychologists who are trained to provide comprehensive school psychological services.

The question of who could identify a child as emotionally disturbed in Texas was the subject of much debate from 1975 through 1991. At that time the Texas Education Agency (TEA) special education rules allowed psychiatrists, licensed psychologists from the Texas State Board of Examiner's of Psychologists (TSBEP) and licensed psychological associates (LPAs) from the TSBEP to identify ED children. The LPAs were non-doctoral practitioners and had to be supervised by a licensed psychologist in order to identify an ED child.

Next edition: Will the Real Texas School Psychologist Please Stand Up 📖

Tarleton State University School Psychology Program

Tarleton State is now accepting applications for the Masters of Science degree program in School Psychology. This program is offered at both the Stephenville and Killeen campuses and includes all required coursework for the Licensed Specialist in School Psychology (LSSP) in Texas and the Nationally Certified School Psychologist (NCSP). Coursework emphasizes the traditional roles of School Psychology; assessment and consultation, with a particular focus on counseling skills. Re-specialization to School Psychology from closely related fields is also available.

For information contact:

Stephenville: Dr. David Weissenburger (weisenburge@tarleton.edu) 254 519 1995

Killeen: Dr. Coady Lapierre (lapierre@tarleton.edu) 254 519 5428

Update on TSBEP Rules Affecting Internships

Laurie Klose, Ph.D., LSSP, School Psychology Trainers
Committee Chair

The TSBEP meeting in August provided important clarifications/amendments regarding the timing of internships with regard to graduation dates and the end of contracts with public schools. As described in the article in this issue of the newsletter by Kelly Anderson, GPR Chair, subsection g of the rule 463.9, relating to provision of psychological services in the schools stated that interns could no longer provide psychological services after the date in which they were no longer officially enrolled in a recognized school psychology training program. TASP sent a letter to TSBEP that described the negative consequences to schools, children, training programs and individual interns that could result from the implementation of this subsection of Board Rule 463.9. Your GPR committee, specifically Kelly Anderson and Ashley Arnold, made a concentrated effort to communicate with TSBEP members to ensure that this concern was raised at the August meeting. Kelly Anderson offered an eloquent restating/clarification of TASP's concerns during the public comment portion of the meeting.

At the beginning of the Board discussion, several points were raised that indicated that some members of the Board did not feel the rule would be interpreted in the literal sense. It was clearly stated TSBEP was not intending to create difficulties for those interns who were currently in place and who were matriculating through a course of study and internship as we typically know in Texas. However, alarm bells have been ringing all over Texas as training programs attempted to get specific information regarding four board imposed sanctions that appeared, in part, to be related to this very issue.

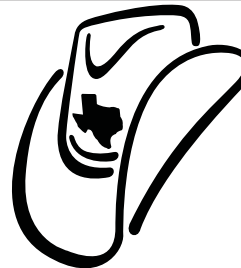
TSBEP member, Donna Black, LSSP, educated other TSBEP members about specific problems that could result from the implementation of this board rule. Diane Izzo, JD, attorney for TSBEP, referred to another Board Rule that states that individuals who

have made application for licensure to the board are allowed to provide services while that application is being processed. As the discussion continued, a compromise proposal was agreed upon.

Here is the final word on this matter from TSBEP at this time:

Interns should make their application to TSBEP for LSSP Trainee status BEFORE graduation or the end of enrollment in classes in a training program. The Board recognizes that these applications will not be complete until official transcripts are received from universities, however, the intern may continue to provide psychological services in the schools while the application is being processed and reviewed. Interns who continue to provide psychological services and have not submitted their application to the Board and are not enrolled in a university training program are susceptible to sanction by TSBEP- AND so are their supervisors.

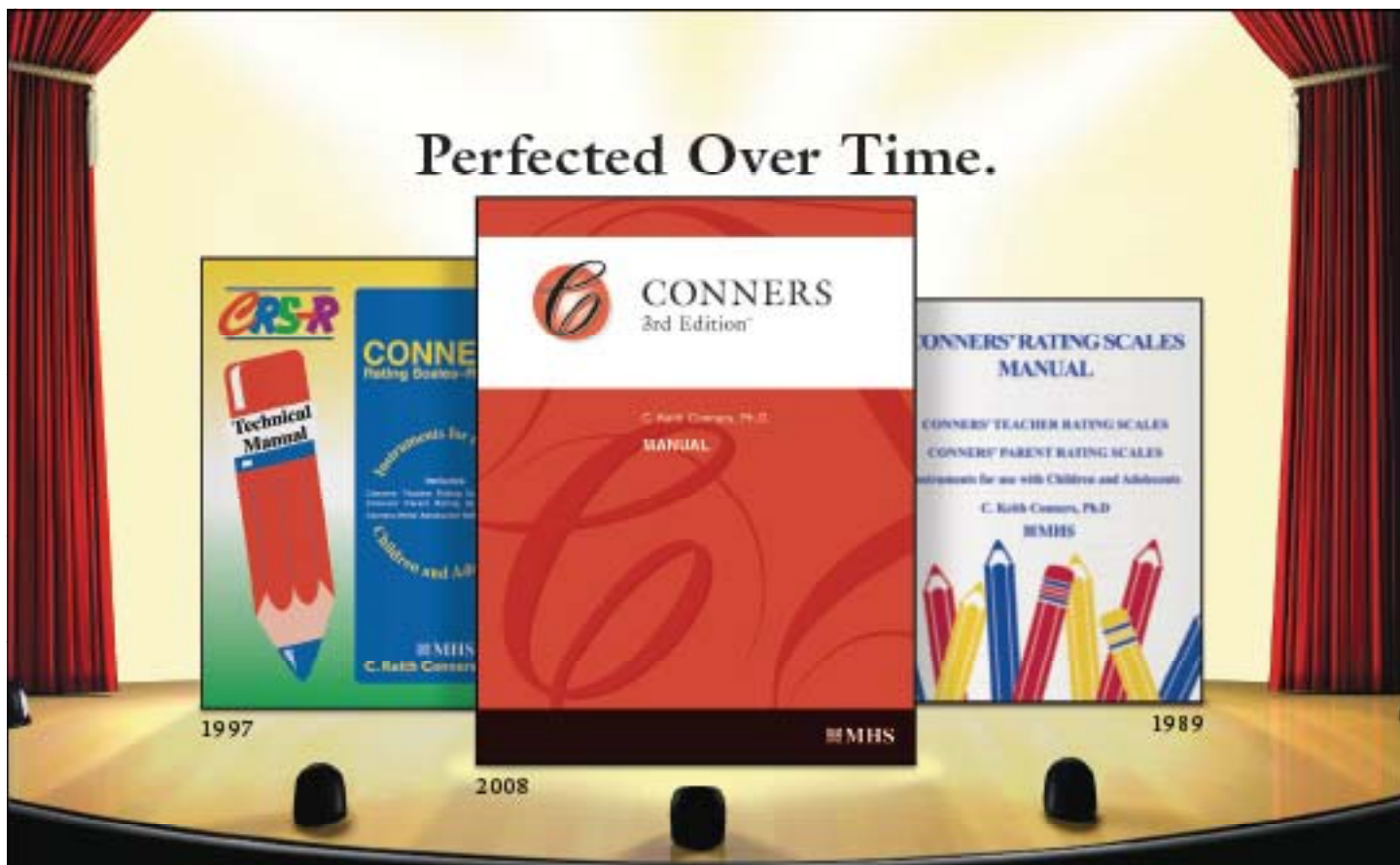
Trainers of school psychologists know that many unique situations arise when dealing with the requirements of application for licensure: What about the student who has not passed the Praxis exam? What about the student who has an Incomplete in a course? And many more... These specific issues can be addressed within the spirit and the letter of TSBEP Rules. Please join us at the fall conference in San Antonio to continue our discussion of these important topics! ☺



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The School Neuropsychology Post-Graduate Certification Program is Coming Back to Texas in January 09



- This is a **competency-based CEU program** designed to train LSSPs to integrate neuropsychological principles into their professional practices. Classes meet once a month on weekends (Friday nights 6-9 pm; Saturdays 8 am - 5 pm; and Sundays 8 am - 4 pm) for 8-months.
- The Certification Program is administered by KIDS, Inc., a **NASP Approved CPD Provider**. Graduates of the program earn 150 CPD hours and are eligible to apply to the American Board of School Neuropsychology for the Diplomate in School Neuropsychology credential.
- **Classes will start in January** and run through August. Classes will be held in Houston or Dallas, or both locations depending upon demand.
- Enrollment is limited to the first 18 students that register for the course.

To find out more about this training program stop by our booth in the Exhibit Hall at the TASP Conference in Oct., and/or visit www.schoolneuropsych.com, or call Dr. Dan Miller, Program Director at 940-497-KIDS (5437).