



The Texas School Psychologist
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Texas Association of School Psychologists

www.txasp.org

Fall 2014

Volume 27, Number 3

President's Message

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Hello TASP,

It is hard to believe that we are in full swing of the 2014-2015 school year. The summer months always seem to disappear far too quickly. As we all prepare for the year and mark our calendars for important dates remember that TASP will be holding our annual conference October 15-18 in Las Colinas. The line-up of speakers will certainly pique your interest.

In August, the TASP board met for one of our quarterly meetings. As always, I am impressed by the collaboration and productivity of this board. We approved a new travel reimbursement that is more in line with our fiscal goals of responsibility. Additionally, we decided that we would approve a number of position papers for professionals to use as resources in their schools and districts. Keep your eyes open for new topics that address issues in Texas.

As a board, we hope to become a better resource to you as members. We encourage you to get involved in the organization. We are seeking a TASP district leader from every district in the state of Texas, as well as a student leader from each university to help keep an active flow of information from the board to professionals and future professionals in our state.

As I mentioned in all of the previous newsletters, I have rearranged our organizational board structure in order to focus on our goals and accomplish tasks more effectively and efficiently. I am continuing to monitor our progress towards accomplishing our strategic areas of focus. Please feel free to contact me regarding any thoughts or suggestions you may have so that we may better serve you. Hopefully I will see you in October at our annual conference in Las Colinas!

See you then!

TASP Spotlight on a District: Lewisville Independent School District (LISD)

The Lewisville Independent School District (LISD) is the school district selected for the TASP Spotlight on a District for the current newsletter. This district was chosen because it is a large district which utilizes best practices and strives to increase student success in all areas.

LISD encompasses 127 square miles in the southeastern portion of Denton County and serves the cities and communities of Lewisville, Flower Mound, The Colony, Highland Village, Double Oak, Copper Canyon, Hebron, the northern portion of Carrollton and the western portion of Plano as well as portions of Frisco, Coppell, Grapevine and Argyle. The Lewisville ISD is fully accredited at all grade levels (K-12) by the Texas Education Agency. All high schools are accredited by the Southern Association of Colleges and Schools.

The Lewisville ISD is one of the largest school districts in the state of Texas. The student enrollment for the last school year was over 52,000 students on 72 campuses. At present, there are five high schools (grades 9-12), five ninth-grade campuses, 15 middle schools (grades 6-8), 41 elementary schools (K-5), two Career Centers, Lewisville Learning Center (which houses three accelerated/alternative programs), the Lillie J. Jackson Early Childhood Center, and the Virtual Learning Academy. There is also a county-wide Juvenile Justice Alternative Educational Placement center.

The Special Education department within the Lewisville ISD serves approximately 5,267 identified students (10% of the overall student population). The department is comprised of almost 300 staff members, which consist of a variety of disciplines such as psychologists, LSSPs, educational diagnosticians, speech pathologists, occupational therapists, physical therapists, music therapists, interventionists, in-home trainers, and specially certified teachers. LISD utilizes ARD facilitators, special education counselors and autism assessment teams as well. LISD assigns mentors each year for new faculty to help acclimate new personnel to LISD.

LISD has a pre-doctoral internship in psychology which is an APA approved program. The internship program exists within a school district characterized by a high degree of diversity along several dimensions (e.g., racial/ethnic group membership, socioeconomic status, English as a Second Language, limited English proficient, age, etc.). In addition, the Lewisville ISD internship program highly values diversity amongst staff members and strongly encourages individuals with diverse backgrounds to apply.

LISD is midway through the rollout of the “1:X Initiative,” which will result (by 2016) in all students, 1-12, having iPads available to them not only in class, but at home as well. The 1:X Initiative seeks to give students the tools they need to be responsible digital citizens and highly engaged 21st century learners.

Overall, LISD is a district who ensures legal, ethical and best practices occur in order to help support student success and learning. Additionally, LISD promotes increased knowledge and use of technology for students which will increase learning outcomes and engagement. Although, LISD is a large district it continually seeks to employ highly qualified professionals who are dedicated to ensuring student success. LISD employs many professionals and encourages team work and collaboration for the ultimate goal of student success.



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TASP 2014 Summer Institute

Your Participant Feedback has been tabulated and the overall 2014 Summer Institute (SI) – New Directions and Advocacy Summer Institute has been declared a success! Thank you TASP members and Summer Institute participants. To keep you informed, we have shared your thoughts with the TASP Executive Board and the Board was very pleased and now are following-up to collect overall general membership so that this feedback too can be shared and used with future SI planning. Your feedback will be used with the 2015 and future Summer Institutes designs. This brief summary outlines what we have learned from your feedback. We want to communicate that we are here to listen and our goal is to best meet your professional development needs and requests.

Cheri Waggoner as the Conference Chair and Norma Guerra as the Professional Development Chair have outlined the responses received into three “Response and Question” categories: 1) Conference-Hotel, Food, Rooms and Amenities; 2) Summer Institute – Goal and Purpose; and 3) Future Summer Institute Plans.

With regard to the first category, Conference, the questions dealt with hotel selection. The Conference planning committee identified Corpus Christi as the location for the first, second and third Summer Institutes. Other locations will be considered in the future as requested. The TASP goal was to identify a relaxed setting and the overall impressions we received were that “all was well-organized and the location was good.”

The second category addressed goals & purpose and involved questions about CEUs. Several responses received included questions about why there were there only 10 hours of CEU’s offered? A goal of the Summer Institute (SI) is to provide a cost effective venue to learn, earn CEU’s and explore timely topics. The SI was designed at a time of the year to best match reconnecting with colleagues in a more tranquil setting to begin addressing timely changes occurring within the profession. The SI is intended to be an abbreviated, theme-focused venue. Participant responses indicated they were able to meet their personalized goals with some participants wanting more CEU opportunities. As a Board, we will continue to explore additional options for acquiring more CEUs.

The third category, future Summer Institute plans, covered open questions asking for suggestions to improve the Summer Institutes in the future. Respondents indicated they liked that it was theme related; the timing for the institute worked for the majority of participants and a majority of those responding plan to attend next year.

In summary, your reported feedback suggested that the event was just what was needed for this time of year; the speakers did a good job; and everyone loved the food. Participants expressed a continued interest in attending future Summer Institutes. Thank you and we look forward to seeing you at TASP Fall Conference. For a more detailed summary of the survey, contact Cheri Waggoner at treasurerelect@txasp.org or Norma Guerra at norma.guerra@utsa.edu.

Attention Area VI LSSPs:

Join us! The Region 16 Education Service Center (ESC) will be hosting an LSSP roundtable to provide legal updates, professional resources, and networking opportunities. The roundtable will be October 2nd from 9:00 AM-12:00 PM in Amarillo. TASP will be providing lunch for the event. Information on TASP membership, leadership opportunities, and updates on your professional organization will be discussed. For further information please contact your Area VI representative, Kassi Lopez, at klopez@canyonisd.net.



University of Texas at San Antonio

School Psychology Program

The Department of Educational Psychology at UTSA is pleased to offer the Master of Arts program in School Psychology. The program includes coursework and field-based experiences consistent with guidelines provided by the Texas State Board of Examiners of Psychologists and the National Association of School Psychologists. Most courses are offered in the evening at the UTSA Downtown Campus, and full-time and part-time tracks are available. Application deadlines are as follows: July 1st for the Fall, November 1st for the Spring, and April 1st for the Summer. Students are currently completing their practicum experiences with the following sites: Alamo Heights ISD, Atascosa-McMullen Cooperative, Bexar County Academy, Boerne ISD, George Gervin Academy, San Antonio ISD, San Antonio Special Programs Cooperative, Somerset ISD, and South San ISD. Students are currently completing their internship experiences with the following sites: AIM Consulting, Alamo Heights ISD, Atascosa-McMullen Cooperative, Autism Treatment Center, Belton ISD, Boerne ISD, East Central ISD, George Gervin Academy, Granbury ISD, Heartland Special Education Cooperative, Katy ISD, and San Antonio ISD.



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Interested individuals should contact Dr. Tara Stevens at tara.stevens@ttu.edu.



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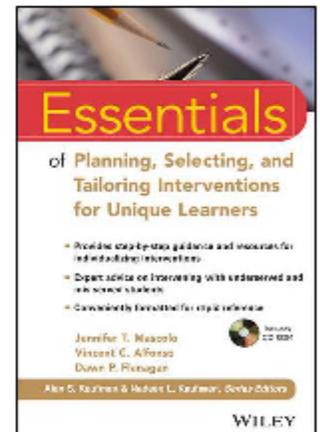
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Changes in LSSP license renewal-

Effective October 1, 2014

A reminder to all LSSPs, the Texas State Board of Examiners of Psychology (TSBEP) has enacted changes in CEU requirements for licensure renewal. Effective October 1, 2014 all licensees must have 20 CEU hours to renew their license, an increase from 12 hours. License holders are still required to obtain 3 hours in ethics, Board rules, or professional responsibility each year.

In addition, 3 hours are now required in the area of cultural diversity. As defined in board rules, cultural diversity is defined as age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

Finally, 10 of the 20 hours must be obtained from or endorsed by national, regional, state, or local psychological associations, public school districts, or psychology programs at regionally accredited institutions of higher education.

To clarify, the words "ethics" or "cultural diversity" are not musts in workshop titles to satisfy Board requirements. Also, you may NOT count the same workshop for both ethics AND cultural diversity. You must obtain 3 hours in ethics, Board rules or professional responsibility, as well as another separate 3 hours in cultural diversity.



Conference Corner

The TASP conference is just weeks away. This is an exciting season for TASP, as daily numerous conference registrations are completed by the membership. This will be an exciting year, with a few additions. One addition you may have noticed is the introduction of mini-skills sessions. As you will notice through registration, 5 mini-skills sessions are being offered. One of these mini-skills sessions will serve as an extra opportunity for TASP attendees to obtain an additional 1.5 hours of continuing education credit. This session is available to all attendees, pre-conference and regular conference, on Thursday prior to the Keynotes session. In the future, TASP hopes to continue to structuring in extra hours for our members.

A second change we have made is the placement of Paper sessions. Every year, TASP offers the opportunity to submit academic papers for presentation at conference. Typically, these papers have a separate time slot during breakout sessions, which has impacted their attendance. This year, we will be trying something different. First thing Saturday morning, you will have the chance to hear these paper presentations prior to the day's schedule. So grab your breakfast, and sit in on one of these sessions to support our fellow TASP members.

We look forward to seeing all of you in October. We have a great line up of speakers and topics, and of course the annual opportunity for networking and fellowship!

Important Dates to Remember:

September 14: Last day to book a hotel room using TASP discounted room block rate.

Book your room now at:

<http://www.omnihotels.com/hotels/dallas-mandalay/meetings/tasp-2014>

October 1: Early Registration Deadline. Register now to ensure your spot.

<http://www.txasp.org/2014-annual-conference>

October 16 - 18: TASP's 2014 Annual Conference

TASP 2015 Summer Institute

We just completed the wrap up article for the 2014 Summer Institute and it is time to switch focus and begin planning the 2015 Summer Institute (SI). As we indicated in the wrap up, TASP has reviewed the feedback we received from the most recent SI and will apply as much as we can to the plans for next summer.

The location for the 2015 Summer Institute will be the Emerald Beach Hotel in Corpus Christi, TX. The contract for 2015 was signed when arrangements were made for 2014. One of the requests from the participant survey was an increase in the room block— this has been done. Even though we will have a larger block of rooms available for 2015, participants are urged to make arrangements as soon as registration and room booking information is made available.

Another thing that participants seemed to like about the first two SI's is that they were theme based. In discussing the theme for 2015, the actions of the legislature were taken into consideration. In 2013 Senate Bill 460 regarding Mental Health training for Educators was enacted. This legislation leads to new training endeavors for teachers, which led the TASP executive board to a discussion of the mental health professionals who have served our students prior to this bill and will serve them in the future.

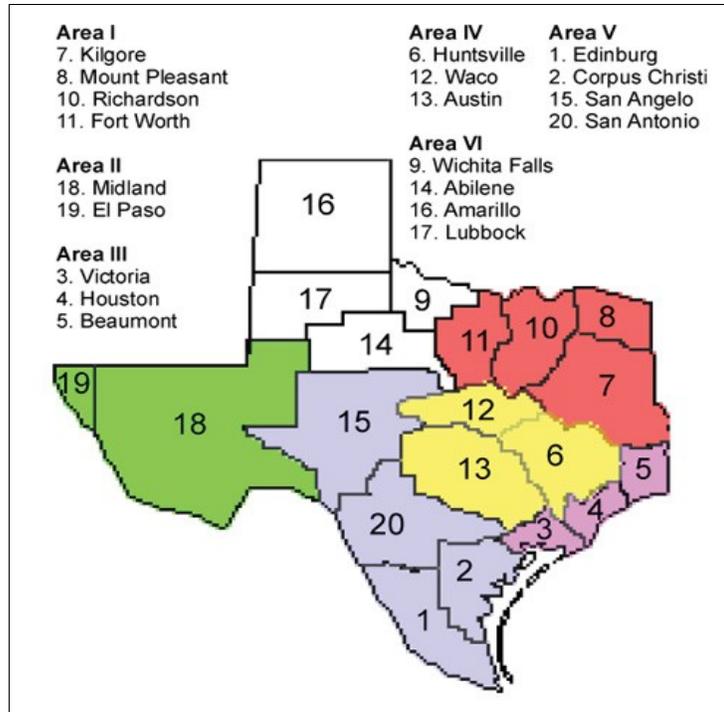
The theme for the 2015 TASP Summer Institute is School Based Mental Health Services. As this is a topic that includes more than just the LSSP's in the districts we would, at this time, encourage you to share this as an open invitation to the other mental health providers – counselors, LPC's, social workers, etc. within your district to come and join us in Corpus Christi at the Emerald Beach Hotel in June 2015. Discussions will include ethics, cultural diversity and other mental health issues pertinent to our school based providers. Look for more information concerning the 2015 TASP Summer Institute when you attend the Fall Conference in October at the Omni Las Colinas. Any suggestions for topics or speakers for the 2015 Summer Institute can be forwarded to Norma Guerra the Professional Development Chair at professionaldev@txasp.org.



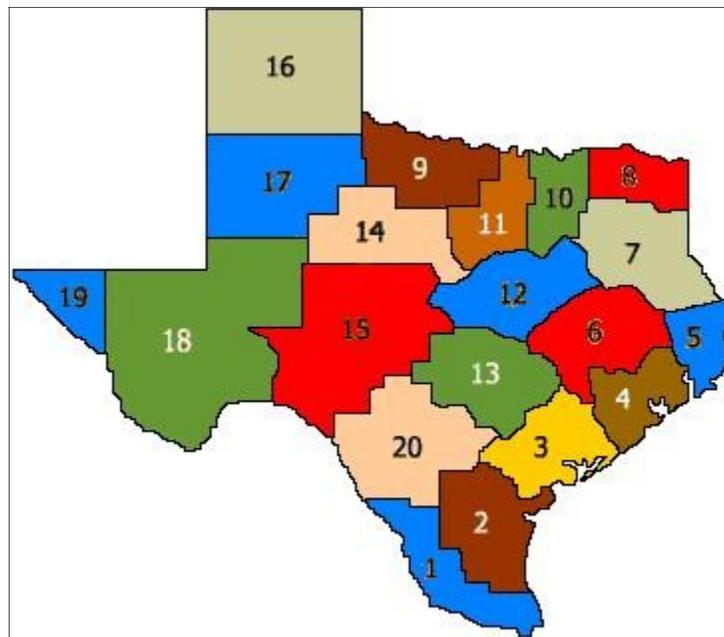
Information from the Area Representatives!

AREA REPRESENTS

Area Representative Map



Regional ESC Coverage Map



Greetings Area II, I am excited to introduce myself as the newly appointed Area II Representative. I look forward to this opportunity to represent our area and to become more connected with professional and legal happenings in our field. As your representative I will endeavor to share pertinent information with you in a timely manner and to communicate your ideas and concerns to our TASP Board.

At the August 2014 Board meeting, concerns for addressing the professional needs of LSSPs in underserved or underrepresented regions of the state, such as our area, were discussed. In the upcoming months I will be sending surveys to LSSPs in our region for the purpose of gathering input about how TASP can better meet the needs of LSSPs in our area. If you have any ideas for increasing awareness and membership for TASP in our region please contact me.

Finally, I hope that you will be joining us for the upcoming Annual Conference. This will be an exceptional opportunity for professional development and networking for all who attend. I look forward to seeing you there,

Kate Marcus



Area V

Howdy, Area V. I hope everyone had a great summer. I enjoyed seeing many of you at the second annual TASP Summer Institute in Corpus Christi. I continue to be impressed with the amount of work the TASP Executive Board has devoted to planning both the Summer Institute and the annual Professional Development Conference. The Summer Institute featured some great speakers, and so will the annual conference. I am especially interested in learning about the newest versions of the WISC and WJ, which will be featured during the preconference workshops. The conference will also include a series of mini-skills sessions, paper sessions, and poster presentations. I look forward to seeing everyone in Dallas (Las Colinas). As always, if you have ideas about how I can best represent your needs on the TASP Board, or if I can provide further information, please feel free to email me at

jeremy.sullivan@utsa.edu.



Hello Area VI,

It is going to be a great 2014-2015 school year! Your TASP board just met to finalize planning for the Annual Conference. This year we will have an exciting lineup of trainings and workshops. Join Dr. Nancy Mather for an Introduction to the WJ IV and Dr. Anise Flowers for an Introduction to the New WISC-IV: Traditional and Digital in the Pre-Conference on Thursday October 16th.

The Children's Assistance for Living Committee (CALC) is excited to partner this year with Love for Kids, a nonprofit charity in the Dallas area for our annual conference service project. Love for Kids is a local organization that serves children from all ethnic groups. They host one of the largest Christmas parties for underprivileged children in Texas, a summer picnic for chronically ill and medically fragile children, and community outings throughout the year. Additionally, they donate toys, clothes, school supplies and other items to the centers, agencies, shelters, hospitals and schools on the Love for Kids roster.

Join us for the LSSP roundtable discussion and TASP luncheon on October 2nd. Are you passionate about our profession? Sign up to be a District Leader and be the voice for your district directly to TASP. Please contact me if you are interested or if you would like additional information at klopez@canyonisd.net.

Thanks! Kassi Lopez



Greetings Fellow Graduate Students,

It is time to start applying for TASP Scholarships! This year, we are giving out four \$500 scholarships to graduate student members. If you are not a member, you can join at www.txasp.org. Annual membership dues are \$25 for students. If you are interested in applying for a scholarship, please review the attached document and application form. All application materials are due Friday, October 3, 2014. Award recipients will be notified on Monday, October 13th and will be formally recognized at the 2014 Annual TASP Conference in Irving, Texas. I encourage you to apply and we look forward to your application. If you have any questions or concerns, please do not hesitate to contact me via email at graduatestudentrep@txasp.org. Good luck!

Kindly,
Stephanie Barbre



Texas A&M University Commerce

Students are admitted to the School Psychology program in both the Spring and Fall semesters. Deadlines for applications are 4/15 and 11/15, respectively.

Dear Ethical Eddie,

Recently, my special education director announced a policy in our district that requires LSSPs to obtain written consent for ANY discussion with teachers or problem solving teams about any student. My understanding was that we did not have to have written consent to participate in these types of activities. My director said that she is just trying to protect LSSPs from sanctions against their licenses. I am very concerned that this requirement will dramatically decrease my participation in consultation and problem solving, thus setting back the practice of school psychology in my district. Is there any guidance that I can use to try and dissuade my director from implementing this policy?

Hands About to be Tied

Dear Hands,

Thanks for bringing this to my attention. In fact, there are several sources to consider in this situation: ethical codes, licensure rules, state and federal laws.

First, let's see what NASP Principles for Professional Ethics has to say:

Standard I.1.1 School psychologists encourage and promote parental participation in school decisions affecting their children (see Standard II.3.10). However, where school psychologists are members of the school's educational support staff, not all of their services require informed parent consent. It is ethically permissible to provide school-based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parent consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions.¹⁴ Parent consent is not ethically required for a school-based school psychologist to review a student's educational records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or to participate in educational screenings conducted as part of a regular program of instruction. Parent consent is required if the consultation about a particular child or adolescent is likely to be extensive and ongoing and/or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities.¹⁵ Parents must be notified prior to the administration of school- or classroom-wide screenings for mental health problems and given the opportunity to remove their child or adolescent from participation in such screenings.

And TSBEP Rules for Practice:

RULE §465.11 Informed Consent/Describing Psychological Services

- (a) Licensees obtain and document in writing informed consent concerning all services they intend to provide to the patient, client or other recipient(s) of the psychological services prior to initiating the services, using language that is reasonably understandable to the recipients unless consent is precluded by applicable federal or state law.
- (b) Licensees provide appropriate information as needed during the course of the services about changes in the nature of the services to the patient client or other recipient(s) of the services using language that is reasonably understandable to the recipient to ensure informed consent.



The Texas School Psychologist is published four times a year. Articles, announcements, advertising, employment notices, and

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The Editor:

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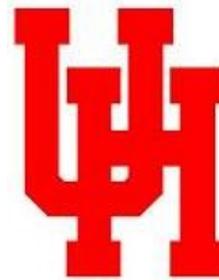
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For more information, please contact:

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RULE §465.38 Psychological Services for Public Schools

This rule acknowledges the unique difference in the delivery of school psychological services in the public schools from psychological services in the private sector. The Board recognizes the purview of the State Board of Education and the Texas Education Agency in safeguarding the rights of public school children in Texas. The mandated multidisciplinary team decision making, hierarchy of supervision, regulatory provisions, and past traditions of school psychological service delivery both nationally and in Texas, among other factors, allow for rules of practice in the public schools which reflect these occupational distinctions from the private practice of psychology.....

(1) Definition.

(A) The specialist in school psychology license permits the licensee to provide school psychological services only in Texas public schools. A person utilizing this license may not provide psychological services in any context or capacity outside of their employment or contract with public schools.

(B) A licensed specialist in school psychology (LSSP) means a person who is trained to address psychological and behavioral problems manifested in and associated with educational systems by utilizing psychological concepts and methods in programs or actions which attempt to improve the learning, adjustment and behavior of students. Such activities include, but are not limited to, addressing special education eligibility, conducting manifestation determinations, and assisting with the development and implementation of individual educational programs.

Texas Education Code does not address consent required when the LSSP is involved.

From IDEA:

TITLE I / B / 614 / a / 1 / D

(D) Parental consent.--

(i) In general.--

(I) Consent for initial evaluation.--The agency proposing to conduct an initial evaluation to determine if the child qualifies as a child with a disability as defined in section 602 shall obtain informed consent from the parent of such child before conducting the evaluation. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services.

(II) Consent for services.--An agency that is responsible for making a free appropriate public education available to a child with a disability under this part shall seek to obtain informed consent from the parent of such child before providing special education and related services to the child.

Part 300 / D / 300.300 / d

(d) Other consent requirements.

(1) Parental consent is not required before--

(i) Reviewing existing data as part of an evaluation or a reevaluation; or

(ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

(2) In addition to the parental consent requirements described in paragraphs (a), (b), and (c) of this section, a State may require parental consent for other services and activities under this part if it ensures that each public agency in the State establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with FAPE.

In the Summer 2013 Newsletter from the Texas State Board of Examiners of Psychologists, a detailed examination of the differences between requirements for parental consent was presented. The following is a reproduction of that section of the TSBEP newsletter:

Informed Consent in the Public Schools: Analysis of Impact of Federal Education Law on Board Rules Governing Informed Consent

The TSBEP has received requests from LSSPs to provide clarification on the issue of informed parental consent in public schools. TSBEP's requirements for obtaining informed consent are provided in Board rule 465.11(a-h). Since these requirements are somewhat different from the requirements contained in federal regulations regarding consent (34 CFR § 300.9) in public schools, some discussion is warranted. The Board directed the following clarification:

Board rule 465.38 (Psychological Services in the Schools) "acknowledges the unique difference in the delivery of school psychological services in the public schools from psychological services in the private sector." In fact, Board rule 465.38(6) states that "in the event of a conflict between state or federal statutes and Board rules, state or federal statutes control." Furthermore, Sec. 501.260(c) of the Psychologists' Licensing Act requires that "the rules of practice for a licensed specialist in school psychology must comply with nationally recognized standards for the practice of school psychology."

Nationally recognized standards have been developed by the National Association of School Psychologists (NASP). These standards, while not adopted by the TSBEP, are recognized as valuable resources for members of the profession. According to these standards, not all services provided by LSSPs will require informed parental consent. The following excerpt from Standard 1.1.1 of NASP's Principles for Professional ethics (PPE) provides: "School psychologists (The title "school psychologist" in this standard would be applicable to LSSPs in Texas.) encourage and promote parental participation in school decisions affecting their children (see Standard II.3.10). However, where school psychologists are members of the school's educational support staff, not all of their services require informed parent consent. It is ethically permissible to provide school-based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parent consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions." However, classroom observations to collect data related to a suspected disability (e.g., using systematic procedures such as time sampling) would require informed consent.

The NASP standard states that informed parental consent is not ethically required for the following activities related to individual students: Reviewing an individual student's educational records; Conducting classroom observations of a student; Assisting with in-class interventions and progress monitoring of a student; and Participating in educational screenings conducted as part of a regular program of instruction.

However, the standard further states that informed parental consent is ethically required if the consultation about the individual student is likely to be extensive and ongoing or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities.

In addition to the national standards that address informed parental consent, there are federal regulations that provide clarification on when informed consent may be required. In 34 CFR §300.302, it states that "The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services." (Authority: 20 USC 1414(a)(1)(E)). The terms "evaluation" and "screening" are further defined in the Analysis of Comments and Changes section of the Federal Register, Volume 71, Number 156 (August 14, 2006). The following definitions are provided: An "evaluation," as used in the Act, refers to an individual assessment to determine eligibility for special education and related services, consistent with the evaluation procedures in §§300.301 through 300.311. "Screening," as used in §300.302 and section 614(a)(1)(E) of the Act, refers to a process that a teacher or specialist uses to determine appropriate instructional strategies. Screening is typically a relatively simple and quick process that can be used with groups of children. Because such screening is not considered an evaluation under §§300.301 through 300.311 to determine eligibility for special education services, parental consent is not required."

Thus, federal regulations have control over the requirements for informed parental consent in the public schools and the national standards developed by NASP provide further clarification on when consent may or may not be required. LSSPs who participate as members of student assistance teams may not be required to obtain informed parental consent for activities identified in paragraph three above (items #1 - #4), as long as the resulting interventions are: under the authority of the teacher; and within the scope of typical classroom interventions

s may be required to obtain informed parental consent for the described activities if: the LSSP's services are likely to be extensive and ongoing; or school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities.

In short, if the LSSP's services are consistent with the federal definition of "screening" and do not involve individual assessment practices (e.g., the administration, scoring and interpretation of norm-referenced assessment instruments with individual students) or the collection of extensive student and family information (beyond the typical information collected for school purposes), then, informed parental consent may not be required.

In addition, more information and guidance were provided in an additional TSBEP newsletter article in Summer 2014. The text of that article is reprinted here.

Informed Consent in Public Schools

The Texas State Board of Examiners of Psychologists (TSBEP) receives many requests for clarification of Board rules as they relate to informed consent in public schools. The TSBEP recognizes the unique difference in the delivery of school psychological services from that of the private sector and would like to offer clarification for LSSPs regarding the issue of informed parental consent. Before this issue is addressed, it is important to note that the TSBEP has no regulatory authority over public schools in Texas. However, since the TSBEP issues the required license for providing school psychological services in public schools (i.e., the LSSP), the TSBEP is required to regulate the "activities" of those individuals practicing with this license. In an attempt to address the regulatory requirements for LSSPs, particularly the requirements for informed parental consent in public schools, the Board offers the following clarifications:

LSSPs assigned to federal support programs (e.g., special education):

When LSSPs are assigned by a public school to provide psychological services to eligible students in federal programs (such as special education) the federal requirements for these programs, including the requirements for informed parental consent, super cede Board rules.

LSSPs assigned to general education programs:

When LSSPs are assigned by a public school to work with other populations of students (i.e., general education), the "activities" may or may not be considered "psychological services". Many of these activities are focused on prevention and support services and may not rise to the level of "psychological services", but may be considered "educational services". An example of an educational service might be consultation. However, since consultation might also be considered a psychological service, some differentiation is necessary. Consultation as an educational service: When consultation provided by an LSSP focuses on school-wide or classroom interventions aimed at all students or targeted groups of students as part of a Response to Intervention (RtI) process, this activity might be considered an "educational service".

Consultation as a psychological service:

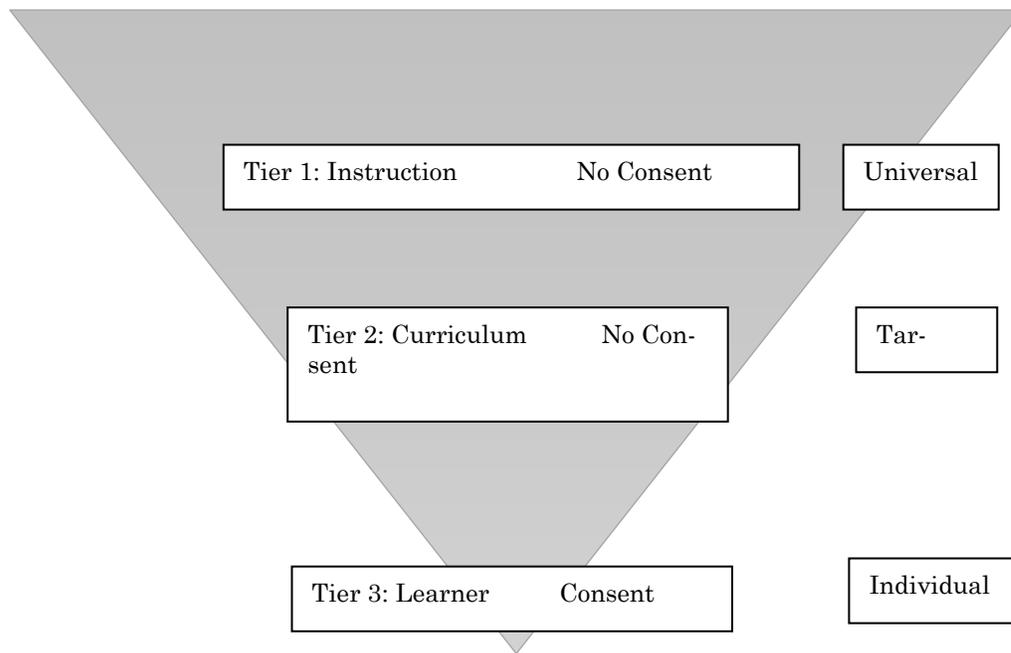
When consultation provided by an LSSP focuses on targeted interventions for a specific student, this activity rises to a level of a direct service that might be considered a "psychological service". Thus, LSSPs must determine if the activity they are performing rises to the level of "psychological services", which would require informed parental consent. When determining if an activity rises to the level of a "psychological service", LSSPs should consider the questions provided in below:

1. Does the activity require the individual to hold a specific license or credential in order to provide that activity in the public school (e.g., counseling, assessment, etc.)?
2. Is the activity solely reliant upon specialized education and training in psychology and psychological principles (such as that held by an LSSP)?
3. Would the activity constitute the practice of psychology as defined by TSBEP and the Psychologists' Licensing Act?
4. Does the activity include direct student services (i.e., services that are not under the authority of the teacher or other staff member)?

If the answer to any of the above questions is “yes”, then the service should be considered a “psychological service”, which would require informed parental consent. It should be noted, however, that questions #2 and #3 may be more challenging to answer when performing activities in a prevention-focused model, such as RtI. As a guide, the LSSP might consider other domains that could be impacting a student’s performance before providing student- focused consultation. These other domains are represented by the ICEL acronym – Instruction, Curriculum, Environment, Learner. It is possible that these domains can be altered before the LSSP provides consultation focused on the individual student (which would require informed parental consent). Below is an illustrated example (Figure 2) of how the ICEL domains might be considered within the context of the RtI process and when consent would be necessary.

For example, if the LSSP were consulting at Tier 1, the LSSP might consider instructional issues that could be impacting student performance before the LSSP focused on a concern for a particular student. Thus, no consent would be necessary since the focus is on instructional strategies and not on an individual student. Likewise, at Tier 2a, the LSSP might consider curriculum and environmental issues that could be impacting student performance before the LSSP focused on a concern for a particular student. Again, no consent would be necessary since the focus would be on the curriculum and environmental issues (e.g., classroom routines and structure) and not on an individual student. However, when an LSSP provides consultation at Tier 2b and Tier 3, issues become focused on the learner, or individual student. Thus, informed parental consent would be necessary.

Informed Consent Conceptual Framework within an RtI Model -Addressing ICEL Domains



Summary:

TSBEP does not have the authority to regulate school districts, it only has the authority to regulate the “activities” of the individuals licensed by the Board (which includes LSSPs).

The activities of LSSPs assigned to work with eligible students in federally-funded programs, such as special education, may be regulated by federal requirements that super cede TSBEP regulations, including requirements for informed parental consent.

The activities of LSSPs assigned to work with students in general education settings may or may not rise to the level of “psychological services”, but some activities performed by LSSPs may be considered “educational services” and not subject to Board regulation.

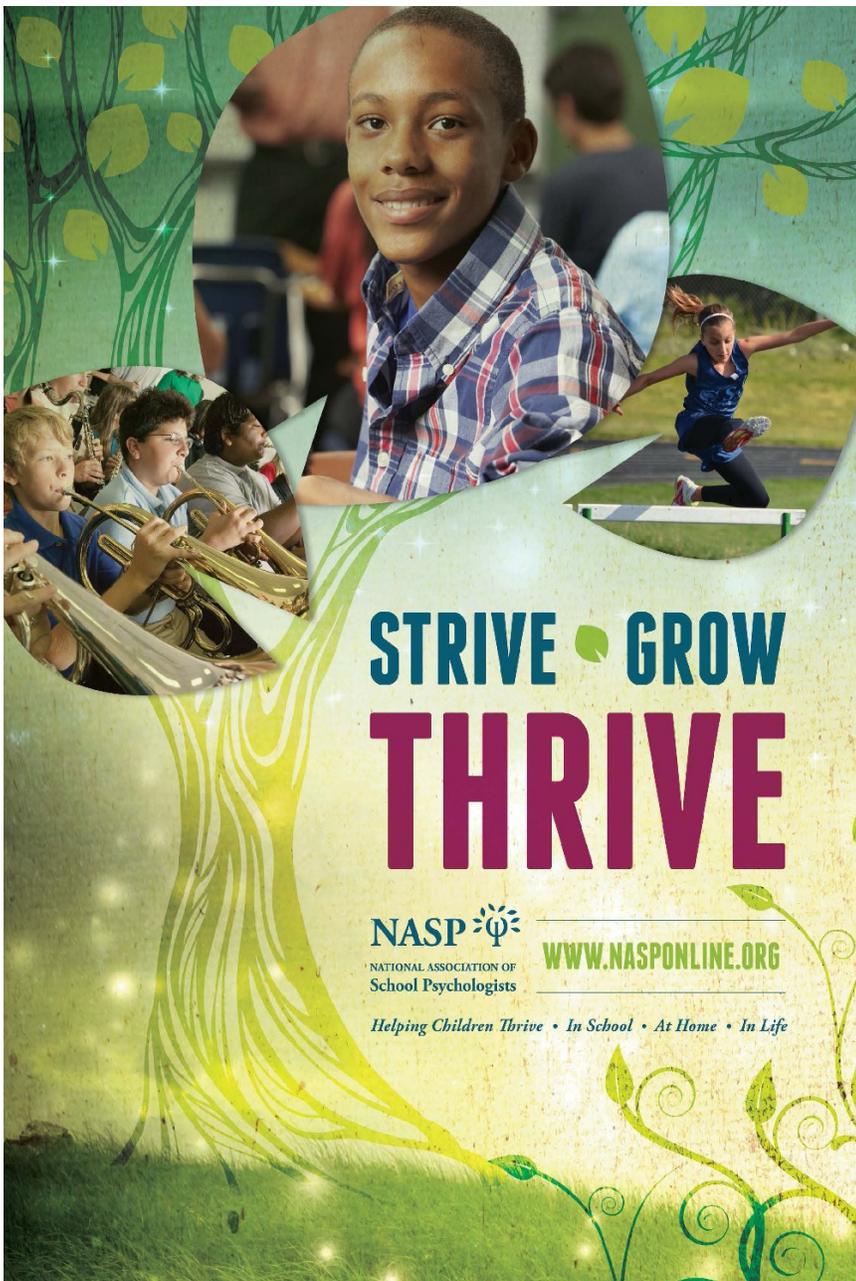
LSSPs should consider the four questions identified in Figure 1 to help differentiate “psychological services” from “educational services.”

When providing consultation within a school's RtI process, the consultation may not require informed parental consent if it is focused on other domains and not on the individual learner/student.

Sooooooooo....What to do with all of this information? In general, it appears that all applicable laws and agencies agree that an LSSP is not required to obtain informed consent when working with problem solving teams to develop and monitor strategies that are under the control of the teacher or other instructional personnel. In addition, there is agreement that informed consent is required for interventions that are provided by the school psychologist or are considered invasive in terms of length or intensity. Professional judgment must therefore be applied to determine if parental consent is required. The illustrations and references supplied here should guide professional judgment decisions.

Hope this is helpful in advocating for appropriate services for all children!

Ethically,
Eddie



**School
Psychology
Awareness
Week:
November 10-
14, 2014**



Position Statement

SERVING STUDENTS WHO ARE DEAF OR HARD OF HEARING

The National Association of School Psychologists (NASP) fully supports and encourages improvements in the education of and service delivery to students who are deaf or hard of hearing and their families. NASP supports having only qualified personnel conduct assessments of students who are deaf or hard of hearing to ensure access to effective instruction. Achieving this goal involves ongoing professional development for school psychologists who serve students who are deaf or hard of hearing. It is essential that all school psychologists understand that each student's culture and individuality must be respected and integrated into all school psychological services (Bradley-Johnson & Evan, 1991; Cawthon, 2011a; Luckner, Slike, & Johnson, 2012; Lukowski, 2005).

NASP recognizes that students who are deaf or hard of hearing and their families are a heterogeneous group in terms of hearing levels, cause, age of onset, use of assistive listening devices, and language skills. They also reflect the diversity of society and can share membership in other groups related to differences in religion, ethnicity, disability, and sexual identity. Most students who are deaf or hard of hearing share a common trait in that they can access language fully through the visual channel. NASP supports the need for all school psychologists to increase their skills, awareness, and sensitivity to serve this distinct population of students and their families. NASP endorses the following:

PROFESSIONAL TRAINING AND DEVELOPMENT

- All school psychologists who work with students who are deaf or hard of hearing must first hold the appropriate school psychology credential as defined by their state and school system policies.
- School psychologists need to recognize the strengths and limitations of their training and experience and engage only in practices for which they are qualified. When a school psychologist cannot communicate directly in the language and modality of a student who is deaf or hard of hearing, NASP supports the ethical and responsible use of peer review, consultation that includes distance technologies, and referral to appropriately qualified professionals.
- School psychologists should be aware of research in the field of deafness, specifically relating to the reliability and validity of psychological assessment instruments, to avoid misuse. Furthermore, because of the tremendous heterogeneity within this population, test developers, publishers, and other researchers are urged to specify the significant characteristics (e.g., degree of hearing loss, etiology, age of onset, language, communication modality, educational placement) of students who are deaf or hard of hearing and are included in collected samples and validity studies (Cawthon, 2011b; Spencer & Marschark, 2010).

ACCESS TO COMPREHENSIVE SERVICES

School psychologists must be aware that students who are deaf or hard of hearing may grow up in families and educational environments with limited direct communication access. This limited access can create significant barriers to the full psychological development of these students and may affect the students' ability to function effectively via spoken and written languages. The school psychologist must determine what early opportunities the student may have had or not had that may affect the acquisition of skills necessary for success in an educational or testing situation. For students who are deaf or hard of hearing for whom American Sign Language (ASL) is their primary language, consultation with credentialed ASL signers familiar with educational issues is an essential component of the language assessment process. In addition, access to services should address the following:

- Assessments and other educational support services need to address all domains in the life of the student who is deaf or hard of hearing, including social, emotional, physical, and cognitive development, and should use multiple sources of information for decision making. Due to etiological, neurobiological, and social factors, some students who are deaf or hard of hearing may be at risk for academic, social, or emotional difficulties. A successful educational program should proactively address the needs of these at-risk students and provide school psychological assistance to educators and support personnel working with these populations (Brauer, Braden, Pollard, & Hardy-Braz, 1998; Sattler & Hardy-Braz, 2001).
- School psychologists need to recognize that students who are deaf or hard of hearing may also have physical disabilities, have learning disabilities, or be members of a minority group that creates additional challenges when receiving educational and mental health care within school systems, human service agencies, and society as a whole.
- School psychologists working with students who are deaf or hard of hearing are ethically obligated to ensure that these students have an equal opportunity to develop their personal identity in an environment free from discrimination, harassment, violence, and abuse. To achieve this goal, efforts must be made through education and advocacy to reduce discrimination and ensure access across environments.
- For students who use cochlear implants or hearing aids, the school psychologist, in conjunction with other professionals, should determine how well the student can understand and communicate with these assistive devices and whether an interpreter (e.g., sign language, oral, or cued speech) may also be needed to access the curriculum.
- School psychologists should collaborate with specialists knowledgeable in working with students who are deaf or hard of hearing (e.g., certified teachers of the deaf, speech and language pathologists, audiologists, ASL/deaf studies teachers) to assess how the student can communicate in a variety of settings. A mechanism should be in place to provide ongoing progress monitoring and, when progress is deemed less than adequate, additional assessment and intervention should be provided.

FAMILY INVOLVEMENT

NASP recognizes that in order for parents to make informed decisions about their child's educational needs, they must have access to nonbiased information concerning available education and mental health services for children who are deaf or hard of hearing. School psychologists should be aware of regional, state, and national resources for information regarding the methodologies,

approaches, and philosophies regarding enhancing language development for students who are deaf or hard of hearing. In addition, they should be able to present this information to parents and guardians (Thumann-Prezioso, 2005). School psychologists should encourage parents to be highly involved in their child's educational plan, and to be active, collaborative partners in the educational program. School psychologists respect the educational choices and interventions that students who are deaf and hard of hearing and their families make.

USE OF INTERPRETERS

In order to ensure the student's right to an evaluation in his or her primary language, a school psychologist proficient in the student's preferred language or communication mode should be utilized. When such a professional is not available, an interpreter should be enlisted as a last resort. Because of the diversity of the communication needs of students who are deaf or hard of hearing, the school psychologist must ensure that the interpreter is qualified to interpret for a specific student and has experience with educational assessments. The school psychologist is responsible for training the interpreter to serve in an ancillary examiner role, and must be able to determine the validity of test data collected (National Association of State Directors of Special Education, 1992).

When using an interpreter is necessary, only Interpreters/Transliterators certified by the Registry of Interpreters for the Deaf (RID), the National Cued Speech Association (NCSA), or the state certifying agency should be utilized. In addition, school psychologists should be familiar with the variety of assistive listening devices such as hearing aids, cochlear implants, or FM loop systems that an individual student may use and ensure that they are in good working order prior to conducting the evaluation.

In lieu of the interpreter/ancillary examiner model, a school psychologist who is not proficient in the primary language of the student is strongly encouraged to refer the assessment to a state outreach program, which may be able to provide a professional qualified to provide assessment services to students who are deaf or hard of hearing.

EFFECTIVE INSTRUCTION

As members of the multidisciplinary evaluation team (MET) and Individualized Education Program (IEP) teams, school psychologists make significant contributions to the development of appropriate educational programs for each student based upon his or her needs. The MET or IEP team for a student who is deaf or hard of hearing should include professionals knowledgeable about the sociological, cultural, medical, clinical, psychological, educational, language, communication modes, and developmental aspects of students who are deaf or hard of hearing (Antia, Jones, Luckner, Kreimeyer, & Reed, 2011; Bowen, 2008). A certified teacher of the deaf should always be part of the team. Efforts to create quality schools for students who are deaf or hard of hearing should include as a minimum:

- ongoing professional development concerning best practices for students who are deaf and hard of hearing;
- reduction or removal of barriers to accessibility (e.g., provision of videophones, closed or open captioned videos, telecommunication devices, visually based alerting systems);

- a variety of direct communication skills for use by students who are deaf and hard of hearing; and
- promotion of a school community that exemplifies attitudes and behaviors that affirm the dignity and rights of all students.

In accordance with IDEA (2004), NASP supports the need for students who are deaf or hard of hearing to have frequent opportunities for direct interaction with peers of similar ages and diverse communication skills. NASP also supports educating students and staff through inservice training regarding the educational experiences and outcomes for these students; relevant research; and appropriate means for meeting their social, emotional, and educational needs.

ROLE OF SCHOOL PSYCHOLOGISTS

All school psychologists must work collaboratively with other educators and clinicians to address the needs of students who are deaf or hard of hearing and their families. School psychologists can participate in education and advocacy on a number of levels by:

- promoting nondiscrimination policies;
- conducting school-wide inservice training;
- actively addressing discrimination and neglect of student needs;
- sharing information about the diverse needs of students who are deaf or hard of hearing; and
- modeling ethical practices through attitudes, language, and behaviors that are accepting and affirming of deaf and hard of hearing students, their families, and their community in daily interactions with all students and staff.

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Adopted by the NASP Delegate Assembly in July 2012

Please cite this document as:

National Association of School Psychologists. (2012). *Students who are deaf or hard of hearing and their families* [Position statement]. Bethesda, MD: Author.

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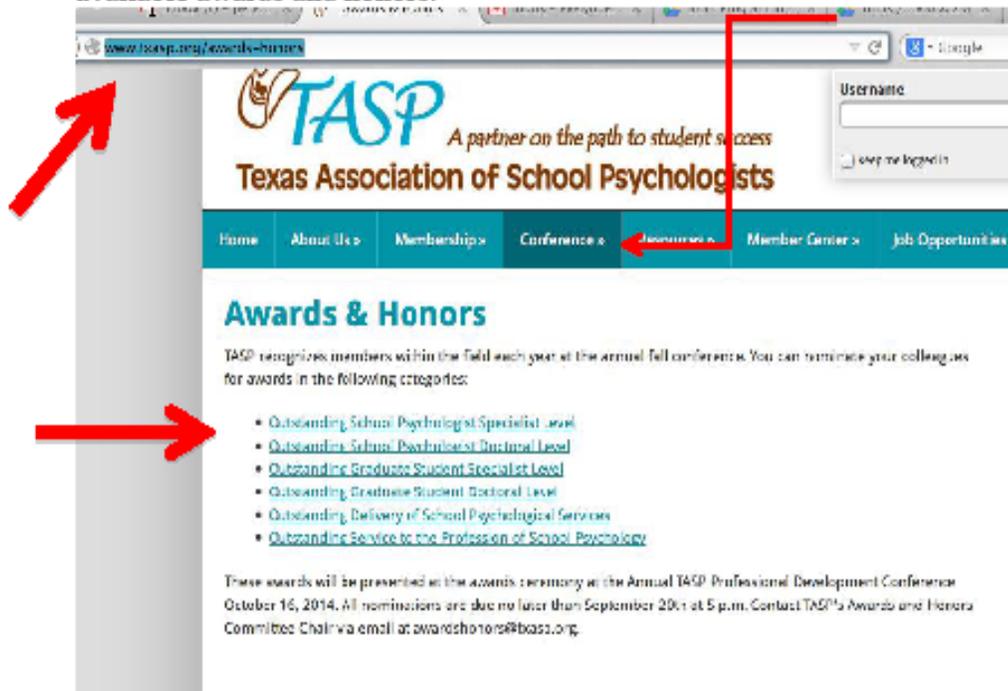


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Hello, TASP Members! It is that time of year, again, to recognize your fellow school psychologists for their hard work and dedication toward the advancement and practice of the field. Your board is proud to announce that we now have the option to submit all the necessary materials for nominations via the TASP website thanks to our Webmaster, Brook Roberts. As the Awards and Honors Committee Chair, I want to extend a special thanks to him for streamlining this process and making it easier for our membership to access. Once again, I am excited to facilitate and honor our membership.

To submit via the website:

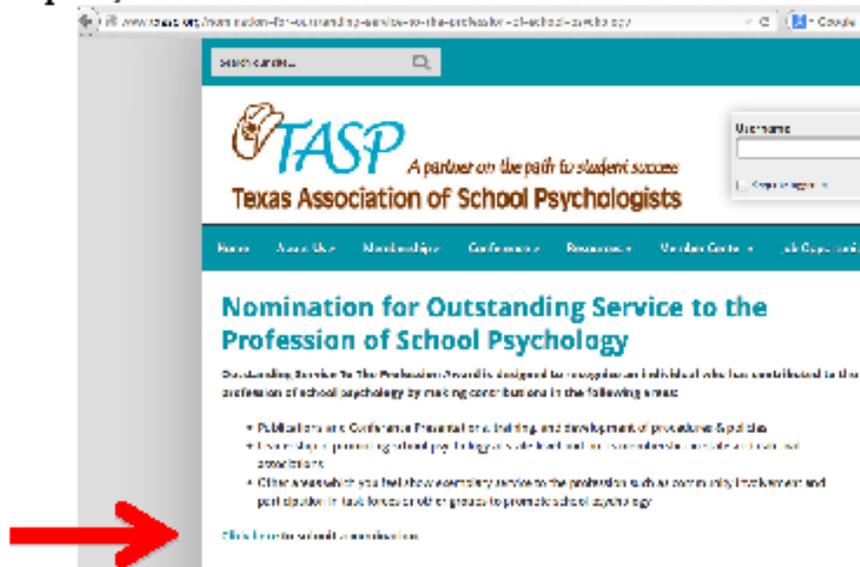
- 1) Sign into the website using your username and password, 2) click on conference tab, 3) click on awards and honors and you will see all the available awards and honors.



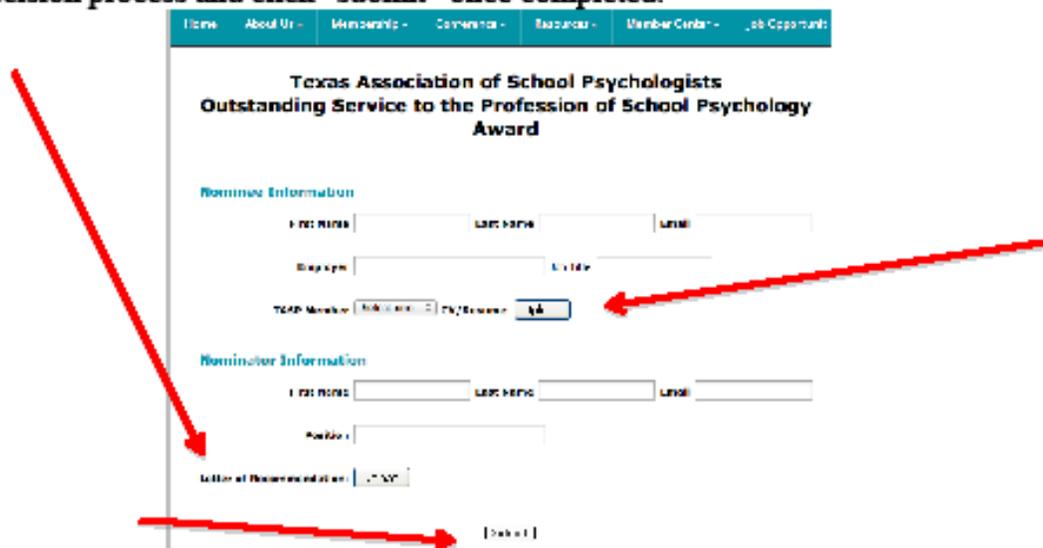
This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 16, 2014.

Send the above nomination information via the Awards and Honors Committee chair by September 20, 2014 to <http://www.txasp.org/awards-honors>

4) Once you click on the desired award for submission, read the award's description, and hit "click here."



5) Then submit all the necessary information to assist the committee in their decision process and click "submit" once completed.



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For those that prefer email, please submit to me, Evelyn Perez, via awardshonors@txasp.org, and include all the necessary information.

Outstanding School Psychologist Award: Specialist and Doctoral Level

This award is intended to recognize a doctoral and a specialist level school psychologist whom demonstrates excellence in the suggested categories:

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

Nominators please submit the following information along with 1) the nominee's resume or vita, and 2) a letter of recommendation expanding upon the suggested categories.

Name of Nominee: _____ TASP Member: (Indicate One) YES or NO

Nominee's Job Title: _____ Level: (Indicate One) Specialist or Doctoral

Employed by: _____

Nominator's/Contact Person's Name: _____ Email: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 16, 2014.

Send the above nomination information via the Awards and Honors Committee chair by September 20, 2014 to <http://www.txasp.org/awards-honors>



Outstanding Service to the Profession of School Psychology Award

Outstanding Service To The Profession Award is designed to recognize an individual who has contributed to the profession of school psychology by making contributions in the following areas:

- Publications and Conference Presentations, training, and development of procedures & policies
- Leadership in promoting school psychology at state level and holds membership in state and national associations
- Other areas which you feel show exemplary service to the profession such as community involvement and participation in task forces or other groups to promote school psychology

Nominators please submit the following information along with 1) the nominee's resume or vita, and 2) a letter of recommendation expanding upon the suggested categories.

Name of Nominee: _____ TASP Member: (Circle One) YES or NO

Nominee's Job Title: _____

Employed by: _____

Nominator's/Contact Person's Name: _____ Email: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 16, 2014.

Send the above nomination information via email to the Awards and Honors Committee chair by September 20, 2014 to awardshonors@txasp.org



Outstanding Delivery of School Psychological Services Award to a School District

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

- **Model of Service Delivery:** This relates to the model which school psychological services are delivered within the district. Include the number of psychological service personnel employed by the district and in what capacity they are employed.
- **Programs:** This category involves programs for special students (i.e., At-Risk, ADHD, ED, LD, or regular education students, etc.).
- **Direct and Indirect Service:** This area relates to providing school psychological services directly to students and parent(s)/guardian(s) (i.e., assessment, counseling, parent training, and/or indirectly through consultation, in-service training, etc.).

Include the primary activities performed by psychological service personnel.

- **Research, Grants, and/or Projects:** Please list program evaluation activities, any special projects being conducted, and/or any grants which have been awarded to the district regarding the provision of school psychological services.

Nominators please submit the following information along 1) a letter of recommendation expanding upon the suggested categories.

School District: _____

Contact Person's/ Nominator's email: _____ Telephone: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 16, 2014.

Send the above nomination information via email to the Awards and Honors Committee chair by September 20, 2014 to awardshonors@txasp.org



Outstanding Graduate Student Award: Specialist and Doctoral Level

This category is intended to recognize students that demonstrate evidence of impact upon graduate education in school psychology after entering a program, and sets the student apart from other students regarding:

- Leadership skills
- Creative endeavors
- Observed Personal Growth
- Interpersonal Skills
- Professional Competencies
- Conference Presentations

Eligibility: The graduate student must be 1) enrolled in a school psychology program and have the status, "Intern;" 2) have a minimum overall grade point average of 3.75; and 3) be a student member of TASP.

Nominators please submit the following information along with 1) the nominee's resume or vita, and 2) a letter of recommendation expanding upon the suggested categories from their school psychology professor and field-based supervisor.

Name of Nominee: _____ TASP Member: (Circle One) YES or NO

University Attending: _____ Level: (Indicate One): Specialist or Doctoral

GPA (at time of nomination): _____ Date Degree will be Awarded: _____

Internship Site(s): _____

Nominated and Verified by: _____ Nominator's email: _____

This award will be presented at the awards ceremony at the Annual TASP Professional Development Conference October 16, 2014.

Send the above nomination information via email to the Awards and Honors Committee chair by September 20, 2014 to awardshonors@txasp.org

Changes in TSBEP Rules Regarding Continuing Education Requirements for License Renewal

On October 1, 2014, the number of required continuing education hours for renewal of the LSSP will increase from 12 to 20. This change was made after considerable research and discussion by the members of TSBEP. The increase brings the requirements in Texas more in line with national standards for psychology practice, for both school psychologists and private practitioners.

One question that has already been addressed by Darrel Spinks, TSBEP Executive Director, is the issue of “double dipping,” i.e. using the same training or activity to meet the requirements for both the ethics and diversity specifications. Mr. Spinks has confirmed that the same activity cannot be used to meet both requirements. Therefore, a total of 6 hours of the continuing education requirements are prescribed content. For reference, the text of the new board rule, 461.11 (a) (2), and other board rules related to professional development is provided below.

RULE §461.11 Professional Development

(a) Requirements.

(1) All licensees of the Board are obligated to continue their professional education by completing a minimum of 12 hours of professional development during each year that they hold a license from the Board regardless of the number of separate licenses held by the licensee. Of these 12 hours, all licensees must complete a minimum of three hours of professional development per year in the areas of ethics, the Board's Rules of Conduct, or professional responsibility.

(2) All licensees of the Board are obligated to continue their professional education by completing a minimum of 20 hours of professional development during each year that they hold a license from the Board regardless of the number of separate licenses held by the licensee. Of these 20 hours, all licensees must complete a minimum of three hours of professional development per year in the areas of ethics, the Board's Rules of Conduct, or professional responsibility, and a minimum of three hours in the area of cultural diversity (these include, but are not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status). This paragraph shall take effect and supersede paragraph (1) of this subsection on October 1, 2014.

(b) Relevancy. All professional development hours must be directly related to the practice of psychology. The Board shall make the determination as to whether the activity or publication claimed by the licensee is directly related to the practice of psychology. In order to establish relevancy to the practice of psychology, the Board may require a licensee to produce, in addition to the documentation required by subsection (d) of this section, course descriptions, conference catalogs and syllabi, or other material as warranted by the circumstances. The Board does not pre-approve professional development credit. The Board shall not allow professional development credit for personal psychotherapy, workshops for personal growth, the provision of services to professional associations by a licensee, foreign language courses, or computer training classes.

(c) Professional development.

(1) Required hours may be obtained by participating in one or more of the following activities, provided that the specific activity may not be used for credit more than once:

(A) attendance or participation in a formal professional development activity for which professional development hours have been pre-assigned by a provider;

(B) teaching or attendance as an officially enrolled student in a graduate level course in psychology at a regionally accredited institution of higher education;

(C) presentation of a program or workshop; and

(D) authoring or editing publications.

(2) Providers include:

(A) national, regional, state, or local psychological associations, public school districts, regional service centers for public school districts or psychology programs at regionally accredited institutions of higher education; or

(B) other formally organized groups providing professional development that is directly related to the practice of psychology. Examples of such providers include: public or private institutions, professional associations, and training institutes devoted to the study or practice of particular areas or fields of psychology; professional associations relating to other mental health professions such as psychiatry, counseling, or social work; and state or federal agencies.

(3) At least half (10) of the required 20 hours of professional development must be obtained from or endorsed by national, regional, state, or local psychological associations, public school districts, regional service centers for public school districts, or psychology programs at regionally accredited institutions of higher education. This para-

graph shall take effect on October 1, 2014.

(4) Credits will be provided as follows:

(A) For attendance at formal professional development activities, the number of hours pre-assigned by the provider.

(B) For teaching or attendance of a graduate level psychology course, four hours per credit hour. A particular course may not be taught or attended by a licensee for professional development credit more than once.

(C) For presentations of workshops or programs, three hours for each hour actually presented, for a maximum of six hours per year. A particular workshop or presentation topic may not be utilized for professional development credit more than once.

(D) For publications, eight hours for authoring or co-authoring a book; six hours for editing a book; four hours for authoring a published article or book chapter. A maximum credit of eight hours for publication is permitted for any one year.

(5) Professional development hours must have been obtained during the 12 months prior to the renewal period for which they are submitted. If the hours were obtained during the license renewal month and are not needed for compliance for that year, they may be submitted the following year to meet that year's professional development requirements. A professional development certificate may not be considered towards fulfilling the requirements for more than one renewal year.

(d) Documentation. It is the responsibility of each licensee to maintain documentation of all professional development hours claimed under this rule and to provide this documentation upon request by the Board. Licensees shall maintain documentation of all professional development hours claimed for at least five years. The Board will accept as documentation of professional development:

(1) for hours received from attendance or participation in formal professional development activities, a certificate or other document containing the name of the sponsoring organization, the title of the activity, the number of pre-assigned professional development hours for the activity, the signature of an official representative of the sponsoring organization, and the name of the licensee claiming the hours;

(2) for hours received from attending college or university courses, official grade slips or transcripts issued by the institution of higher education must be submitted;

(3) for hours received for teaching college or university courses, documentation demonstrating that the licensee taught the course must be submitted;

(4) for presenters of professional development workshops or programs, copies of the official program announcement naming the licensee as a presenter and an outline or syllabus of the contents of the program or workshop;

(5) for authors or editors of publications, a copy of the article or table of contents or title page bearing the name of licensee as the author or editor;

(6) for online or self-study courses, a copy of the certificate of completion containing the name of the sponsoring organization, the title of the course, the number of pre-assigned professional development hours for the activity, and stating the licensee passed the examination given with the course.

(e) Declaration Form. All licensees must sign and submit a completed Professional Development Declaration Form for each year in which they are licensed by the Board specifying the professional development received for the preceding renewal period. Licensees wishing to renew their license must submit the declaration form with the annual renewal form and fee no later than the renewal date. Licensees who do not wish to renew their license must submit the declaration form along with a written request to retire the license on or before the renewal date. Licensees shall not submit documentation of professional development credits obtained unless requested to do so by the Board. Licensees who are not audited pursuant to subsection (f) of this section and who are otherwise eligible may declare their professional development on the online license renewal form.

(f) Audit. The Board conducts two types of audits. Licensees shall comply with all Board requests for documentation and information concerning compliance with professional development and/or Board audits.

(1) Random audits. Each month, 10% of the licensees will be selected by an automated process for an audit of the licensee's compliance with the Board's professional development requirements. The Board will notify a licensee by mail of the audit. Upon receipt of an audit notification, licensees planning to renew their licenses must submit requested documentation of compliance to the Board with their annual renewal form no later than the renewal date of the license. A licensee who is audited may renew their license online provided that they submit the professional development documentation to the Board at least two weeks in advance of their online renewal so that it can be pre-approved. Licensees wishing to retire their licenses should submit the requested documentation no later than the renewal date of the license.

(2) Individualized audits. The Board will also conduct audits of a specific licensee's compliance with its professional development requirements at any time that the Board determines that there are grounds to believe that a licensee has not complied with the requirements of this rule. Upon receipt of notification of an individualized audit, the licensee must submit all requested documentation within the time period specified in the notification.

Source Note: The provisions of this §461.11 adopted to be effective February 8, 1982, 7 TexReg 351; amended to be effective October 15, 1993, 18 TexReg 6740; amended to be effective January 2, 1995, 19 TexReg 9994; amended to be effective January 9, 1997, 22 TexReg 46; amended to be effective June 2, 1997, 22 TexReg 4415; amended to be effective November 10, 1997, 22 TexReg 10649; amended to be effective August 27, 1998, 23 TexReg 8677; amended to be effective June 3, 1999, 24 TexReg 4015; amended to be effective December 18, 2000, 25 TexReg 12390; amended to be effective November 29, 2001, 26 TexReg 9628; amended to be effective March 10, 2004, 29 TexReg 2314; amended to be effective June 5, 2005, 30 TexReg 3099; amended to be effective March 3, 2008, 33 TexReg 1810; amended to be effective December 7, 2008, 33 TexReg 10028; amended to be effective September 26, 2013, 38 TexReg 6204

Texas State University School Psychology program awarded \$1.03 million grant to develop bilingual school psychologists

The School Psychology program at Texas State University has been awarded a five-year, \$1.03 million grant from the United States Department of Education for program development and preparation of Spanish-English bilingual school psychologists.



Awarded by the Office of Special Education Programs (OSEP) to Texas State's Project SUPERB (Scholars Using Psychology and Education to Reach Bilinguals), the grant will support the preparation of 24 fully-credentialed, high-quality bilingual school psychologists to improve teaching and learning by ensuring that language differences and assessment of the need for special education services are competently assessed for the purpose of appropriate educational interventions.

Serving the growing population of Spanish-speaking children in Texas, this project will add a new training and certification track in bilingual school psychology to the existing NASP-approved program at Texas State. Project SUPERB will recruit, prepare and support scholars in specialized course work, supervised bilingual practicum and internship experiences at partner sites, and language/cultural immersion experiences in Costa Rica to promote multicultural awareness and build professional Spanish vocabulary in the areas of education and psychology.

Scholars will graduate with a 75-hour specialist degree in school psychology (SSP) and a certificate in bilingual school psychology. Additionally, they will be eligible for national certification and state licensure to practice in public schools.

Criteria for Project SUPERB include admission into the school psychology program at Texas State; fluency in Spanish by achieving an average rating of at least level 3 on the Bilingual Special Education Oral Proficiency Observation Matrix; a match between applicant aspirations with Project SUPERB goals; and a commitment to serving Spanish-speaking children in schools. Applicants must also submit a written statement addressing why they wish to serve high-need urban or rural bilingual schools, communities, and children with disabilities.

Principal investigators are Dr.'s Cynthia Plotts, Jon Lasser and Desireé Vega. For more information, visit the Project SUPERB web site at <http://projectsuperb.education.txstate.edu/>. We are actively seeking bilingual LSSPs that may serve as practicum and/or internship supervisors for our Project SUPERB scholars. If you are interested in this opportunity, please contact Jon Lasser at lasser@txstate.edu or Desireé Vega at d_v76@txstate.edu.

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