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Describe the site where you work and how you decided on this type of placement.

I am currently in my second year of practice as a psychological service provider with Cypress-Fairbanks Independent School District (CFISD) in Houston. CFISD is one of the largest districts in the country, with roughly 117,000 students from a wide diversity of backgrounds. I primarily split my time among one middle school and two elementary schools where I conduct psychological assessments as part of an evaluation team. In addition, I spend most of my time providing direct counseling to students (mostly at my middle school), indirect consultation with teachers and staff to support behavior plan development and implementation, and screening for early childhood special education. Because CFISD is also an APA internship site, training and staff development is strongly valued. It has been a great fit for me since our department leadership is so thoughtful about placing us at schools that offer the types of experiences that match our interests and providing postdoctoral supervision and support as we work toward licensure as independent psychologists.

What are your areas of expertise at this point in your career?

At this point, I have developed expertise with integrating acceptance and commitment training (ACT) into both student counseling sessions and consultation with teachers to support students indirectly. I have also focused extensively on analyzing, interpreting, and communicating data trends from multitiered systems of behavioral support (e.g., school-wide positive behavior interventions and supports) and universal mental health screening initiatives, particularly for making recommendations to stakeholders regarding policy and systems-level interventions.

Describe your engagement in the local community and how this impacts your work?

I had the opportunity to attend the 2017 GW/NASP Public Policy Institute, where I learned about the importance of advocacy in advancing our profession and ultimately better supporting our students. I got to practice those advocacy skills that same week by speaking with senators and representatives from my home state of Missouri, teaching them about our practice, and urging them to support legislation that helps the profession flourish, such as allowing school psychologists to bill Medicaid. Although I am relatively new to Houston, I have worked to learn about local policy initiatives that impact students and school psychological practice via communications from the Texas Association of School Psychologists (TASP), our state association. I also draw from the TASP website regarding resources for parents and teachers related to psychological and educational supports. Finally, I try to make my voice heard on topics that impact our professional role in Texas by writing to my local and state representatives and participating in public comment about relevant issues, such as the involvement of physicians during Other Health Impairment evaluations.

Describe a challenge that you have faced in your early career. How did you handle it and what advice do you have for others with similar challenges?

In my first year of practice, I often felt hesitant to speak up during meetings, as I was still learning about the work culture and procedures of the district, did not want to overstep, and sometimes second-guessed my own opinions. After a while, I started pushing through the discomfort and voicing my opinion more. Although there were sometimes disagreements, I was mostly met with positive feedback about my recommendations and perspective. My advice to others starting out would be to have confidence in your training and know that you

have something to bring to the table to support your students even when you are new and still learning the day-to-day logistics of your job.

What specific aspects of NASP membership and involvement have benefited you in your career thus far? Why is membership in NASP important to you?

The two aspects of NASP membership that have had the biggest impact on my career have been the annual convention and NASP's flagship journal, *School Psychology Review* (SPR). I have presented at the convention every year but one since beginning graduate school in 2014. I love helping my audience make connections from my research to their practice and getting to strengthen my own skills by learning from and networking with other professionals. Similarly, staying current with research published in SPR has also helped me think creatively about linking the newest applied science to my work in schools. I was also thrilled to recently be invited to join the SPR Editorial Board and look forward to supporting the journal's mission in the coming years.