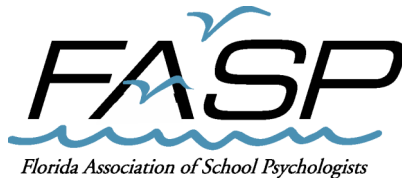


The Florida School Psychologist

The Newsletter of the Florida Association of School Psychologists



Volume 39 Number 2

Summer 2012

Jennifer Valentine and Kristen Jones, Editors



President's Message

Joseph Jackson

1982

2012

Crossroad, Crisis, and Crunch Time

The Times They Are a-Changin'

Bob Dylan



I have grave concerns and, at the same time, great hope for our profession of school psychology. I believe we are at a very critical crossroad, have a serious crisis brewing, and are facing crunch time for our profession. The past few years have brought about many changes and challenges to school psychology that have required major shifts in our thinking and our practice. One thing I am very sure about is that 'What has been will no longer work or be acceptable!' As it has often been said, "***Change is the only constant thing in life.***"

Very few people like changes or challenges. But there is something that we definitely do not want to do ... nothing. We must not and cannot be like 'deer in headlights'. The consequences of both our actions and inactions in relation to the major changes that have occurred, are occurring, and will occur in the future, will impact our lives and school psychology for a very long time. There is no getting out of it. We need to take an active role, sit in the driver's seat, decide which way to turn, who to take with us, and what path to follow. This is not a journey that we want to sleep through.

The Crossroad

Many things have brought us to this crossroad, which is a place where roads intersect and a point at which a vital decision must be made. Reaching a crossroad in life is never comfortable, but it is often also not the end of the road. It is a time of uncertainty and challenge, which sometimes forces us out to the very edge. It can also show us what we're made of and also refresh us and make us anew. In light of this, we each need to examine ourselves and our profession.



Crossroad for us to decide!!!

(continued on page 3)



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What will we do at this crossroad in our profession? Are we the reactive type that immediately view the crossroad as negative and begin to plan our escape route? Do we sit and contemplate the crossroad, look at it from many angles, and then determine which way to move? Or do we do nothing and let it happen to us?

Now that we have come to the end of another school year, I challenge you to take stock of yourself and your profession. Resolve to make positive changes in aspects of your life related to your chosen profession, *school psychology*. What would you like to change or to improve about yourself, your personal life, and your world of work?

In taking stock of yourself and your profession, here are some questions you might want to ask yourself:

1. Am I and my profession moving in the same direction?
2. Am I growing professionally and personally, or am I relying on my previous knowledge and skills to get by?
3. Am I able to maintain some autonomy in providing needed services for children or are my decisions being directed by the needs of others, e.g., school administrators, etc.?

“Do you need a weatherman to know where the wind blows?”

Bob Dylan

The Crisis

I believe we are in a crisis of transformation where the old system can no longer be maintained. Our crisis could be loosely defined as 'a testing time' or an 'emergency event' that cannot be ignored, which was unexpected, involves many complex issues, and could be seen as a threat to the most critical goals of our profession. School psychology as a whole seems to have failed to note the onset of this crisis. We may be doing some things for reasons that are no longer acceptable to our practice. We may be continuing to do the wrong things for the right reasons. For example, we may still believe that a discrepancy between intellectual/cognitive functioning and achievement is the best way to identify students with specific learning disabilities.

Some of the reasons for our crisis may be related to a perceived threat to the basic values of school psychology. Have we left social/emotional, mental health, psychology, neuropsychology, etc. behind and attached our future to academic achievement only, no matter the cost? Do we perceive a sequence of events in which there will be no return for school psychology?



The merry go round of life is going faster and faster.

Crunch Time

I believe that the profession of school psychology is now at crunch time, which is a critical period of time during which it is necessary to work hard and fast if we are going to be able to survive and be successful. We are at a time of a decisive confrontation and at a critical moment requiring dramatic action.

(continued on page 4)



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We must be proactive, not merely reactive, and display leadership. We must possess skills and techniques required to identify, assess, understand, and cope with any and all situations. We must grasp the process of transformation. The credibility and reputation of our profession will be seen by our responses during these crossroad and crisis situations. We need to get to that place and quickly!!! There must be open communication between us and our leaders to successfully accomplish the ultimate goal of learning and growing professionally. It is important that **all issues and concerns** be respectfully discussed.

We have one very powerful business rule. It is concentrated in one word: COURTESY.
Henry Wells, 1864

Erika Hayes James identified valuable competencies which can facilitate change during and after a crisis. ^[1]

1. Build an environment of trust.
2. Reform the profession's/organization's mindset.
3. Identify obvious and obscure vulnerabilities of the profession.
4. Make wise and rapid decisions as well as take courageous action.
5. Learn from crisis to effect change.

Now is the time for us to take all the research, experiences, training, and skills and put them to practice in a way that is so convincing that school psychology and school psychologists become the 'go to' professionals, the professionals that must be included. We must be the true champions of children and adolescents.

This crossroad, crisis, and crunch time forces us to adopt a learning orientation, to use prior experiences, and to develop new skills and behaviors that will ultimately change the way we operate. We must be purposeful and skillful in finding the learning opportunities inherent in every challenging situation. We must move from a mindset that manages crisis to one that generates crisis leadership.

I believe that the mantra for this summer for each of us should be: **Refresh, Revitalize, and Retool.**

- Use this summer to get refreshed with life and the wonders it brings, especially with our significant others/family.
- Set your mind on lighting that spark that was your first love of school psychology. Find the joy of knowing that no other profession has the skill set to bridge the challenges ahead like ours.
- Learn one or two new skills needed to accomplish the task ahead. Be a life time learner who is always looking for opportunities to grow professionally.
- Lastly, when school starts this fall, connect with each of our schools: the administration, teachers, secretaries, janitors, parents, and most importantly, the kids. Find time to mentor, offer advice, be a good listener, care, share, give, and receive.

You must strategically build your knowledge and skills, guided by the direction school psychology is moving. This summer, I encourage you to do an honest assessment of where you are professionally. Here are some areas you may want to look at:

- Child Advocacy: Am I a good child advocate? Become a FASP Ambassador and advocate for every child.
- The Problem Solving Process: Am I able to use this process to address the academic and psychological needs of the students in my school(s)? This is the critical component to everything we do, the hub around which everything must connect.
- Response to Intervention (RtI): Am I knowledgeable and comfortable with this process? Am I able to assist teachers and administration in addressing the needs of a student, a classroom, or an entire school? If not, this is a must! Search out the many opportunities out there to learn this process through courses, seminars, online webinars, etc.
- Social and Emotional Needs: Am I able to assess, intervene, and support the social and emotional needs of students? Mental health needs of children cannot, and must not, be removed from the equation.

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- School Neuropsychology: Am I up on the latest research and practice in school neuropsychology? This area has so much promise for unlocking the potential of all children, but especially the moderately to severely disabled child.
- Student Retention: Am I able to assist schools in drastically reducing its retention rates? The research is clear that retention often accomplishes very little and is devastating for most children.
- The Whole Picture: Am I able to see the whole child and the whole environment that affects a student’s behavior and/or performance? As a school psychologist, we must be able to see all sides of the issues and articulate it to others.

In conclusion, I believe we need to recognize the crossroad we are at, the crisis our profession is experiencing, and the need for us to use this crunch time to make this difficult and challenging time into one of the most decisive and influential times in the history of school psychology. So let’s get going on our personal quest to raise the bar on our professional skills, step out as a leader in our field, and gain the confidence to make a difference for every child we encounter.

Break a leg!!!

Sidenote: The FASP and NASP summer institutes offer good learning opportunities for you. Check them out for some great professional growth opportunities, a tax deductible vacation for you and family, and a way to get away from the hustle and bustle of home. Of course, the FASP Summer Institute is the best!!!

http://www.fasp.org/PDF_Files/Summer_Institute/FASP_2012_SI_Registration.pdf

References

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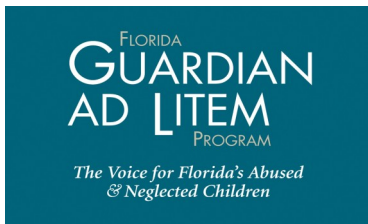
Joe Jackson
FASP President

Florida Guardian ad Litem Program

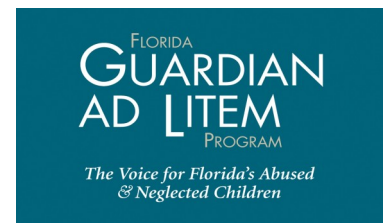
The Florida Guardian ad Litem Program is a statewide agency that serves as a powerful voice for abused and neglected children in the court system and the community. The Guardian ad Litem Program is able to represent thousands of children with the help of volunteers. Program volunteers donate countless hours to the children they represent. A Guardian ad Litem is a volunteer appointed by the court to protect the rights and advocate for the best interests of a child involved in a court proceeding, primarily as a result of alleged abuse or neglect. The volunteer Guardian ad Litem makes independent recommendations to the court by focusing on the needs of each child. Throughout the state, over 7,000 children are in need of a Guardian ad Litem volunteer. Volunteer Guardians are friends, neighbors and co-workers who make a difference in as little as 4-6 hours per month. The Guardian talks with the child's family, physician, teacher and others. The Guardian gathers information including school records to ensure the child is receiving the necessary services and support. The Guardian becomes the voice of the child and makes independent recommendations in court communicating the best interest of the child.

To learn more about the Florida Guardian ad Litem Program call 1-866-341-1425 or visit the statewide website at

www.GuardianadLitem.org



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FASP Continues "Monthly Recognition of Excellence"

Last year, FASP introduced the "**Monthly Recognition of Excellence**" as a way to acknowledge the accomplishments of our colleagues around the state. Each month, groups or individuals from the different regions will be nominated. The school psychologists must have done something to distinguish themselves. They can be school-based or private practitioners, district personnel, university faculty, students, or any combination.

Our schedule for the nominations is as follows:

- January Northeast Region
- February East Central Region
- March Southeast Region
- April South Region
- May Northwest Region
- September West Central Region
- October Southwest Region

Please look for our winners in future newsletters, on our website, or on the FASP Facebook page.



THE FLORIDA SCHOOL PSYCHOLOGIST HAS GONE GREEN!



In an effort to keep up with the efforts being made nationwide to be environmentally conscientious, we are proud to announce that the

FASP NEWSLETTER HAS GONE GREEN!

This means that our Newsletter is no longer distributed in hard-copy format, only in electronic format.

We sincerely hope you will support us in this most important effort to do our part for the environment and supply us with your most current email address so that we may provide you with pertinent information in the future!

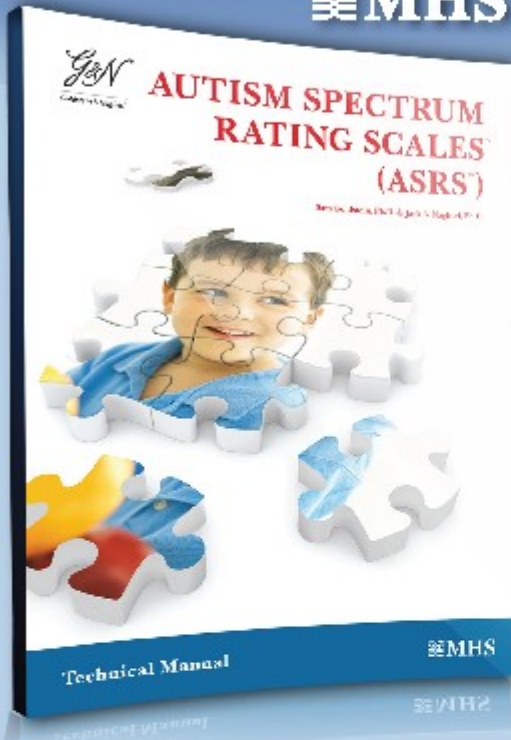
Please email Paula Lewis, (faspmembership@gmail.com), FASP Membership Chair, with your updated information.



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2012-2013 Membership Application

* Membership year runs from: July 1st, 2012 to June 30th 2013 **Membership #:** _____

PLEASE PRINT

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(First Name) (Last Name) (Maiden Name)

Address: _____ City: _____

State: _____ Zip Code: _____ Home Phone: _____

Work Phone: _____ License/Certification #: _____

Primary Email: _____

Additional Email*: _____

* FASP may need to contact you during summer and school holidays.

____ **Joining** FASP for the 1st time **OR** ____ **Renewing Membership**
____ Check here if all information is same as last year

* Please place a check on the line if you do NOT wish to allow students in school psychology programs to have access to your contact information for research purposes _____

* Please place a check on the line if you do NOT wish to share your contact information on the Members Only section of the FASP website _____

* Please place a check on the line if you do NOT wish to share your information with test/book publishers and/or educational organizations _____

Employer: _____ County of Employment: _____

Language Fluency: _____ Are you a member of NASP? ____ **YES** **OR** ____ **NO**

FOR STUDENTS ONLY:

I am currently a student enrolled in a school psychology program ____ **YES** **OR** ____ **NO**

I attend: _____ (college name)

Program Director/Internship Supervisor's signature is required for student rate: _____
(Signature of Supervisor)

Role: (Check all that apply)

- ____ 1. School Psychologist
- ____ 2. Bilingual School Psychologist
- ____ 3. Supervisor
- ____ 4. Administrator
- ____ 5. Trainer/Educator
- ____ 6. Clinical Psychologist
- ____ 7. Counselor
- ____ 8. Consultant
- ____ 9. Other: _____

Employment:

- 10. ____ Public School
- 11. ____ Private School
- 12. ____ Residential Institution
- 13. ____ Private Practice
- 14. ____ Mental Healthy Agency
- 15. ____ College/University
- 16. ____ Other: _____

Ages Served:

- 17. ____ Preschool
- 18. ____ Elementary School
- 19. ____ Middle School
- 20. ____ High School
- 21. ____ Post-Secondary
- 22. ____ ALL OF THE ABOVE (or combo)

Check as many **FASP Interest Groups** as you wish to belong :

- ____ 1. Crisis Intervention
- ____ 2. Organizational Change
- ____ 3. Social and Emotional
- ____ 4. Private Practice/Alternative Setting
- ____ 5. Low Incidence Handicaps
- ____ 6. Cultural and Linguistic Diversity
- ____ 7. Neuropsychology
- ____ 8. Computer Technology
- ____ 9. Early Childhood
- ____ 10. Retired School Psychologists



Membership Categories:

Regular Member: Those eligible for regular membership are those who are certified or licensed by the state of Florida as a school psychologist, are nationally certified as an NCSP or are primarily engaged in training of school psychologists at an accredited college or university.

Past Presidents: Exemptions from dues are limited to three years after their presidency year.

Transition Member: *(NEW) Those eligible for transition membership are those who have graduated from a School Psychology program and held Student membership the previous year. Transition members would be eligible for half the regular dues and the status would be valid for one year.

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Associate Regular/Associate Student Member: Those eligible for associate membership are those who do not meet eligibility requirements for any of the preceding categories of membership, but who are interested in or associated with the field of school psychology. Those living/working outside Florida pay ten dollars less than regular member. Verification of student status is required. This certification/verification shall be completed by the student's program director on this form.

Retired Member: Those eligible for retired membership are those who have held regular membership in FASP for 5 years and have retired from remunerative employment in school psychology or related services. I certify that I meet the criteria for retired status.

_____ (signature)

*Please note that 75% of your membership dues paid to FASP, Inc. are non tax-deductible due to the Association's involvement in lobbying and political activity attempting to influence legislation.

Please check the FASP Membership Category for which you are applying:

- ___ \$80.00 Past President (see note above for exemption)
- ___ \$80.00 Regular Member (living/working in FL)
- ___ \$80.00 Associate Regular Member (living/working in FL)
- ___ \$70.00 Regular Member (living/working outside FL)
- ___ \$70.00 Associate Regular Member (living/working outside FL)
- ___ \$40.00 Transition Member* (NEW)
- ___ \$30.00 Retired Member
- ___ \$20.00 Student Member (**verification required**)
- ___ \$20.00 Associate Student Member (**verification required**)

Please check the CSFI (Children Services Fund) level for which you would like to contribute:

- ___ \$50.00+ Big Green Apple
- ___ \$30.00 Golden Apple
- ___ \$20.00 Red Apple
- ___ \$10.00 Green Apple
- ___ \$5.00 Apple Blossom
- ___ None at this time

TOTAL amount due with this application

\$ _____

Please make check or money order payable to **FASP** or provide your credit card information (we accept **MasterCard** and **Visa**). Unpaid purchase orders are not acceptable for dues payments.

Credit Card Information:

___ **Visa** OR ___ **MasterCard**
___ **AMEX** *additional \$5.00 charge

(13 or 16 digit credit card number)

___ / ___ (Month/Year of Expiration)

Signature as name appears on card

Please check the CCE Membership Category to which you would like to apply:

The Committee of Continuous Existence (CCE) is a form of a Political Action Committee (PAC). This committee constitutes a way for FASP to contribute to individuals seeking any political office and supports legislation that benefits children and/or school psychology.

- ___ \$15.00 Bronze Member
- ___ \$16.00 to \$50.00 Silver Member
- ___ \$51.00 to \$100.00 Gold Member
- ___ \$101.00 to \$500.00 Platinum Member
- ___ \$501.00 or more Diamond Member

Please send completed form to:

Paula M. Lewis
FASP Membership Chair
P.O. Box 1416
Jensen Beach, FL 34958

By signing below, you affirm the information provided in this application is accurate and that you meet the eligibility requirements for the membership category requested. Further, you agree to abide by the Ethics and Standards of Practice for FASP and NASP.

Signature

Date Signed



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CERRA CONSULTING GROUP, INC

Memorandum

To: FASP Executive Board
From: John Cerra, FASP Governmental Consultant
Date: March 19, 2012
Re: 2012 FINAL Session Update

The 2012 Legislative Session concluded, but not all the work was done. The Florida House and Senate reconvened in a special session to complete Senate redistricting maps. While the legislative leaders will claim an increase in over \$1 billion in additional state funding for public schools (at the expense of public health), school districts will struggle to find where all the new money is in their 2012-13 budget after deducting the costs of student growth, not having the federal JOBS funding again this year, and cuts to non-recurring revenues from the current year.

The key issues for the 2012 Regular Session were completing redistricting and balancing the State's budget. Neither task was easy. The redistricting project was clouded by recently passed Constitutional language directing the Legislature to: 1) avoid protecting incumbents; 2) make districts compact; 3) utilize existing political boundaries; 4) protect minority districts; and, 5) avoid protecting either political party. The budget was made difficult by the sixth straight budget year involving shortfalls of revenues versus mandatory expenses.

The Governor set the tone for public schools when he revealed his budget and priority bills for the 2012 Session. He demanded more money be budgeted for public education, but he focused his legislative efforts on additional privatizing reforms.

Public School Funding:

While over \$1 billion in additional State general revenue funds were directed to the FEFP base budget, the total potential for 2012-13 increased by only \$597.1 million and nearly \$200 million of that amount was due to student growth. Each of those "increases" ignored the loss of over \$540 million in federal JOBS funding, creating a reality where the public schools were at best flat funded in total dollars while also seeing a continued erosion of purchasing power per student in 2012-2013.

Base Student Funding

This year, the base student funding was increased by 2.98%. The amount of the BSA this year is \$3,582.98, which is an increase of \$103.76 over the current year.

ESE Guaranteed Allocation

Funding for the ESE Guaranteed Allocation was increased by a very small amount (\$4,782,736 or .51 percent). This increase fails to recognize the growth in students (1.16 percent) or inflation similar to the increase provided to the base student (2.98 percent).

Restraint and Seclusion – Temporarily Postponed:

A bill that did not pass this session was SB 144, seclusion and restraint on students with disabilities in public schools. The bill was sponsored by Senator Flores and cosponsored by Senator Ring, Senator Sachs, and Senator Storms. We would like to thank the Senate sponsors for listening to our concerns with the filed legislation. As originally filed, SB 144 required that manual physical restraint be used only when an imminent risk of serious injury or death to the student or others existed. It required that each school medically evaluate a student after the student is manually physically restrained. However, the language we offered would allow restraint to be used prior to determining that "death or serious injury" was imminent but made it clear that the use of restraint was not to be a disciplinary procedure nor one used for convenience of staff. Our amendments were adopted, but because of continued concerns on the Senate's Children and Families Committee about the costs of the bill, it was tabled for the 2012 Session.

(continued on page 12)



(continued from page 11)

Looking Forward:

As the summer comes closer, the campaign trail will become fast and furious. The November presidential election will define how America will move forward after many years of economic struggles. Florida will elect many new House and Senate members this year; hopefully, these many new members will have a strong connection to public education. Please vote!

Web-page updates:

Thanks to Michelle Robertson-Shepard, we now have a wonderfully updated legislative webpage. On the webpage we will have updated news, live links on the bill list, contact information, and a lot more information. The website address is http://fasp.org/FASP_Standing_Committees/Legislative.html.

Conclusion:

As always, both Bob Cerra and I are extremely proud to represent FASP. We would like to thank FASP's members for being interested and involved in the legislative process, and we encourage each of you to devote yourselves to electing politicians who will protect and enhance public education. If there are any questions or concerns, please contact John Cerra at: cerraj@comcast.net.



CONGRATULATIONS TO THE FOLLOWING FASP NEW MEMBERS...

Jaclyn Morrison

Crystal Calkins

Satima Normil

Marie Ortiz

Courtney Cantrell

Rebecca Robertson

Elizabeth Hollingsworth

Judith Arellano Sheahan

Brittany Blume

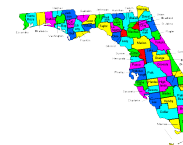
Tiffani Gearhart Vogel

Molly Pinheiro

Marsha Watkins

Kristinya Orr

Kevin Magee



KIM BERRYHILL,
FASP SOUTHEAST REGIONAL REPRESENTATIVE

(Broward, Palm Beach, Martin,
St. Lucie, Indian River, and Okeechobee)

FASP AMBASSADORS:

FASP is still seeking at least one Ambassador from every school district, every school psychology training program, every student school psychology organization, every local school psychology organization, and every program supporting positive student outcomes in the State of Florida. There is no maximum number of Ambassadors per district / program / organization.

Please email Kim Berryhill @ Kimmer89@aol.com if you are interested in becoming a FASP Ambassador!

National Children's Mental Health Awareness Week, Speak Up For Kids Regional News

Indian River County:

Speak Up for Kids in Indian River County: It was a cooperative event funded through our Mental Health Collaborative here. Suncoast Mental Health counselors provided children's groups while the parents attended the workshop. It was entitled "Survival Skills for Parents: Building Resiliency in Your Family." We used the PowerPoint from NASP on resiliency from 2010 with some additional information. The presenters were Rebecca Almora, Christina Hayes, Traci McGough, and Mary Kramek. Food was provided beforehand for the families as part of the Connected for Kids cooperative Parent Academy program, which is also interagency.

Palm Beach County:

Palm Beach County sent out the following press release which is currently posted on the Palm Beach County School District's website:

National Children's Mental Health Awareness Week, Speak Up For Kids
During National Children's Mental Health Awareness Week (May 6-12, 2012) and throughout the school year, school psychologists are giving talks at their schools or other work locations as part of this national effort to raise awareness about the importance of student mental health. According to Kim Berryhill, North Area School Psychologist and President of the Palm Beach Association of School Psychologists, "The best place for parents to learn about their child's mental health wellness is their child's school. School psychologists, along with other school mental health professionals, work to ensure that supports are available to help students who struggle with mental health problems. A professional alliance has been developed with Palm Beach County community providers to help coordinate services and interventions between school and home."

The National Association of School Psychologists (NASP) is partnering with Speak Up for Kids as part of their commitment to help school psychologists promote students' mental wellness.

Speak Up for Kids connects parents and teachers with professionals such as school psychologists in their school or community for free talks on mental health, learning problems, and other issues relating to raising healthy, happy kids.

******ATTENTION SOUTHEAST FASP MEMBERS: PLEASE EMAIL KIM BERRYHILL @ KIMMBER89@AOL.COM WITH ANY DISTRICT INFORMATION THAT YOU WOULD LIKE TO SHARE WITH FASP!**



News from the Panhandle



The regional representatives held a video conference on May, 15 2012 to address a number of issues regarding the status of school psychologists practicing in the school system and how FASP could help or provide support. Each region reported concerns regarding attrition, cuts through retirement, and 12-month positions being cut to 10 months. Psychologists in some districts have begun logging all contact with students, parents, and teachers in addition to their involvement with RtI, data collection, and traditional “testing” in order to communicate better with district officials their role in student achievement/learning gains.

Professional development was discussed, and the FASP Executive Board is committed to providing training at Summer Institute and Annual Conference that is multi-faceted. This includes focus on intervention and data collection, collaboration and consultation, neuropsychological evaluations, and the assessment of achievement. Suggestions for future training, including regional workshops, focused on the transition from the school setting to private practice, including “How To” set up a private practice, the process of becoming licensed, billing, scope of practice, etc. This is an area that I personally see may be of interest to the Northwest region as there are a number of seasoned school psychologists transitioning to retirement within the next few years.

In closing, I would like to highlight our regional winners of the FASP *Recognition of Excellence*. As you know, I solicited nominees from FASP members as well as from district supervisors. Thank you to all who nominated colleagues. Our winners are Kelly Low from Escambia County and Lacey Prince from Okaloosa County. Thank you both for your outstanding service to the children in your counties!

Sharon Bartels-Wheelless, NCSP
FASP Northwest Regional Representative

Northeast Regional Happenings

Freda Reid, Northeast Regional Representative

On June 6, 2012, Duval County school psychologists will hold their end of the year luncheon at Queens Harbour Yacht and Country Club. FASP President, Joe Jackson, will be the featured speaker. NEFASP (local FASP organization) will co-sponsor the luncheon.

NEFASP had its first annual meeting and training on March 15, 2012. The training was on the System of Care Initiative for Children in Northeast Florida. “This Child Mental Health Initiative is made possible by a Substance Abuse and Mental Health Services Administrative (SAMHSA) Cooperative Agreement for Comprehensive Community Mental Health Services for Children and Their Families Program award received by the City of Jacksonville Children’s Commission. Its objective is to help transform mental health services into a system of care to better meet the needs of children and youth with serious emotional disturbance, and their families. The Partnership provides the administrative infrastructure to implement the initiative including budgeting and management of fiscal processes, contract administration, personnel processes and fostering collaboration with community-based care organizations and Children’s Medical Services to advance common objectives.”

The FASP Children’s Service Fund recently came to the aid of several Northeast Florida families. FASP assisted two Clay County families who lost their homes to fire. A Duval family experiencing significant emotional and financial distress was also assisted.

As of January, 2012, FASP, through its partnership with Angels for Allison, has assisted five families with burial expenses for their children. Angels for Allison is a non-profit organization dedicated to helping families who have lost a child.



East Central News

Elvira C. Medina-Pekofsky, NCSP

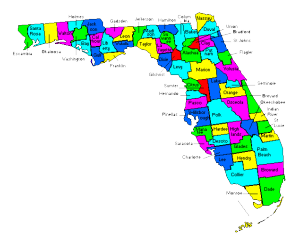
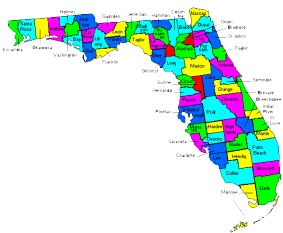
FASP recently joined the Orange County Association of School Psychologists to co-sponsor a full-day professional development activity for area school psychologists allowing them to obtain Continuing Education credits towards certification and licensure renewals. The well-attended event, offered by Diana Gintner of Pearson, covered the administration and interpretation of the new KeyMath-III and the PAL-II.

This type of collaboration is possible thanks to FASP's policy of affiliation with local organizations that predominantly represent school psychologists and whose general purposes fall within the scope of the mission and strategic objectives of FASP. Members of the local organization do not have to be members of FASP to participate in co-sponsored events, although FASP members benefit from discounted registration and Continuing Education fees.

Formal affiliation with FASP benefits your local and regional groups by providing access to FASP resources, by promoting the pooling of limited resources to sponsor relevant and timely professional trainings, and by sharing critical legislative and public policy information that impact our common practice. It is also a great opportunity to network and connect with current and former colleagues and friends!

If you are a member of a local or regional organization, including graduate student organizations, consider sharing this information with your leadership. We are honored to co-sponsor more regional activities in the Central Florida area!

Our next regional activity is scheduled for August 31st, 2012. Diana Gintner will return to Central Florida to present on the new Woodcock Reading Mastery Test, which was recently recognized by the Florida Department of Education as an approved tool for reading assessments. The activity will be held at the Nova Southeastern University (NSU) Orlando Campus, by the Millennia Mall. Continuing Education credits will be offered for this full-day event. Save the date! Detailed information will follow soon.





THE CHILDREN'S MOVEMENT OF FLORIDA

FASP is proud to support and partner with
The Children's Movement of Florida

(<http://childrensmovementflorida.org/>),

a citizen-led, non-partisan movement to educate political, business, and civic leaders – and all parents of the state – about the urgent need to make the well-being and education of our infants, toddlers, and all other children Florida's highest priority.



Their mission is not about raising taxes, but rather about raising children. Florida's children deserve to be our first priority when deciding how the state's resources are spent.

We want to strongly encourage every school psychologist in Florida to join this movement because it speaks to the very core of our profession -
CHILDREN!!!

Please go to the website at <http://childrensmovementflorida.org/>.

You are in for a real treat when you view their video, "I Am Florida," found on the website at <http://childrensmovementflorida.org/media>.

We are also excited that they will be joining and sharing with us at our annual conference in November. So now is the time, get on the wagon and let's make some noise for our children.



Parent Information and Support

Summertime, Learning Time

When summer comes, the last thing many students want to do is focus on “school work.” This is especially true if school is difficult for them and they are not performing at grade level. Decades of research tells us about summer learning loss: Students will, on average, lose between two to three months of grade-level equivalency in math and reading skills.



Low-income children are at the greatest risk for learning loss, since they are less likely to be engaged in summer camps, programs, and trips that continue to challenge their learning.

That’s why it’s important for us as school psychologists, to steer our students, and their parents, to some worthy resources that can help to curb the loss and continue learning through the summer months.

Reading just five books over the course of the summer is enough to stem learning loss. Children should read every day, and parents should continue to read to and with their children, especially their younger children.

To facilitate that reading, students should have a library card in order to access a large assortment of free books. Plus, public libraries offer summer reading programs with incentives and rewards for reading. Allow children to select books on topics they are interested in, and guide them to select books at their reading level.

As a parent of three children, ranging in age from elementary, middle, and high school, I realize that you don’t need a formal session to activate learning. Trips to the park or the beautiful Florida beaches provide great learning opportunities. Check out a library book about sea life, coastal communities, or navigation, and hit the beach to apply your learning. Use what is freely available to you, spend time together, and make reading and learning fun.

For an extensive list of reading resources and information, check out the Florida Reading Association’s [Family Literacy Project](#).



Sharon Bartels-Wheelless, Ed.S., NCSP
FASP Parent Liaison





*Joseph Jackson, President
Rance Harbor, President-Elect
Gail Patterson, Secretary
Amy Endsley, Treasurer*

February 20, 2012

Open Letter to Florida Licensed School Psychologists

Private practicing school psychologists are a commodity that the people in the State of Florida have underused. Licensed school psychologists need a way to promote their services, obtain credibility, and have a unified way of offering services that the public understands and will use.

The Florida Association of School Psychologists (FASP) has been working diligently to promote the practice of school psychology for more than three decades. There is a critical shortage of school psychologists throughout the state and in private practice. The Executive Board of FASP is soliciting licensed school psychologist to join our efforts to better promote our unique profession.

We are requesting those who hold a license in school psychology to contact Henry A. Tenenbaum, Ph.D. (Licensed School Psychologist), to discuss membership in FASP and how the organization can assist in the development of your practice.

FASP has an extraordinary number of resources, pamphlets, support systems, and dedicated personnel to answer questions and to provide assistance in developing your practice. FASP is represented in most of the 67 counties of the State of Florida. The marketing aspects that FASP can offer a private practitioner are well worth membership into the organization. Having FASP membership as part of your marketing plan immediately puts credibility into your practice, as FASP is well respected.

FASP has a dedicated Private Practice Chair that can offer guidance, direct resources, and can represent the concerns of the practitioner at Executive Board meetings. The Private Practice Chair along with others monitor the Board of Psychology and any legislative initiatives that have an impact on our practice. Those who are members of FASP receive information immediately through newsletters and emails.

The changing landscape in our field has caused many practitioners to be concerned about their future in private practice. The attempts to have only Ph.D. psychologists work in the schools or bill for services can only be kept in check by a united voice with many constituents. These issues and others (e.g., third party payment problems for school psychologists) need to be addressed in a united way, and within an organization that is organized and has successfully put a check on laws or policies that were not in our best interest.

(continued on page 19)



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It is obvious that it is in the best interest of the private practitioner to be a part of an organization that is solely dedicated to promoting the welfare of school psychologists. By doing so, we in turn can make the greatest positive impact on those we serve.

This letter is an appeal for those in private practice to join FASP, as we are striving to have a better representation of those who offer private practice services. An \$80.00 membership is well worth the amount of services, opportunities, contact, and knowledge that comes automatically with membership.

Wishing all of you much success,

Henry A. Tenenbaum, Ph.D.
Licensed School Psychologist
Private Practice Chair

Joseph L Jackson, M.Ed., NCSP
Licensed School Psychologist
FASP President

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Joseph L. Jackson, NCSP
School Psychologist: SS000103
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Miami, Florida 33186

786-449-4033
JJACKSONL47@gmail.com

Call for Newsletter Submissions

Showcase innovative research and programming. Highlight the accomplishments of school psychologists, teachers, school staff, and child advocates. Inform and inspire your colleagues. Send us your submissions to:

The Florida School Psychologist, the newsletter of FASP.

The deadline for submissions to the fall FASP newsletter is September 15th.

Submissions can be sent electronically via email to Jennifer Valentine (bocasangel46@yahoo.com) and Kristen Jones (DrKristenJones@gmail.com).



GAIN A SHARPER FOCUS ON READING DIFFICULTIES

The Woodcock Reading Mastery Tests is newly revised

Woodcock Reading Mastery Tests, Third Edition (WRMT-III) – The FL DOE recommended diagnostic reading test for Multi-Tiered System of Supports (MTSS) for Florida's Public Schools.



For use with individuals ages 4:6–79:11, the WRMT-III features:

- Four new tests to improve diagnostic capability: Phonological Awareness, Rapid Automatic Naming, Listening Comprehension, Oral Reading Fluency
- Simplified administration and scoring
- Expanded error analysis
- All new photorealistic stimulus art
- Updated norms

The WRMT-III Online Scoring and Reporting System is now available!

For more information, visit PsychCorp.com/WRMTOSRS



More fun for them. Better insights for you.

We are pleased to introduce the WPPSI-IV...with updated norms and a strong emphasis on developmentally appropriate, child-friendly features that benefit both children and examiners!

- Two new Working Memory subtests for children as young as 2½
- Processing Speed subtests have been adapted, plus a new subtest has been added
- An optional inhibitory control measure is now available
- New and redesigned subtests are more game-like and developmentally appropriate
- Processing speed tasks reduce fine motor demands
- New picture items on verbal subtests help ensure valid scores can be obtained for almost any child

Call 800.627.7271 to order your discounted pre-publication WPPSI-IV kit!*

For more information, visit PsychCorp.com/WPPSI-IV

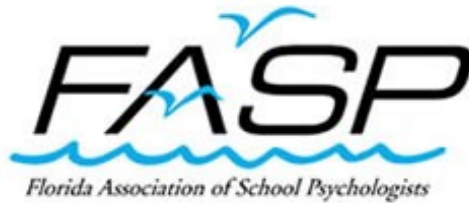
*Pre-publication pricing is available on kits only and is good through 8/17/2012. You will not be billed until the materials ship.

For more information, please contact your Florida Assessment Consultant, Diana Y. Gintner at: 800.627.7271 ext. 262267 or Diana.Gintner@Pearson.com

800.627.7271 | | PsychCorp.com

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WANTED: Outstanding and Inspiring Professionals who Support School Psychology

Be on the lookout for outstanding and inspiring school psychologists! They can be lurking anywhere: working in your school district, implementing innovative programs, going above and beyond the call of duty to meet the needs of Florida’s children, or inspiring the school psychology staff working in their district. These outstanding psychologists can even be found in graduate programs. If you see these school psychologists, report them immediately to the proper authorities - nominate them for a FASP AWARD!

NOMINATIONS ARE NOW OPEN!!

Please visit www.fasp.org for nomination forms! In 2011, we had a great collection of nominees. In 2012, we are looking to recognize our exceptional colleagues once again!

Kurt Wasser, Psy.S., NCSP
Award Chair



Continuing from last year,
FASP will acknowledge school psychologists from around the state with a
Monthly Recognition of Excellence.

Jennilee Abolafia and **Coleen Claffey** from Broward County
and **Dave Ramos** from Palm Beach County
were the recipients from the Southeast Region for the month of March.

The recipients for the month of April came from the South Region
Jennifer Gomez Morales and **Katie Lamiell-Davis**
are both school psychologists from Dade County.

For more information about the FASP *Monthly Recognition of Excellence,*

please go to www.fasp.org.

May’s recognitions will come from the Northwest Region,
and then we look to continue the
Monthly Recognition of Excellence in September.

Congratulations again to
Coleen, Dave, Jennifer, Jennilee, and Katie!





Culturally Responsive School-wide Positive Behavioral Interventions and Supports

Cultural and Linguistic Diversity Committee

Elvira C. Medina-Pekofsky, NCSP

Members of the CLD Committee have been busy searching for new resources to update our CLD webpage. One of our goals is to promote the use of research-based and culturally responsive school psychology practices in Florida. Our school-age children and adolescents are wonderfully diverse, making our school settings the best natural environments in which to model and teach cultural tolerance and acceptance, effective and respectful communication, and culturally responsive social and educational interactions. Unfortunately, many of us have limited training on how to promote equitable and responsive social interactions that result in improved school climate and academic outcomes for our diverse learners.

Our Committee has found a wonderful resource for our members. The Equity Alliance at Arizona State University (ASU) recently published a free guide that clearly addresses the need for all educators to understand and embrace cultural diversity as “a vital resource for systemic transformation” of our school system. In their publication “Culturally Responsive Positive Behavioral Support Matters” (Bal, King-Thorius, & Kozleski, 2012) the authors propose the use of Culturally Responsive School-wide Positive Behavioral Interventions and Supports (CRPBIS) as the framework to “support the development of socially just, academically rich, and behaviorally positive local school contexts.”

They define learning as a cultural process that involves social, historical, and geographical contexts, in which many diverse learners become “devalued and/or pathologized” because we have not supported them with culturally responsive teaching and positive classroom management practices. They note that many traditional educational practices and institutional processes actually perpetuate opportunity and learning gaps by disproportionately targeting diverse students (e.g., retention, disciplinary codes).

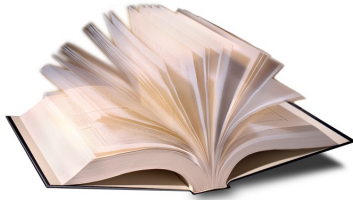
By using the CRPBIS framework, we can uncover and examine harmful practices and processes, shifting our emphasis towards “reculturation” of the school setting. Key shifts embedded in the framework include an emphasis on student-centered learning environments and the active promotion of student and family empowerment. The guide takes us through the five interceptive processes required for CRPBIS: (1) forming learning labs; (2) determining desired outcomes; (3) understanding cultural mediation and implementing responsive practices; (4) using data for continuous improvement; and (5) ongoing systemic transformation.

To learn more about Culturally Responsive School-wide Positive Behavioral Interventions and Supports (CRPBIS), go to www.equityallianceatasu.org/sites/default/files/CRPBIS_Matters.pdf

If you find an article, resource, or educational material that specifically addresses CLD issues, please share it with our CLD Committee.

Bal, A., King-Thorius, K. A., & Kozleski, E. (2012). Culturally responsive positive behavioral support matters. Tempe, AZ: The Equity Alliance. Retrieved from http://www.Equityallianceatasu.org/sites/default/files/CRPBIS_Matters.pdf.





CALL FOR REVIEWERS



Reviewing a book for the FASP newsletter can be a fun and rewarding experience. To express your interest, please provide your vita and highlight your areas of interest and expertise. Please also include the address where the book is to be sent. Contact the newsletter editors with your request at bocasangel46@yahoo.com and DrKristenJones@gmail.com.

We are now seeking a reviewer for the following:

Raising Boys With ADHD: Secrets for Parenting Healthy, Happy Sons, a paperback of 264 pages by James Forgan, Ph.D., and Mary Anne Richey (Prufrock Press, 2012).

Here is what has been said already:

"Raising Boys with ADHD is a reasoned and reasonable, practical and inspirational guide for parents focused on preparing boys with ADHD to transition successfully into a happy, functional and emotionally healthy adult life. Forgan and Richey are experienced clinicians, deftly blending their knowledge of science and experience to create a practical, readable and useful guide for parents of boys with ADHD. This volume will be on my short list of books I recommend to parents of children with ADHD."

-Sam Goldstein, Ph.D., Editor-in-Chief, Journal of Attention Disorders and Co-Author, Raising Resilient Children.

"I know a lot about boys with ADHD. I have worked with hundreds of them....we raised one...and I was one. I found RAISING BOYS WITH ADHD to be filled with insights, information and information that would be extraordinarily useful for parents who are facing the daunting -- but rewarding -- job of guiding an ADHD through the shoals of boyhood. The book offers practical advice and up-to-date information on this puzzling disorder. Beyond merely defining the problems, James and Mary Anne provide solutions and strategies. This book will go a long way in enhancing your knowledge and parenting techniques. Read this book. Keep it close by. Refer to it. Re-read it. Its contents will help you to better understand the needs of your "unhappy wanderer."

- Richard D. Lavoie, M.Ed, M.A., Author, The Motivation Breakthrough, Producer, The F.A.T. City Workshop





Child Advocacy

By **Ralph Eugene (Gene) Cash** and **Joseph L. Jackson**

*“Children are the living messages we send to a time we will not see.”
(Neil Postman)*

Child Advocate refers to a range of individuals, professionals and advocacy organizations who promote the optimal development of children. An individual or organization engaging in advocacy seeks to protect children's rights (negative -rights to be free from) and (positive -rights to nurture and to enhance). The core of child advocacy is to make sure that children are allowed to develop at normal, optimal levels.

A Child Advocate represents or gives a voice to a child or a group of children whose concerns and interests are not being heard by:

-
- 1** Preventing children from being harmed
 - 2** Obtaining justice for those who have already been injured in some way
 - 3** Seeking to ensure that children have access to positive influences or services which will benefit their lives, such as education, childcare and proper parenting
 - 4** Addressing health and nutrition needs and problems, such as malnutrition, vaccinations, food allergies, diabetes, overweight, etc.
 - 5** Lobbying, doing policy research, filing lawsuits and engaging in other types of policy change techniques ^[1].
-

Child Advocates must:

- Change the odds for American children to ensure that all children have an equal chance to succeed in life
- Work together with parents, schools, communities, other advocacy partners, and elected state and local officials to be true champions for children
- Be non-partisan and always child-focused
- Fearlessly challenge the status quo in pursuit of solutions that help children thrive
- Be relentless in our drive to empower others innovatively and creatively to accomplish more and more for children who urgently need our help

Every child matters, and children’s lives and futures are being shaped right now.

Child Advocates exist in school, community, and home environments, and work on individual, group or governmental level(s) to protect and to nurture children.

- In most circumstances, mothers, fathers, family and teachers all advocate on behalf of children.
- It is well recognized that we all have the ability and responsibility to advocate on behalf of children to support and to represent the concerns of children.



As Child Advocates:

We will show up! We will speak up! We will reach out! We will vote!

- We will communicate directly and with respect at all times, enabling us to be transparent; to foster learning; and to create long-lasting, accountable relationships.

All children in our nation should thrive, regardless of the socioeconomic conditions in which they are born; there should be no achievement gap between privileged and poor children.

When caring adults stand together and speak with one voice to policy makers, students win.

One’s success in life and contribution to society is significantly influenced by one’s educational attainment, which is shaped by the quality of one’s education from preschool through high school.

Without effective action by child-focused voices for change, adult-focused, status quo serving interest groups prevent urgently needed reforms.

On the international stage, the United Nations has long advocated on behalf of children through UNICEF, whose position on children was formulated and publicly formalized in the [Convention on the Rights of the Child](#), a summary of collective ideals and a covenant of commitments to all children on the planet.

One thing that all child advocates have in common is healthy respect for young children. All child advocates must have a respect for everyone with whom they interact, adults **and** children.

It is interesting that as the current presidential candidates debate “the future” they ignore children and issues affecting them. “The media has yet to raise questions of how candidates will work to improve the health, safety and well-being of America’s children and what they propose to do with the \$374 billion in federal funding currently directed towards these ends,” Charles Bruner, director of the Child and Family Policy Center and co-author of the report, said. If you have a chance, submit a question for the debates that will bring attention to the millions of children in the USA, most of whom can’t vote, but need our support.



When caring adults like you and me stand together and speak with one voice to politicians, our children win. Make a difference and transform our public, charter, home and private schools!

DeVita, C.J. & Mosher-Williams, R. (Eds.) (2001). *Who speaks for America’s children?* Washington, DC: The Urban Institute.

View the following videos that will get your heart and soul impassioned.

Stand for Children - Get Results

<http://www.youtube.com/watch?v=WQSCnA7K9a4>

Geoffrey Canada, a social activist and educator, who since 1990, has been president and CEO of the Harlem Children's Zone in Harlem, New York.

School - Giving our Children their Voice, part 1

<http://www.youtube.com/watch?v=8HshZ4aeNH4&feature=fvwrel>

Special education for children with language and autism spectrum disorders highlights a specific school.

Poem by Laura (a young youth from Texas)

A TINY CHILD

A single life has been misused.
A tiny child has been abused.
Are we just going to sit and hide our eyes,
Or are we going to look way deep down inside?



The Importance of Attending State and National Conferences: A Student's Perspective

Valerie Roth

The importance of attending state and national conferences can sometimes be overshadowed by daily responsibilities and the overwhelming caseloads placed on school psychologists. However, there are pronounced benefits for all school psychologists in attendance at conferences, whether they are new to the career field, experienced, or graduate students. Both the state and national conferences include information available for all skill sets and interests while providing a multitude of workshops, networking opportunities, resources, and new research strategies.

Recently, I attended my first state conference of the Florida Association of School Psychologists (FASP) at the Omni Orlando Resort at ChampionsGate held this past November. The abundance of information acquired from the state conference influenced me to attend the National Association of School Psychologists (NASP) 2012 Annual Convention in Philadelphia, Pennsylvania. The size of the national convention amazed me, and the attendance rate was impressive with approximately 5,175 attendees (Forcade & Cowan, 2012). Although the national convention was held February 21-24, 2012, it could have lasted longer due to the quantity of information packed into the four days. The days were filled with great workshops, documented sessions, help sessions, interest group meetings, social gatherings, poster presentations, vendors, and featured sessions which comprised over 1,200 presentations and events all together (Forcade & Cowan, 2012). The vast amount of information available was overwhelming, and it was almost necessary to plan your day in advance to ensure the workshops and sessions desired would not be missed.

When signing up to attend the 2012 Annual Convention, I was nervous that there would not be many other students in attendance since I was making the trip to the convention alone. Upon arrival, I was pleasantly surprised to see many other students. In fact, it was mentioned during a feature presentation that student attendees comprised 46% of convention participants (Cooper & Jarmuz-Smith, 2012). There were many opportunities for student members, including help sessions, mentoring opportunities, networking possibilities, resources at the vendor exhibits, presentations geared at assisting students, a student resource booth, and volunteering opportunities. Student members have the opportunity to volunteer at the state and national conferences to reduce their cost of attendance.

One of my favorite presentations at the 2012 Annual Convention was by keynote speaker Diane Ravitch. Listening to her keynote address on the American education system was enlightening and inspiring for everyone in attendance. The standing ovation at the conclusion of her presentation confirmed the impact of her presentation on the attendees. Her discussion on school reform was so honest and revealing that I immediately went to the NASP store at the convention to pick up her book *The Death and Life of the Great American School System*.

Another presentation I found very beneficial as a school psychology intern who is just learning how to overcome barriers, was the documented session by Kristin D. Sawka-Miller on *Advanced School-Wide Positive Behavior Support: Overcoming Obstacles to Implementation*. This presentation was full of useful information that can be realistically implemented within schools to support and encourage the PBS program. The presenter provided attendees with practical resources and useful handouts.

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While attending the NASP Annual Convention, I was fortunate enough to volunteer as a workshop monitor for the presentation *RTI in Restrictive Settings for Students with Emotional/Behavioral Disorders*, presented by Clayton R. Cook and Diana Browning Wright. My responsibilities as a workshop monitor included checking attendees in and out of the workshop and ensuring that the presenters had everything they needed. This workshop interested me because the school where I am conducting my internship has an emotional and behavioral unit, and I thought that this workshop would provide me with great interventions and strategies to use with EBD students now and in the future. I was very pleased with the workshop, as I gained a great deal of knowledge on how to assist students with emotional and behavioral disorders better.

There are sometimes obstacles in the way of attending conferences. These include getting the time off work and covering the registration costs. NASP provides 10 convincing reasons to take into account while talking with your supervisor about attending the conferences; attending conferences will allow you to be a vital resource for colleagues, to keep up-to-date on new trends and research, to stay current on changes in policies and federal legislation, to expand strategies used within the schools, to build relationships that enhance the problem solving process, to learn about current topics from professionals in the field who specialize in that topic, to be able to share learned information to colleagues who could not attend, and lastly, to rejuvenate the love for the profession (National Association of School Psychologists, 2012).

Attending the state and national conferences certainly expanded my knowledge about current research, researched-based intervention strategies, and insight into how other professionals in the field overcome barriers and utilize their resources. While attending both the state and national conferences, I was able to meet leading professionals in the field and to learn from their experiences. The conferences are very inspiring and uplifting, making one want to learn more about current topics and trends. Everyone in attendance is supportive of each other and promotes moving the field of school psychology forward. It is not always easy to attend conferences due to a variety of circumstances, but the resources, knowledge, and experiences gained from attending are well worth the trip.

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Strengthening Competence in Working With Culturally and Linguistically Diverse Students

Janeann M. Lineman & Gloria E. Miller

It has been projected that by 2020 one out of three children will be from a culturally and linguistically diverse (CLD) background (Rogers & Lopez, 2002). Rapid changes in school demographics and student needs are already presenting new challenges to school-based service-delivery methods and there have been calls for increased professional development efforts to better meet the needs of our diverse population (Guerrero & Leung, 2008).

To most effectively address this need, professionals must first perceive a value of such services and assign them a high level of importance (Cleary, 2009; Kim & Omizo, 2003; Roeser, Eccles, & Sameroff, 1998; Wigfield & Eccles, 1994). New professional skill development also requires a strong foundation that progresses from awareness, to knowledge, and then to skill mastery (Connerley and Pedersen, 2005). There is evidence that perceived value and skill levels do predict implementation practices. For example, Chafouleas and colleagues (2003) conducted a study using a sample of 188 school psychologists (65% female; 35% male) who were members of the National Association of School Psychologists (NASP). Approximately 70% of the participants reported little to no training in new experimental and analyses methods, which aligned with the approximately 78% who reported they also did not use a specific method.

Stoiber and Vanderwood (2008) evaluated the extent of use, value, and competency as related to the day-to-day practices of 115 school psychologists (70% female and 30% male) from an urban school district. As expected, consultation yielded one of the highest mean ratings for use, importance, and competency provided evidence that these skills serve as a foundation to most frequently implemented practices. Consistent with conventional school psychology training models, higher ratings were reported for assessment procedures, whereas ratings for intervention services were lower. These results suggest that the implementation of new professional practices is strongly related to practitioners' perceptions of the value of that practice and their competency in using the practice.

While studies have linked perceptions of value and skill levels to general service-delivery practices, there is little research on such perceptions as related to CLD problem-solving practices. Yet such information is a critical issue in identifying professional development needs regarding one of the foundational practice domains identified in the *NASP Model for Comprehensive and Integrated School Psychological Services* (NASP, 2010). Understanding of diversity in development and learning is a key competency area that underlies and supports all areas of practice. This domain emphasizes essential professional skills that serve as a cornerstone for effective school-based service delivery that can promote the success of students, families and schools with diverse characteristics, cultures, and backgrounds.

Unfortunately, there continues to be a need for guidance on the implementation of specific CLD practices that occur in daily practice (Sullivan & A'Vant, 2009). Thus, the goal of this study was to develop a survey to directly assess practitioners' perceptions of effective CLD strategies that occur within a problem-solving consultation framework. The results of such a survey could help initiate discussion of future training needs. It is also hoped that results will help align professional development opportunities regarding effective evidence-based strategies to enhance services related to Domain 8 of the NASP (2010) Practice Model.

Present Study

In the current study, 232 practicing school psychologists responded to a newly developed 27-item CLD problem-solving practice survey. Data from the United States Census Bureau (2007a-e) were used to identify states with large CLD populations in relation to the following ethnic categories: American Indian and Alaskan Native, Asian, Black, Hispanic, and Pacific Islanders. Based on population demographics, permission to participate in the study was requested from 23 school psychology state associations. Twelve states agreed to participate and share their association email rosters: AZ, CO, CT, FL, IL, MA, NV, NJ, NY, NC, UT, and WA. Participation was anonymous. The final sample of 232 school psychologists was 78% female, 22% male and 85% reported working full-time in school settings. Approximately one-third of the sample identified as early career with less than 6 years of experience. The percentage of reported ethnicity reflects current NASP demographic statistics (82.3% = European-American/Caucasian, 3.4% = African American/Black, 8.2% = Hispanic/Latino, 1.7% = Asian American, 0.9% = Native American, 0.9% = Pacific Islander, 2.6% = Other; [Curtis, Grier, & Hunley, 2004](#)). More than half of the respondents held a specialist degree and an additional third held a doctorate degree. Frequencies by region were as follows: Western = 51.3%, South-eastern = 25.4%, Northeastern = 22.9%, and Central = 0.4%.

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The electronically administered survey consisted of 27-items representing specific CLD best practices organized within a five stage problem-solving model. Item content was derived from scholarly literature and included a review of past and present practice standards. The five problem-solving stages included: (a) Establishing Relationships; (b) Problem Identification; (c) Problem Analysis; (d) Plan Implementation; and (e) Plan Evaluation. Specific CLD strategies were developed as survey items and assigned to each stage. For each item, a real world illustration was developed that served as contextual example of day-to-day practice (Rogers et al. 1999).

Initial items developed for the survey were validated by a three-person expert panel that consisted of licensed school psychologists with a minim of 10-years experience working with children from CLD backgrounds. The original items were revised based on feedback from the panel and the revised survey was piloted with an in-state sample of 30 practitioners. Items for the final survey were retained if they met a reliability standard of .90 or higher. Participants were asked to report their level of perceived value, skill, and frequency of implementation for each of the 27 CLD strategies included as items on the final survey. Perceived value was defined as level of importance using a 5-point scale (1 = Not Valuable to 5 = Valuable). Perceived skill was defined as level of awareness, knowledge, and/or skills related to a particular CLD strategy (1 = Beginning, 2 = Trained, 3 = Skilled, 4 = Expert/Specialist). Lastly, participants were asked to report on the percentage of time they felt they implemented each strategy (1 = 0%, 2 = 25%, 3 = 50%, 4 = 75%, 5 = 100%).

Table 1 Example Survey Items and Illustrations by CLD Problem-Solving Domain

Survey Item and Illustration	CLD Problem-Solving Domain
Account for one’s own cultural values and biases when working with CLD populations. For example, be aware and knowledgeable of one’s own identity groups and how this impacts our values, our worldview, and views of others when working with CLD populations.	Establishing Relationships
Examine referrals within the context of institutional and systemic patterns associated with CLD populations. For example, identify factors that may contribute to the mis-identification of problematic behaviors exhibited by different CLD populations.	Problem Identification
Use a comprehensive assessment process to analyze a targeted concern when working with all CLD students. For example, analyze information about the impact of socio-cultural, environmental, political, experiential, and language-based factors related to CLD students’ prior performance and future success.	Problem Analysis
Implement nontraditional methods to collect data that best address a CLD student’s needs. For example, conduct home visits to gather progress-monitoring data, maintain consultation efforts with CLD families, and collect community members’ perspectives on progress.	Plan Implementation
Use a variety of methods to present outcome data to ensure that all team members gain a comprehensive understanding of results. For example, use graphs and/or translated reports using stakeholders’ native language to ensure a clear evaluation and understanding for all team members and CLD families.	Plan Evaluation

Results. The respondent ratings regarding the value of the identified CLD strategies were high, with a mean range from 4.13 to 4.87 across all items. This suggests that most participants perceived the CLD strategies as valuable to their daily practice. From the Problem Analysis stage, “Consider cultural sources of information that relate to culture specific confirming data” yielded the lowest mean (4.13), whereas “Recognize and address the impact of prior schooling experiences for CLD populations when analyzing a targeted concern” from the Problem Identification stage yielded the highest mean (4.87).

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Greater variability was observed when respondents rated their skill level. It also was noted that 4% of all items ($n = 12$) yielded mean ratings that indicated a Beginning to Trained skill level (mean range = 1.93 – 2.50). For all items except two, the mean rating across participants indicated that most respondents felt they were trained but not yet at a skilled or expert level on most CLD strategies. In addition, there were significant differences observed across the mean ratings of specific items (range = 1.93 – 3.00). Again from the Problem Analysis state, “Consider cultural sources of information that relate to culture specific confirming data” yielded the lowest mean of 1.93 (Beginning). In comparison, “Understand the limitations and pitfalls associated with the prescribed use of standardized instruments that have not been normed or validated with CLD populations” from the Problem Identification stage yielded the highest mean of 3.0 (Skilled).

Finally, frequency ratings showed most strategies reported to be implemented, ranged from approximately 25% to 75% of the time (i.e., mean ratings from 2.2 to 4.2). Surprisingly, only two strategies were reported to be implemented at least 75% of the time in daily practice: “Account for one’s own cultural values and biases when working with CLD populations (Establishing Relationships)” and “Assess a CLD student’s biculturalism to identify a targeted concern” (Problem Identification). Again, “Consider cultural sources of information that relate to culture specific confirming data” yielded the lowest mean of 2.20 (25% to 50%), whereas “Account for one’s own cultural values and biases when working with CLD populations” (Establishing Relationships) yielded the highest mean of 4.20 (more than 75%).

Summary. While practitioners who responded to this survey highly valued the CLD problem-solving strategies identified here, they rated their skill and implementation of these practices at a much lower level. In fact, when one considers which items were rated lowest in terms of skill level and also were used less than 50% of the time in daily practice, most of these items were aligned with the plan implementation stage. This might indicate that participants had the least amount of skill development in these associated CLD strategies; hence, pointing to a fruitful target for future professional development efforts.

It also is notable that mean skill level ratings for all CLD strategies items except two suggest that most practitioners feel trained in most strategies but do not think they have persistent skills or mastery of these critical strategies. These results are surprising, given that school psychologists are now highly involved in indirect consultative service delivery (Chafouleas, Volpe, Gresham, & Cook, 2010; NASP, 2010). Indeed, the data reported here suggest that only 14 of the 27 evidence-based CLD problem-solving strategies were implemented at least 50% of the time. Thus, a major conclusion is that practitioners would benefit from increased and prolonged opportunities to practice and implement CLD strategies, which can promote more effective team problem-solving.

In the current study, lower overall skill ratings may reflect one or more of the following three issues: (a) insufficient access to appropriate training opportunities to develop adequate CLD competencies; (b) insufficient practice of CLD competencies; and/or (c) prior models of CLD training that are insufficient to address gaps in professional practice related to CLD problem-solving strategies. This work further substantiates similar calls in the past (Curtis, Hunley, & Grier, 2002) for professional development efforts that provide opportunities to practice foundational skills and competencies that are highlighted in the Diversity in Development and Learning domain of the new NASP Practice Model (2010).

Without a clear understanding of effective CLD problem-solving strategies, school psychologists are often left with little direction on how to best serve the unique needs of students and families from CLD backgrounds. This study builds upon previous research to present a more focused outline of how CLD strategies are implemented within a CLD problem-solving process using value, skill, and implementation ratings. However, identifying the root cause(s) of these skill deficits is not achieved by this study and additional research is needed to explore how a theoretical CLD problem-solving model could be used to enhance current training opportunities, and in turn help fill the gaps in professional practice.

Next Steps and Recommendations

Future work is needed to further validate the CLD strategies included within five problem-solving stages outlined here to ensure that they are aligned with those commonly associated with the service delivery methods of school psychologists (Dimitrov, 2010). Future studies also are needed to establish convergent validity with surveys that focus on similar practice issues, by comparing practitioner or supervisor ratings of CLD effectiveness, and through observations of problem-solving teams in action (Bäceman, & Carlstedt, 2010). Future studies with broader practitioner participation would contribute to a greater appreciation of current professional needs in regard to effective practice with students and families from CLD backgrounds.

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This model was designed to emphasize the teaming and collaboration practices that dominate the daily roles of school psychologists who serve the burgeoning CLD populations in our schools. As Guerrero and Leung (2008) note, however, no one model can account for all CLD professional competencies. Rather, the theoretical model developed in this study might be useful as a starting point to enhance professional development opportunities aimed at strengthening the CLD competencies of school psychologists at a preservice level, when one enters the field, and as a lifelong learning endeavor. The following recommendations are offered to further expand and strengthen these critical foundational professional competencies.

- Regularly conduct needs assessments aimed at identifying levels of awareness, knowledge, and skills as they relate to CLD practices and perceptions of the value of these skills in relation to current practice.
- Target professional development efforts that link to specific problem-solving stages. Alternatively, professional training could be designed to develop CLD skills progressively beginning with models that emphasize the initiation and establishment of relationships before emphasizing problem analysis, identification, and implementation and evaluation strategies. In this way, strong family-school relationships and engagement will be the cornerstone of all later problem-solving efforts (Christenson & Sheridan, 2010).
- Find ways to continuously monitor implementation practices as they relate to CLD strategies - possibly by providing a checklist of CLD strategies to use to track implementation strategies during 1-week or longer intervals. All staff members, as well as practitioners and family members who may have participated in any team meetings during that time frame, could complete such checklists. Regular focus-group discussions also may be useful to identify enhancers and barriers to effective CLD practice.
- Finally, jointly plan and deliver professional development initiatives and monitoring efforts in collaboration with professionals and members who represent the cultural and linguistic diversity of a school

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Please Support FASP Children's Services Fund, Inc (CSFI)

Caroline Spearman

Please join the FASP Children's Services Fund, Inc (CSFI) for a silent auction at this year's Summer Institute. CSFI, conceived by FASP, was founded in August of 1999 and became a tax exempt, 501(c)(3) charitable organization, in February of 2000. The mission of the FASP CSFI is to provide direct and indirect services that promote the educational and psychological well-being of Florida's needy children and families. The goal of the silent auction is to raise money to provide grants available to school psychologists and other professionals throughout Florida to help meet the needs of the children they serve.

Over the past year, CSFI has distributed \$12,275 in emergency funds to support families in need across the state. Please consider contributing to CSFI by donating to the cause or by bringing items to the SI to be auctioned off at the silent auction. Some auction items that we currently have include sports memorabilia, stays at vacation hotels, and test instruments. Ideally, items should be easy to transport given that people will be traveling from all over the state. We will be selling CSFI logo merchandise at this year's SI as well.

The auction will be held from Wednesday, July 18 to Saturday, July 21 during the continuing education events at the SI. CSFI merchandise can be purchased on all of those days as well. All proceeds will benefit CSFI. Come join us and show your support!

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School Psychologists' Communication and Collaboration with Community-Based Mental Health Professionals

Audra Walsh

How often do FASP members communicate and collaborate with community-based mental health professionals (CBMHPs) on behalf of students with mental health problems? What are the barriers and facilitators for working with CBMHPs? What can be done to foster collaboration? This article summarizes a study conducted by Walsh (2011) investigating the frequency of communication and collaboration between school- and community-based professionals, the purposes and methods of communication, and the benefits and barriers to collaboration.

The significant increase in the number of school-aged children diagnosed and treated for mental health problems in the United States over the last several decades has been well documented in both the professional literature and mass media sources. Without intervention, mental health problems in youth often result in academic and social problems in school, which may continue into adulthood (Dadds, Holland, Laurens, Mullins, Barrett, & Spence, 1999; Dawson & Osterling, 1997; Schwartz & Davis, 2008).

Collaboration between school psychologists and community-based mental health professionals (CBMHPs) has the potential to result in a myriad of benefits for children with mental health problems. For the purpose of this study, CBMHPs are defined as psychiatrists, psychologists, neurologists, licensed mental health counselors, therapists, social workers, mental health case managers, and pediatricians who work to ameliorate mental health problems and/or to promote mental health in youth. It has been suggested that collaboration between school psychologists and CBMHPs may increase the early identification of mental illness and improve the effectiveness of treatment for individuals struggling to cope with these illnesses (Nastasi, 2004). Through collaboration, school psychologists and CBMHPs can share data collected across diverse settings (i.e., both naturalistic and clinical) and clearly define and analyze the presenting problem(s). This partnership has the potential to increase the efficacy and accuracy of problem identification, to assist with the identification of evidence-based treatments, and to allow for close monitoring of a child's progress toward a goal.

Although collaboration between school psychologists and CBMHPs has the potential to improve student outcomes, it has been suggested that collaborative practices are not employed as frequently as recommended (Shaw & Woo, 2008). Additionally, there is scant evidence in the professional literature of research investigating the collaborative practices of school psychologists and CBMHPs on behalf of children with mental health problems. Thus, the frequency that collaboration occurs between school psychologists and CBMHPs in regard to supporting students with mental health problems remains unclear. The purpose of this study was to administer a survey to practicing school psychologists to determine the following: the frequency of communication and collaboration with CBMHPs and whether the frequencies depend on demographic or professional characteristics of the school psychologist (e.g., pre-service training, ongoing professional development, etc.); the type of CBMHPs with whom school psychologists communicate and collaborate; the nature and purpose of communication and collaboration; the preferred and most effective methods of communication with CBMHPs; and the perceived benefits and barriers of collaboration with CBMHPs.

Methods

Survey data from 80 members of the Florida Association of School Psychologists between the ages of 27 and 64 ($M=48.4$, $SD=10.5$) were collected and analyzed. The demographic composition of the sample of school psychologists in the current study approximates the characteristics of the national sample (Curtis, Lopez, Castillo, Batsche, Minch, & Smith, 2008).

The Communication and Collaboration survey consisted of 38 open- and closed-response format questions divided into four sections: communication with CBMHPs, collaboration with CBMHPs, demographic information, and school information. Approval to conduct the study was obtained from the University of South Florida (USF) Institutional Review Board (IRB) as well as from the Florida Association of School Psychologists (FASP) prior to commencement of data collection. Upon approval from FASP, the electronic FASP membership database of member mailing addresses was obtained. The surveys were mailed to participants in two separate mailings three weeks apart in the spring of 2011. (continued on page 36)



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Summary of Findings

Forty-three percent of respondents reported communicating and collaborating with CBMHPs between one and four times during the 2010-2011 school year. School psychologists reported communicating and collaborating with community-based counselors and therapists the most and with neurologists the least. Findings suggested that school psychologists communicated with CBMHPs in order to provide or obtain information about a student with mental health problems, to develop interventions, to plan for progress monitoring, and to make a referral and they collaborated with CBMHPs in order to develop coordinated interventions, to progress monitor, and to evaluate interventions. Additionally, findings indicated that school psychologists prefer to communicate through phone calls, written reports, and face-to-face discussion; they also perceive these methods of communication to be most effective. Barriers to collaboration included limited accessibility of CBMHPs and lack of time for collaboration. A significant relationship was found in communication frequency and the number of professional development hours the school psychologist received related to mental health. Specifically, school psychologists who received more than 10 hours of professional development on the topic of youth mental health during the 2010-2011 school year communicated significantly more frequently with CBMHPs than those who did not receive any professional development on this topic.

Implications for Practice: Strategies to Promote Collaboration between School Psychologists and CBMHPs

Findings from this study emphasize the need for school psychologists to increase communication and collaboration with CBMHPs. Practitioners should not only increase the frequency of contact they have with CBMHPs, but they should also foster ongoing relationships. These findings support the need for pre-service training and ongoing professional development on topics related to youth mental health since school psychologists who received more than 10 hours of professional development communicated significantly more than those who received no professional development on this topic. Additionally, it is vital for school psychology training programs to incorporate coursework and practical experiences emphasizing benefits as well as strategies for engaging in collaborative practices with CBMHPs. Also, there is a critical need for school psychologists to reduce the barriers to collaboration between CBMHPs in order to optimize outcomes for youth. Considering that many school psychologists indicated that CBMHPs are inaccessible, it is important for school psychologists to launch a local outreach campaign in order to make contact with CBMHPs, to underscore the advantages of collaborating across systems, and to determine the most effective method of communication with each professional. Additionally, school administrators and school psychologists can take steps in order to secure and protect time for the school psychologist to engage in interdisciplinary collaboration. Furthermore, considering that many school psychologists reported that obtaining parent permission to discuss the student with CBMHPs hinders collaboration, it may be helpful for school psychologists to keep the required FERPA and HIPAA documentation for sharing of educational and health information in a convenient and easily accessible location. Thus, when an opportunity for collaboration arises, the school psychologist can immediately begin the process of obtaining parental consent. This finding also suggests a need to establish and maintain rapport with parents of the students served by the school psychologist. When doing so, it is important to consider cultural issues related to perceptions of education as well as mental health in order to reduce potential barriers to collaboration. Finally, it may be advantageous to educate parents about the importance and benefits of interdisciplinary collaboration and to build trust between parents and school psychologists in order to encourage them to share information related to the mental health of their children and the services received by CBMHPs.

Conclusion

Although it is widely acknowledged that collaboration between school psychologists and CBMHPs has the potential to result in many benefits for youth with mental illness (e.g., increase early identification and intervention of mental illness through the sharing of data from multiple sources and across settings, coordinate school and community resources, etc.), this study found that communication and collaboration between these two groups of professionals occurs infrequently. Additionally, findings suggest that although school psychologists perceive many benefits to interdisciplinary collaboration, barriers such as a lack of time and scheduling conflicts often hinder this ongoing partnership. Strategies aimed at fostering ongoing professional partnerships will help improve the mental health of youth in schools.

(continued on page 37)



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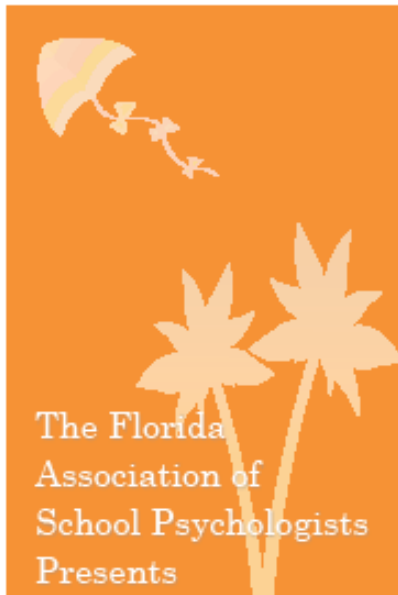
Changes to the FASP Summer Institute Training

The FASP Summer Institute (SI) Planning Committee has done a marvelous job in getting dynamic speakers on a wide variety of very critical topics for school psychologists. We unfortunately have to announce a change in the schedule for our Saturday presentation.

The SI Committee congratulates The Honorable Robert Pasternack, Ph.D. as he has been asked to present at the World Summit in Paris and will be unable to join us for the 2012 Summer Institute as had been planned. However, FASP has invited, Dr. Steve Kucic, Executive Vice President of Strategic Sales Initiatives at Cambium Learning Group and the recent recipient of the Distinguished Education Achievement Award from the National Center for Learning Disabilities, as the presenter for our Saturday session. Dr. Kucic is a well-known international speaker and accomplished author. He has dedicated his career to advocating for educational opportunities and positive outcomes for special needs students. He will be talking about the impact of the Common Core Standards on the education of diverse at risk learners, including students with special needs.

To address the latest research validated intervention practices for English Language Learners, the FASP Cultural & Linguistic Diversity committee requested a presentation by Dr. Pasternack who graciously excepted. Because of the change of topic and the still pressing need to look at intervention practices for ELLs, we will have presentations at our annual FASP Fall Conference for you on this topic.





The Florida Association of School Psychologists Presents

July 18-21, 2012



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2012 Summer Institute

*Creating Successful Outcomes
for All Students*

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A 20-acre beachfront playground, the TradeWinds Island Grand was created with fun in mind. Bask beside one of five heated pools. Let the kids play in a supervised program at the KONK Club while you indulge in some learning or take a few hours to yourself to relax. Explore the impeccably landscaped grounds by paddleboat along the meandering waterway. Call the concierge to arrange a fishing, golf or snorkeling excursion. At the Island Grand, your choices are limited only by your imagination.

Island Grand Standard Rooms (single and double) are \$145.00 per night. Additional room options are available starting at \$165 per night. Please contact hotel for room upgrade information. An additional nightly Resort Amenity Fee (RAF/Parking) of \$15.00 will be charged for each hotel room and/or one-bedroom suite. Self-parking for one car per bedroom is included as well as other resort amenities.

Continued on Page

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Welcome to the 2012 FASP Summer Institute!

This year we have the pleasure to present to you workshops that focus on building your capacity to create successful outcomes for all students. Our presentations will cover a variety of topics. Wednesday, Dr. Gena Barnhill will provide information on how to select appropriate interventions for ASD students; Thursday, Dr. Richard Marshall will present the latest information on the neuroscience of the forming adolescent brain; and Friday, Dr. Rebecca Sarlo will be presenting on the implementation of PS/RTI at the secondary level.

Saturday brings a very special addition. Dr. Steve Kucic, Executive Vice President of Strategic Sales Initiatives at Cambium Learning Group and the recent recipient of the Distinguished Education Achievement Award from the National Center for Learning Disabilities, will be presenting. He is a well-known international speaker and accomplished author who has dedicated his career to advocating for educational opportunities and positive outcomes for special needs students. He will be talking about the impact of the Common Core Standards on the education of diverse at risk learners, including students with special needs!

This timely presentation is included in your Summer Institute four-day fee, but it will also be open to Florida's educational leaders and other school professionals for a very reasonable one-day fee. Share the news with your school district leaders and invite them to join you on July 21st for a great presentation!

About Our Speakers

Dr. Gena Barnhill is the Director of Special Education Programs and Coordinator of Lynchburg College's Graduate Autism Spectrum Disorders (ASD) Certificate Program. She completed her Ph.D. in special education with an emphasis in ASD at the University of Kansas under the direction of Dr. Brenda Myles, who was the #2 researcher in the world on Asperger Syndrome. Dr. Barnhill brings expertise in Asperger Syndrome and other ASDs both professionally

and as the parent of an adult son with Asperger Syndrome. Her areas of research interest in the field of autism include adult issues, collaboration with parents, and teacher personnel preparation programs. Previously Dr. Barnhill worked as an autism consultant and school psychologist. She is a Nationally Certified School Psychologist and a Board Certified Behavior Analyst (BCBA). Dr. Barnhill has published over 35 articles in peer-reviewed journals, written two book chapters on ASD, and has given presentations at 125 national and international conferences, including the Autism Society of America (ASA) and the National Association of School Psychologists (NASP). She published the book, *Right Address...Wrong Planet: Children with Asperger Syndrome Becoming Adults*, in 2002 and coauthored *Parents of Children with Disabilities: A Survival Guide for Fathers and Mothers* with her husband, Press.

Richard M. Marshall, Ed.D., Ph.D. is an Associate Professor in the Division of Education at the University of South Florida Polytechnic, where he teaches courses in educational psychology and counseling psychology. He is co-director of the USFP Applied Neuroscience & Cognitive Electrophysiology Lab and he holds an appointment as an adjunct associate professor of Child Psychiatry in the Department of Psychiatry and Behavioral Neurosciences at the USF College of Medicine. He also maintains a small private practice in Lakeland, Florida.

A licensed school psychologist with specialty training in child and adolescent neuropsychology, Dr. Marshall's areas of expertise include the neurobiological basis of learning and behavior problems in children and brain-based learning and memory. His recently developed parent and teacher rating scale (Pediatric Behavior Rating Scale) was published in August of 2008. In addition to *The Middle School Mind: Growing Pains in Early Adolescent Brains*, Dr. Marshall co-authored a second book in 2011, *Handbook for Raising an Emotionally Healthy Child*, due out in 2012.



Schedule of Events

Tuesday, July 17th

- FASP Executive Board Meeting (1:00 – 7:00 pm)

Wednesday, July 18th

- FASP Executive Board Meeting (8:00 am – 12:00 pm)
- Registration Open (8:00 am – 12:30 pm)
- Dr. Gena Barnhill (12:30 – 5:00 pm)
- Welcome Reception (6:30 – 7:30 pm)

Thursday, July 19th

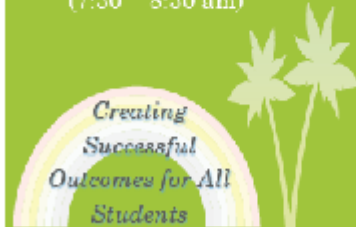
- Dr. Richard Marshall (8:30 am – 12:30 pm)
- Registration Open (1:00 – 1:45 pm)

Friday, July 20th

- Dr. Rebecca Sarlo (8:30 am – 12:30 pm)

Saturday, July 21st

- Dr. Robert Pasternack (8:30 am – 12:30 pm)
- Registration Open (7:30 – 8:30 am)



Dr. Rebecca Sarlo has devoted her career to serving struggling schools throughout the state of Florida. She currently serves as the Problem Solving/Response to Intervention (PS/RtI) Secondary School Coordinator for Florida's PS/RtI Project. Within this position, she is charged with developing a state-wide secondary RtI model and for supporting schools and districts to utilize PS/RtI to meet the needs of secondary school students. Prior to embracing this challenge, Dr. Sarlo provided technical assistance and support to Florida's most struggling schools as part of a Differentiated Accountability (DA) regional support team. She started her career in education as a school psychologist, enjoying this work for 9 years.

She earned her Ph.D. in School Psychology from the University of South Florida and is a nationally certified school psychologist. Dr. Sarlo has enjoyed the opportunity to teach undergraduate and graduate level education courses focused on instructional design, child development and learning, and effective communication and consultation. She presents at numerous state and national conferences on topics ranging from school improvement to strategic planning, prevention and early intervention, formative assessment, and student engagement.

Stevan J. Kukic, Ph.D. has worked and served as an educational therapist, 1st Lt., U.S. Army Medical Service Corps, contributing editor, consultant, and adjunct professor. He was Director for At-Risk and Special Education for the Utah State Office of Education for 11 years, providing leadership for state and federal programs for these children and youth in need. Steve is a Past President of the National Association of State Directors of Special Education. For five years prior to his state position, he directed a statewide center for technical assistance related to the education of students with disabilities. He is the past chair of the Professional Advisory Board for the National Center for Learning Disabilities (NCLD).

Dr. Kukic is certified in School Administration, School Psychology and as a Franklin Covey Trainer. He is the author of over 100 articles, chapters, newspaper columns, and books.

Dr. Kukic is the Vice President of Strategic Sales Initiatives for Cambium Learning Group/ Voyager Learning specializing in reaching the tough to teach with proven and practical products, programs, professional development, and consultation.

Continued from page 1

Make your room reservations ASAP to ensure your resort options and the FASP discounted rate. To assure accommodation availability, reservations must be received by the established cutoff date of **June 17, 2012**. Group room rates will be extended three (3) days prior and three (3) days following the main program dates of July 17-22, 2012, based on room type availability.



Wednesday Presentation – July 18th (12:30 – 5:00 pm)

Gena Barnhill, Ph.D.

Implementing Evidence-based Strategies for Autism Spectrum Disorders

The purpose of this workshop is to provide participants with a review of evidenced-based strategies for students with autism spectrum disorders (ASD) with the objective of assisting school psychologists in making informed decisions when collaborating with educators and parents to design educational programs for students with ASD. Evidence-based interventions from National Autism Center's (NAC) National Standards Project and from the National Professional Development Center on ASD will be compared and contrasted. Interventions that have emerging support and those that do not have current empirical support will also be discussed.

Learning Objectives

Participants will be able to:

1. Name and describe the 11 evidence-based interventions for persons with ASD under 22 years of age as determined by the National Autism Center's (NAC) National Standards Project.
2. Compare and contrast the evidence-based strategies from the National Professional Development Center on ASD with the NAC findings.
3. Implement at least 3 of the evidence-based strategies discussed.
4. Describe 3 cautions school psychologists and educators need to consider when recommending or implementing interventions.

Thursday Presentation – July 19th (8:30 am – 12:30 pm)

Richard Marshall, Ph.D.

The Middle School Mind: Growing Pains in Early Adolescent Brains

Mark Twain argued that we should seal them in a barrel until they are over it. Bill Cosby attributed it to brain damage. Socrates worried that the generation of teenagers he was observing surely marked the end of civilized society. What is it with teenagers? Based on their recently published book by the same title, co-authors Neuman (a middle school principal) and Marshall (a child and adolescent neuropsychologist) share their insights into what makes teenagers tick. Based on real-life episodes from Neuman's years as a middle school principal, the authors use current findings from neuroscience to explain the sometimes baffling behavior and inexplicable decision-making of young teens. The teen brain is still under construction; maturing brain pathways, a limbic system on over-drive, and frontal lobes are some to consider. And while teenagers' brains can do some new cognitive things quite well, other abilities are slower (in some cases, much slower) to develop. Against this backdrop of brain development, the authors offer a host of practical suggestions as to what to do about the sometimes zany, sometimes bizarre, and sometimes painful transition from childhood to adulthood.

Learning Objectives

1. Participants will learn about the key brain changes that occur during adolescence and how these changes affect emotions and behavior.
2. Participants will appreciate the connection between brain changes and identity development and the role each plays in teenagers' decision-making.
3. Participants will understand the relationship between genetics and brain development and between genetics and adolescent behavior.
4. Participants will develop new strategies for responding to and dealing with adolescent behavior.
5. Participants will understand that the brain's cognitive emotional systems are separate but interactive.

**Friday Presentation – July 20th (8:30 am – 12:30 pm)**

Rebecca Sarlo, Ph.D.

Full Option Graduation for All: Developing Effective Multi-Tiered Student Supports within Secondary Schools

This workshop will provide participants with information critical for maximizing full option graduation rates. Participants will learn how to identify students at-risk for dropout or delayed graduation as early as 6th grade. Information will be shared regarding the role of student engagement in students remaining on-track for grade level progression and on-time graduation. Time will also be spent discussing how to utilize Early Warning System data to identify and intervene within educational pipelines, grade-levels, and content areas that contribute to students becoming off-track. The workshop will conclude with a discussion of intervention approaches proven effective for helping students remain on-track or get back on-track for full option graduation. The target audience for this session will be district and school leaders who support or work within secondary school settings. The activities and information provided will be intermediate to advanced and will assume that all participants have at least a working knowledge of PS/RTI concepts and language

Learning Objectives

As a result of this professional development, participants will:

1. Understand how to utilize the 4 step and 8 step problem solving process in conjunction with Early Warning System data (EWS) to identify student engagement issues, understand the root causes of disengagement, develop effective student engagement plans, and monitor the impact of engagement strategies
2. Understand the multi-dimensional, complex nature of student engagement and the implications of this complexity on intervention design and implementation.
3. Identify and design supports for at-risk educational pipelines/grade levels/content areas utilizing Early Warning System data.
4. Integrate student engagement strategies into academic instruction/interventions to maximize student engagement and achieve academic and graduation goals

Saturday Presentation – July 21st (8:30 am – 12:30 pm)

Stevan J. Kukic, PhD

Moral Imperative Realized: Using the common core, standards based instruction, and evidence based practice to improve outcomes for ALL students

Enough talk. All of us school psychologists work in systems that have the right rhetoric about how all students must be prepared for 21st century life. Unless we act on that rhetoric, it is meaningless. We know how to improve outcomes for ALL students; including those at-risk because of poverty, a disability, and/or as English Language Learners. However, the two most important questions we must ask are: Will we have the courage to make data based decisions 100% of the time? What role can we as school psychologists play to ensure that we, the adults, do what we know? Each of us must rectify the issues these questions raise before we can have a major impact on closing the student achievement gap. Let's get serious!

Learning Objectives:

1. Discuss the implications of Michael Fullan's notion of "*Moral Imperative Realized*" for our work as school psychologists.
2. Discuss the implications of the research based foundations for instruction, PBIS, and systems change for improving outcomes for ALL students.
3. Discuss the role of school psychologists in producing individual student, classroom, school, and district systems of services that will produce improved outcomes for ALL students.



REGISTRATION FORM
FASP 2012 Summer Institute – July 18-21, 2012
Creating Successful Outcomes for All Students

Schedule of Presentations

- W** → Dr. Gena Barnhill – Implementing Evidence-based Strategies for Autism Spectrum Disorders
- Th** → Dr. Richard Marshall – The Middle School Mind: Growing Pains in Early Adolescent Brains
- F** → Dr. Rebecca Sarlo – Full Option Graduation for All: Developing Effective Multi-Tiered Student Supports within Secondary Schools
- S** → Dr. Steve Kukic – Moral Imperative Realized: Using the common core, standards based Instruction, and evidence based practice to improve outcomes for ALL students

Location: [TradeWinds Island Resorts on St. Pete Beach - 5600 Gulf Boulevard St. Pete Beach, FL 33706](#)

Continuing Education (CE): Four (4) hours of CE will be offered per day.

To be eligible for discounted fee, registrations must be *postmarked by July 9th, 2012*. Return form with check or money order payable to FASP or provide credit card information. **Unpaid purchase orders cannot be accepted for payment.** Written requests for refunds (less \$10 processing fee) will be honored if received by the Registrar and postmarked no later than July 13, 2012. At any time, FASP members who registered and cannot attend may request a credit voucher redeemable, within one year, toward registration fees at future FASP events.

Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone: (Primary) _____ (Secondary) _____

Email: _____

Credit Card (Check One): Visa MasterCard American Express + \$5 Convenience Fee

Card #: _____

Expiration Date: _____

Signature (as name appears on card) _____

Fee Paid (Check one): Member Rates apply for members of FASP, the Student Services Coalition, and out-of-state NASP members. For member rates to be applied, dues must be current with the appropriate organization. A receipt will be available on-site.

Full Week Summer Institute (July 18-21, 2012)

Early Registration Fees (Postmarked by 7/9/12)

- Regular FASP Member \$ 150
- Student FASP Member \$ 45
- Non-Member \$ 275

On-Site Registration Fees

- Regular FASP Member \$ 175
- Student FASP Member \$ 65
- Non-Member \$ 300

Saturday only, July 21st workshop Featuring Dr. Steve Kukic

Early Registration Fees (Postmarked by 7/9/12)

- Regular FASP Member \$ 50
- Student FASP Member \$ 25
- Non-Member \$ 70

On-Site Registration Fees

- Regular FASP Member \$ 60
- Student FASP Member \$ 30
- Non-Member \$ 80

Mail Registration to:

[Lacey Prine](#), FASP Registrar
1611 Ibiza Cove, Niceville, FL 32578

For Workshop Information

Contact Mark Neely (mneely@cfl.rr.com)
407.421.6785

FASP is approved by the Florida Department of Health Division of Medical Quality Assurance to offer CEs toward licensure for continuing education offerings. CEs are available for Licensed School Psychologists and Licensed Psychologists (CE Provider # 50-693); and Mental Health Counselors, Marriage and Family Therapists, and Clinical Social Workers (BAP-174). FASP is also a NASP Approved Provider (#1029). As always, there will be strict adherence to sign-in and sign-out procedures to allow us to maintain our status as CE Providers. A minimum of Four (4) CEs per day may be earned during this event.



FASP'S 39TH ANNUAL CONFERENCE

Update!

October 31 - November 3, 2012



In the same way notes come together in a song, the primary objective of FASP's 39th Annual Conference is to provide our guests with the tools necessary to enhance student success through the harmonious use of a wide range of interventions. The Conference Committee is hard at work lining up national, regional, and local presenters that will provide professional development in the areas of behavioral, academic, and socio-emotional interventions.



Come join us at the Omni Orlando Resort at ChampionsGate, a *four-diamond resort* described as "one of the nation's premier golf, meeting and leisure retreats". And, make plans now to attend the open Blues Jam at the President's Party!





MOTION SUMMARIES
FASP EXECUTIVE BOARD MEETING (March 2012)

FASP Motion Summaries

March 25, 2012

Motion #1: Move that the FASP Executive Board approve the FASP Executive Board January 2012 minutes with the corrections presented.

Motion by Donelson
Second by Templeton
Discussion: None
Motion passed

Motion # 2: I would like to make a motion that FASP adopt the NASP LGBTQ Youth Position Statement that was adopted by NASP Delegate Assembly on [July 16, 2011](#).

Motion by Loker
Second by Robertson -Shephard
Discussion: None
Motion passed

Motion # 3: Move FASP use the CE Broker Logo on our website in return for a \$10 discount for FASP members.

Motion by Cash
Second by Tennenbaum
Discussion: Previously discussed
Motion passed