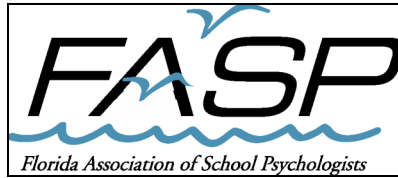


The Florida School Psychologist

The Newsletter of the Florida Association of School Psychologists



Volume 39 Number 4

Fall 2013

Adrienne L. Avallone and Kurt Wasser, Co-Chairs

Special thanks to :Jennilee Abolafia



President's Message

Dr. Rance Harbor

The end of my term is approaching and I am sure many who have served as President must have gone through a similar reflective process as I am now. It has been an awesome year and having the opportunity to serve in this position has been educationally, professionally, and personally rewarding.

Although I have been active in School Psychology for over 20 years, this past year I learned even more about the many differences within our state in regards to needs, resources, and challenges as well as the exciting and wonderful happenings in our field. I also have had the opportunity to see the many differences between states, especially those in the Southeast. However, the similarities are there as well. Every school psychologist I have met or had discussions with via phone or email have had one primary thing in common: helping students to be successful in school. The focus on school is the thing I think separates us most from the other psychological, medical and mental health fields. It is the student and school relationship that is the focus of assessment, the focus of intervention, the focus of consultation, and it is the focus of outcome.

Given so many changes within our field these few past years, the challenge to successfully achieve our goals as school psychologists has been difficult. More than ever we also have had very salient points of view being interjected into our practice- from legislative and DOE policies to district and school level procedural changes that may, or may not, be aligned with our training, our experience, our thoughts, and our judgment. It has promoted debate that continues today.

It is obvious that as we look at the final outcome data which lies in the graduation rate, college ready rate and closing the achievement gap rate we still have a long way to go. No individual state, district, training program, or practitioner, has "the model" that explains all of the variance. Educators and practitioners must continue to research new hypotheses and test interventions as we study and train to stay abreast of the most effective methods to assess for academic, emotional, behavioral, and neurological causes of student difficulties. Plus, we must continue to find effective ways to relay our understanding of evidence based practice to the leadership in the schools and school districts so we can help train those in the school best equipped to administer and progress monitor their effectiveness. The task is great, but the need is greater and success will be one of our finest moments.



FASP Executive Board

Elected Officers

PRESIDENT

Rance Harbor
drharbor@ranceharbor.com

IMMEDIATE PAST PRESIDENT

Joseph Jackson
jjackson147@gmail.com

PRESIDENT-ELECT

Geoff Freebern
Geoffrey.freebern@gmail.com

SECRETARY

Susan Valero
faspsecretary1314@gmail.com

TREASURER

Amy Endsley
faspsecretary@gmail.com

Regional Representatives

NORTHWEST (Region 1)

Sharon Bartels-Wheelless
faspregion1@gmail.com

NORTHEAST (Region 2)

Freda Reid
fmr@bellsouth.net

EAST CENTRAL (Region 3)

Michele Paymer
mpaymerfaspeast@gmail.com

WEST CENTRAL (Region 4)

Rebecca Sarlo
Sarlo@ucf.edu

SOUTHWEST (Region 5)

Jana Csenger
mindfultherapeutics@hotmail.com

SOUTHEAST (Region 6)

Marcela Lemos
Lemosmr1@gmail.com

SOUTH (Region 7)

Joan Kappus
jponey2@yahoo.com

Special Committees

PARENT SUPPORT

Sharon Bartels-Wheelless
faspregion1@gmail.com

HISTORIAN

Troy Locker
tlocker@gmail.com

PROBLEM SOLVING/ RESPONSE TO INTERVENTION

Rebecca Sarlo
sarlo@usf.edu

CHILDREN'S ADVOCACY

Denise Bishop
dbishop@fcrr.org

SCHOOL NEUROPSYCHOLOGY

Monica Andrea Oganess
kidneuropsych@me.com

PUBLIC AND MEDIA RELATIONS

Nikki Sutton-Tyler
nstvlr13@gmail.com

INTEREST GROUPS

Nikki Sutton-Tyler
nstvlr13@gmail.com

APPLIED BEHAVIOR ANALYSIS

Denise Dorsey
Ddorsey3@gmail.com

VIDEO TECHNOLOGY

Nick Cutro
cutro@nova.edu

Division of Corporation with FASP

Standing Committees

ADMINISTRATION & SUPERVISION

Mary Alice Myers
mamnsb@hotmail.com

AWARDS

Kelly O'Brien
kellvcpd@yahoo.com

BYLAWS

Joe Jackson
jjackson147@gmail.com

CE CREDIT COORDINATOR

Amanda "Mandy" Leach
amandaleach84@gmail.com

CONFERENCE CHAIR

Amy Vance/Delia Crowder
alv325@mindspring.com/deliacrowder@gmail.com

CULTURAL & LINGUISTIC DIVERSITY

Lisa Perez
lisa.perez@sdhc.k12.fl.us

ETHICS & STANDARDS OF PRACTICE

Freda Reid
fmr@bellsouth.net

MEMBERSHIP

Kim Berryhill
faspmembership@gmail.com

NEWSLETTER

Kurt Wasser/Adrienne Avallone
wasserkk@bellsouth.net/aagators@comcast.net

PLANNING & DEVELOPMENT

Bob Templeton
benbobbart@aol.com

PROFESSIONAL DEVELOPMENT

Mark Neely
mneelv@cfl.rr.com

Public Policy & Prof Relations

Ralph E. "Gene" Cash
gcash1@aol.com

REGISTRAR

Lacey Prine
lprine1@gmail.com

RESEARCH

Jackie Collins Robinson
jackie.robinson@famuedu

TECHNOLOGY & COMMUNICATIONS

Michelle Robertson-Shephard
reachFASP@aol.com

STUDENT DELEGATES

Omega Russel
omega@mail.usf.edu

TRAINING & CREDENTIALING

Diana Joyce
djoyce@coe.ufl.edu

Additional Contacts

FASP GOVERNMENTAL CONSULTANTS

Cerra Consulting Group
Bob Cerra & John Cerra
206-B South Monroe Street
Tallahassee, FL. 32301
(850)-222-4428

hobcerra@comcast.net
cerraj@comcast.net

Liaison Positions

NASP DELEGATE

Bill Donelson
donelson_bill@comcast.net

DOE CONSULTANT

David Wheeler
wheeler@coedu.usf.edu

CHILDREN'S SERVICES FUND

Sarah Valley Gray
valleygr@nova.edu



(Continued from page 1)

I encourage all of you to participate in the FASP Annual Conference in October as it has a wealth of opportunities to learn and to share with each other. I also encourage you all to share your positive views of FASP with your colleagues and encourage them to join NASP and FASP as well as their local organizations to help strengthen the network of positive changes for School Psychologists.

Thanks for all you do!

Rance Harbor
FASP President 2012-13



MEDIATION TRAINING

Conflict Resolution Collaborative
Tampa, Florida

- // **Family Mediation Certification Training**
October 17, 18, 19, 24, 25 & 26, 2013
February 13, 14, 15, 20, 21 & 22, 2014
Primary Trainer: Gregory Firestone, Ph.D.
- // **Circuit Civil Mediation Certification Training**
November 1, 2, 3, 9 & 10, 2013
March 21, 22, 23, 29 & 30, 2014
Primary Trainer: James Williams, Esq.
- // **Parenting Coordination Training**
January 23, 24 & 25, 2014
Primary Trainer: Debra Carter, Ph.D.
- // **Dependency Mediation Certification Training**
April 10, 11, 12, 17, 18 & 19, 2014
Primary Trainer: Gregory Firestone, Ph.D.

— CEU's for Mental Health —
For information and registration
visit www.crc.usf.edu or call toll free 800-852-5362
USF is an Equal Opportunity/Equal Access/Affirmative Action Institution.



How can it be? (It shouldn't be.)

More than a half-million of Florida's youngest, most vulnerable citizens do not have health insurance, making ours the state with the second highest percentage of uninsured children in the nation.

From the beginning, The Children's Movement has focused on ensuring that all Florida children have access to health care. The Movement is a partner in KidsWell Florida; that's a statewide collaboration of families, service providers, business and civic leaders joining to close gaps in public and private health insurance for children.

[Opt-in today to KidsWell's newsletter to receive up-to date information on getting involved in your community, advocacy alerts and upcoming events.](#)

To learn how to become involved, please visit www.kidswellflorida.org.

We are in this together.

Dave Lawrence
Chair
The Children's Movement



**THE FLORIDA SCHOOL PSYCHOLOGIST
HAS GONE GREEN!**



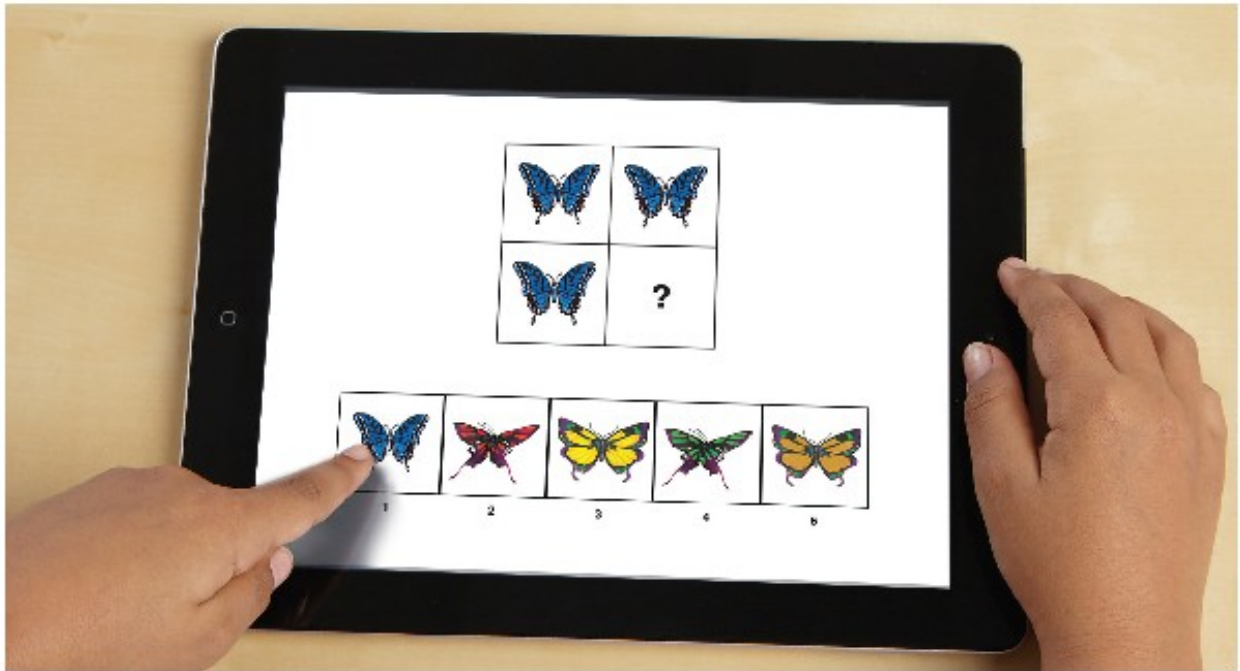
In an effort to keep up with the efforts being made nationwide to be environmentally conscientious, we are proud to announce that the

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 Kim Berryhill, (faspmembership@gmail.com), FASP Membership Chair, with your updated information.



Goodbye flippin' easels. Hello Q!



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ALWAYS LEARNING

PEARSON



2013-2014 Membership Application

*Membership year runs from: July 1st, 2013 to June 30th, 2014 **Membership #:** _____

PLEASE PRINT

Name: _____
(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: ** 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.

Student Member: Those eligible for student membership are those who are actively engaged half time or more in a formal school psychology program, at a regionally accredited college or university, and who currently are not employed as a school psychologist. Annual certification/verification of student status is required. This certification/verification shall be completed by the student's program director on this form.

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 PC Membership Category to which you would like to apply:

The FASP Political Committee (PC) 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

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





Interested in learning about diversity topics at this year's conference while earning CE's?

**Jump on the...
Diversity CE Highway at FASP's 40th Annual Conference**

Wednesday, October 30

- | | |
|----------------|--|
| 9:00 - 10:50am | How to Increase the Enrollment of ELL Students in Gifted/Talented Programs (Maglione, Perez-Schneider, & Chiesa) |
| 3:00 - 4:50pm | Assessment of ELL Preschool Students – Best Practices & Intervention Recommendations (Chiesa) |
| 3:00 - 4:50pm | The Clinical Assessment of Second Language Learners and Test Disposal (Oakland) |

Thursday, October 31

- | | |
|----------------|---|
| 9:00 - 10:50am | HELP! I Have an ELL Student to Evaluate (Chiesa & Maglione) |
| 3:00 – 3:50pm | Positive School Based Supports: Perspectives from LGBTQ Youth (Loker) |



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2013 FASP Annual Conference

The 40th Annual Conference is quickly approaching. We have a fantastic line up of presenters this year. Positive Energy will fill the Omni as we learn, network and have fun. Make your plans NOW to be there.

- Hotel reservations at the Omni can be made at the FASP Rate \$154 until rooms run out
- Registration and other conference information can be found on the FASP website

NEW THIS YEAR!!!!

- Complimentary Coffee & Tea Wednesday thru Saturday
- Light hors d'oeuvres starting at 5:30 before the Awards Ceremony
- Heavier bites served at the Welcome Reception
- Desserts galore at the President's Party
- CSFI Auction open 9-5 Wednesday & Thursday
- Zumbathon for CSFI Thursday Morning
- Rolling Photo Backdrop

YOU DON'T WANT TO MISS IT!!!



In 2013, FASP is Fighting for Youth & Fighting for You!

Updating our resources to best meet your needs

Upgraded FASP.org website with links to high quality mental health resources & info for educators, students, and families

Continuous updates through [FASP's Facebook Page](#)

A fully ENHANCED revision to the [FASP Internship Standardization Process & Internship Guide](#) to support Florida's graduate students and the future of our profession

Providing advocacy documents on [school psychologists' role in enhancing student outcomes & supporting Florida's schools and families](#), and FASSA's paper on [Student Services Personnel Creating Safe Schools through School-Based Mental Health Supports](#)

Providing high quality professional development

2012 had more CE opportunities than any other year in FASP history (24 CE breakout sessions at FASP's Annual Conference)!

Hot topics at [FASP Summer Institutes](#) (Common Core, Aggression/Safety, Student Engagement)

Regional and Local Co-Sponsored Workshops, (Dr. Linda Rafael Mendez presenting "CBT with Children and Adolescents" in partnership with Orange County Association of School Psychologists)

Advocating for youth and school psychologists' interests

Collaboration with the [Children's Movement of Florida](#)

Highlight of exemplary professionals through [FASP Awards](#)

Increased communication and representation with key groups in the state, such as [Florida Association of Student Services Administrators](#) (FASSA), [Florida Association of School Administrators](#) (FASA), to ensure the voice of school psychologists are heard

Advocacy for our FASP [Legislative Platform](#), which supported recent legislation related to [epinephrine use](#) and [cyber-bullying](#)

What Can You Do To Support the Work of FASP?

Be a **PROUD FASP MEMBER!**

[Join or Renew ONLINE!](#)

BRAND NEW OPTION. Pay dues in 3 monthly installments

We need your support to continue protecting the interests of Florida's school psychologists, youth, and families

Dues:

Regular Members: \$80

Transition Members (NEW): \$40

Student Members: \$20

Retired: \$30

Florida Association of School Psychologists

- Rance Harbor, President
- Joe Jackson, Past President
- Geoffrey Freebern, President Elect
- Susan Valero, Secretary
- Amy Endsley, Treasurer

For Questions About Membership Dues or Benefits, Please Contact our Membership Chair Kim Berryhill,

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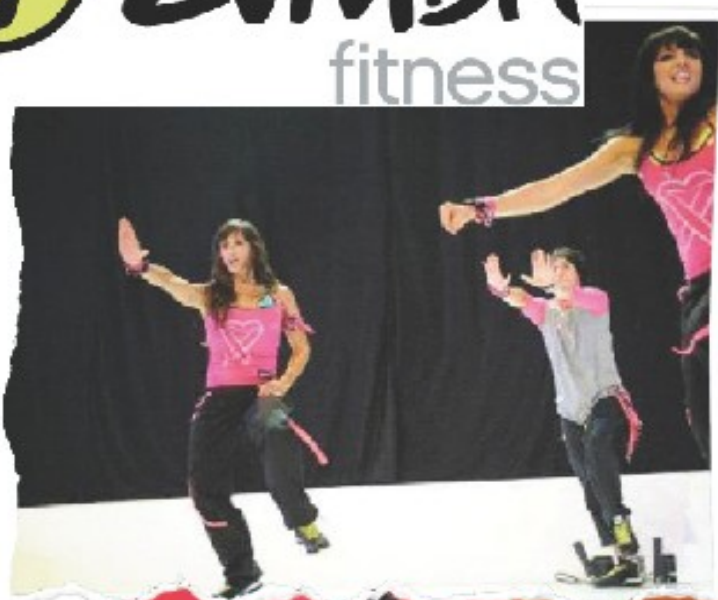
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WHAT IS A ZUMBATHON?

A ZUMBATHON IS A REGULAR ZUMBA AEROBICS/DANCE CLASS, BUT FOR A GOOD CAUSE!

\$10 DONATION TO CHILDREN'S SERVICES FUND, INC. (CSFI).
SEE CONFERENCE REGISTRATION FORM OR PAY AT THE DOOR

WHO?

WHETHER YOU'VE ALWAYS WANTED TO TRY ZUMBA, OR ARE AN AFICIONADD - WILL BE FUN FOR ALL!
COME DANCE, SWEAT, AND SUPPORT CSFI!

WHERE?

2013 FASP CONFERENCE - ST. ANDREWS
7:15 - 8:00 AM, THURSDAY, OCT. 31

WEAR?

COMFY CLOTHES FOR DANCING & ATHLETIC SHOES

WEDNESDAY WORKSHOPS – AT A GLANCE

Location/Room	9:00 – 9:50	10:00 – 10:50	11:00 – 11:50
International Ballroom I	Assessment in Early Childhood: Best Practices with the BDI2 and the REAL M. Camp (2 CEs)		
ChampionsGate	CBT with Adolescents in Schools: Creating Effective Socratic Dialogues L. Raffaele Mendez (2 CEs)		Positive Outcomes of NASP Practice Model Implementation in FL Districts B. Donelson
Colonial	Current Research on Psychological Assessment as Therapeutic Intervention P. Caproni, S. Coyle, M. Munoz & M. Mikhail	Promoting Positive Outcomes for Students with Type 1 Diabetes K. Bradley-Klug, E. Shaffer-Hudkins, S. Hinojosa, B. Bander & K. Jeffries DeLoatche	
Royal Dublin	Best Practices in Working with Trauma Victims C. Spearman, H. Miller & S. Valley-Gray		Connect & Collaborate
Royal Melbourne A	<h2 style="margin: 0;">CSFI Auction</h2>		
Royal Melbourne B	Preparing for Your School Psychology Internship R. Said		
Augusta A	Mindfulness as an Intervention in the Reduction of Binge Eating in Adolescents R. Hernandez & S. Valley-Gray	School-based Mental Health Services in FL: Results of a Statewide Survey D. Wheeler & H. Diamond (1 CE)	Relationships Between Preschool Teacher Cultural Beliefs & Classroom Practices S. Moore, T. Smith-Bonahue & K. Tiplady
Augusta B	Disruptive Mood Dysregulation Disorder & Challenging Behaviors in Schools O. Soutullo, L. Palma & T. Smith-Bonahue	Best Practices for Responding to Death in the School Community C. Samuel-Barrett, L. Parker, S. Poland & A. Waguespack	Cyberbullying and It's Effects on Youth B. Grabis & G. Cash
Oakmont A	The Next Role of the Psychologist: Prescribing Rights? B. Bander & S. Hinojosa	LGBTQ Issues Within an Ethical Framework A. Joseph, N. Inman & W. McCloud	Bilingual Interest Group
Oakmont B	Communication: The Impact of Sensory Cues and Anxiety T. McBride & G. Cash	Evidence Based Strategies for Promoting Positive Outcomes in Early Childhood J. Ogg, K. Armstrong, C. Barclay, B. Bander, C. Lindahl & D. Powers	
St. Andrews	How to Increase the Enrollment of ELL Students in Gifted/Talented Programs D. Maglione, K Perez Schneider & A. Chiesa (2 CEs)		The Power and Promise of Social-Emotional Learning Programs P. Lazarus (1 CE)

*FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS

WEDNESDAY WORKSHOPS – AT A GLANCE

Location/Room	1:00 – 2:50	3:00 – 3:50	4:00 – 4:50	5:30 – 9:00
International Ballroom I	<p align="center">GENERAL SESSION</p> <p align="center">Welcome</p> <p align="center">Keynote Speaker Dr. Shannon Suldo</p> <p align="center">International Ballroom I</p>	DOE Update D. Wheeler		<p align="center">WELCOME, AWARDS CEREMONY & RECEPTION</p> <p align="center">ChampionsGate Hall</p>
Colonial		Assessment of ELL Preschool Students – Best Practices & Intervention Recommendations A. Chiesa (2 CEs)		
Royal Dublin		The Clinical Assessment of Second-Language Learners and Test Disposal T. Oakland (2 CE's)		
Royal Melbourne A		CSFI Auction		
Royal Melbourne B		Bullying & Suicide: What is the Relationship? J. Adams & S. Poland	Cognitive Behavioral Strategies for Non-Suicidal Self-Injurious Behaviors S. Yin Tan	
Augusta A		Assessment Practices that Inform Instruction & Improve Academic Outcomes J. Wallace	Promoting School Readiness: A Review of Literature A. Alfonso, J. Fletcher, M. Solomon & A. Waguespack	
Augusta B		Serving our Most Vulnerable Students: A Wraparound Program for Homeless Youth L. Raffaele Mendez, O. Russell, J. Vazquez, A. Mattison, C. Randle, R. Ornduff, J. Connolly, M. McCullough, C. Lindahl, & K. Knap		
St. Andrews		Working Memory & Cogmed: An Update on the Research P. Entwistle (2 CEs)		
Oakmont A		Navigating School Re-Entry: Traumatic Brain Injury C. Spearman, L. Calle & S. Valley-Gray	Navigating School Re-Entry: Pediatric Oncology L. Calle, C. Spearman & S. Valley-Gray	
Oakmont B		Positive Student Adjustment: Influence of Teacher Self-Efficacy and Classroom Environment K. Stewart	Transitioning to Advanced High School Curricula: Stress & Mental Health S. Suldo & B. Hearon	

♦FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS

THURSDAY WORKSHOPS – AT A GLANCE

Location/Room	8:00 – 8:50	9:00 – 9:50	10:00 – 10:50	11:00 – 11:50
International Ballroom I				
International Ballroom II	An Advanced Ethical Standards Workshop T. Oakland (3 CEs)			
International Ballroom III	The Physiology of Behavior J. Vuai (3 CEs)			
National Ballroom D	Increasing Social Support in Schools by Using a Multitier Framework P. Lazarus (1 CE)	Legislative Update G. Cash, J. Cerra, P. Caproni, R. Hoechst II & M. Peritz (2 CEs)		
ChampionsGate	The Paradigm Shift in Psychological Assessment: Disruptive Technologies and Every Day Practice M. Kjer (2 CEs)		Neuropsychology Forum	
Royal Dublin	Cognitive Behavioral Therapy Basics for School Psychologists D. Joyce, C. Flores, N. Parekh, C. Poitevien & N. Waldron (2 CEs)			
Royal Melbourne A	CSFI Auction			
Royal Melbourne B	Fidelity Checks & Problem Solving to Improve School/District MTSS Implementation E. Cardenas, B. Lazega, & T. Loker	Promoting Motivation in Classrooms: Review of Literature and Interventions S. Hinojosa & K. Stewart	Peer & Bullying Victimization, and College Maladaptive Health Behaviors S. Chen & S. Valley-Gray	FASP BUSINESS MEETING International Ballroom I
Augusta A	Sustained Implementation of School Wide Positive Behavior Supports L. Wells & R. Roth	Fostering Resiliency in the Neediest Children: An Evidenced-Based Approach N. Milano, S. Guerra, & S. Valley-Gray	Parent Training Techniques to Promote Positive Behavior in Young Children K. Jeffries Deloatche, M. Frank, K. Knap, M. McCullough, C. Randle & K. Stewart	
Augusta B	Creating Visual Behavioral Interventions for ASD Students: A Consultants Role G. Walters & L. Wilkinson	Implications of ASD Criteria Changes in the DSM-5 L. Palma, A. Sloan, T. Molina, & T. Smith-Bonahue	A Taste of Youth Mental Health First Aid J. Robinson (1 CE)	
Oakmont	Intervention Strategies for the Prevention of Depression in Hispanic Youth Y. Callazo & S. Valley-Gray	HELP!! I have an ELL Student to Evaluate A. Chiesa & D. Maglione (2 CEs)		
St. Andrews		Professional Evaluation of School Psychologists: Integrating Professional Practices with Student Outcomes in a Multi-Tiered System of Supports G. Batsche & D. Wheeler (2 CEs)		

***FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS**

THURSDAY WORKSHOPS – AT A GLANCE

Location/Room	1:00 – 1:50	2:00 – 2:50	3:00 – 3:50	4:00 – 4:50
International Ballroom I	Screening For and Measuring the Effectiveness of Behavioral and Social/Emotional Interventions: Challenges & Solutions A. Bardos (3 CEs)			
International Ballroom II	Concussion & the School Psychologist: What You Need to Know. P. Entwistle & A. Gamarra (2 CEs)			
International Ballroom III	Consulting with District Leadership to Implement an MTSS B. Hardcastle & K. Justice			
National Ballroom D	Projective Assessment: Is It Worth the Trouble? G. Cash, S. Valley-Gray, P. Caproni, D. Berghauer & J. Adams (2 CEs)		QPR Gatekeeper F. Reid & S. Hatcher	
Royal Dublin	Applied Intervention for Children with PTSD J. Gleaton	How to Add “Bilingual” to Your Resume L. Perez	Cyberbullying: Improving Real-World Outcomes from Cyber-World Interactions K. Kraul & J. McFarlan	
Royal Melbourne A	CSFI Auction			
Royal Melbourne B	Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcus (PANDAS) K. Trainor & S. Valley-Gray	Evidence-Based CBT Interventions for Students with Anxiety & Depression R. Roth, S. Suldo, B. Bander, B. Hearon, & J. Connolly	The Relationship Between Domain-Specific Self-Concept & Peer Aggression B. Werch & S. Toledano	ABA Forum
Augusta A	Services for Chronically Ill Students C. Wilson & C. Poitevien	District Supervisors Forum	University Trainers & District Supervisors Connect	School Psychologists’ Role in Preventing Summer Learning Loss J. Driscoll, D. Gardini, J. Pryce, & A. Waguespack
Augusta B	Assessment of Students’ Health Literacy and Resiliency to Promote Well-Being E. Shaffer-Hudkins, K. Bradley-Klug & K. Jeffries DeLoatche.	University Trainers Forum	Past Presidents Forum	Applying Positive Behavior Supports to Students with Chronic Illness K. Jeffries DeLoatche, D. Powers, M. McCullough, R. Ornduff, S. Yin-Tan
Oakmont	School Improvement Plans: Where Do We Fit In? A. Alfonso, S. Mikhail, J. Driscoll, D. Gardini & A. Waguespack	Consultation for Grade-Level Tier 1 Interventions: Experiences in the Field K. Stewart & S. Hinojosa	Positive School Based Supports: Perspectives from LGBTQ Youth T. Loker (1 CE)	Effects of Reading Instruction on Brain Function J. Fletcher (1 CE)
St. Andrews	Poster Presentations			

♦FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS.

FRIDAY WORKSHOPS – AT A GLANCE

Location/Room	8:30 – 11:30	1:00 – 4:00
International Ballroom I	Learning Disabilities: Identification to Intervention J. Fletcher (3 CE's)	Threat Assessment in Schools: Using What we Have Learned L. Kanan (3 CE's)
International Ballroom II	Functional Behavior Assessment & Antecedent Interventions D. Reitman (3 CE's)	The Neurodevelopmental Model of Assessment & Intervention: A Practical Approach to Comprehensive Assessment E. Fletcher-Janzen (3 CE's)

SATURDAY WORKSHOPS – AT A GLANCE

Location/Room	8:30 – 11:30	
ChampionsGate	Development and Assessment of Frontal and Executive Systems Across the Lifespan C. Reynolds (3 CE's)	
Location/Room	8:00 – 10:00	10:15 – 12:15
Royal Melbourne	Medical Errors A. Nott (2 CE's)	Domestic Violence G. Cash (2 CE's)



THE CHILDREN’S MOVEMENT OF FLORIDA

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

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

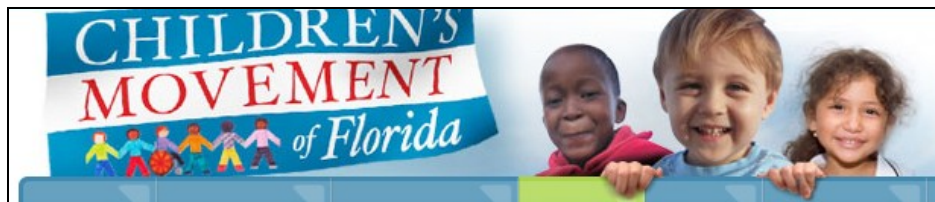
a citizen-led, non-partisan movement to educate political, business, and civic leaders – and all parents of the state – about the urgent need to make the well-being and education of our infants, toddlers, and all other children Florida's highest priority.

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/>.

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.



You're invited

Bilingual Interest Group Session

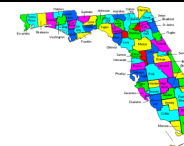
at FASP’s 40th Annual Conference

Host: FASP’s Diversity Committee

When: Wednesday, October 30, 2013 from 11:00 am to 11:50 am

Where: Oakmont A Meeting Room

Join us for a round table discussion that will bring together bilingual school psychologists for a collaborative and consultative session to discuss positive practices that foster positive outcomes in English Language Learners. Bilingual school psychologists and students interested in bilingual school psychology are invited for active participation, consultation, and collaboration in a round table and open format. Topics may explore professional and ethical practices, identifying and problem-solving challenges encountered in the field, and models of service delivery, among others. In addition, results of a survey administered to bilingual school psychologists across Florida by the Diversity Committee in Summer 2013 will be shared. The survey explored service delivery of bilingual school psychologists across Florida, professional development needs, and resources among other areas.



KIM BERRYHILL,
FASP SOUTHEAST REGIONAL REPRESENTATIVE
(Broward, Palm Beach, Martin, St. Lucie, Indian River, Okeechobee)

Current News in the Southeast Region:

ACCOMPLISHMENTS IN THE SOUTHEAST REGION:

Mary Anne Richey (Palm Beach County School Psychologist) has been nominated for the 2013 National Association of School Psychologist of the Year award by the Florida Association of School Psychologists (FASP). She was recognized last year as the Florida School Psychologist of the Year for 2012. She is currently a school psychologist in Area 4 serving Allamanda Elementary School and Independence Middle School. In the nomination statement, Kelly O'Brien, Chairman of the FASP Awards Committee said, "Mary Anne is a professional who brings a uniquely high level of heart and devotion to bettering the lives of children." She is the author of *Raising Boys with ADHD*. The national winner will be announced in February and receives an all-expense paid trip to the national convention in Washington, D.C. The purpose of the award is to identify and recognize an outstanding practicing school psychologist and to increase public awareness of the profession.



Below is a featured article from the Sun Sentinel on October 1st, 2013.

"A [Palm Beach County](#) school psychologist is climbing the ranks to national recognition.

Mary Anne Richey, who works at Allamanda Elementary in Palm Beach Gardens and Independence Middle in Jupiter, has been nominated for the 2013 School Psychologist of the Year Award issued by the National Association of School Psychologists. Each state nominates one candidate. Last year Richey was named Florida School Psychologist of the Year. Allamanda principal Marilu Garcia said Richey is "always there for anything we need." The winner will be announced in February"

Good luck Mary Anne!!

Congratulations to Marcela Lemos who is a Palm Beach School Psychologist! Marcela will be the new FASP SE REGIONAL REPRESENTATIVE! Good luck Marcela!



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Greetings Fellow FASP Members and Friends:

As I am sure you are abundantly aware, the FASP 40th Annual Conference is upon us. FASP does many things throughout the year to support our members, as well as support the students, families and schools of Florida; however, the FASP Annual Conference (AC) is by far the largest and most visible undertaking. All members of the FASP Executive Board serve on a voluntary basis, for which we are extremely grateful, but I am going to take this opportunity to publically thank the two members of the board who are responsible for organizing and developing this year's largest, most visible undertaking – our 2013 Conference Co-Chairs: Amy Vance & Delia Crowder!

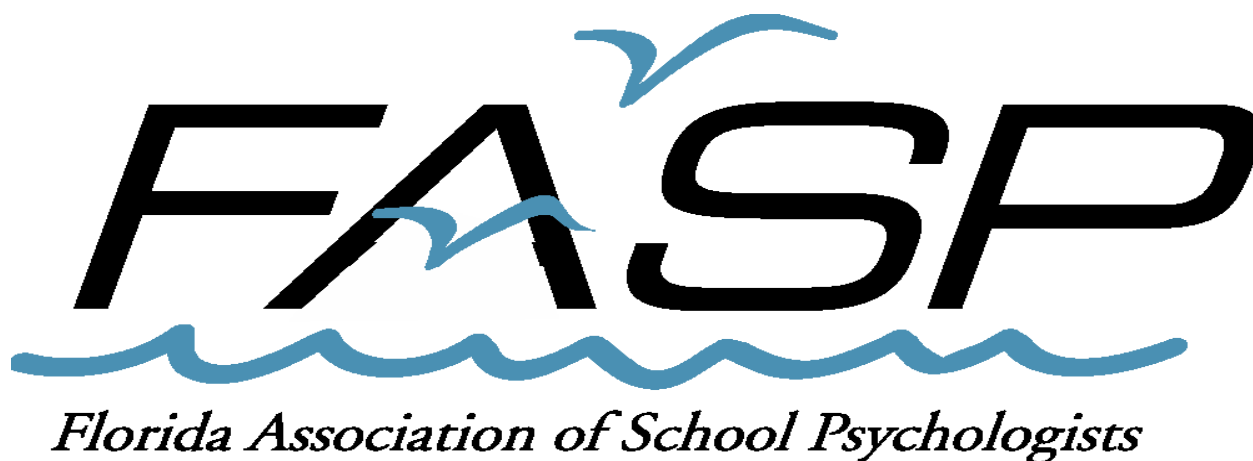
They understood how important the AC is to our association and members, and they accepted and rose to the challenge. They epitomize our theme – **School Psychologists: Positive People + Positive Practices = Positive Outcomes!**

THANK YOU Amy & Delia for your continued commitment and dedication to FASP and its members. I find you both truly **FASPulous!**

With respect and admiration,

Geoffrey Freebern, NCSP

FASP President-elect





CALL FOR NORMING ASSISTANCE

Assessment Innovations seeks School Psychologists to assist with norming *Insight*, a group-administered cognitive test based on the Cattell-Horn-Carroll (CHC) model. *Insight* is designed for students in grades 2-7.

Help Wanted!

We seek the participation of randomly-selected classrooms of students across the US to take *Insight*. Classroom settings for which you have access may match our roster.

Insight Highlights

- Who:* Assessment Innovations
- What:* Seek School Psychologists
- When:* AY2013-2014
- Where:* Randomly-selected US classrooms
- Why:* Norming *Insight*, a group-administered test of CHC abilities

How Long?

Testing time is 90 minutes across seven subtests. Administration can occur at any point during AY2013-2014.

Insight Fast Facts

- Format:* Group
- Grade levels:* 2-7
- Administration:* Via DVD
- Time:* 90 minutes
- # of subtests:* 7

More Information?

See our website, <http://aisolutions.us.com/>, and click on "*Insight*". A video of Dr. A. Lynne Beal (psychologist and *Insight* author), technical and sample reports, and video demonstrations are available.

Interested?

Following successful completion, we pay \$75.00 for your efforts plus your district becomes eligible for a 20% discount on *Insight* material list prices for AYs 2014-2015 and 2015-2016. Send name and contact information to:

Kurt Metz, Ph.D.
 Senior Support Psychologist
 Assessment Innovations
kmetz@aisolutions.us.com
 (888) 576-5365 x101



Diversity and Leadership Mentorship Program: Call for Mentors

The Student Development Workgroup is in the process of continuing an ongoing mentorship program where students and professionals with similar experiences can connect. Our hope is that through this mentorship program, students from diverse backgrounds can overcome perceived barriers that have limited their pursuit of leadership roles in NASP and the field. We aim also to facilitate opportunities for students to network and build valuable relationships.

We are seeking qualified professionals who currently hold or have held leadership positions either the state, national, or local level and come from diverse backgrounds to mentor graduate school psychology students from similar backgrounds.

Purpose: Provide consistent ongoing and effective mentorship for graduate school psychology students from diverse backgrounds.

Goals:

- Better support students from diverse backgrounds and ensure they feel NASP is an open and welcoming resource for them.
- Facilitate opportunities for networking so that students and professionals with similar experiences can connect.
- Assist students in overcoming perceived barriers that have limited their pursuit of leadership roles within NASP and throughout the school psychology field.
- Increase diversity within NASP leadership.

Information for Mentors:

- Expect 1-2 hours per month in email or phone contact with mentee
- Determine how best you want to communicate with mentee (i.e. email, phone)
- Ask mentee questions and understand their personal goals
- Share your own experiences and challenges you may have faced
- Provide support and guidance
- Assist mentee in understanding and navigating the leadership structure of NASP or the field
- See [How to mentor graduate students](#) for additional tips

Interested?

Please contact Dacia McCoy (mccoydi@mail.uc.edu) by October 4th, 2013

Please provide:

- Name
- Leadership roles you hold or have held in the past
- Demographic you are most comfortable mentoring



FASP ABA Committee

As FASP's 40th Annual Conference draws near, the ABA Committee is continuing to look at ways of providing School Psychologists with behavioral skills to be able to provide direct support to students and teachers. In brief, here are some of our major areas of focus.

We are excited to be able to promote an innovative program that has been created to make use of behaviorally-trained School Psychologists in the role of Behavioral Coaches.

We are in communication with regional chapters of FABA, and are in the process of collaborating to provide much needed training to FASP and FABA members.

We have secured our presenters as well as a date, time, and location for our first FASP/FABA collaboration.

We have taken our survey results seriously and are going to be sponsoring one of the top BCBA Psychologists in the nation as a workshop presenter. He will be presenting in the Florida County with the highest number of responses from School Psychologists who expressed an interest in behavioral training.

The innovative program involving Behavioral Coaches was created by the ESE Director of Hillsborough County Public Schools (HCPS). To address an important need, she conceptualized a unique role for behaviorally trained School Psychologists - **Behavior Coaches**. These professionals are providing behavioral consultation and direct service to schools with high needs. For the benefit of the rest of us, they have agreed to lead a panel at FASP's 40th Annual Conference. Their panel will provide information on the progress of the program, what is working extremely well, and what may not be working as well. They will be able to provide ideas to other School Psychologists who might be interested in implementing some of the interventions. One of the HCPS Behavioral Coaches, Dwayne Renaker, shared that the process is collaborative in nature. He explained that the techniques involved include modeling, positive reinforcement, promoting replacement behaviors, and progress monitoring. The aim of the Behavior Coach program is to empower educators by providing them with tools, so that they will be able to successfully manage inappropriate behaviors, reduce restraints and seclusions, and promote student success. The Behavioral Coaches are ultimately targeting student achievement, interpersonal relationships, and mental health. This panel is tentatively scheduled to present from 4:00 pm to 5:00 pm on *October 31st in Melbourne B* at the Omni Orlando Resort at Champions gate. You won't want to miss this panel's presentation!



We have an official **SAVE THE DATE** for our first FASP/FABA Collaboration: **January 18, 2014**, at Florida State Panama City. Our workshop presenters will be H. Al Murphy, PhD, BCBA-D and Kevin Murdock, PhD, BCBA-D. More details will be provided in upcoming newsletters and flyers about this exciting event, but the titles promise practical information that will be immediately useful to School Psychologists, Behavior Analysts, Teachers, and Other School Professionals. (We also plan to have the workshop catered, so you won't go hungry.)

Dr. Murphy's presentation is entitled: *What Works and What Does Not Work So Well? Some Practical Classroom Management Strategies for School Psychologists, Teachers, and Other School Professionals*. Dr. Murphy plans to present a brief overview of behavioral methods and practical data collection. He will offer replacement strategies for commonly used classroom techniques that frequently do not work, and he will provide attendees with strategies that *almost always work*. Opportunities to practice some of these methods will be provided. (For more information on Dr. Murphy, go to his website: <http://www.pc.fsu.edu/Faculty-and-Staff/Faculty-Directory/Al-Murphy-Ph.D>)

Dr. Murdock's presentation is entitled, *MTSS, RTI, PS, and ABA: How Alphabet Soup Can Be Good for Schools*. Dr. Murdock will address the alphabet soup of the school system and focus on effective approaches to meeting the needs of Tier 1 through Tier 3 students (i.e., schoolwide programs; classrooms and targeted groups; and intensive, individualized assessment, intervention, and monitoring strategies.) He will address minor annoying behaviors (e.g., call outs), disruptive behaviors (e.g., profanity, threats, out of seat), and dangerous behaviors (e.g., self-injury, aggression, elopement). Dr. Murdock presents from the unique perspective of working within the school system as a behavior analyst/school psychologist. Additional information on Dr. Murdock may be found on the following website: <http://www.scienceofbehavior.com/about/>.

Be sure to mark your calendars for January 18, 2014 for this *not to be missed* workshop presentation. The Murphy/Murdock combo will provide useful take home strategies for effective behavioral interventions in schools. The FASP/FABA combo will provide CEUs for School Psychologists and others, as well as Type 2 BCBA credits for Behavior Analysts.

On a final note, we are in the process of solidifying a date (January or February 2014) for *Dr. Brian Iwata* to present in Hillsborough County, Florida. Our survey indicated that this is where the highest number of School Psychologists interested in behavioral training reside. As soon as we have more information on the details we will pass on the information so you can reserve your spot.

Submitted by:
Denise Dorsey
FASP ABA Committee Chair
abafasp@gmail.com



What Do We Know About School Shooters?

By, Dr. Scott Poland

Introduction

I have been personally involved in the aftermath of 13 school shootings. Throughout my years of professional experience, I have stayed abreast with the latest research and literature. A website from Dr. Peter Langman (<http://www.schoolshooters.info>) provides extensive detail on this subject area, as well as the Secret Services 2002 seminal report on school shootings (http://www.secretservice.gov/ntac/ssi_final_report.pdf).

The impetus for writing this article is to help dispel the common assumptions associated with the occurrence of school shootings. In conversation, people often say to me (after learning of my experiences), “school shootings today are increasing and they are happening everywhere.” This assumption has been greatly perpetuated and maintained by the media as school shootings are actually very rare and schools remain among the safest places children go. A school shooting took place at Chardon high school and, much to my dismay, *USA* published a headline story on this very tragic event. When describing the teenage school shooter, they used the very misleading words, “He was an average 17-year-old kid.” This provides the perception that any kid can potentially become a school shooter. To properly address this issue and reduce the widely held perceptions on school shooters, let’s look at what we know.

Mental Health of School Shooters

Dr. Peter Langman, a renowned expert on school shootings, has identified three categories that offer insight into the mental health of school shooters: psychotic, psychopathic, and traumatized.

Psychotic school shooters do not have a good basis of reality. This is often a consequence of schizophrenia or what Dr. Peter Langman refers to as “schizophrenia-spectrum disorders.”



The school shooter in Paducah, KE was reported to be hearing voices and thought that monsters were living in his home.

Psychopathic school shooters often exhibit a lack of conscious (e.g. no moral barometer, lack of remorse and empathy for others). They may feel a sense of superiority and the right to hurt and/or kill people. For example, one of the Littleton, CO perpetrators left behind writings and tapes in which he referred to himself as god-like and having the right to kill others.

Traumatized school shooters often have experienced significant traumatic events in their lives (victim of abuse, invalidating home environment, repeated bullying victim, loss of a parent to death or incarceration), which increases vulnerability to depressive symptoms and suicidal ideations. The perpetrator in Red Lake, MN had an extensive history that fits this category. A 2002 Secret Service report (cited earlier) noted that of the 41 school shooters and 37 incidents studied, many had histories of suicidal ideations and attempts as well as suffering from depression. This has direct implications for school personal as well as the school climate. It is essential for schools to improve their ability to detect at risk students, provide appropriate treatment and/or have working relationships with community mental health services.

Warning Signs

An extensive review of the literature and my professional experiences have taught me that school shooters often leave behind a host of warning signs preceding the attack. But sadly, such warning signs are often overlooked and even discounted. This constellation of warning signs often include: fascination and preoccupation with other school shooters or violent historical figures; vocalizing to other students/peers that “it would be cool of something like that happened at their school;” stockpiling weapons and/or or asking parents and friends to buy them weapons; completing school assignments (writings, presentations, papers and videos) centered on violence



and particularly school shootings; posting on social media sites their intentions for violence; and recruiting others students to join them.

What's Important for School Administrators to do?

Every year host workshops/trainings and make it a priority for everyone at school to keep an open dialogue on the issue of school safety. Talk to teachers and other school personal about being alert for the warning signs and stress the necessity of sharing that information immediately with the administration. Since school shooters frequently exhibit such warning signs, school personal need to have direct knowledge about conducting threat assessments and every threat needs to be investigated thoroughly. A more detailed overview of threat assessments has been featured in my previous articles of District Administration:

<http://www.districtadministration.com/article/school-shooting-threat>

<http://www.districtadministration.com/article/threat-assessments>

It is also very important to create a school climate that encourages students to share such information with school personal and adults. This can best be established by implementing safety pledges and frequent dialogue with students about their important role in school safety as well as the necessity of sharing information about threats of violence with adults immediately.

Implications for Parents

It is important for parents to be aware of what is going on in their child's life and this involves knowing their child's friends and their parents. Parents need to monitor on line communications and postings and snoop in their child's room when they have any concerns about their child's behavior. If a child has exhibited warning signs of violence then parents should not deny the problem and should let their child experience logical consequences from authorities at school and in the community. In his writings, Dr. Peter Langman said something that I very much agree



with: “Don’t lie to protect your child and do not hesitate to get them professional help.” School personnel have multiple opportunities through parent conferences and meetings to emphasize these key points to parents.

In conclusion, the research has found that school shooters are not simply normal kids but are kids with identifiable mental health problems who have exhibited many warning signs of potential violence. This knowledge highlights the need for everyone to be alert to warning signs of violence and the need to increase mental health services for young people both at school and in the community.

Dr. Scott Poland is a professor at Nova Southeastern University and the Co-Director of the Suicide and Violence Prevention Office. He was assisted on this article by Michael Pusateri, a doctoral student at Nova Southeastern University.



FASP Flash Back: Recent History of FASP Leadership

by Troy Loker, Ph.D., FASP Historian & West Central Regional Representative

During the past 15 years, over 150 individuals have stepped up to the plate to serve on our FASP Executive Board. Many individuals have held multiple positions. Please take a moment to peruse this list of outstanding individuals who have contributed time, skills, and energy into supporting our top-notch state organization. We hope you find many of your esteemed colleagues on this list. We also hope to see many new names added to this list as we move forward another 15 years and continue to grow as a diverse and highly skilled community of professionals and leaders.

Adrienne Avallone	Dawn Sanders	Jason Convissar	Kim Berryhill	Michelle Dater-Lagos	Sarah Valley Gray
Agnes Shine	Debbie Jackson	Jeanette Saiz	Kim Tucker	Michelle Major	Scott Larson
Albert Gamarra	Debra "Debbie" Davidson	Jennifer Grill	Kristen Cunningham	Michelle Robertson-Shephard	Scott Poland
Amelia Van Name	Delia Crowder	Jennifer Pic	Kristen Jones	Mike Burleson	Sharon Bartels-Wheeles
Amy Endsley	Delores Dee Lynch	Jennifer Valentine	Kristin Gullo	Mike Mcauley	Sharon Spann
Amy Vancer	Denise Bishop	Jessica Peters	Kurt Wasser	Millie Markels	Sherry Scott
Andrew Satkowiak	Denise Dorsey	Jim Husted	LaneRoosa	Monica Ogan	Stephanie Fox-Nohrden
Andy Nott	Diana Joyce	Jim Spratt	Lelsa Everhart	Neva Wilson	Susan Lowrey
Angela Waguespak	Donna Berghauser	Joan Kappus	Lisa Coffey	Nicholas Cutro	Susan Lowrey
Annette Hicks	Elisa Ulibarri-Yoho	Joan Mason	Lisa Perez	Nikki Sutton-Tyler	Suzan Mason
Anthony Alexander	Elvira Medina-Pekofsky	Johanna Tippenhauer-LeMoine	Lloyd Mattingly	Oliver Edwards	Terry Hyer Chance
Bernie Beckers	Faye Henderson	John Cerra	Lola Heverly	Omega Russel	Terry Vacarro
Bill Donelson	Frank Coker	John Paulino	Lori Shnyder Glassman	Pam Sheffield	Tommy Caisango
Bob Cerra	Freda Reid	Jose Catusus	M. Denise Bishop	Pam Stein	Tracy Schatzberg
Bob Taylor	Gail Patterson	Joseph Jackson	Magali Baladofeller	Patricia Howard	Troy Loker
Bob Templeton	Gene Cash	Joshua Lutz	Mark Lyon	Patti Vickers	Troy Radford
Bonnie Engel	Geoff Freebern	Judy Merrell	Mark Neely	Paula Lewis	Tyla Williams
Bonnie Helgemo	Gisela Gonzalez	Julia Berlin	Marry Barrows	Philip J. Lazarus	Vanna Lathrop
Bradford Underhill	Gloria Lockley	Julian Biller	Martin Levine	Phyllis Irvine	
Briley Proctor	Gordon Taub	Kat Norona	Mary Alice Myers	Phyllis Walters	
C.L. "Charlie" Boyd	Greg Ern	Kathi Armstrong	Mary Beldin	Rance Harbor	
Chauntea Shirley	Hamilton "Kip" Emery	Kathy Leighton	Maureen Montgomery	Rebecca Sarlo	
Chris Sorensen	Heather Blume	Kelli Coile	Londa Mead	Rick Trifiletti	
Christy Pena	Helen Ricketson	Kelly Crawford	Melissa Harrison	Robert Kelly	
Cindy Vines	Henry Tenenbaum	Kelly Low	Melissa Krueger	Roxanna Santos	
Clark Dorman	Jackie Collins Robinson	Kelly O'Brien	Melissa Russo	Russel Armour	
Clinton Sims	Jaime Calderon	Kelly Powell-Smith	Michele Paymer	Rut Serra-Roldan	
David Wheeler	Jana Csenger	Key Young	Michelle Avila Feltault	Sarah Sheedy	

*Bolded individuals served as FASP President between 1999 & 2013.



Strategies for Academic Success

Cecil R. Reynolds

Texas A&M University

crrh@earthlink.net

Learning Strategies

Success in school is dependent on numerous factors, some of which are not fully controllable or easily identified. It is especially important therefore to identify the variables that we can affect to improve learning and to recognize these variables transfer across academic and social content and thus serve a foundational role in life-long learning and success. The multidimensional nature of learning requires many different skills and strategies. Among these, the development and use of efficient learning and study strategies can be critical to academic success and are related to maturation and exercise of the executive systems of the brain, but clearly can be taught. Research during the last 50 years has shown that children and adolescents who are active participants and strategic in their learning perform at higher academic levels than their peers. However, not all students master a sufficient breadth or depth of learning strategies to be successful academically and as such, experience many obstacles to learning. Even very bright, gifted learners may be deficient in the development of learning strategies and get by in elementary and secondary school on sheer intellect alone. These obstacles may go unrecognized until a student enters college. Consider that many colleges and universities now offer remedial learning classes, courses in how to study and learn a discipline, and even more basic courses such as remedial reading (in which reading comprehension strategies typically are stressed). Some have argued that “{F}or many learners, the difference between success and failure in school may be found in deficient study skills knowledge [a key aspect of learning strategies] and usage as well as in the inability to apply acquired study skills knowledge to different educational tasks” (Hoover, 2004,

p. 292). Virtually all major textbooks in reading and in other instructional methods advocate the teaching of strategies for learning (e. g. Heilman Blair & Rupley 2002). Textbooks that target instructional models for students with a specific learning disability and related disabilities often tout instruction in learning strategies as necessary for the success of these students and note further that these are precisely the students most often found lacking in such skills (e. g. see the classic text by Myers & Hammill 1990). Myers and Hammill go on to argue that research demonstrates that many children whose learning or academic development becomes stagnant at about a fourth or fifth grade level does so because these students do not know how to learn. “Academic learning at this level [beyond grade 5] requires that students know *how* to learn rather than just *what* to learn” (Myers & Hammill 1990 p. 456). Increasing demands to assess academic performance through state testing and response-to-intervention programs have left teachers administrators and school psychologists searching for ways to improve academic learning and subsequently test scores. Over 50 years of research in the education sciences tells us that one way to enhance academic learning is to teach learning and study strategies to students who are deficient in these skills. The most efficacious way to accomplish this goal is to identify these deficiencies in classrooms as a group or with individual students and remediate them directly. A variety of models exist for developing learning strategies in students. Here we emphasize direct instruction in strategies that have scientific support for their positive impact on student learning.

What is a learning strategy?

Learning strategies may be defined as “the purposeful behaviors of a learner that are intended to facilitate the acquisition and processing of information” (Stroud & Reynolds 2006 p.8) others have described learning strategies as techniques or tactics. Work in this field is not new or

bandwagon by any means. Stroud and Reynolds (2009) review more than 50 years of such research as do Vannest, Stroud, and Reynolds (2011). As such, learning strategies represent active processes whereby the individual manipulates information in order to acquire and understand it. Learning strategies differ a great deal from what are known as learning styles, described as “characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe, 1979, p. 4). Several studies have examined the notion of learning strategies clarifying the difference between a strategy and a “style.” Schmeck (1988) looked at learning styles in comparison with learning strategies, finding that learning styles indicated a tendency to use a limited repertoire of strategies for learning that tend to center around a common, passive dimension. Learning styles (which is a far more controversial area than that of learning strategies) are more dependent on the preferences of the learner for how information is transmitted to them and are often not purposeful in the sense of being under conscious control; learning strategies, on the other hand, are purposive and vary with the information being presented to match the demands and purposes of the learning circumstances. Learning styles are most often passive characteristics of a learner, while learning strategies are active and involve the student in interaction with and manipulation of the material to be learned. Active engagement with material to be learned improves learning, understanding, and retention compared to being a passive recipient of information. Learning strategies can be taught as a set of skills as well which learning styles typically can not without extraordinary efforts and to questionable benefit. The terms learning strategies and study skills are often used interchangeably though some educators distinguish between the terms study skills and study strategies, asserting that study

skills are specific steps in a task, while study strategies are a more global approach to a learning task. Study strategies, however, appear to refer to a specific subset of behaviors that facilitate learning of presented material whereas learning strategies would encompass approaches to many aspects of learning (i.e., reading comprehension, writing, note-taking). Cognitive strategies, on the other hand appear to encompass the learning and study strategies used in the school learning environment as well as more global strategies used in work or home environments. Despite the use of cognitive strategies outside the academic setting as well, cognitive strategies and learning strategies have come to be used almost synonymously in the educational and psychological literatures.

Learning strategies are not learning styles but more closely approximate cognitive or even meta-cognitive strategies. For a behavior to be considered strategic, several criteria must be met. First, strategic behavior is considered to be a sequence of activities. It is important to consider strategic behavior as a group of smaller behaviors rather than one event when examining the differences between groups. Secondly, strategic behavior can be controlled by the learner. Next, a strategy must be flexible and used based on its level of effectiveness in a given situation. Metacognitive strategies monitor and direct this flexibility of use. From this brief discussion, we can nevertheless see that learning strategies involve a series of steps that actively engage the learner in the task of learning itself with a feedback loop (self-monitoring) to allow the learner to assess progress in learning and make adjustments as strategies are or are not useful for learning a given set of information.

Development of Learning and Study Strategies

In the absence of instruction, learning and study strategies tend to develop for many students as a process of trial-and-error. Many students who put significant effort into learning will naturally develop strategies that are effective in different learning circumstances. Some also will be able to generalize these strategies easily and even distinguish when one approach to learning and studying a particular class of information works better than another. Because many students do acquire some learning and study strategies independently that are effective, adults may neglect to teach strategies to these students explicitly, or may falsely generalize that because some students pick up strategies independently all students will or should do so. Certainly teachers, parents, peers, even some TV shows engage in some modeling, sharing, and suggestion of learning strategies. However, many students do not independently discover a sufficient set of strategies to allow them to be effective, and for some very bright students who are not challenged sufficiently by school, strategy development lags considerably. Consider the many, very bright students who graduate in the top 10% of their high school classes and go off to colleges and universities only to end up rather quickly on academic probation. While this can occur for many reasons, a good percentage of these students are simply bright enough to make it in K-12 settings without knowing how to study and/or learn complex material on their own. To remove any doubt of this, ask a bright student how they knew or learned something and many will say, "I have no idea," or ask a gifted student to tutor one who is struggling and you will find they make some of the worst teachers because they don't know how they learned or understood something; they just did. When these bright students arrive at college, the pace, level, and complexity of the material simply overwhelms their skills at learning. It is not enough to be bright or even bright and curious. As the quantity, difficulty level, and complexity of information to be acquired and understood increases, so does the need for strategies for acquiring this

information. Central to the development of effective strategies for learning are the metacognitive processes of students becoming aware and in control of their own cognitive strategies. Development of metacognitive strategies is significant both in the construction of strategies and in their effective implementation for all age groups, but are particularly crucial in the early stages of learning where such skills can be taught early to great benefit. Simple, unguided exposure to novel information or academic knowledge rarely results in long term learning of knowledge and skills and certainly not in the development of learning and study strategies. In addition to direct instruction, development of strategies for learning are promoted by seeing others apply strategies, having them explained, and by teachers modeling strategies in the classroom and embedding them in classroom and other assignments.

Assessment Measures

While several measures currently exist that purport to measure learning strategies and/or self-regulated learning, most have significant limitations in their utility. The most commonly used assessment measures are the Learning and Study Strategies Inventory (LASSI; Weinstein, 1987), the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia, & McKeachie, 1991), and more recently, the School Motivation and Learning Strategies Inventory (SMALSI; Stroud & Reynolds, 2006). Unfortunately, the MSLQ was created solely for college students. The LASSI also was designed originally for use with college students (Weinstein, 1987). The LASSI for high school students is a downward extension of a college level version of the same instrument. While the LASSI has proven to be an excellent measure of learning strategies, it leaves much unanswered about children and the development of learning strategies; nevertheless, we recommend it for college students.

The SMALSI (Stroud & Reynolds, 2006) was developed specifically for use with children and adolescents. The ability to measure key constructs in the domain of learning and study strategies across ages provides a greater understanding of the development of certain cognitive skills as well as an understanding of motivational factors and how they change from childhood to adolescence. At a very practical level, the SMALSI allows educators to assess and monitor the learning strategies of individual as well as classrooms of students as they develop rather than only targeting them for remediation after a problem already exists.

The SMALSI was intended to help to identify which behaviors are consistent with academic success and how or if these behaviors vary according to age, gender, intelligence, motivation, attributions, and other relevant variables. Existing inventories have provided a reasonable understanding of learning strategies from a remedial perspective. Weinstein et al. (2000) called for research to help understand the development of learning strategies in younger children. An established means of measuring such strategies and their associated features such as the SMALSI was necessary in order to accomplish this goal.

Finally, it has been argued that learning strategies naturally increase as a student matures, regardless of instruction. While true for many strategies, this is not the case for all learning strategies and certainly not for all students. Below average achieving students do not develop these strategies independently, neither do students at risk due to poverty, and there is a solid research base indicating that a significant percentage of our student population never discovers strategies on their own. Other examples exist. For instance, reading comprehension strategies such as making up questions while reviewing texts or making visual representations of information do not improve over time unless stressed in teaching. Self-regulated learning strategies appear to change as students progress through school, some increasing while others increase then decrease over time. Furthermore, the changing frequency of use of some strategies appears to be dependent on how often other strategies are used. Use of learning strategies may also vary at different ages based on presence of related factors such as test anxiety, poor academic motivation, and attention difficulties. The SMALSI can track these changes in individuals and in groups on a variety of learning and study strategy dimensions as reviewed below.

The School Motivation and Learning Strategies Inventory (SMALSI)

The SMALSI has two forms: one for children ages 8-12 (SMALSI-Child) and one for adolescents ages 13-18 (SMALSI-Teen). The SMALSI may be group or individually administered in an academic or clinical setting. Typical administration time is 20-30 minutes. The SMALSI is comprised of seven strengths scales and three liabilities scales. Student Strengths scales include: Study Strategies, Reading/Comprehension Strategies, Note-taking/Listening Strategies, Writing/Research Strategies, Test-Taking Strategies, Organizational Techniques, and Time Management. Student Liabilities scales include Low Academic Motivation, Attention/Concentration, and Test Anxiety. On the Child Form, the Time Management and Organizational Techniques scales are combined to reflect developing but not yet distinct organizational behaviors. Scales are reported as T-scores, which allows for comparison of performance among constructs as well as for monitoring development or the effectiveness of an intervention. T-scores are a type of standard score where the mean or average score is set to 50 and the standard deviation of the scores is 10. The SMALSI also includes an Inconsistent Responding Index (INC) to aid in detecting responses that are inconsistent due to noncompliance, poor understanding, or carelessness. Definitions of these scales as used in the SMALSI are given in Table 1.

Table 1: Definitions of the SMALSI Scales

Scale	Definition
Study Strategies	Selecting important information, relating new to previously learned information, and memory strategies for encoding.
Note-taking/Listening Skills	Discriminating important material when taking notes, organizing notes, efficiency in note-taking.
Reading and Comprehension Strategies	Previewing, monitoring, and reviewing texts, including self-testing to ensure understanding.
Writing-Research Skills	Researching topics in a variety of ways, organizing writing projects as well as monitoring and self-checking for errors.
Test-taking Strategies	Increasing efficiency in test-taking, including eliminating unlikely answers and strategic guessing.
Organizational Techniques	Organizing class and study materials, structuring assignments including homework and other projects.
Time Management	Effective use of time to complete assignments, understanding of time needed for academic tasks.
Academic Motivation	Level of intrinsic motivation to engage and succeed in academic tasks.
Test Anxiety	Student's experience of debilitating symptoms of test anxiety, lower performance on tests due to excessive worry.
Attention/Concentration	Attending to lectures and other academic tasks, monitoring and adjusting attention to performance, concentrating and the avoidance of distractions.

The SMALSI was normed on a national sample of almost 3000 (Child Form, C, $N = 1821$ and Teen Form, T, $N = 1100$) students in a variety of educational settings (nearly all from the public schools). Validity studies have yielded promising psychometric properties for the SMALSI Form C and Form T (Stroud & Reynolds, 2006). More specifically, internal consistencies for the final scales produced estimates consistently above .7, indicating support for the structure of the SMALSI Form C and Form T scales. These findings were consistent with regard to age and grade with the exception of the SMALSI Form C Writing/Research Strategies scale. Younger children in the sample obtained had the most difficulty responding reliably regarding their use of writing strategies. While this was the lowest scale in general, reliability on this scale tended to increase with age as would be expected from a developmental perspective. With this exception, younger children tended to respond nearly as reliably as older children to questions about the SMALSI constructs. These findings are particularly important in that they support the argument that younger children are capable of reliably reporting their own attitudes and behaviors. Results of initial standardization and validity studies suggest sufficient reliability for the SMALSI scores, indicating good confidence that the items comprising the SMALSI scales are accurate in estimating a student's standing on each construct.

Of equal importance is evidence that the SMALSI measures the constructs it purports to measure. SMALSI constructs were determined by thorough review of literature in education, psychology, and related fields. As discussed earlier, each construct has empirical support spanning several decades to support its role in fostering academic success. The content validity of the scales and items was also supported by expert review from multiple sources (Stroud & Reynolds, 2006). The structure of the SMALSI as measuring individual constructs falling within the two areas of student strengths and student liabilities was supported by correlations between the SMALSI scales (Stroud & Reynolds, 2006). Results were similar across Form C and Form T, indicating the presence of both common and distinctive constructs. More specifically, scales within the student strengths scales were correlated with each other, and scales within the student liabilities were correlated.

The validity of the SMALSI scales has also supported by divergence of the SMALSI scales from clinical dimensions (i.e., depression, general anxiety, etc) and convergence with academic measures (i.e., math and reading). Correlations between the SMALSI scales and measures of emotional, academic, and social adjustment indicated that School Liability scales were positively correlated with measures of clinical, personal, and school maladjustment. In like form, the School Strength scales had negative associations with these scales. This pattern was evident in both Form C and Form T. Of note, academic motivation was highly correlated with both attitude to school and teachers, highlighting the importance between school motivation and the classroom environment. This is consistent with literature asserting the critical roles that academic environment and characteristics of the teacher play in the level of students' academic motivation. Also of importance was the finding that children who report increased depression evidenced poorer study strategies such as test-taking strategies and note-taking strategies but also decreased concentration, attention skills, and academic motivation. The trend between depression and motivation in the adolescent sample was somewhat decreased but still evident. This finding lends support to Brackney and Karabenick (1995), who asserted the need to teach learning strategies to students with emotional and behavioral disorders. Children and adolescents who reported decreased sense of control over events in their surroundings (external locus of control) also reported increased levels of test-related anxiety, further highlighting the relations of the SMALSI with social-emotional functioning. As such, the relations between the SMALSI scores and Behavior Assessment System for Children Self-report of Personality scores (Reynolds & Kamphaus, 2004) indicated a pattern of divergence and convergence that was supportive of the content of the scales, and that point out valuable insights into the relationship between children's learning and study strategies and other behavioral and emotional factors.

Results examining the relationships between the SMALSI constructs and academic achievement as measured by a state-developed assessment also provided some promising information regarding the utility of the SMALSI in the academic arena. The curriculum-based assessment used designed to assess students' attainment of minimum levels of competence for each grade level demonstrated significant correlations with several of the SMALSI scales. More specifically, in child samples, children's use of study strategies, writing skills, and time management/organizational techniques were linked with reading abilities. Writing skills also were associated positively with math abilities, while test anxiety impaired math performance. In the adolescent group, though, a shift was noted with test anxiety playing a more prominent role, negatively impacting reading, social studies, and science academic abilities. Academic motivation also played a more significant role in the adolescent sample, particularly in the areas of reading and social studies.

Examining the validity of the measure in relation to the performance of different demographic groups on the SMALSI also produced interesting results. With regard to gender, girls consistently scored higher on both the Child and Teen forms on scales suggesting better use of note-taking and listening skills, writing and research strategies, and test-taking strategies. Differences across gender for adolescents were more prevalent and pronounced, with girls scoring higher on all student strengths scales. Adolescent girls also tended to report higher test anxiety. While these differences are consistent, effect sizes were all small but consistent with previous research (e. g., Reynolds & Kamphaus, 2004).

In relation to age, the SMALSI scores demonstrated reliability and validity across age and grades. In the child sample, scores on the SMALSI were stable, with little deviation aside from minor score fluctuations around the mean T-score of 50. The teen group evidenced a general trend by which adolescents' study strategies increased with age and grade. This is as would be expected as individual's study strategies and abilities tend to improve with increased practice and refinement of skills gained through exposure to the academic setting. Of note, though, was an evidenced trend of 8th grade students demonstrating decreased study and learning strategies than other teen groups. This trend invites future research and exploration in adolescent samples.

Implications and Uses of the SMALSI

While the SMALSI will inevitably lead to new possibilities in research, the most exciting aspect of the instrument is certainly the wealth of information it provides for professionals working directly with children. The SMALSI was intentionally designed for use by a wide variety of individuals in a number of different settings. For example, teachers may use this measure in a group format to identify trends in academic motivation or to identify specific problem areas such as ineffective note-taking or poorly developed writing skills for the class as a whole that might be incorporated into the teacher's curriculum. In this way, the SMALSI can be applied as a preventive measure at the classroom level. School level teams designed to help implement interventions prior to referral for Special Education services may use the SMALSI with a child who struggles in order to identify specific areas that may be impeding academic performance. The team may then be able to provide the necessary intervention without the need for additional levels of academic support. The SMALSI will have applications in response-to-intervention as well since the teaching and improvement of learning strategies may improve academic performance, in conjunction with models such as direct instruction, to the point that special education services are not required.

School psychologists and other assessment staff, in some cases including teachers with sufficient training in assessment, can use the SMALSI in a more diagnostic manner depending upon of the type and degree of professional training. It is important to maximize the effectiveness of the interventions chosen in order to minimize the level of assistance needed. The more specific the information about problem type and severity, the more targeted and efficient the intervention. Information from the SMALSI can be used by clinicians to make meaningful academic recommendations regarding the interventions to use and classroom accommodations or modifications to include in the Individualized Education Plan (IEP) for students in special education settings. Without such information, much of this process is simply one of trial-and-error rather than the result of objective assessment. For students experiencing problems, the trial and error method wastes valuable instructional time and for the teacher may create frustration and foster a distrust of the research literature or professional recommendations. Students who are struggling academically but do not meet eligibility criteria under the Individuals with Disabilities Education Act or Section 504 equal access services are particularly vulnerable to academic failure because they will not receive specially designed instruction, extended year services, or other effective remediation programs.

Psychologists can use the SMALSI as part of a comprehensive assessment battery. Results of the SMALSI can add valuable insight into possible academic causes, consequences, or correlates for emotional and behavioral disorders. Results of the SMALSI might be incorporated in RTI models for both learning and behavior problems.

Given the increased use of high-stakes testing emerging across the United States used in determining grade promotion, and school funding, the SMALSI also holds value directly in the classroom setting. As states adjust to participation and performance standards for every child and seek to provide services that will enhance performance. School personnel are faced with the increasing demands of promoting children and adolescents' academic knowledge as well as their test-taking abilities. In addition, the requirement of passing scores on state tests to determine school funding and pupil progress gives weight to the importance of these issues for all children in a school setting. The use of the SMALSI can be a valuable tool for teachers to help identify children's individual strengths and weaknesses in these areas to help tailor interventions to their needed area. Additionally the SMALSI results when given school wide could be used to develop programming, study skills classes, tutoring topics, local curriculum or assist in the adoption of curriculum based on student population needs. Finally results of broad use could be a positive bridge in parent communication, facilitating information sharing and home intervention suggestions. This measure provides a user-friendly method for teachers and administrators to assess multiple children's skills at one time, without the need for comprehensive one-on-one testing.

It should be noted that, too often in an attempt to find out "what is wrong" with a child, clinicians find only that—a child's weaknesses. While this information is a necessary component to assessment the value and importance of identifying a child's strengths cannot be understated. The SMALSI has been designed with the intent to do both by providing both positive and negative indicators and by offering objective assessment in areas that previously have been

difficult to assess. Given the research reviewed in the opening sections of this chapter, more emphasis on teaching children how to be strategic learners seems appropriate, and the SMALSI can monitor success in this endeavor—and can identify students who need special instruction in the development of learning and study strategies.

Direct Instruction as a Teaching Model for Teaching Learning and Study Strategies

Direct Instruction (DI) is the best method for teaching strategies and is an explicit, teacher-directed model of effective instruction. It is centered around increased time spent on actual instruction, careful sequencing of material, creating success at each step, and eventually teaching students through feedback to be able to recognize and correct their own learning. It often includes the teaching of learning strategies as a component of canned or commercially available DI curriculum. A typical DI lesson includes explicit and carefully sequenced instruction provided by the teacher (model). Students in a DI classroom should never be in doubt about what it is they are learning! Frequent opportunities for students to practice their skills with teacher-delivered feedback (guided practice) and then on their own (independent practice) over time (distributed practice/review) are provided.

While many educators express a preference for such approaches considered more constructivist such as discovery learning, the research evidence is that DI produces superior results, especially for students who are struggling to learn or to keep up with their classmates. Direct Instruction is widely and successfully used with students from every population segment (with regard to poverty, culture, and race/ethnicity and disability status).

Direct instruction generally provides for carefully prescribed and clearly articulated lessons about small “chunks” of materials. Direct instruction is clear and explicit. Both the teacher

behavior and the student responses are orchestrated in a way to maximize errorless learning. As we present it, in our step-by-step manual on teaching strategies as well as test-taking skills and enhancing motivation (Vannest, Stroud, & Reynolds, 2011), direct instruction in the teaching of learning and study strategies includes at a minimum the following 4 components:

Direct explanation (tell me what you want me to learn—and why it is important, i. e., define and justify what you want me to learn);

Modeling by the teacher (show me by example—you do it while I watch and learn);

Guided practice (walk me through it with your guidance);

■ Application (let me do it on my own and give me feedback).

Once these steps have been completed, the teacher has the necessary information to determine the level of mastery of the material being taught as well, from assessments and feedback on the students' independent application of the learned material, and knows whether to repeat a lesson on the same topic, but varying the content somewhat to maintain attention and motivation, or whether it is appropriate to move on.

Often we describe these 4 mandatory components of our model of direct instruction more informally as simply:

Tell me.

Show me.

Walk me through it.

Let me do it (and give me feedback).

These components are seen as mandatory because they are at the heart of what makes DI effective when carried out by an experienced, creative, caring teacher. To do less, simply will not result in effective instruction for all of the students, and DI is all about maximizing the effectiveness and efficiency of instruction for the maximum number of students. There is no evidence to support the claim that directing a student in learning leads to more shallow comprehension, less passion in learning, or fewer problem solving skills. Rather explicit expectations and strategic supports to reach expectations is the most compassionate and student sensitive method of teaching. This prevents learning incorrect patterns (which must be unlearned), ensures successful outcomes, and creates independent confident learners with an internal locus of control (preventing a history of my effort = failure and preventing learned helplessness). The DI “scripts” we present in Vannest, Stroud, and Reynolds (2011) may not be considered complete or rigid enough to satisfy the DI purist, but they contain the essential elements of DI for each of the strategies addressed. They are also intended to be modifiable and generalizable, so that teachers may adapt the scripts we present to the age level and sophistication of the students in each individual classroom as well as to the strengths and experience of the teacher.

It is our view that teachers know their classrooms and the students in them far better than anyone else, and that by providing a simple sequence of instruction as in the model given above, teachers can teach anything using personally designed scripts that are interesting to the class, invoke the teacher’s knowledge of the students, and the teacher’s desire to be interesting and creative.

Knowing how to learn and having effective strategies is becoming more and more imperative to vocational success with each passing generation. Jobs and the skills needed to perform them are more likely to change over a student’s lifetime now more than ever before —and this statement will continue to be true in all future generations. Becoming a strategic learner gives students the necessary flexibility and problem-solving ability to adapt successfully to changes in the school environment and beyond, ensuring the maximum possibilities for life long successes.

You can locate the SMALSI and our book on how to teach strategies at the following link:

http://portal.wpspublish.com/portal/page?_page id=53,112655&_dad=portal&_schema=PORTAL

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