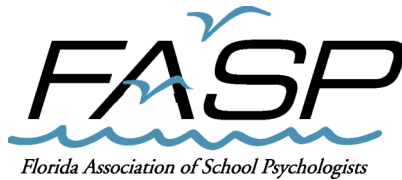


# *The Florida School Psychologist*

The Newsletter of the Florida Association of School Psychologists



Volume 38 Number 3

Fall 2011

Jennifer Valentine and Kristen Cunningham, Editors



## *President's Message*

**Monica Oganés Murray**

Dear Colleague,

The Florida Association of School Psychologists' (FASP) mission is to advocate for the mental health and educational development of Florida's children, youth, and families in educational systems and communities; and to advance the profession of school psychology in the state. FASP supports and serves school psychologist members and nonmembers working in 67 school districts and a variety of private and alternate settings. School psychologists work with educators, parents, and other stakeholders to ensure that *all* of Florida's children are provided a safe, educationally meaningful, and socially fulfilling school and life experience.

In recent years we have seen a paradigm shift in the way we educate children in the United States. The Next Generation Sunshine State (Common Core) Standards (NGSSS) serve as a guide to improve student learning by providing the foundation for standards-based instruction in Florida's public schools. Teachers must develop new approaches that improve students' thinking. The FCAT 2.0 measures student achievement of the NGSSS, with 80% expected to measure moderate to high levels of cognitive complexity. However, instruction remains at the low level of complexity. Educators must match tasks, assignments, and assessments to benchmark cognitive complexity level. This is no easy task as learning depends on many factors such as cognitive functions that are unique to each child. School psychologists need to be knowledgeable and obtain the training needed to address instructional demands and to provide a comprehensive, multi-tier level of support. Multiple approaches are needed to meet the demands and cognitive complexity level of today's standards. Nonetheless, addressing instructional cognitive complexity level is not enough to improve student outcomes.

The National Association of School Psychologists (NASP) and the Center for Mental Health in the Schools at UCLA stressed the need for addressing barriers to learning as well as teaching and re-engaging students that have become disconnected from classroom instruction; these are primary and essential to school reform. They propose a three-component framework for ESEA reauthorization that includes instruction, management, and learning supports. The latter is considered primordial in improving student outcomes. Learning supports are defined as "the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports to enable all students to have an equal opportunity for success at school by directly addressing barriers to learning and teaching and by reengaging disconnected students" (Center for Mental Health in Schools at UCLA, 2011). School psychologists have the unique skills to be able to work with children and their parents/educators in order to remove barriers to learning. Further, they can help educators analyze instruction and ensure that it promotes student thinking, thus facilitating instruction at the moderate and high levels of cognitive complexity.

School reform requires changes in many aspects of education. In this new era of education, school psychologists need to retool by sharpening existing skills and learning new ones in order to support children and improve student outcomes. FASP has worked diligently to provide you with cutting edge training to enhance your skills. Our upcoming Annual Conference will be held November 1-5, 2011 at the Omni at ChampionsGate.

(Continued on page 3)



# FASP Executive Board

## Elected Officers

### PRESIDENT

MONICA OGANES MURRAY  
[monica8897@comcast.net](mailto:monica8897@comcast.net)

### IMMEDIATE PAST PRESIDENT

MARK NEELY  
[Mneely@cfl.rr.com](mailto:Mneely@cfl.rr.com)

### PRESIDENT-ELECT

JOSEPH JACKSON  
[jjackson147@gmail.com](mailto:jjackson147@gmail.com)

### SECRETARY

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### TREASURER

AMY ENDSLEY  
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Crystal River, FL 34428  
[fasp treasurer@gmail.com](mailto:fasp treasurer@gmail.com)

## Regional Representatives

**NORTHWEST (Region 1)**  
Sharon Bartels-Wheless  
[faspregion1@gmail.com](mailto:faspregion1@gmail.com)

**NORTHEAST (Region 2)**  
Freda Reid  
[fmr@bellsouth.net](mailto:fmr@bellsouth.net)

**EAST CENTRAL (Region 3)**  
Elvira Medina-Pekofsky  
[emepekosky@aol.com](mailto:emepekosky@aol.com)

**WEST CENTRAL (Region 4)**  
Rebecca Sarlo  
[Sarlo@ucf.edu](mailto:Sarlo@ucf.edu)

**SOUTHWEST (Region 5)**  
Kim Tucker  
[ktucker88@comcast.net](mailto:ktucker88@comcast.net)

**SOUTHEAST (Region 6)**  
Kim Berryhill  
[kimber89@aol.com](mailto:kimber89@aol.com)

**SOUTH (Region 7)**  
Joan Kappus  
[jponey2@yahoo.com](mailto:jponey2@yahoo.com)

## Special Committees

**INTEREST GROUP COORDINATOR**  
Elisa Ulibarri-Yoho  
[shoolpsv68@gmail.com](mailto:shoolpsv68@gmail.com)

**HISTORIAN**  
Sherry Scott  
[sherryj.scott@yahoo.com](mailto:sherryj.scott@yahoo.com)

**PROBLEM SOLVING/  
RESPONSE TO INTERVENTION**  
Bill Donelson  
[donelson\\_bill@comcast.net](mailto:donelson_bill@comcast.net)

**LOW INCIDENCE**  
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**SCHOOL NEUROPSYCHOLOGY**  
Alicia Braccia  
[abraccia@learningandachievement.com](mailto:abraccia@learningandachievement.com)

## Standing Committees

### ADMINISTRATION & SUPERVISION

Mary Alice Myers  
[Mamnsb@hotmail.com](mailto:Mamnsb@hotmail.com)

**AWARDS**  
Kurt Wasser  
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**CE CREDIT COORDINATOR**  
Geoff Freebern  
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**CULTURAL & LINGUISTIC DIVERSITY**  
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**ETHICS & STANDARDS OF PRACTICE**  
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Adrienne Avallone  
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**NEWSLETTER**  
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### PLANNING & DEVELOPMENT

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**PROFESSIONAL DEVELOPMENT**  
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**TRAINING & CREDENTIALING**  
Philip J. Lazarus  
[Philaz1@aol.com](mailto:Philaz1@aol.com)

## Additional Contacts

### FASP GOVERNMENTAL CONSULTANTS

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

[bobcerra@comcast.net](mailto:bobcerra@comcast.net)  
[cerraj@comcast.net](mailto:cerraj@comcast.net)

## Liaison Positions

**NASP DELEGATE**  
Bill Donelson  
[Donelson\\_Bill@comcast.net](mailto:Donelson_Bill@comcast.net)

**COMMITTEE OF CONTINUOUS EXISTENCE**  
Albert Gamara  
[MentalMastery@myacc.net](mailto:MentalMastery@myacc.net)

**CHILDREN'S SERVICES FUND**  
Ralph "Gene" Cash  
[gcash1@aol.com](mailto:gcash1@aol.com)

**DOE CONSULTANT**  
David Wheeler  
[wheeler@coedu.usf.edu](mailto:wheeler@coedu.usf.edu)



(Continued from page 1)

The program includes all aspects of professional development that are recommended by NASP's and FASP's standards of training. FASP has partnered with the Florida PS/RtI Project at USF to provide a complimentary workshop that will focus on a systematic evaluation model to ensure the integrity of MTSS (RtI) implementation in Florida. The advanced skills learned at this workshop will better prepare you as the MTSS implementation rolls out in your district. We recognize that not all school psychologists are able to attend the conference due to district restrictions. We are happy to extend an invitation for you to attend, free of charge, the Welcome Reception, the Awards Ceremony, and the President's Party. In addition, we hope you attend the Children Services Fund Auction. All these activities are after work hours so we hope that you can attend one or all of these events. FASP is committed to supporting *all* school psychologists in the state of Florida as we engage in this new era of education.

My term as President of FASP is coming to an end. Being the President of our fine state organization has honestly been the most rewarding and humbling experience in my professional career as a school psychologist. I was able to meet colleagues across the state as I traveled to attend activities. The work that you are doing in the schools or other settings is truly amazing and I applaud you for your dedication to the profession and the children we serve. Having the opportunity to lead a dedicated group of fellow school psychologists that worked on the FASP Executive Board as we carried out the mission of FASP was truly inspiring. I hope you take the time to acknowledge your colleagues on the Board because being a FASP Board Member is not an easy task. Board members volunteer their expertise, taking time away from family for the benefit of the organization, the FASP membership and other school psychologists, educators, parents, stakeholders, and of course, the children we serve. Words cannot express my gratitude to the 2010-2011 FASP Executive Board. I had the best professional group on the Board. With the support of Committee members, the FASP Executive Board was able to fulfill FASP's mission and our goals for the year. Today, our organization is better and stronger. Thank you FASP Executive Board!

I hope you become more involved in our profession. Take an hour or two every week to read new research and learn new skills. Read articles in our newsletter and connect with FASP board members to support our different committees. Meet with legislators and promote our services. Work with principals and other school leaders to ensure best practice in school psychological services. Stay involved and connected. Remember that our ultimate goal is to serve children and to improve outcomes. The future of school psychology is in our hands.

Thank you for being part of FASP, your professional organization, and for your hard work in fulfilling our mission. Hope to see you at the FASP Annual Conference 2011.

Best regards,  
Monica Oganés Murray, M.A., Ed.S.  
FASP President



**Attention FASP Members...**

**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 Adrienne Avallone, ([faspmembership@gmail.com](mailto:faspmembership@gmail.com)), FASP Membership Chair, with your updated information.





## July FASP Executive Board Meeting Highlights

Tradewinds

July 19-20, 2011

St. Pete Beach, Florida

### Secretary's Commentary

While those of you who attended the Summer Institute were packing and others were enjoying the summer, the FASP Executive Board was already working on Tuesday the 19<sup>th</sup> of July in the afternoon and evening (Some met even before then to get all business meetings in) and on the 20<sup>th</sup> all morning before the Institute started. This is the typical format for meetings and is sometimes a test of endurance as all officers and committee chairs report along with liaisons, special committees, and work groups. There is usually some type of short work time for workgroups or for a committee presentation that occurs along the way. To save time, board reports are submitted, and along with the agenda and previous minutes, they are compiled into an electronic document that is e-mailed to all participants for their review several days before the meeting. Below are highlights from the July meeting.

President Monica Oganey Murray chaired the meeting. She reported meeting with other Florida student services organization presidents and discussing areas of concern. She also attended the Rtl---MTSS Conference at the end of June and has arranged for other board members who attended to give a brief synopsis to the board later in the meeting.

Past President Mark Neely reported the election results as follows:

Rance Harbor--President-Elect; Regional Representatives: Southeast- Kim Berryhill; Northeast- Freda Reid;  
West Central- Rebecca Sarlo

He stated he will also handle the CSFI Election and will send a call for nominations soon.

President-Elect Joe Jackson indicated he attended the NASP Public Policy Institute at George Washington University and introduced the idea of using Communities of Practice come together as a profession to define areas of agreement and disagreement. Using our profession's knowledge base in psychology, statistics, education, social-emotional development, behavior, and cultural diversity, we can work to have building and district leaders recognize these and utilize them. FASP can support and promote this by re-tooling members with new skills and by rounding their existing skills.

Annual Conference Co-Chairs Michelle Robertson-Shephard and Troy Loker gave board members a preview of topics and speakers for the conference.

Treasurer Amy Endsley discussed placing all advertising responsibilities with one person who reports to the President, President-Elect, and Treasurer.

Two Regional Representatives discussed plans for Regional Workshops. Northeast (Freda Reid) will have a Workshop on Rtl/PBS on September 23<sup>rd</sup> and Northwest (Sharon Bartels-Wheelless) is planning a workshop for early 2012 in Panama City. Rebecca Sarlo not only is newly elected but is completing the current term for West Central.

Administration and Supervision Chair Mary Alice Meyers will send requirements for supervision to districts to facilitate understanding.

Awards Chair Kurt Wasser is working through the selection process and reported there were nominees in all categories.

CE Chair Geoffrey Freebern reminded members of the licensing renewal deadline of November 30, 2011.

Cultural and Linguistic Diversity Chair Elvira Medina Pekofsky reported the Hispanic School Psychology Group (Lisette Villanueva and Maria Cooper) is investigating social justice issues and will submit a newsletter article containing their findings; and the Haitian Creole School Psychology Group is attempting to work with the Immigration Policy Institute.

Legislative Chair Gene Cash and John Cerra, Legislative Consultant, presented the proposed Legislative Platform for 2012. Performance Pay was discussed. Licensed School Psychologists will be added to proposed legislation as a profession that may evaluate in relation to the Baker Act.

(Continued on page 5)



(Continued from page 4)

Planning and Development Chair Bob Templeton and Professional Development Chair Albert Gamarra presented data from the Needs Assessment Survey which identified the website as members' greatest source of information and the Annual Conference as their source for training.

Rance Harbor was approved to complete the year as Research Chair and presented a motion to give Catherine Borgeson access to the membership database for her research project.

Alicia Braccia was approved as the School Neuropsychology Chair for the remainder of the year.

A motion, brought forth for a member, to reduce the size and voting members of the FASP Executive Board to those elected by the membership, through a bylaws amendment presented to membership at the business meeting, was discussed and failed to pass.

A motion to collapse the Public Policy Committee and Legislative Committee into the Public Policy and Professional Relations Committee by combining responsibilities passed.

PS/RtI Chair Bill Donelson reported the Project held an inaugural MTSS Conference in June to present current practices and exemplary programs, and the Project would be presenting at the Summer Institute.

Phil Lazarus was recognized for being elected NASP President-Elect.

Sarah Valley-Gray was elected NASP Secretary.

Bill Donelson was also appointed as the NASP Delegate for Florida to complete the term of Sarah Valley- Gray.

DOE Consultant David Wheeler provided the board with several handouts from the DOE, one of which was questions and answers relating to McKay scholarships and 504 students.

Gene Cash reported for Sarah Valley-Gray that there would be a silent auction for CSFI at Summer Institute. CSFI will also hold a food drive at the Annual Conference for the Pack the Back project at a selected school or schools. They have given out an emergency grant in Duval County and matched funds in a diaper drive there.

Complete minutes will be available on the website after approval at the October 31, 2011 FASP Executive Board Meeting.

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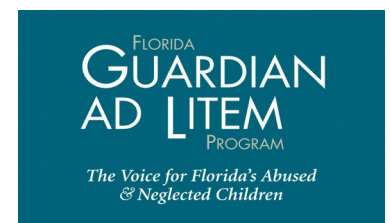
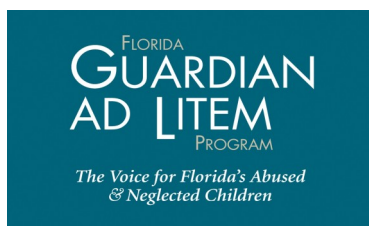
## Florida Guardian ad Litem Program

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](http://www.GuardianadLitem.org)

**Deborah Moore (Forrester)**  
Director of Volunteer Recruitment  
600 South Calhoun Street, Suite 265-D  
Tallahassee, Florida 32399  
(850) 922-7203 / (850) 445-6462 cell





**FIGHTING FOR YOUTH!  
FIGHTING FOR YOU!**

**WHAT CAN YOU DO  
TO SUPPORT THE  
WORK OF FASP?**

**JOIN OR RENEW  
ONLINE TODAY!**



WE NEED YOUR SUPPORT TO  
CONTINUE PROTECTING THE  
INTERESTS OF FL SCHOOL  
PSYCHOLOGISTS, YOUTH, AND  
FAMILIES .

**DUES:**

- REGULAR MEMBERS: \$80**
- TRANSITION MEMBERS (NEW): \$40**
- STUDENT MEMBERS: \$20**
- RETIRED: \$30**
- ASSOCIATE: \$80**

**FLORIDA ASSOCIATION OF  
SCHOOL PSYCHOLOGISTS**

- Mark Neely, President
- Brad Underhill, Past President
- Monica Oganis Murray, President Elect
- Gail Patterson, Secretary
- Amy Endsley, Treasurer

E-mail: [reachfasp@aol.com](mailto:reachfasp@aol.com)



What has FASP done lately  
for school psychologists, youth, and  
families in the state of Florida?

- Helped lobby and build advocacy to
  - Veto SB 6!
  - Preventing district position cut-backs
  - Build letter writing campaign to prevent MLA revision, and retain the right to be called School Psychologists
  - Move suicide prevention legislation forward
  - Support anti-bullying legislation
  - Develop and promote the Internship Standardization Process
- Consultation with FLDOE to ensure new SLD identification procedures are developed appropriately
- High quality professional development conferences every Fall and Summer in rotating venues
- Frequent communication keeping you up to date on the issues and best practices through multiple venues, including
  - *The Florida School Psychologist* newsletter
  - FASP Flash email blasts
  - Facebook and Yuku social networking sites
  - Emails from Regional Reps and Student Delegate
  - An ever growing and frequently updated [www.FASP.org](http://www.FASP.org)!



## FASP Would Like to Congratulate the Following

### NEW MEMBERS...

Dabel, Vanessa  
Blankenship, Allison  
Eaton, Danielle  
Jordan, Sherry  
Miller, Jamie  
White, Andrew  
Grover, Diehl  
Meros, Delia  
Nowell, Marcia  
Rosin, Richard  
Robinson, Ashley  
Correll, Antonia  
Griffith, Matthew  
Joseph, Anushka  
Joyce, Megan  
Marcus, Melissa  
Singh, Amrita  
Vazquez, Jessica  
Zwerling, Alexandra  
Chen, Wenjun  
Wallace, Jana  
Kostolitz, Alessandra  
Baksh, Elizabeth  
Brinkley, Jorrel  
Czaja, Mykel Bridget  
Cooke, Marla  
Daniello, Christina  
Gomberg, Abby  
Jain, Hemali  
Jackson, Kelly  
Lovejoy, Christina  
Mcvay, Rebek  
Pope, Allen  
Parekh, Natasha  
Reese, Kaycee  
Reynolds, Myshea

Thorne, Elizabeth  
Whately, Jennifer  
Weddle, Rachel  
Treimanis, Tiffany  
Trimble, Kimberly  
Kim, Taehyun  
Bryan, Bander  
DiCostanzo, Kristyn  
Dickinson, Shelly  
Loisel, Karen  
Quirey, Shannon  
Yodlowski, Marjorie  
Cepeda, Milton, J  
Hurst, Vicie  
Moore, Eileen  
Patel, Priya  
Sinclair, Veronica  
Stewart, Keri  
White, Sheila  
Duniho, Nancy  
Stoltz Brett  
Palejwala Mohemmed  
Cruz Cristina  
Scalli Leanne  
Brodbeck, Alison  
Grossman, Steffanie  
Hanehan, Patricia  
Lakia, Kearson  
Marshall, Diana  
Hoechst, Robert  
Gonzales, Diana  
Reno, Charity  
Roper, Karen  
Ross, Melissa  
Lewis, Paula  
Jones Williams, Anna

Albustami, Sonia  
Swasey, Sarah  
Walters, Gina  
Maybouer, Sara  
Fletcher, Jamie  
Csenger, Jana  
Leever, Brenda  
Tilluckdharry, Nadya  
Riley, Kevin  
Beerom, Tavern  
Wells, Leslie  
Salama, Christine  
Crisp, Megan  
Maxson, Janelle  
Machado-Denis, Christine  
Farrow, Timothy  
Coleman, Jennifer  
Hinojosa, Sara  
Smith, Shannon  
Caines, Yvonne  
Priefer, Kayla  
McNulty, Meagan  
Werch, Brittany  
Greenberg, Lily  
Tan, Sim Yin  
Zastrow, Deanna  
Coakley, Robin  
Deen, Alicia  
Connelly, Catherine  
Taylor, Robin  
Pham, Andy  
Sayadfar, Kimia  
Enlow, Shawna  
Kuchta, Katelyn  
Heil, Ashley

## Renewal time!!

**Please renew your FASP membership now.**

**Membership year ends June 30. You can renew at [www.fasp.org](http://www.fasp.org).**

**If you have any questions, please contact**

**Adrienne Avallone at: [faspmembership@gmail.com](mailto:faspmembership@gmail.com)**



# 2011-2012 Membership Application

\*Membership year runs from: July 1st, 2011 to June 30th, 2012 **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:**

- \_\_\_\_ Public School
- \_\_\_\_ Private School
- \_\_\_\_ Residential Institution
- \_\_\_\_ Private Practice
- \_\_\_\_ Mental Healthy Agency
- \_\_\_\_ College/University
- \_\_\_\_ Other: \_\_\_\_\_

**Ages Served:**

- \_\_\_\_ Preschool
- \_\_\_\_ Elementary School
- \_\_\_\_ Middle School
- \_\_\_\_ High School
- \_\_\_\_ Post-Secondary
- \_\_\_\_ 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.

**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\*\* (for students ONLY)**
- 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** (No Discover/AMEX)

\_\_\_\_\_ (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:**

**Adrienne Avallone  
FASP Membership Chair  
8113 Bautista Way  
Palm Beach Gardens, FL 33418**

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



## Regional Representatives News



### LEGISLATIVE AND DOE UPDATE

- \* The McKay scholarship has been extended to include students with 504 plans.
- \* Instructional personnel and administrator evaluation systems are now required to incorporate student learning outcomes.
- \* Secondary school students who have an Academic Improvement Plan may qualify for an exemption from reading remediation requirement.
- \* Districts/Schools are required to report restraint and seclusion on students with disabilities.
- \* The adoption of dress code policies that prohibits exposure of underwear or body parts is now required.
- \* Sexting among minors is prohibited.
- \* Availability of digital learning options through Florida Virtual School and other local educational agencies has been expanded, and districts are required to expand access for students.
- \* The Critical Teacher Shortage Programs, including Tuition Reimbursement and Student Loan Forgiveness, have been repealed.
- \* New Technical Assistance Papers on Third Grade Student Progression, District Implementation of Section 504, Students with Disabilities Enrolled by Parents in Private Schools, and State Plan and Resource Guide for Gifted Education have been published.
- \* New resources are available at [www.fldoe.org](http://www.fldoe.org), including 2011 SEA Report and Teacher and Principal Evaluation Systems.
- \* New national resources are available, including National High School Center Early Warning System Tool, Measuring Student Engagement: 21 Instruments Report, and Formative and Interim Assessments

### IMPORTANT DATES

- \* The West Central FASP Awards nominations are due November 15, 2011.
- \* The FASP Executive Board meeting will be held October 31<sup>st</sup>. All members are welcome to attend.
- \* The Fall Conference will be held November 1<sup>st</sup> – November 5<sup>th</sup>.

### NEWS AND HAPPENINGS IN YOUR REGION

**Northeast:** Regional Representative: Freda Reid- Email: [10342@bellsouth.net](mailto:10342@bellsouth.net)

Alachua, Baker, Bradford, Citrus, Clay, Columbia, Dixie, Duval, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Marion, Nassau, Putnam, St. Johns, Suwannee, Union, and Volusia

At the beginning of last month, the School Psychologists of Duval County, including Freda Reid and Susan Hatcher, presented a check for \$1200 to Gloria Lockley, Director of Multiple Pathways Support Services, and Tanya Watts of the Teen Parent Service Center of Duval County Public Schools. The money was raised through the 2010-2011 School Psychologists' Service Project, "Dollars for Diapers." Empty diaper boxes were placed throughout the district to collect donations of much needed supplies such as diapers and formula. Donations came from the pre-kindergarten disabilities office, the school board building staff, and EE/SS support team offices throughout the district. The contributions were matched dollar for dollar by FASP Children's Services Fund, Inc. (CSFI). The project raised \$775.00. With a matching grant from FASP CSFI, Susan Hatcher and Freda Reid presented a check for \$1500.00 to Gloria Lockley, Director of Multiple Pathways Support Services, and Tanya Watts, Coordinator of Teen Parent Program. The Teen Parent Service Center provides the coordination of all ancillary services such as child care, health care, social services, and transportation to ensure that teenage parents remain in school, earn a high school diploma, and become self-sufficient. The program is available to teen parents attending any Duval County public school.

**Northwest:** Regional Representative: Sharon Bartels-Wheelless- Email: [faspreion1@gmail.com](mailto:faspreion1@gmail.com)

Bay, Calhoun, Escambia, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Madison, Okaloosa, Santa Rosa, Taylor, Wakulla, Walton, and Washington

**East Central:** Regional Representative: Elvira Medina-Pekofsk- Email: [emepekofsky@aol.com](mailto:emepekofsky@aol.com)

Brevard, Lake, Orange, Osceola, Seminole, and Sumter

Welcome back to a New School Year! East Central school psychologists have started the year with renewed energy and giving hearts. Several East Central members have been volunteering their time to plan the upcoming Annual Conference "CPSI: Florida," taking place from November 1<sup>st</sup> through November 5<sup>th</sup>, 2011 at the Omni Orlando Resort at ChampionsGate. Their quick steps, email chatter, and collaborative problem solving is creating quite a buzz! Check the FASP website for the latest information, discount opportunities, and registration packets. We can't wait to meet the distinguished presenters and keynote speakers, outstanding award winners, and the incoming FASP Executive Board members. In addition to thought-provoking learning oppor-



tunities, attendees will be able to relax and connect with friends during several celebrations, including the Welcoming Reception, the President’s Party, the Award Presentations, and the Regional Representatives Get-Together. And we can’t forget the CSFI Silent Auction, which promises to be exhilarating. Don’t forget to check them out!

We invite all members from Brevard, Lake, Orange, Osceola, Seminole, and Sumter Counties, as well as FASP members from all regions, to consider helping out! You can assist during the planning and/or during the conference week. Here are some opportunities to share your talents and positive energy.

- \* Time to help out as a host/hostess? Contact Andy Satkowiak: [andy.satkowiak@gmail.com](mailto:andy.satkowiak@gmail.com)
- \* Audio-visual skills? Contact Nick Cutro: [cutro@nova.edu](mailto:cutro@nova.edu)
- \* Party planning experience? Contact Bill Donelson or Lola Heverly: [bill@comcast.com](mailto:bill@comcast.com) or [dr.lola@earthlink.net](mailto:dr.lola@earthlink.net)
- \* Good at contacting publishers (Trade Show)? Contact Priscilla Jones: [priscillan.jones@yahoo.com](mailto:priscillan.jones@yahoo.com)
- \* Enjoy selling advertisements for the program? Contact Michelle Robertson-Shephard: [reachfasp@aol.com](mailto:reachfasp@aol.com)
- \* Friendly and eager to assist guests and presenters (Hospitality Table)? Contact Elvira: [emepekofsky@aol.com](mailto:emepekofsky@aol.com)
- \* Good at getting donations and door prizes? Contact Elvira and Debbie Jackson: [emepekofsky@aol.com](mailto:emepekofsky@aol.com)

Join the planning buzz, register early, and don’t forget to stop by the Hospitality Table in November!

**West Central:** Regional Representative: Rebecca Sarlo- Email: [sarlo@usf.edu](mailto:sarlo@usf.edu)  
Hernando, Hillsborough, Pasco, Pinellas, and Polk

West Central school psychologists have begun the school year with enthusiasm and renewed commitment to serving the region’s children. In December, FASP will recognize and award school psychologists from the West Central Region who are nominated by their colleagues for outstanding commitment to and work for and with children. A call for nominations for the FASP Recognition Award will be sent to all West Central FASP members in early November. Please take time to complete the nomination process so that school psychologists from our region can be recognized for their dedication and hard work. Please contact Rebecca Sarlo at [sarlo@usf.edu](mailto:sarlo@usf.edu) for more information.

**Southeast:** Regional Representative: Kim Berryhill- Email: [KIMMBER89@AOL.COM](mailto:KIMMBER89@AOL.COM)  
Broward, Palm Beach, Martin, St. Lucie, Indian River and Okeechobee

**CUTS/ADVOCACY MOVEMENT:** At the end of the last school year, 8 school psychology positions were cut in Palm Beach County (10% of the total number of school psychologists). A few members of PBASP met with the Superintendent of Schools, the Chief Academic Officer, and each member of the district’s Board of Education. The advocacy group worked diligently to prove to the Board of Education that cutting school psychologists would negatively affect student achievement and the mental health of our children. Advocating paid off, as all 8 positions were reinstated!!! Congratulations to those who participated in the advocacy movement!!! The advocacy group will continue to meet with the Board of Education periodically throughout the year.

**COMING SOON!!!! SOUTHEAST REGION SCHOOL PSYCHOLOGY RUN/WALK:** Would you be interested in participating in a Southeast Region Run/Walk to promote unity among school psychologists? Details coming soon!

PLEASE EMAIL KIM BERRYHILL @ [KIMMBER89@AOL.COM](mailto:KIMMBER89@AOL.COM) WITH YOUR ANSWER TO THESE QUESTIONS:

**QUESTIONS:**

1. What are you doing in your district to promote School Psychology Awareness Week (November 14-18, 2011)?
2. What topics would be of interest to you for a Southeast Regional Workshop?

**South:** Regional Representative: Joan Kappus- Email: [jponey2@yahoo.com](mailto:jponey2@yahoo.com)  
Dade and Monroe

**Southwest:** Regional Representative: Kim Tucker- Email: [Ktucker88@comcast.net](mailto:Ktucker88@comcast.net)  
Charlotte, Collier, Desoto, Glades, Hardee, Hendry, Highlands, Lee, Manatee, and Sarasota





### Northeast Regional Representative Report



#### Teen Parent Service Center Receives Award By Freda Reid, FASP Northeast Region Representative And Susan Hatcher, FASP and CSFI Member

School Psychologists of Duval County, including Freda Reid and Susan Hatcher, at their “End of the Year” luncheon, presented a check for \$1200 to Gloria Lockley (also a school psychologist), Director of Multiple Pathways and Support Services, and Tanya Watts, Coordinator of the Teen Parent Service Center of Duval County Public Schools.



The money was raised through the 2010-2011 School Psychologists’ Service Project, “Dollars for Diapers.” Donations came from the pre-kindergarten disabilities office, the school board building staff, and EE/SS support team offices throughout the district. The contributions were matched dollar for dollar by FASP Children’s Services Fund, Inc. (CSFI). The Teen Parent Service Center provides the coordination of all ancillary services such as child care, health care, social services, and transportation to ensure that teenage parents remain in school, earn a high school diploma, and become self-sufficient. The program is available to teen parents attending any Duval County public school. The funds will be used to assist teen parents in the purchase of diapers, formula, and clothing for their infants. FASP President, Monica Oganess Murray, was the guest speaker at the luncheon. Following the presentation, additional funds were raised, bringing the grand total to \$1550.00.



### East Central Regional Representative Report

#### East Central School Psychologists Attend FLDOE and MTSSS Summer Math Institute

The Florida Problem Solving/Response to Intervention Project and the Department of Education co-hosted the Summer Math Institute at Altamonte Springs on July 7<sup>th</sup> and 8<sup>th</sup>. East Central Region school psychologists attended the event, along with district teachers and administrators, to learn how to enhance student engagement in mathematics as part of a Multi-Tiered System of Student Supports. The primary goals of the institute were:

- \* to present a coordinated approach to improving student learning to meet rigorous math standards
- \* to align current professional development and evidence-based instructional practices to ensure continuous improvements in teaching and learning

The audience learned how the Next Generation Sunshine State Standards (NGSSS) and the Common Core Standards (CS) will be addressed with rigor and depth through backwards planning, higher-order thinking skills, and formative assessment tasks. Two key processes emphasized were data-based decision making and maximizing student engagement. Data-based decision making activities were used to teach the audience how to intensify instruction based on students’ needs as part of a Multi-Tiered System of Student Supports. They demonstrated the alignment of research-based practices when intensifying math instruction. Throughout the sessions, the presenters indicated the need to use relevant real-world applications that promote active student engagement to ensure positive outcomes. Research-based practices highlighted include Standards-based Instruction, Lesson Study Cycle, Higher Order Questioning, Depth of Knowledge Levels of Instruction, and the Problem Solving Process.

(Continued on page 13)



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By the end of the institute, participants left with improved awareness of research-based practices in mathematics, an understanding of their role within the multi-tiered systems of student supports, and practical resources to promote student engagement and data-based instructional decision making. The resources and tools showcased will assist the participants in planning and delivering cognitively complex and relevant math instruction with direct application of mathematical principles to everyday life situations. Take a few minutes to review these great resources for math instruction:

**Research-based Policies and Practices:**

<http://www.flfoe.org>  
<http://ies.ed.gov/ncee/wwc/publications/practiceguides>  
<http://www.bestevidence.org>

**State of Math Education:**

<http://www.fldoe.org/arra/racetothetop.asp>  
<http://www.corestandards.org>

**Standards-based Instruction:**

<http://www.am.dodea.edu/ddessasc/aboutddess/standards/standardsbased.html>  
[http://www.glencoe.com/sec/teachingtoday/subject/standards\\_math.phtml](http://www.glencoe.com/sec/teachingtoday/subject/standards_math.phtml)  
<http://www.englishcompanion.com/pdfDocs/teaching2standards.pdf>

**Math Resources:**

<http://www.fcatexplorer.com>  
<http://www.floridastandards.org/homepage/index.aspx>  
<http://fcat.fldoe.org/eoc>  
<http://fcat.fldoe.org/fcat2/fcatitem.asp>  
<http://www.centeroninstruction.org/topic.cfm?k=M>  
<http://www.nctm.org/resources/default.aspx?id=230>  
<http://www.leadered.com/rrMath.html>  
<http://www.mathgoodies.com/articles/manipulatives.html>

**Lesson Study Cycle:**

<http://www.ets.org/flicc/pdf/Nov4LessonStudyPacketOne.pdf>  
[http://www.flbsi.org/pdf/Lesson%20Study%20TAG\\_Final.pdf](http://www.flbsi.org/pdf/Lesson%20Study%20TAG_Final.pdf)

**Depth of Knowledge:**

<http://jc-schools.net/dynamic/math/webbs-depth.pdf>  
[http://www.pdesas.org/main/fileview/Instruction\\_Depth\\_of\\_Knowledge.pdf](http://www.pdesas.org/main/fileview/Instruction_Depth_of_Knowledge.pdf)  
<http://www.facstaff.wcer.wisc.edu>

**Higher Order Questions and Thinking Skills:**

<http://www.med.wright.edu/sites/default/files/aa/facdev/Files/PDFfiles/QuestionTemplates.pdf>  
<http://teaching.uncc.edu/files/file/InstructionalMethods/HigherOrderActivities.pdf>  
<http://eduscapes.com/tap/topic69.htm>  
<https://georgiastandards.org/Frameworks/GSO%20Frameworks%20Support%20Docs/Math%20Questioning%20Ideas%20for%20the%20Classroom.pdf>

**Problem Solving Process, Data-based Decision Making, and Multi-Tiered System of Student Supports:**

<http://floridarti.usf.edu>  
<http://www.fldoe.org/Schools/rti-training.asp>  
<http://www.florida-rti.org>

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**Formative Assessment:**

- <http://www.iu5instructionalcoaches.wikispaces.com/search/view/formative>
- <http://www.floridastandards.org/resource/mfas.aspx>

**Student Engagement:**

- <http://www.nea.org/tools/16708.htm>
- [http://www.centerforcsri.org/index.php?option=com\\_content&task=view&id=446&Itemid=5](http://www.centerforcsri.org/index.php?option=com_content&task=view&id=446&Itemid=5)
- <http://www.cat.ilstu.edu>
- <http://www.edutopia.org/project-learning-teaching-strategies>
- [http://nsse.iub.edu/NSSE\\_2010\\_Results/pdf/NSSE\\_2010\\_AnnualResults.pdf#page=11](http://nsse.iub.edu/NSSE_2010_Results/pdf/NSSE_2010_AnnualResults.pdf#page=11)
- <http://www.leadered.com/studentEngageWorkshop.html>

**Technology Classroom Applications:**

- <http://illuminations.nctm.org>
- <http://nlvm.usu.edu/en/nav/vlibrary.html>
- <http://www.ed.gov/sites/default/files/netp2010.pdf>
- <http://www.educause.edu/educatingthenetgen>
- [http://www.cte.usf.edu/bibs/active\\_learn/math/bib\\_math.html](http://www.cte.usf.edu/bibs/active_learn/math/bib_math.html)
- <http://www.udlcenter.org>
- <http://www.techlearning.com/article/37742>

**Grants for Technology in Education:**

- <http://technologygrantnews.com/grant-index-by-type/educational-technology-grants.html>

**NASP DELEGATE: SCHOOL PSYCHOLOGY AWARENESS WEEK**

**Focus: *Helping students strengthen positive relationships and increase positive connections.***

**November 14-18, 2011**

This year's theme, "Every link matters. Make the connection." helps our students and school focus on creating positive connections within the school community, their academics, and their lives. The program involves a series of resources and activities that school psychologists can use to reach out to school staff, students, and parents to help students feel connected, supported, and ready to achieve their individual goals.

<http://www.nasponline.org/communications/spaw/2011/index.aspx>

- [Every Link Matters. Make the Connection - Resources](#)
- [Gratitude Works Program](#)
- [Possibilities in Action Partner Program](#)
- [Student POWER Award](#)

At the NASP site there is also a direct link to the NASP store:

**DESCRIPTION:** Package of 100 for \$10. The theme of "Every Link Matters. Make the Connection." helps our students and school focus on creating positive connections within the school community, their academics, and their lives.

NASP members get their free "Every Link Matters. Make the Connection." poster inserted in the October, 2011 CQ. Additional posters may be purchased for \$1/each. Please contact Molly Drake at [mdrake@naspweb.org](mailto:mdrake@naspweb.org) if you are interested in purchasing additional posters.

2011 Bookmark



**CONTINUING EDUCATION INFORMATION**

Greetings Friends and fellow FASPians (aka “Faspies”:>):

Finally, I am the bearer of some good news! This pertains to our licensed colleagues and those considering licensure. To my utter amazement, especially given the current financial times, the fees for licensure – initial and renewal – have **decreased!**

Old Fee Structure for Licensed School Psychologists (SS#)

Application Fee:	\$250
Initial Licensure Fee:	\$250
Unlicensed Activity Fee:	\$5
Total:	<b>\$505</b>

Renewal Fee:	<b>\$255</b>
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New Fee Structure for Licensed School Psychologists (SS#)

Application Fee:	\$175
Initial Licensure Fee:	\$175
Unlicensed Activity Fee:	\$5
Total:	<b>\$355</b>

Renewal Fee:	<b>\$195</b>
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Remember, all school psychology licenses expire November 30, 2011. The fees more than double if you renew after that date. Be sure to check out the new Department of Health School Psychology webpage for more information.

<http://www.doh.state.fl.us/mqa/schoolpsych/index.html>

Have a great start to the school year. I hope to see you at the Omni Orlando Resort at ChampionsGate for a great Annual Conference!

Sincerely,

**Geoffrey D. Freebern, NCSP**  
**Nationally Certified School Psychologist**  
**Florida Licensed School Psychologist**  
**FASP CE Coordinator**

[geoffrey.freebern@gmail.com](mailto:geoffrey.freebern@gmail.com)

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## **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.





## What is School Neuropsychology? An Interview with Dr. Dan Miller

Conducted by Alicia Braccia, Chair, School Neuropsychology Special Committee

### What is school neuropsychology and how is it different from school psychology?

The emphasis today in our field is making sure that our assessment data are linked to evidence-based interventions. Traditional psychoeducational assessments which follow the IQ – achievement paradigm are often limited and do not address underlying processing deficits that many children with current learning difficulties may be experiencing. School neuropsychological assessments are more thorough because a wider variety of constructs are included such as sensorimotor functions, attentional processes, visual-spatial processes, language functions, learning and memory, executive functions, speed and efficiency of cognitive processing, academic achievement, and social-emotional functioning. In many ways, a traditional psychoeducational assessment serves as an initial screener to identify potential processing deficits that can be further delineated by a school neuropsychological evaluation.

The bottom line is that more thorough assessment related to the referral questions will generally yield more targeted interventions. As an example, as school psychologists we are used to saying a child has a reading disability and often leave it up to the teachers to determine the appropriate intervention. As one example, school neuropsychologists are trained to identify the subtype of reading disability (e.g., dysphonetic difficulty, and orthographic difficulty, or a mixed dyphonetic-orthographic difficulty) based on assessment data which leads to more refined and ultimately more successful interventions.

### Where does school neuropsychology fit within an RTI service delivery model?

School psychologists who have developed competency in integrating neuropsychological principles into their professional practices will be able to utilize those skills at all levels of an RTI model. School neuropsychologists who have a broader knowledge base of processing disorders can use that knowledge to assist educators in pre-referral intervention development in Tier I. Best practices in school neuropsychology typically require a cross-battery assessment model that is guided by the referral question and what is known about the neurocognitive deficits associated with the suspected disability. School neuropsychological assessments are not necessarily more thorough, but they are more specific and targeted to the suspected processing disorders.

### When should a child be referred for a school neuropsychological evaluation?

There are multiple reasons why a child should be referred for a school neuropsychological evaluation including:

- \* When a child has suspected processing deficits from a psychoeducational evaluation and more in depth assessment information is needed for intervention planning.
- \* When a child is not responding to multiple intervention strategies.
- \* When a child has a known or suspected neurological disorder.
- \* When a child has a history of neurodevelopmental risk factors.
- \* When a child returns to school after a head injury or neurological insult (e.g., chemotherapy).
- \* When a child has a dramatic drop in achievement that cannot be explained by psychological or environmental factors.
- \* What constitutes competency in school neuropsychology?

Our assessment instruments are becoming more complex and yield a wealth of clinically relevant process-oriented data (e.g., NEPSY-II and D-KEFS) but require practitioners to have competency-based training. Going to a 3-hour workshop on the NEPSY-II does not make a school psychologist a school neuropsychologist, despite the claims of some people. School neuropsychology is the application of brain-based principles to education, and it is not dependent upon learning how to administer a set of tests. The tests are only tools to help us test hypotheses and take samples of behavior in controlled settings. Most specialist-level school psychology training programs in the US only require one course in the biological bases of behavior. If a school psychologist wants to gain competency in school neuropsychology they have three options: 1) seek out doctoral training in school or pediatric neuropsychology (e.g., Texas Woman's University, Ball State University, Texas A&M University, etc.); 2) complete a competency-based post-graduate training program in school neuropsychology; or 3) individually develop the skill set through continuing education credits, graduate coursework, and supervised practice.

### What are some resources through which I can learn more about this field?

Miller, D. C. (Ed.) (2010). *Best practices in school neuropsychology: Guidelines for effective practice, assessment, and evidence-based intervention*. Hoboken, NJ: Wiley & Sons.

Riccio, C. A., Sullivan, J. R., & Cohen, M. J. (2010). *Neuropsychological assessment and intervention for childhood and adolescent disorders*. Hoboken, NJ: Wiley & Sons.

Miller, D. C. (2007). *Essentials of school neuropsychological assessment*. Hoboken, NJ: Wiley & Sons.

Hale, J. B., & Fiorello, C. A. (2004). *School neuropsychology: A practitioner's handbook*. New York: The Guilford Press.

Website: [www.schoolneuropsych.com](http://www.schoolneuropsych.com)

Daniel C. Miller, Ph.D., ABPP, ABSNP, NCSP is Professor and Department Chair in Psychology and Philosophy at Texas Woman's University in Denton, Texas. He is also the Director of the KIDS, Inc.'s School Neuropsychology Post-Graduate Certification Program.



## FDOE Update: New Personnel Evaluation System and School Psychologists

David Wheeler, School Psychology Consultant

*There is nothing so stable as change.*  
Bob Dylan

Bob Dylan had it right. You can expect change – bet on it! Educational reform has placed emphasis on the connection between quality teachers and leaders, and better student outcomes. The relationship between teacher quality and student outcomes has contributed to a passionate debate on how to measure and to reward quality teachers. Nationally, teacher and administrator evaluations are undergoing significant transformation as a result of a number of factors, especially the impetus provided by the funding incentives of *Race to the Top* and legislation tying teacher evaluations to student performance. In the 2011 Legislative session, the Florida legislature passed the *Student Success Act* (SB 736), a law closely aligned with *Race to the Top*, which requires that personnel evaluations for Florida public school teachers and administrators include student achievement data.

The *Student Success Act* stipulates the criteria districts must adopt in developing teacher evaluation systems. This legislation will have an immediate impact on personnel evaluations and professional development activities, and it will eventually impact salary schedules. School psychologists, and other student services personnel, are classified as “instructional personnel” in Florida statutes (1012.01(2)(b), Florida Statutes (F.S.)) and are subject to the new evaluation system criteria. We will briefly consider the purpose of the new evaluation system, the performance evaluation criteria, the value-added model for measuring student learning growth, and the performance salary schedule.

### **What is the purpose of the evaluation system?**

According to the *Student Success Act*, the purpose of the new evaluation system is to increase student learning growth by improving the quality of instructional and administrative services. The evaluation system adopted by a district must be designed to support effective instruction and student learning growth, be used in developing district and school level improvement plans, and differentiate among four levels of performance (*Highly effective; Effective; Needs improvement; Unsatisfactory*). Additionally, the evaluation system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of professional skills (i.e., professional development).

### **What are the major components of the evaluation system?**

The three major components for instructional personnel are: 1) student performance, 2) instructional practice, and 3) professional and job responsibilities. Beginning in the 2011-12 school year, each district is required to measure student learning growth using the formula adopted by the Commissioner of Education for courses associated with the FCAT. Instructional practice will be measured by the district’s instructional practice framework (e.g., Marzano, Danielson, and Hybrid) and must include indicators based on the Florida Educator Accomplished Practices. While districts have flexibility in developing the instructional practices component, the district’s evaluation system must comply with the requirements of the *Student Success Act*. For non-classroom instructional personnel, such as school psychologists, the instructional practice portion must be based on the Florida Educator Accomplished Practices (FEAPs) and may include specific job expectations related to student support.

For classroom teachers, 50% of the performance evaluation must be based on student learning growth as assessed by statewide (FCAT or EOC exams) or district assessments. For non-classroom instructional personnel (e.g., school psychologists), the student performance portion of the evaluation may be based on a combination of student learning growth data and other measureable student outcomes specific to the assigned position. Student learning growth data must account for at least 30% of the evaluation of non-classroom instructional personnel. The other 20% of the student performance portion can be based on measureable student outcomes (e.g., graduation rates, behavioral measures, truancy rates, etc.) specific to the position.

### **How will student learning growth be measured?**

The Student Growth Implementation Committee (SGIC) was responsible for developing Florida’s model for measuring student growth (information about the SGIC is posted at [www.fldoe.org/arra/racetothetop.asp](http://www.fldoe.org/arra/racetothetop.asp)). The SGIC recommended a value-added model from the class of *covariate adjustment models*, which was adopted by the Commissioner of Education in June. Value-added models “level the playing field” by accounting for differences in the proficiency and characteristics of students assigned to teachers. The student learning growth is determined from the growth data for students assigned to the teacher over the course of three years to mitigate the impact of a single class on the teacher’s evaluation.

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Florida's model establishes expected growth for each student based on the typical growth observed among students who earned similar test scores and who share other characteristics. The teacher's *value-added score* reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state. Florida's value-added model accounts for student characteristics, classroom characteristics, and school characteristics. The following covariates are used to establish the expected growth for students in the Florida model: Prior two years of achievement scores; Number of subject-relevant courses in which the student is enrolled; Students with disabilities (SWD) status; English language learner (ELL) status; Gifted status; Attendance; Mobility (number of transitions); Difference from modal age in grade (indicator of retention); Class size; and Homogeneity of entering test scores in the class.

Because the statute prohibited differential expectations for learning growth based on gender, race, ethnicity, or socioeconomic status, these factors were excluded as covariates in establishing Florida's value-added growth model. For detailed information on Florida's model for measuring student growth, visit <http://www.fldoe.org/committees/sg.asp>

#### **What is the performance salary schedule?**

The *Student Success Act* requires that districts adopt a performance salary schedule by July 1, 2014. All employees hired after June 30, 2014, and grandfathered employees who opt to move to the performance salary schedule, will be compensated based on the adopted performance salary schedule. Employees can add to their base salary compensation through salary adjustments (addition to base salary that becomes part of the employee's permanent base salary) or through a salary supplement (annual compensation that does become part of base salary). The performance salary schedule must establish salary adjustments for employees rated as *Highly effective* or *Effective*. Employees who receive a rating of *Needs improvement* or *Unsatisfactory* will not be eligible for a salary adjustment under the performance salary schedule. The district may provide cost of living adjustment (COLA) to the base salary, but the COLA cannot exceed 50% of the annual adjustment provided to instructional personnel rated as *Effective*.

Each district is required to provide salary supplements for activities that include: assignment to a Title I school; assignment to school in bottom two categories of school improvement; a critical shortage area (individual school districts may identify additional critical shortage areas not identified by the State Board of Education); and assignment of additional responsibilities. An advanced degree cannot be used in setting a salary schedule for personnel hired after July 1, 2011; however, an employee can be compensated for an advanced degree in the area of certification with a salary supplement.

Current employees, and employees hired prior to July 1, 2014, may stay on the district adopted grandfathered schedule or opt for the performance salary schedule. The *Student Success Act* requires that a portion of each employee's compensation be based on the performance evaluation system, and it stipulates that salary adjustments under the grandfathered schedule must be less than those provided to *Highly effective* and *Effective* personnel under the performance salary schedule.

#### **What will the evaluation system look like for school psychologists?**

School psychology is one of the teaching fields for which special evaluation procedures and criteria may be necessary. There are currently no Florida Educator Accomplished Practices (FEAPs) specific to school psychology; so, many districts are integrating professional standards into the district's instructional framework. The Student Support Services Project is collaborating with the FDOE and with student services and school psychology supervisors to support the district development of evaluation frameworks that accurately assess the professional practices in which student services personnel engage. More to come . . .

*You cannot control what happens to you, but you can control your attitude toward what happens to you, and in that, you will be mastering change rather than allowing it to master you.*

Brian Tracy



## **Bullying, Bullycide, and Suicide: Keys for Prevention in Schools**

Scott Poland, Co-Director of the Suicide and Violence Prevention Office at Nova Southeastern University

The suicide of the 7th grader sent shock waves through the middle school, but after a few months it seemed almost all students and staff had moved on with their lives. The principal had heard through the grapevine that the parents blamed the school but had no idea that the school was going to be sued. The law suit filed specifically named the principal, a coach, and a teacher that the parents believed had failed to stop the bullying of their child at school. The parents claimed that they had told the school of their concerns about their child being victimized and that nothing was done.

We are hearing about the emerging phenomenon bullycide more frequently from the media as numerous stories have directly linked being the victim of bullying with suicide. Dan Olweus, one of the international pioneers in bullying prevention, stresses that a person is bullied when they are exposed repeatedly to negative actions on the part of one or more persons. The bullying may be physical or verbal, and the pattern is repeated over time and involves an imbalance of power. The following are some of the questions being debated in legal cases where parents have sued schools believing that bullying at school was a casual factor in the death of their child. Is the bullying the cause of the suicide or a precipitating event that caused the student with mental health problems to act on their suicidal thoughts? What responsibility do parents have to monitor the mood state of their child and to obtain recommended mental health treatment for their child? Did parents thoroughly document their concerns about the bullying at their child's school with administrators and request conferences and interventions to stop the bullying? Were those well-documented concerns then ignored by school officials?

National figures indicate that 25% of students are bullied, but thankfully, few students who are the victims of bullying die by suicide. Although bullying is associated with suicide and increases other suicide risk factors such as depression and isolation, it may be oversimplifying to say bullying caused a suicide.

A note here about the media's usage of the term "bullycide": Some suicide prevention experts say the term can elevate risk of contagion by suggesting that suicide is a usual response to bullying or by implying that bullying is the sole cause of suicide. Other experts add that there is no scientific evidence that bullying causes depression or suicide. They also point out that the term is confusing as it has also been used in the literature to describe the very rare cases where the victim of bullying has murdered the bully. An excellent guide, *Talking About Suicide & LGBT Populations*, is available at [talkingabout@lgbtmap.org](mailto:talkingabout@lgbtmap.org).

It is important that school administrators across the nation take proactive steps to increase their knowledge and to implement bullying and suicide prevention programs. The American Association of Suicidology has developed a school suicide prevention accreditation credential, and NASP has conducted webinars about bullying prevention and suicide prevention. FASP has also had numerous initiatives to prevent bullying, and school psychologists serve as an invaluable resource for schools since we are familiar with many prevention resources and can serve on county-wide school task forces to implement both bullying prevention and suicide prevention programs.

School personnel have generally been found by the courts not to be liable unless they have acted with malice or have showed deliberate indifference to the bullying. One attorney recently defined deliberate indifference as "school staff who just didn't give a damn." I am currently involved in several cases where schools are being sued following the suicide of a student, and I helped successfully defend school personnel in several legal cases that have been settled including *Jasperson v. Anoka Hennepin*, which resolved in favor of the school system in the state of Minnesota Court of Appeals. These cases call into question the training provided to faculty and staff on bullying and suicide prevention, the policies developed and implemented, and the provision of consequences for the bully and support for the victim.

There is no question that many schools throughout the nation are increasingly making bullying prevention a priority, and legislation has been passed in 45 states requiring schools to increase bullying prevention efforts. The Office of Civil Rights has also sent several letters to schools since the fall of 2010 to clarify the need for schools to investigate harassment and bullying; take action to stop it and address its effects; revise policies; and re-train students, faculty, staff, and parents. Recently, national leaders including President Obama have called for bullying to stop. The following are recommendations that educators can implement to improve their prevention efforts. (Continued on page 21)



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### *Bullying Prevention*

- \* Implement a school-wide program where all staff cooperates towards the common goal of reducing bullying.
- \* Survey students to determine the extent and nature of the problem and to solicit student recommendations to reduce bullying.
- \* Recognize that lesbian, gay, bisexual and transgender youth are often the target of bullying and increase support for those students. Excellent resources are available from the Gay Lesbian Straight Education Network at [www.glsen.org](http://www.glsen.org).
- \* Implement programs designed to reach bystanders and to gain a commitment from them to take action to stop the bullying instead of standing by and allowing bullying to take place.
- \* Hold parent meetings and provide training, especially on reducing cyber bullying.
- \* Teach staff to recognize bullying and to take immediate action to stop bullying when it occurs. Ensure that staff members do not try to make the bully and victim work it out. Ideally, bully and victim should be separated and the bully given consequences and the victim given support.
- \* Staff needs to let the bully know that they and other staff will be watching and consequences will increase in severity if the bullying continues.
- \* The victim needs to know the importance of letting staff know if bullying continues.
- \* Increase staff supervision in areas where bullying occurs the most.
- \* For more in-depth instructions, review evidenced-based bullying prevention programs listed on the U.S. Department of Education website at [www.stopbullying.gov](http://www.stopbullying.gov).

### *Suicide Prevention*

- \* Provide annual training for all school staff on the warning signs of suicide and how to get help and increase support for suicidal students.
- \* Ensure that your school has a comprehensive suicide prevention policy that specifies annual training for all staff on the warning signs of suicide and the importance of working as a team and not keeping a secret about suicidal behavior. The plan should also provide training on suicide assessment for key school support personnel including counselors, social workers, and school psychologists. Policies should be developed to ensure that suicidal students are properly supervised and that their parents are notified that their child is suicidal. Schools also need to be familiar with community resources and any specific interventions available in their state such as, for example, the Baker Act in Florida for involuntary hospitalization.
- \* Provide mental health presentations for parents that include suicide prevention information.
- \* Create a prevention task force that involves both school staff and community resources and agencies.
- \* Implement depression screening programs and follow program recommendations and school policies for securing supervision and support for students who are identified as depressed and/or suicidal.
- \* Designate a suicide prevention expert at your school and get that person credentialed in school suicide prevention from the American Association of Suicidology [www.suicidology.org](http://www.suicidology.org).

I am pleased that there is now a national focus on bullying prevention in schools, and I particularly like the motto, stop bullying now. The group of students in schools that are most in need of staff support and programs to stop bullying are the Lesbian, Gay, Bi-sexual and Transgender students who are most often the target of the bullying. I have for many years advocated for suicide prevention programs in schools as well, and I hope that our national leaders will make it as much of a priority as bullying prevention.

Scott Poland  
[spoland@nova.edu](mailto:spoland@nova.edu)

**FASP Problem-Solving/Response to Intervention Special Committee**

Chair: Bill Donelson

Committee Members: Dr. Lola Heverly, Kelly Low, Mark Neely, &amp; Elvira Medina-Pekofsky

This year, the PS/RtI Committee has focused on leadership and the availability of state training in the area of PS/RtI at the FASP Summer Institute and Annual Conference. Collaboration with Bureau Chief, Bambi Lockman; FASP President, Monica Oganis Murray; DOE Consultant, Dr. David Wheeler; and leadership from the state PS/RtI Project, Clark Dorman and Dr. George Batsche, was instrumental in these efforts.

In addition to a full day of PS/RtI training at the annual conference on Friday, November 4<sup>th</sup>, we will be offering a PS/RtI Leadership Forum on Wednesday morning, November 2<sup>nd</sup>, from 8:00 - 9:50. Please plan to attend!

**PS/RtI Leadership Forum - Open Q & A Session**

Panel Facilitator:

Bill Donelson - FASP PS/RtI Chair

Distinguished Panel:

Clark Dorman, USF/FLDOE

Dr. Lola Heverly, Osceola County Schools

Jim Maxwell, Polk County Schools

Dr. Mary Alice Myers, Volusia County Schools

Amelia Van Name Larson, Pasco County Schools

Dr. David Wheeler, USF/FLDOE

The facilitator and panel members in this upcoming forum have individual leadership expertise in the implementation of Problem-Solving/RtI in both small and large school districts.

The purpose of this panel discussion is to provide school psychologists with the opportunity to have their burning questions regarding PS/RtI implementation issues answered by leaders in the field. Panel members have been chosen for their expertise with English Language Learners and pre-k, elementary, and secondary academic, behavioral, and mental health issues. Participants will benefit from this session by either writing their questions on anonymous question cards or by asking their questions openly via one or more microphones positioned throughout the audience.

This open forum is provided to enhance efforts in RtI consensus building, infrastructure development, and implementation. Insights from the distinguished panel members' involvement in national, state, and district RTI initiatives will add to the discussion. As this forum focuses on successful implementation of RtI in real school settings, the panel intends to connect systems change theory with examples from schools that are currently facing this challenge. Advantages, limitations, and alternative approaches with regard to the execution of RtI will be integrated into the responses to the audience.

Discussion regarding consensus building will be framed in relation to the building of positive staff relationships, which are critical elements of successful RtI implementation. Ideas for increasing buy-in and participation at both the district and school levels will be addressed. The pressures and benefits of organizational change and implications for leadership will also be addressed (Lunenburg & Ornstein, 2004).

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Dialogue regarding infrastructure development will naturally focus on resistance to systems change and strategies to reduce resistance while building leadership team effectiveness. Change is viewed as an ongoing process focused on continuous school improvement rather than as a finite destination (Fetters, Czerniak, Fish, & Shawberry, 2002).

This round-table session will provide participants with answers to more advanced RtI implementation issues developed from experience at the national, state, and local levels. Explicit connections between research and practice in the execution of complex change in the schools will be provided to foster positive relationships and to promote school success across relevant academic, behavioral, and mental health areas.

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### Visit the NASP Information Table at the Upcoming FASP Conference!

Bill Donelson, NASP Delegate

Come by the NASP Information Table at the upcoming FASP Conference to update your NASP membership, find out more about the upcoming NASP Convention in Philadelphia, PA (February 21-24, 2012), and check out all of the new NASP resources!

### Year in Review – Professional Development; By: Alberto Gamarra

Greetings Colleagues,

This has been a busy year for the Professional Development Committee that began last summer in preparation for the Annual Conference in Miami. At that conference, the Executive Board charged the committee with the development of a Needs Assessment Survey based on the revised NASP standards and the Florida standards for school psychologists. The FASP Blueprint was adopted by the membership at the annual meeting and served as the framework for the survey that was distributed to the membership. Data collection took place over three months and initial results were compiled for the Summer Institute board meeting. Bob Templeton graciously took on the charge of analyzing and interpreting the pages and pages of information provided by the members. Bob and I will be presenting the results of the Needs Assessment to the membership at the upcoming Annual Conference in Orlando. These results have already been driving FASP professional development activities, as you witnessed with the successful Summer Institute that featured George McCloskey and the PS/RTI Project. As I draw close to the end of my term as Professional Development Chair, I feel that the Needs Assessment was a critical accomplishment for FASP, one that should help us to meet your needs as professionals and to allow FASP to stay relevant in providing services to the children and adolescents of Florida.

See you in Orlando.

Alberto Gamarra, Ph.D., NCSP  
FASP Professional Development Chair



**Cultural Diversity in the 21<sup>st</sup> Century**  
**Elvira Medina-Pekofsky, NCSP**  
**Cultural and Linguistic Diversity Committee Chair, FASP**

During the past year I have had the honor of serving as the Committee Chair for the Cultural and Linguistic Diversity Committee. A dedicated group of committee members has collaborated in researching best practices and available resources to assist our membership in providing culturally responsive services to Florida's diverse students and their families. As we end the year, I would like to share some thoughts regarding cultural diversity in the 21<sup>st</sup> century.

Cultural Diversity is defined as the cultural variety and differences that exist in the world, a society, or an organization. But cultural diversity is much more ... As defined by the United Nations Educational, Scientific and Cultural Organizations (UNESCO), "Cultural diversity is a driving force of development, not only in respect of economic growth, but also as a means of leading a more fulfilling intellectual, emotional, moral and spiritual life"(UNESCO: Cultural Diversity).

The United Nations Educational, Scientific and Cultural Organizations' Universal Declaration on Cultural Diversity (UNESCO, 2001) is a powerfully-worded document that addresses critical issues faced by nations across the world in light of the emergence of a global economy. How can universal human rights exist in a culturally diverse world? Article 3 (Cultural diversity as a factor in development) of the Universal Declaration on Cultural Diversity states, "Cultural diversity widens the range of options open to everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence." Article 4 (Human rights as guarantees of cultural diversity) further clarifies that "The defense of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples." In addition, Article 5 (Cultural rights as an enabling environment for cultural diversity) affirms that "All persons have therefore the right to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons are entitled to quality education and training that fully respect their cultural identity; and all persons have the right to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms."

The United States of America embraces these principles, which are embedded in our Constitution. We have proudly promoted the image of the United States as a "melting pot" where diverse cultures and beliefs coexist, merge, and forge one great American culture, with civil liberties and equality for all. Yet, when we look at our learner outcomes and our educational data, other key questions arise: Are we really one American culture with equal opportunities and access to quality education for all our learners? Or are we a multicultural America in which diversity means inequality in education and outcomes despite well-intentioned policies and laws?

According to the most recent demographic statistics published in the 2011 Condition of Education Report, 49.3 million students attended public schools in 2009, out of which 55 percent were White; 15 percent were Black; 22 percent were Hispanic; 4 percent were Asian; slightly above one percent were Pacific Islanders, American Indian, and Alaska Natives; and about 3 percent were identified as multiracial. Among that group of students, 21 percent of children ages 5–17 (or 11.2 million) spoke a language other than English at home, and 5 percent (or 2.7 million) spoke English with difficulty.

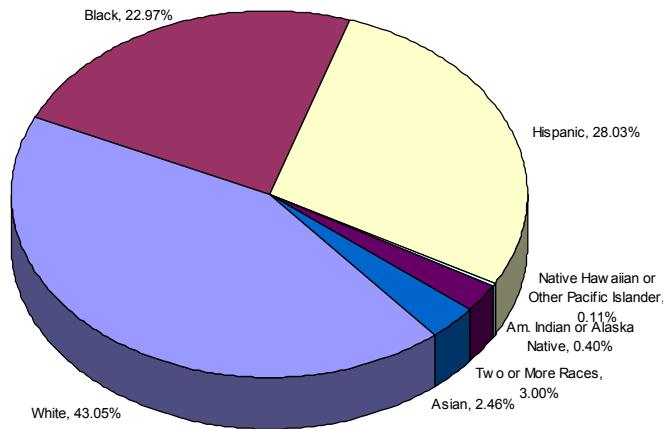
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In the State of Florida, student membership distribution by race and ethnicity for the 2010-2011 school year was as follows: EIAS Data Report Series 2011-12D: Membership in Florida’s Public Schools, Fall 2010 (January 2011)



Among the represented racial/ethnic groups, the Hispanic/Latino population had the largest percentage of ELL students (24.5%), followed by the Asian population with 15.7% (EIAS Data Report Series 2011-31D: English Language Learners, May 2011).

When looking at socio-economic levels, 19 percent of 5- to 17-year-olds in the United States were in families living in poverty. In 2009, White students at grade 12 scored 30 points higher in NAEP mathematics than Black students and 23 points higher than Hispanic students. Neither score gap was measurably different from the corresponding score gaps in 2005 (The Condition of Education, 2011). Furthermore, the United States Public Education System is projected to be responsible to educate approximately 53 million students in 2020, the majority of which will be diverse learners, with an increasing number being English Language Learners. Are we prepared to practice in such a diverse school system?

As indicated in UNESCO’s Language and Multilingualism website page, there is growing evidence that language proficiency plays a critical role in the global economic development, the productive engagement in inter-cultural dialogue, the attainment of quality education for all children, the building of inclusive knowledge societies, and the political will to apply the benefits of science and technology to sustainable development. It is estimated that there are over 6,000 languages spoken around the world, with over 221 million school-aged children speaking lesser known or unwritten languages (Dutcher, 2004). Do we have in place research-based programs and practices for our culturally diverse, multilingual, and English Language Learners that truly expand their language proficiency and educational opportunities by closing the achievement gap, ensuring their graduation, and opening the doors to higher education and gainful employment? This is such a relevant issue for the global economy that UNESCO is actively involved in developing policy advice, training teachers, developing textbooks and learning materials, and collecting and disseminating good practices in bilingual and multilingual education and literacy across the world.

The promotion of cultural diversity, the "common humanity heritage" (UNESCO Universal Declaration on Cultural Diversity, 2001), has become one of their central mandates. In the past few years, they have committed resources to identifying factors that guarantee that all diverse children attending school succeed in learning, documenting well-established principles and practices that guide effective instruction to achieve genuine success in life, and investigating how school systems address the challenge of making quality education for all a reality.

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International experts in the cultural diversity education field concluded that:

- \* A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living.
- \* Enhancing learning is more than increasing learning outcomes in different subjects. It is about growing up in a pluralistic world and acquiring the capability and the right attitude to 'live together' in a world underscored by cohabitation of multiple perspectives of religion, culture, language, and ideology.
- \* Learning to live together is not just a contingency goal for meeting the emergent political, social, and economic situations in the world. It is indeed the translation of the natural dispositions of the young mind.

Defining Areas of Action: Enhancing Learning - From Access to Success - Report of the First Experts' Meeting in Paris, UNESCO (2007)

The current challenge is to provide rigorous and relevant educational opportunities to ensure that all children are culturally rich, linguistically competent, socially sensitive, and educationally skilled to become actively engaged, productive, and successful members of our society. In the recent publication, "Immigrants in the United States: How Well Are They Integrating into Society?" Tomas R. Jimenez (2011) reports that the United States is in the midst of a wave of mass immigration of newcomers from Latin America, Asia, and the Caribbean. He believes that these immigrants are integrating "reasonably well" because they are learning the English Language faster than previous immigrants. Full integration, he states, takes more than one generation, with children of immigrants outperforming their parents in educational attainment and language proficiency. Yet, he cautions that diverse immigrant groups progress at different rates, with Latinos faring worse than Asians, Blacks, and non-Hispanic White immigrant groups, with outcome gaps persisting into the second, third, and higher generations. The reality is that the educational achievement gap between Hispanic and White students is not closing. According to recently released 2009 National Assessment of Educational Progress (NAEP) results, neither the Reading nor the Math gaps changed significantly over time, at either 4th or 8th grade levels (Hemphill, Vanneman, & Rahman, 2011).

As suggested by UNESCO, in order to promote equitable outcomes for all culturally and linguistically diverse students in the United States, we have to be actively engaged in relevant research to identify what results in genuine success. Our 21<sup>st</sup> century communities expect an educational system that effectively and efficiently prepares all students for successful employment and personal growth. They expect our schools to change and to provide increasingly rigorous content and cutting-edge technological training, as well as the experiences needed for all learners to become flexible, culturally sensitive, and linguistically proficient graduates who can successfully engage in collaborative problem solving and creative production as part of culturally and linguistically diverse teams (Learning for the 21<sup>st</sup> Century: A Report and Mile Guide for 21<sup>st</sup> Century Skills, Partnership for 21<sup>st</sup> Century Skills, 2010).

The Partnership for 21<sup>st</sup> Century Skills, a group of private and public businesses and educational organizations formed in 2002, has proposed an educational framework to equip all students to be successful in the current world of multi-tasking, multifaceted, technology-driven jobs. They emphasize the teaching of core subjects and learning skills, using technological tools and meaningful content within authentic contexts. In other words, teach students information and communication skills, thinking and problem solving skills, and interpersonal and self-directional skills, using the latest information and communication technologies, through real-world examples and experiences in which they can apply what they are learning. The goal is to increase the learners' global awareness and their financial, economic, business, and civic literacy.

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For poor diverse students, who may not be English proficient or have access to the latest technology, this framework can result in either increased access to effective teaching that leads to successful higher education and employment, or marked inequity and widening of outcome gaps. Benefits may not crystallize if the educational systems are unable to provide equal access in the poorest areas where these diverse learners reside or if the resources are available but the school staff is not trained and ready to become 21st century educators. It has been noted that many students are already learning these skills, but it is only those fortunate enough to attend highly effective schools or who encounter great teachers, being a matter of chance rather than the deliberate design of our school system (Rotherham & Willingham, 2009). In order for the United States to compete at the global level and to continue to have an influential hand in the global economy, we must provide equitable and effective education systems for all our students.

Rotherham and Willingham (2009) conclude that without improved curriculum, instruction, and assessment, the emphasis on 21st century skills may result in short-term progress for a few while sacrificing long-term gains for most diverse learners. They call for educators and policymakers to commit to:

- \* providing quality instructional programs that emphasize content knowledge intertwined with critical skills for all students
- \* shifting thinking and beliefs about teacher training and teaching practices
- \* developing new formative assessment practices that can accurately measure richer learning and more complex tasks

They endorse solid teacher training to develop lesson plans that reflect high cognitive demands and effective classroom management practices to facilitate student-centered activities. The availability of coaching opportunities for teachers to learn standard-based lesson planning, differentiated instructional strategies, culturally responsive practices, formative assessment techniques, and collaborative data-based decision making processes is crucial to ensure equitable opportunities for all diverse learners.

Culturally or linguistically diverse children, who are given equal access to learn civic, financial, and business skills, will automatically increase their chance to obtain higher paying jobs that improve their socio-economic status, allowing them to become meaningfully involved citizens. The expectation that all learners become proficient bilingual or multilingual speakers in order to collaborate with workers from other nationalities should result in increased understanding of the challenges faced by non-English speakers when learning English, as well as provide increasing opportunities for cultural exchanges that lead to increasing acceptance and respect of diverse cultures, lifestyles, and beliefs. The emphasis on learning in authentic situations, coupled with easier access to technology, should result in effective learning opportunities through meaningful differentiated instruction. Finally, the emphasis on engaging the learners in creative thinking and problem solving tasks provides a great opportunity for these students to practice and demonstrate higher order non-verbal cognitive skills that may not have been observed during traditional verbally mediated learning activities.

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In anticipation of these changes, the Bureau of Educator Recruitment, Development and Retention of the Florida Department of Education released an Educator Accomplished Practices Guide for Pre-professionals titled, *Competencies for Teachers of the Twenty-First Century* (2007). This guide delineates key indicators and provides specific examples of 21st century teaching practices. The expectation is that each teacher will utilize teaching techniques and practices that will build higher order thinking skills and will present students with opportunities to demonstrate their ability to think creatively, assessing student learning formatively. Regarding diversity, the expectation is that the teacher “establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation” (pp. 4-5).

A recent Education Information and Accountability Services Data Report on teacher demographics in Florida public schools for the 2010-2011 school year indicates that close to 72% of the teachers are White, with 13% Black, 13% Hispanic, and the remaining 2% listed as Asian, American Indian, Pacific Islander, and Multiracial. When comparing the percentage of diverse students to the percentage of diverse teachers, it is clear that there is a gap between minority students and minority teachers, with only two districts reporting a higher percentage of minority teachers than white teachers. The implications are clear, if the number of diverse students increases while the number of minority teachers remains low, the available teaching force must become increasingly proficient in culturally responsive teaching and assessment practices. Are you prepared to do the same in your school psychology practice? How do you prepare for cultural diversity and school reform in the 21<sup>st</sup> century?

Our national and state associations have been preparing for the 21st century. They revised professional standards for training, credentialing, and practice (<http://www.nasponline.org/standards/2010standards.aspx>); published research findings and best practice resources (<http://www.nasponline.org/profdevel/cpdmodules/bpfive.aspx>); and offered training opportunities (<http://www.nasponline.org/profdevel/index.aspx>). A quick visit to their websites always results in new learning and interesting debates among colleagues.

Have you kept up with the changes? When was the last time that you checked professional resources on Cultural Diversity? When you are ready, here are some links to get you started...

<http://www.nasponline.org/resources/culturalcompetence/index.aspx>

[http://www.fasp.org/FASP\\_Standing\\_Committees/Cultural\\_and\\_Linguistic\\_Diversity.html](http://www.fasp.org/FASP_Standing_Committees/Cultural_and_Linguistic_Diversity.html)

\* Are you familiar with NASP’s Cultural Competence goals?

(<http://www.nasponline.org/resources/culturalcompetence/mission.aspx>)

\* Have you taken the Cultural Competency Self-Assessment Checklist?

(<http://www.nasponline.org/resources/culturalcompetence/checklist.aspx>)

\* Do you know about cultural styles?

(<http://www.nasponline.org/publications/cq/mocq387CulturalStyles.aspx>)

\* What are the best non-discriminatory, culturally appropriate assessment and consultation practices?

(<http://www.nasponline.org/resources/culturalcompetence/cultcomppractice.aspx>)

\* Are there culturally appropriate crisis responses?

(<http://www.nasponline.org/resources/principals/cultcomperisis>)

\* Do you know how to communicate effectively with diverse families?

(<http://www.nasponline.org/publications/cq/mocq368commatters.aspx>)

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\* Are you aware of the critical need for Culturally and Linguistically Diverse School Psychologists?

([http://www.nasponline.org/about\\_nasp/positionpapers/CLD\\_School\\_Psych](http://www.nasponline.org/about_nasp/positionpapers/CLD_School_Psych))

\* Do you possess the cultural competence to support LGBTQ Youth?

([http://www.fasp.org/FASP\\_Standing\\_Committees/Cultural\\_and\\_Linguistic\\_Diversity.html](http://www.fasp.org/FASP_Standing_Committees/Cultural_and_Linguistic_Diversity.html))

Our professional future depends on our ability to embrace 21<sup>st</sup> century mental health and educational practices that promote effective problem solving and critical thinking, acceptance of diversity and respect for differences, collaborative conflict resolution, universal access to preventive services and mental health supports, and equitable educational opportunities for all children. We invite you to become a Culturally Competent School Psychologist, engaged in the promotion of cultural diversity, the "common humanity heritage."

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## **Executive Functions: A General Overview**

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**Philadelphia College of Osteopathic Medicine**

### **Executive Functions: A General Overview**

The term Executive Functions refers to a diverse group of cognitive processes that act in a coordinated way to direct perception, emotion, thought and action. While the mainstream literature refers to executive functions as the “CEO” of the brain, studies of brain functioning suggest that executive functions are not a unitary trait, but a set of multiple cognitive capacities that act in a coordinated way. Executive functions are responsible for a person’s ability to engage in purposeful, organized, strategic, self-regulated, goal-directed behavior. As a collection of directive processes, Executive Functions cue the use of other cognitive capacities including reasoning, language, visual and spatial, and memory capacities. Executive Functions are involved with, but are not necessarily limited to, cueing and directing of all of the following:

- Inhibiting reflexive, impulsive responding
- Stopping, or interrupting, and returning to, an ongoing activity
- Directing and focusing attentional processes, screening out interference and distractions, and sustaining attention
- Cueing the initiation of effort and judgments about the amount of effort required to complete a task, and the sustaining of a sufficient amount of effort to effectively complete the task
- Demonstrating flexibility to consider the need for changes and the capacity for shifting of cognitive resources to focus on new demands or to respond to new conditions or new information
- Directing the efficient use of, and alternation between, pattern and detail processing (Knowing when to focus on the “big picture” and when to concentrate on the details, and when to switch between the two).
- Monitoring and regulating speed of information processing; finding the right combination of speed and accuracy for optimal performance of an activity
- Monitoring and correcting task performance for accuracy and efficiency
- Overseeing the selection of verbal-nonverbal and abstract-concrete information processing mechanisms
- Directing motor output, altering performance based on feedback
- Directing the efficient use of fluid reasoning resources
- Directing the use of working memory resources – that is, directing the ability to hold and mentally manipulate information
- Directing the efficient and fluent production of language when highly specific production demands are made
- Directing the integration of multiple abilities to produce oral or written responses or products that reflect the level of capacity of the component abilities involved
- Directing the efficient placement of information in long-term storage
- Directing the retrieval of information from long-term storage
- Regulating social behavior
- Regulating emotional control
- Enabling self-observation and self-analysis
- Making use of hindsight and foresight in the direction of current processing
- Enabling the capacity to “take the perspective of the other” in order to infer how someone is perceiving, thinking, or feeling at a given point in time

In this frame of reference, executive functions are only directive processes; they give commands to engage. Executive functions are not the mental processes we use to perceive, feel, think and act, but rather are the processes that direct or cue the engagement and use of the mental processes that we use to perceive, feel, think and act. Because these processes are distinct from cognitive abilities, but interact with them in a way that results in efficient and effective performance and production, difficulties with executive functioning may explain why many bright children—with strong cognitive capacities—may fail to consistently demonstrate their knowledge or have difficulty following rules for behavior or regulating their emotions, even though they may be able to explain the rules or expectations for appropriate behaviors and emotional responses. (Continued on page 31)



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It is helpful to think of executive functions as a set of independent but coordinated processes rather than a single trait. There is no guarantee that if one executive capacity is well-developed, all of them will be well-developed. Any person can have strengths and/or weaknesses in any one or more of the different executive functions at any given point in time. Assessment requires a multidimensional approach to identify the specific constellation of executive function strengths and weaknesses for any given child or adult.

A comprehensive model of executive functions involves multiple levels of executive cueing of perceiving, feeling, thinking, and acting. At the lowest level, cues are provided for Self-activation, that is, giving the command to wake up and engage a state of consciousness. Once awake, a person's Self-Regulation executive functions are involved in basic self-control of our perceptions, emotions, thoughts, and behaviors. While there is not yet consensus relative to the specific number of self-regulation executive functions, we propose 31 distinct self-regulation capacities: perceive, energize, initiate, focus/select, modulate, inhibit, gauge, sustain, interrupt/stop, shift, flexible, anticipate, plan, organize, generate, associate, analyze, compare/evaluate, choose/decide, balance, hold, manipulate, store, retrieve, pace, sense time, estimate time, sequence, execute, monitor, and correct.

Additional levels of executive control involve Self-Realization and Self-Determination. These executive functions direct a person's engagement with activities related to gaining an understanding of personal strengths and weaknesses and how a person's behavior affects others, and developing a personal set of goals and long-term plans that motivate and drive behavior. Beyond these levels of self-control, an individual can engage in directive processes that attempt to engage the self in an active exploration of self-generation questions (Why do I do the things I do? What really motivates my choice of self-goals? What is the meaning of life?), and possibly a transcending of the self to explore realms beyond self-generation to contemplation of the meaning of all existence and an ultimate source of consciousness (Trans-self Integration).

Most clinical work in school settings with children focuses on dealing with Self Regulation aspects of executive control. As children enter adolescence, Self Regulation issues remain an important focus, but Self Determination and Self Realization issues begin to play a more prominent role in development. Self Generation and Trans-self Integration issues, if they emerge at all, tend to be addressed later in adulthood.

### **Domains of Functioning**

It is important to realize that executive control can vary greatly depending on the domain of functioning that is being cued and directed by executive functions. A person can have strengths or weaknesses in regulation of any one or more of the four domains of *perception, emotion, thought, or action*. For example, a person can have effective control of perceptions, emotions, and thoughts, but not be able to effectively use one or more executive functions in attempts to cue and direct actions. Another person might find it difficult to control emotions as well as actions but have little or no difficulty regulating perception and thoughts. The effectiveness of executive functions also can vary greatly within each of these four domains. For example, a person might have well-developed direction of gross motor capacities when playing sports but not fine motor capacities when holding a pencil and attempting to print letters and words. In the domain of thought, a person might be much better at cueing the use of reasoning with language than cueing the use of reasoning with nonverbal visual materials. In the domain of emotion, a person might have much greater control over the expression of joy or disgust than the expression of anger or sadness.

### **Arenas of Involvement for Executive Functions**

In addition to the domains of functioning, executive function capacities can vary in effectiveness depending on the context in which they are being used. We call these varied contexts Arenas of Involvement and propose four distinct arenas within which the use of executive function capacities can vary greatly:

- \* **Intrapersonal Arena** – this is the arena where self-awareness and self-control directive processes are turned inward; these enable the ability to control one's own perceptions, emotions, thoughts and actions in relation to the self; i.e., self-discipline; they are involved in avoiding addictions and other self-destructive habits and behavior patterns, setting and maintaining personal goals and regulating purposeful behavior.

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**\*Interpersonal Arena** – this is the arena in which executive functions govern perception, emotion, cognition, and action in social interactions; where self-awareness and self-control directive processes are turned outward towards other human beings; they are involved in controlling one’s actions in relation to others, in taking the perspective of others, in generating a theory of mind that enables a person to understand, infer, and predict the motivations, needs, and desires of others, and in weighing the benefits of cooperative behavior over self-serving behavior.

**\*Environment Arena** – this is the arena in which executive functions direct and monitor perception, emotion, thought, and actions in relation to both the naturally-occurring and the man-made physical world; these processes direct perception, emotion, cognition, and action in relation to the environment and engagement of the environment, including behavior toward other animals and living organisms and inanimate materials; interactions with machines and other man-made devices; this arena includes directing perceptions, emotions, thoughts and actions to avoid “accidents” by anticipating the impact and consequences of one’s own actions towards, and in, the physical environment.

**\*Symbol System Arena** – this is the arena in which executive functions direct and monitor interactions with/manipulations of human-made symbol systems (reading, writing, mathematics, computer use); directing perception, emotion, cognition and action involving culturally derived symbol systems; mediating learning and producing through interaction with information media such as words, numbers, figures, diagrams, schematics, programming codes and other “languages.” Executive function direction in this arena can be highly specific as in other arenas. For example, it is possible to experience executive function difficulties with directing written expression but not with directing reading for comprehension.

Executive functions difficulties for a given person may be evident in any or all of the arenas. It is possible to have executive functions problems in only one of the arenas and be able to direct perception, cognition, emotion, and motor functions very effectively in the other arenas. More often, however, persons with executive function difficulties demonstrate problems in two or more of the arenas. Control of domains of function can vary within Arenas of Involvement; a person might have difficulties with specific executive functions in directing emotions in the intrapersonal arena (difficulties in directing how they feel about themselves), but not in the interpersonal arena (no difficulties in directing feelings about others).

### **Development of Executive Functions**

Self-regulation executive functions are developing from the first years of life on throughout a person’s entire lifetime. Large developmental shifts are noticeable, especially around adolescence. Because Executive Functions are developmental in nature, natural maturational delays and lags can be observed. Intra-individually, all executive functions do not develop evenly. For any given individual, one executive function can be more or less developed than any other executive function at any given point in time. Inter-individually, there is also great variation relative to chronological age. At the same age, different individuals will naturally vary considerably in their level of development of various executive functions. Cultural change points (e.g., educational transitions to Preschool, Kindergarten, 1st grade, junior high school, senior high school, college, graduate school, and workplace entry) can serve to highlight executive function developmental delays or significant deficiencies because, as the environment requires greater use execution functions, individuals may not have developed yet those requisite levels of executive functions control that are being demanded. Executive Function-based clinical syndromes, such as ADHD, demonstrate clear patterns of delayed developmental progression. Some researchers estimate developmental delays accompanying ADHD of about 30% associated with various Executive Functions such as the capacity to cue inhibition of impulsive reaction, modulating reactions, and focusing and sustaining attention.

### **Executive Functions and School**

Although executive functions are used to guide cognitive processing involved in new learning, many new learning situations are structured in ways that reduce the need for strong executive function involvement. In contrast to the learning situation, demonstrating what has been learned usually requires significant involvement of executive functions to cue and direct production. Because executive control is heavily involved in demonstrating learning, executive functions difficulties usually manifest as “Producing Disabilities” much more so than “Learning Disabilities.”

### **Internal Command versus External Demand**

An important aspect of executive function engagement that is critical for understanding variations in everyday use of these capacities relates to the locus of intentionality for executive function involvement. The need for engagement of executive functions can stem from a person’s own internal desires, drives, aspirations, plans, and proclivities, namely by *internal command*. On the other hand, if summoned by sources outside of the person, executive functions can be engaged through *external demand*.

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Executive functions use that arises from internal command utilizes specific neural networks routed through portions of the frontal lobes as well as other specific areas of the brain. These networks are distinct from, but not necessarily independent of, the neural networks of the frontal lobes and additional areas of the brain that must be activated when a person attempts to engage executive control in response to an external demand. Executive functions engagement by internal command is generally much easier to achieve because it flows naturally from the persons' own prevailing internal states. Engagement of executive functions in situations of external demand, however, requires much more mental effort and much greater capacity for self-control.

Many parents and teachers of children who demonstrate executive functions difficulties are often baffled by the seeming paradox of the child who functions so effectively when engrossed in activities of their own choosing, yet who seems woefully inept when requested to perform the simplest of household chores or classroom assignments. Parents and teachers who view these disparities often cannot help but think that the child's "sudden" incapacities are a matter of conscious choice – a convenient sham to avoid the hard work and effort that is being required of them. In actuality, most of these observed inadequacies are not a matter of conscious choice, but instead are the result of undeveloped, underutilized, or ineffectively engaged executive functions.

### **Executive Functions are not Synonymous with Traditional Conceptions of Intelligence**

The extent to which executive functions can be considered as "synonymous" with intelligence depends on the definition of intelligence that is being offered. Extremely broad definitions of intelligence include executive functions along with just about everything else that constitutes efficient thought and action. Narrower definitions of intelligence often allude to the concept of executive functions, but subsume it under the heading of problem-solving. In fact, most of the research in cognitive psychology that deals with executive control processes refers to these mental functions under the heading of problem-solving and reasoning. Regardless of the definition of intelligence (with the exception of the concept of emotional intelligence), the role of executive functions in cueing and directing emotional processes is often overlooked.

Unlike theoretical definitions of intelligence, however, operational definitions of intelligence that are used to develop assessments of the psychological construct of intelligence usually do not include the use of executive functions as a distinct content domain and do not attempt to assess the role of executive functions per se as a part of test performance even though executive functions are often involved in many ways in the performance of the tasks that are used to assess intelligence. The manner in which most tests are constructed (explicit directions, teaching items, examiner cueing of attention and performance), however, usually reduces the impact of the examinee's executive functions on performance of tasks thought to assess intelligence. Even with the reduction in executive functions demands in many tests, intelligence test scores sometimes do not accurately reflect a child's capacity for the use of executive functions. As a result, the following observations typically hold true:

\* Correlations between most of the "purest" executive functions measures and measures of general intelligence tend to be very low (.20's, and .30's; i.e., a 4% to 9% overlap between measures of intelligence and measures of executive functions). This is especially true when a concerted effort has been made to minimize the overlap between the two types of measures.

\* In cognitive neuropsychological parlance, executive functions can display a "double dissociation" from the specific cognitive abilities that are typically assessed on intelligence tests, such as reasoning with verbal information or reasoning with nonverbal visual material. This means that it is possible to identify individuals who are strong in executive functions, but weak in reasoning in a particular area, and vice versa (some individuals have relatively weak reasoning capacity but have strong executive functions related to cueing and directing the little reasoning capacity that is available, while other individuals have relatively strong reasoning capacity but relatively weak executive functions related to cueing and directing that reasoning capacity).

\* The distinction between executive functions that direct mental processes and the mental processes such as reasoning, visual perception and discrimination, language, memory, attention, and motor acts that are being directed by executive functions, is critical for a clear understanding of the broader picture of a child's cognitive strengths and weaknesses. An understanding of the directive nature of executive functions can add considerable explanatory power to the clinical picture of a child with learning and/or "performing" difficulties who appears to have a number of cognitive strengths but is unable to use them effectively to produce the desired academic outcomes.

The relationship of reasoning and executive functions is an area of great debate. Some researchers espouse the idea that reasoning and executive functions are the same cognitive capacity. Others view executive functions as separate from reasoning. We hold the latter belief, primarily based on empirical evidence of performance on measures that primarily assess reasoning abilities and measures that primarily assess executive function control of reasoning abilities. Many individuals can effectively perform specific reasoning tasks that do not require a great deal of executive function control to complete, but are unable to complete simple reasoning tasks that do require a great deal of executive function control to complete. (Continued on page 34)



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### **Executive Functions and Language Processing**

A related topic of much debate is the role of language in executive functions and other mental capacities such as working memory. Some researchers, philosophers, and clinicians believe that language plays a central role in all aspects of the development and use of executive functions and working memory, implying or specifically stating that executive functions and working memory processes are not even possible without the generation and manipulation of internal language (self-talk). Others argue that language is not central to all aspects of executive functions or working memory and that only certain aspects of higher levels of consciousness are likely to be constrained by language.

Readers should keep in mind, however, that the argument against the idea that language is central to the development and use of executive function and working memory processes is not a denial of the role that language can play in the control of self-regulation processes. Many clinical approaches have demonstrated how effective “self-talk” and language-driven executive functions control can be in modifying executive function cueing and directing of perceptions, emotions, thoughts and actions. Ross Greene’s work with explosive children effectively uses language to help the child develop a vocabulary for self-expression and problem-solving. A therapeutic format with self-talk playing a central role has been used by Jeffrey Schwartz to effectively treat obsessive-compulsive disorder. Reuven Feuerstein’s mediated learning approach keys off of verbal descriptions of control processes and how to think about thinking. Language is an effective cognitive tool that can be co-opted to improve the use of deficient or delayed executive functions. Indeed, it would seem that language is the most effective tool we have for re-programming our own brains and minds. The fact that language can be used in this way, however, does not mean that language is the basis for all effective executive functions use or that executive functions use at any of the levels cannot be carried out successfully without language processes being engaged.

### **Executive Functions and Diagnostic Categories**

While it would seem practical to have a specific diagnostic category with a name such as Executive Dysfunction or the like, the diagnostic puzzle related to executive functions cannot be put together quite that simply. In terms of existing clinical diagnostic categories, the connection between AD/HD and executive function difficulties is probably the most obvious. The *Diagnostic and Statistical Manual for Mental Disorders, Fourth Edition, Text Revision* (DSM-IV-TR; American Psychiatric Association, 2000) definition of AD/HD includes reference to difficulties with inhibition, modulation, and attention. Although individuals accurately diagnosed with AD/HD demonstrate difficulties with inhibiting and modulating perceptions, emotions, thoughts and/or actions as well as focusing and sustaining attention, many of these individuals also demonstrate other self-regulation executive functions difficulties.

The obvious connection between AD/HD and executive functions difficulties has led some professionals to think of all individuals with executive functions difficulties as having AD/HD. This is clearly not the case. Rather, the ADHD diagnosis encompasses a core set of self-regulation difficulties common to all individuals accurately diagnosed with AD/HD (the self-regulation executive functions of inhibit, modulate, focus, and sustain) along with additional executive functions difficulties that vary greatly from person to person. This is one of the reasons why professional consensus on all aspects of AD/HD has been, and remains, difficult to achieve. There are many individuals, however, who do not have problems with cueing inhibition or modulation or with focusing and sustaining attention, but who have many difficulties with the use of other executive functions, and therefore do not meet the diagnostic criteria for AD/HD.

Terms such as *executive dysfunction* and *dysexecutive syndrome* are sometimes used to refer to individuals with executive functions difficulties, though these terms currently do not relate to any specific diagnostic schema that is widely agreed upon. For example, there is no DSM-IV-TR diagnostic category of Executive Dysfunction or Dysexecutive Function Syndrome, and at this point in time (2010) such a diagnostic category has not been listed as being considered for inclusion in the next edition of the DSM.

Although there could be some merit in the development of a separate diagnostic category or educational classification for executive functions difficulties, the greatest challenge to such an approach is the fact that the diagnostic criteria of most clinical conditions encompass difficulties with the use of one or more executive functions. In many ways, the DSM-IV-TR can be thought of as a *behavioral user’s guide to all the things that can go wrong with the frontal lobes*. It is our opinion that simply including a new diagnostic category for executive functions difficulties in future revisions of the DSM will not sufficiently address the central role that executive functions difficulties play in most of the existing DSM diagnostic categories.

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The new edition of the DSM, therefore, would have greater clinical utility if it were to incorporate a new axis that could be used to identify specific executive functions difficulties experienced by an individual along with the various clinical diagnoses that might be assigned. Following this line of reasoning, the pervasiveness of executive functions difficulties of one type or another associated with most of the mental disorders experienced by children and adults makes clear the need to carefully assess the nature of the executive functions difficulties of these children and adults so that appropriate interventions can be identified and implemented (In DSM parlance, a new Axis would be required to identify the level and degree of executive functions difficulties being experienced by the person in order to formulate an appropriate course of intervention).

### **Assessment of Executive Functions**

Although assessment of executive functions is not yet a standard part of all psychoeducational assessments, a number of instruments have been developed over the last decade to assess the executive functions of children. We observed that almost all of these measures are standardized, norm-referenced individually-administered tests that share a common set of limiting characteristics: 1) they utilize only a formal direct approach to data collection from a single source – the child; 2) they focus assessment on executive functions direction of information processing capacities only within the domains of perception, cognition, and action; and 3) they focus only on directing the use of information processing capacities in relation to functioning in the symbol system arena.

To correct for this narrow focus, the recommended approach to the assessment of executive functions is a multidimensional, multimethod one involving both formal and informal techniques applied both directly with the child and indirectly with parents, teachers and others who know the child well. These techniques included, but are not limited to:

Direct Observation

Standardized, individually-administered norm-referenced tests

Qualitative process-oriented observation of cognitive processes during task performance

Behavior Ratings

Parent and Teacher Ratings of Child

Adolescent and Adult Self-Rating Scales

Behavior Observations

Clinical Interviews

Anecdotal Records

Case History

### **Issues Related to Intervention**

The ultimate goal of any intervention designed to address executive functions difficulties should be to increase the child's capacity for internally directed self-regulation. Intervention efforts depend on an understanding of three key concepts:

- 1) Executive functions difficulties are associated with sub-optimal brain function.
- 2) Brain function can be altered through intervention.
- 3) Interventions can activate the use of intact brain structures.

When attempting to develop an intervention plan for a child with executive functions difficulties, the following general guideline should help to increase the likelihood of successful implementation:

1. Provide the child with as rich an "executive functions environment" as possible; modeling of the effective use of executive functions by adults and others is critical for development.
2. Initially adopt the position that the executive function difficulties are the result of nonconscious disuse of existing executive functions that can be activated through intervention efforts.
3. Focus on making the child aware of the executive functions needed to achieve desired behavior goals and on teaching the child how and when to activate the needed executive functions with the ultimate goal being internalization of the self-regulation routines needed for effective functioning.
4. Develop and apply, as needed, interventions involving external control. Monitor the use of these interventions closely to determine when to begin the gradual or complete withdrawal of external control so that internal control can be engaged and demonstrated.
5. Maintain and model attitudes of hope, perseverance, and patience with intervention efforts.
6. Maintain, and foster in others, reasonable expectations for behavior change and sensible and reasonable consequences for unacceptable behavior.

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A review of the general intervention literature suggests that strategies designed to address executive functions difficulties can be grouped according to an internally directed versus externally managed control dimension and include the following:

Intervention strategies for developing internal control.

- Increasing Awareness
- Modeling Appropriate Use of Executive Functions
- Teaching Specific Executive Functions as Skills Routines
- Using Verbal Mediation
- Using Verbal or Nonverbal Labeling
- Teaching the Use of Internal Feedback
- Establishing Self-Administered Rewards

Intervention strategies for maintaining external control.

- Pharmacological treatment
- Structuring the Environment
- Structuring Time
- Externalizing Cues for Effective Processing
- Providing Feedback
- Providing Rewards
- Aligning External Demands with Internal Desires

Although there is a lack of evidence-based literature available specifically addressing executive function interventions per se, there exists a wealth of data from various professional fields related to effective interventions for dealing with children exhibiting executive function difficulties. Of particular note for increasing internal self regulation are a wide variety of intervention techniques based on the core principles of Cognitive Behavior Therapy. The literature base on the use of behavior management with children diagnosed with AD/HD is perhaps the best example of the efficacy of the use of external control strategies for managing executive function difficulties. Peg Dawson and Richard Guare have published a second edition of their workbook entitled *Executive skills in children and adolescents: A practical guide to assessment and intervention* (2010). This was the first intervention volume that specifically addressed executive functions difficulties as a class of unique mental functioning problems. Dawson and Guare have also published a guide for parents entitled *Smart but Scattered* (2009) and Cooper-Kahn and Dietzel have published a parent guide entitled *Late, Lost and Unprepared* (2008). Interest in classroom applications of the concept of executive functions is growing quickly; two recent publications in this area are: *Executive Function in the Classroom* (2010) by Christopher Kaufman and *Promoting Executive Function in the Classroom* (2010) by Lynn Meltzer. The ideas included in this handout are discussed in further detail in the book *Assessment and Intervention for Executive Function Difficulties* (2009) by McCloskey, Perkins & VanDivner. Readers interested in the more technical and theoretical aspects of this topic may wish to examine Elkhonon Goldberg's book entitled *The New Executive Brain: Frontal Lobes in a Complex World* (2009).

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*Preliminary Schedule & Registration*

**CPSI: Florida**

COLLABORATION - PROBLEM SOLVING - INTERVENTION

paths to positive  
student outcomes

Florida Association of  
School Psychologists

*38<sup>th</sup> Annual Conference*

NOVEMBER 1-5, 2011

OMNI ORLANDO RESORT  
AT CHAMPIONSGATE





# CPSI: PATHS TO POSITIVE STUDENT OUTCOMES CONFERENCE AT A GLANCE

## MONDAY, OCTOBER 31<sup>ST</sup>

Executive Board Meeting \_\_\_\_\_ 1:00 pm - 7:00 pm  
 Conference Registration \_\_\_\_\_ 8:00 pm - 9:00 pm

## TUESDAY, NOVEMBER 1<sup>ST</sup>

Conference Registration \_\_\_\_\_ 7:30 am - 4:30 pm  
 Breakout Sessions \_\_\_\_\_ 8:00 am - 4:50 pm  
 Morning CE Sessions  
 • Reading Comprehension: Instructional Strategies K to 12 (Williams) \_\_\_\_\_ 9:00 am - 11:50 am  
 • School Psychologists Role in Managing and Caring for Youth with Concussions (Gyurke) \_\_\_\_\_ 9:00 am - 10:50 am  
 • Assessment, Intervention, and Outcome Monitoring of Adolescent Psychopathology (Harbor, Perez, & Flores) \_\_\_\_\_ 10:00 am - 11:50 am  
 General Session & Keynote Address (P. Lazarus) \_\_\_\_\_ 1:00 pm - 2:50 pm  
 Afternoon CE Sessions  
 • Anger Management Training: What they DIDN'T teach in graduate school (Harbor) \_\_\_\_\_ 3:00 pm - 4:50 pm  
 • Ethical Standards: Dogmas, Discrepancies, and Decisions (Cash, Valley-Gray, Berghauer, Basile, Mansur) \_\_\_\_\_ 3:00 pm - 4:50 pm  
 • Applications of Behavioral Rtl for Elementary School: Tiers I,II,III (Joyce, Long & Castillo) \_\_\_\_\_ 4:00 pm - 4:50 pm  
 Welcome Address \_\_\_\_\_ 5:00 pm - 6:00 pm  
 Awards Presentation \_\_\_\_\_ 6:00 pm - 7:00 pm  
 Welcome Reception \_\_\_\_\_ 7:00 pm - 9:00 pm  
 8<sup>th</sup> Annual Student Event (ChampionsGate Chili's) \_\_\_\_\_ 9:00 pm-11:00 pm

## WEDNESDAY, NOVEMBER 2<sup>ND</sup>

Conference Registration \_\_\_\_\_ 7:30 am - 4:30 pm  
 Breakout Sessions \_\_\_\_\_ 8:00 am - 4:50 pm  
 Morning CE Sessions  
 • Ethical Practices For School Psychologists (Nott & DeSimone) \_\_\_\_\_ 8:00 am - 10:50 am  
 • The Need for Nonverbal Assessment in the Problem Solving Process with Special Needs Children (Roid) \_\_\_\_\_ 8:00 am - 9:50 am  
 • Strengths-Based Assessment: Introducing the Social-Emotional Resilience and Assets Scales (SEARS) (Gyurke) \_\_\_\_\_ 9:00 am - 10:50 am  
 • DOE Update (Wheeler) \_\_\_\_\_ 10:00 am - 10:50 am  
 FASP Annual Business Meeting \_\_\_\_\_ 11:00 am - 11:50 am  
 Afternoon CE Sessions  
 • MTSS in Secondary Settings: The Role of School Psychologists (Sarfo, Van Name Larson, Oganis Murray) \_\_\_\_\_ 1:00 pm - 3:50 pm  
 • Autism Spectrum Disorders (ASD) in Schools: Evidence-Based Screening and Assessment (Wilkinson) \_\_\_\_\_ 1:00 pm - 2:50 pm  
 • Working Memory Presentation (Entwistle) \_\_\_\_\_ 2:00 pm - 3:50 pm  
 • Applied Counseling Interventions for School Psychologists: Tiers II-III (Joyce, Portell, Wojtalewicz) \_\_\_\_\_ 3:00 pm - 4:50 pm  
 FASP Children's Services Fund Charity Auction & President's Party \_\_\_\_\_ 6:00 pm - 12:00 am

## THURSDAY, NOVEMBER 3<sup>RD</sup>

Conference Registration \_\_\_\_\_ 7:30 am - 8:30 am & 11:45 am - 1:00 pm  
 Featured Morning Presentations \_\_\_\_\_ 8:30 am - 11:30 am  
 • Understanding, Evaluating and Treating Autism Spectrum Disorders: New Data and New Ideas - Sam Goldstein  
 • RTI Evidence-Based Interventions for Students with Memory Impairments - Milton Dehn  
 Featured Afternoon Presentations \_\_\_\_\_ 1:00 pm - 4:00 pm  
 • What Every School Psychologist Needs to Know About Realistic Strategies for Bullying Prevention and Intervention - Dorothy Espelage  
 • Collaborating around Language Issues in a PS/Rtl Framework - Barbara Ehren

## FRIDAY, NOVEMBER 4<sup>TH</sup>

Conference Registration \_\_\_\_\_ 7:30 am - 4:30 pm  
 Post-Conference Institute \_\_\_\_\_ 8:30 am - 4:00 pm  
 • Systematic Evaluation Model to Ensure the Integrity of MTSS Implementation in Florida - Kevin Stockslager, Kelly Justice, & Beth Hardcastle

## SATURDAY, NOVEMBER 5<sup>TH</sup>

Conference Registration \_\_\_\_\_ 7:30 am - 10:30 am  
 Featured Presentations  
 • Medical Errors Training Reduction for Behavioral Healthcare Providers - Andy Nott \_\_\_\_\_ 8:00 am - 10:00 am  
 • Domestic Violence: Do We Always Hurt the Ones We Love? - Gene Cash \_\_\_\_\_ 10:15 am - 12:15 pm



...STRENGTHENING OUR CHILD ADVOCACY SKILLS IN OUR SCHOOL DISTRICTS, IN OUR SCHOOLS, IN TALLAHASSEE, AND FOR INDIVIDUAL STUDENTS

Dear Colleagues,

On behalf of the Florida Association of School Psychologists, it is my privilege to invite you to attend the 38<sup>th</sup> FASP Annual Conference "CPSI- Collaboration, Problem Solving, Intervention: Paths to Positive Student Outcomes" to be held in the beautiful Omni Orlando Resort at ChampionsGate on November 1 – 5th, 2011. Again this year the conference provides you the opportunity to learn new skills, to enhance your ability to address the mental health and learning needs of children and youth and to focus on the reason you joined this profession - advocating for children.

Our role in educating children and youth demands that we actively support positive academic, social, emotional outcomes for our students. It has been said that whoever "out-educates us today is going to out-compete us tomorrow." America's youth have now fallen into a tie for ninth in the world in college attainment. "Other folks have passed us by, and we're paying a huge price for that economically." To prepare our students for the challenges ahead "We must Restructure, Reform, and Reinvent". - Pasternack

Our society is very divided politically, philosophically, economically into different kinds of labels. We have not done a good job training our children and youth to think analytically; to problem solve; to communicate effectively; to even determine the meaning of words or passages; or to collaborate, which has created greater division.

As school psychologists, we are some of the best trained professionals that can ensure our children learn the basic skills that made our country great. We work with parents, teachers, administrators, and other mental health professionals to help improve the lives and learning of our children and youth. We are actively engaged in collaboration, problem solving, prevention and intervention, assessment, counseling, mental health, special needs, and crises.

This year's FASP conference provides professional development that will assist in restructuring, reforming and reinventing our profession. The high quality program covers topic areas of Literacy - *reading comprehension, critical thinking, working memory*; PS/RTI in *behavior, non-verbal assessment*; Role of School Psychologists in *secondary settings, advocating for children, ethical practices, childhood concussions, school-community collaboration, suicide prevention and intervention, promoting integrated healthcare, ADHD*; Cultural Issues - *raising bilingual children, perspectives of African American adolescent males, assessing ELL students*; Intervention and Prevention - *bullying, cyberbullying, anger management, applied counseling*.

This year we are excited to collaborate with The Children's Movement of Florida in strengthening our child advocacy skills in our school districts, in our schools, in Tallahassee, and for individual students. The Connect & Collaborate: District and Regional Networking for students, school psychologists and district personnel replaces the Job Fair.



In addition, we will offer workshops meeting Florida licensure renewal requirements on medical errors and domestic violence. The social highlights of the conference include the Welcome Reception, the President's Party: "A Night in the Caribbean", the Children Services Fund Auction, and our Awards Presentation.

When you leave the conference, we want you to be inspired and better prepared to deliver a continuum of high quality services to children, youth, families, and schools, advocate for meeting the educational and mental health needs of all students, and establish ongoing professional learning groups.

Vamos a crecer juntos; Nous allons ensemble croître; 一起我們將增長

Looking forward to seeing you at the conference.

Joe Jackson, President-Elect. Florida Association of School Psychologists



# On-Site Registration Form

## 38<sup>th</sup> Annual FASP Conference – November 1-5, 2011

Please check the fees for all events you wish to attend, then total all checked fees. Please Note: FASP membership dues for 2011-2012 must be current to register at member rates. (Out of state NASP members pay FASP member rates.)

### Tuesday and Wednesday, November 1-2

- |                     |          |                          |                    |
|---------------------|----------|--------------------------|--------------------|
| Regular FASP Member | \$175.00 | <input type="checkbox"/> | } <i>Check one</i> |
| Student Member      | \$ 70.00 | <input type="checkbox"/> |                    |
| Non-Member          | \$300.00 | <input type="checkbox"/> |                    |

### Thursday Workshops, November 3

- |                     | <u>½ Day (3 CEUs)</u>             | <u>Full Day (6 CEUs)</u>          | } <i>Check one</i> |
|---------------------|-----------------------------------|-----------------------------------|--------------------|
| Regular FASP Member | \$ 60.00 <input type="checkbox"/> | \$110.00 <input type="checkbox"/> |                    |
| Student Member      | \$ 45.00 <input type="checkbox"/> | \$ 50.00 <input type="checkbox"/> |                    |
| Non-Member          | \$115.00 <input type="checkbox"/> | \$200.00 <input type="checkbox"/> |                    |

- Check  your Thursday Workshop selections:
- |  |                                       |
|--|---------------------------------------|
| AM- Goldstein <input type="checkbox"/> | PM- Espelage <input type="checkbox"/> |
| or                                     | or                                    |
| Dehn <input type="checkbox"/>          | Ehren <input type="checkbox"/>        |

### Friday-PS/RTI Project, November 4

- |                                    |          |                          |                    |
|------------------------------------|----------|--------------------------|--------------------|
| Attend with NO CE's                | FREE     | <input type="checkbox"/> | } <i>Check one</i> |
| Regular FASP Member (6 CE credits) | \$110.00 | <input type="checkbox"/> |                    |
| Student Member (6 CE Credits)      | \$ 50.00 | <input type="checkbox"/> |                    |
| Non-Member (6 CE Credits)          | \$200.00 | <input type="checkbox"/> |                    |

### Saturday Workshops, November 5 (4 CEUs)

- |                     | <u>Both</u>                       | <u>2 hr Medical Errors</u>       | <u>2 hr Domestic Violence</u>    | } <i>Check one</i> |
|---------------------|-----------------------------------|----------------------------------|----------------------------------|--------------------|
| Regular FASP Member | \$ 70.00 <input type="checkbox"/> | \$40.00 <input type="checkbox"/> | \$40.00 <input type="checkbox"/> |                    |
| Non-Member          | \$120.00 <input type="checkbox"/> | \$70.00 <input type="checkbox"/> | \$70.00 <input type="checkbox"/> |                    |

### Additional Events & Activities

- FASP Children's Services Fund, Inc. Charity Auction \$10.00
- FASP CCE (Political Action Committee donation) \$ \_\_\_\_\_ (Enter amount)

Name: \_\_\_\_\_ FASP Member Id #: \_\_\_\_\_ TOTAL FEE \$ \_\_\_\_\_  
(add all fees)

Address: \_\_\_\_\_ Employer/County: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Make Checks and Money Orders payable to FASP.**

- Please Check payment method:  
(No Purchase orders or Discover)
- Check
  - Money Order
  - Master Card
  - Visa
  - Amex (additional \$5.00 processing fee)

Credit Card Signature: \_\_\_\_\_

Card Number: \_\_\_\_\_

Exp Date: \_\_\_\_\_





### Request for Volunteers

Practitioners, trainers, students, retirees, and friends, we hope that everyone can join us for the 38<sup>th</sup> FASP Annual Conference. If you will be attending, FASP encourages all willing participants to donate a portion of their time so that together, we can make this conference the best we've had. Volunteering in an annual conference can be an invaluable experience, and the benefits for student volunteers goes even further.

As a *student volunteer*, not only will you be doing a service for our very important organization by becoming more involved, but you will have excellent networking opportunities. Professionals in our field know that students are not required to volunteer, and look highly upon those who make the effort to be an active part of our organization. Student volunteers are asked to donate three hours of their time during the conference. In return for this 3 hour service, student volunteers will receive 50% off of registration costs for both Tuesday and Wednesday. Thursday, Friday, and/or Saturday workshops are a separate charge unless you choose to volunteer for that specific day. For example, if you volunteer for Thursday then you will receive a 50% discount on your conference registration fee for Tuesday, Wednesday, and Thursday. To receive this student volunteer discount, you must be a current FASP Student Member.

If you are interested, please complete information form below and mail it in to Kelly Low, FASP Registrar, with your Conference Registration. You *must register prior to October 7, 2011* to be an eligible student volunteer and qualify for the student volunteer discount.

**IMPORTANT INFO FOR STUDENTS:** When you register for the conference (and you must register) you will be asked to supply a credit card number for your discounted registration fee. Should you fail to meet your three-hour volunteer commitment, you will be charged the full student rate. Please be sure to indicate on your Registration Form that you are a student volunteer. The registrar will send me your volunteer form and I will make the assignment. I will contact you by email regarding the day, time and location of your assignment. I anticipate that all assignments will be made by October 22, 2011.

If you have any questions, please feel free to contact me at anytime. We appreciate your consideration and hope to see you all there in ChampionsGate!

Sincerely,

Andy Satkowiak, FASP Co-Student Delegate

#### Volunteer Information Form

Type of Volunteer (Check One):  Non-Student Volunteer  
 Student Volunteer (University Name: \_\_\_\_\_)

Name: \_\_\_\_\_ Number of Hours to Volunteer \_\_\_\_\_  
(Remember, Student discount requires 3 hours)

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Please make three time period choices and rank order them as 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> preference:

	Morning	Afternoon	Evening
Tuesday 11/1			
Wednesday 11/2			
Thursday 11/3			
Friday 11/4			
Saturday 11/5			

*Every effort will be made to accommodate your choices, but due to the nature of scheduling not all preferences can be honored.*



# Thursday CE Workshops

Thursday Morning – Option 1



Sam Goldstein, Ph.D. is an Assistant Clinical Instructor at the University of Utah School of Medicine and on staff at the University Neuropsychiatric Institute. He is Clinical Director of the Neurology Learning and Behavior Center where he conducts evaluations and consultations as well as providing treatment services to approximately 300 individuals each year. Dr. Goldstein has authored thirty-five texts as well as over forty book chapters and peer reviewed research articles. He currently serves as Editor in Chief of the Journal of Attention Disorders and sits on the editorial boards of six peer reviewed journals. He is co-editor of the *Encyclopedia of Child Development*. Recent books include the Handbooks of Neurodevelopmental and Genetic Disorders in Children and Adults, Handbook of Resilience in Children, Assessment of Intelligence and Achievement, Assessment of Autism Spectrum Disorders, Assessment of Impairment, and Managing Children's Classroom Behavior: Creating Sustainable Resilient Classrooms. He is the co-author of the Autism Spectrum Rating Scales, Comprehensive Executive Functioning Inventory, Rating Scales of Impairment, and the Cognitive Assessment System Second Edition. Currently he has three books and two neuropsychological tests in development. He has lectured to thousands of professionals and the lay public in

the U.S., South America and Europe.

## Understanding, Evaluating and Treating Autism Spectrum Disorders: New Data and New Ideas

In this presentation Dr. Goldstein will provide an overview of historical and current definitions of Autism Spectrum Disorders, discuss the core social learning problems that comprise these conditions, and review symptom presentation at different ages as well as the current diagnostic protocol. The presentation will include a discussion of data from the largest epidemiological/standardization sample completed thus far comparing children with autism to those with other developmental problems and to a large normative sample. These data as well as data from other research sources demonstrate a changing pattern of core symptoms in autism. Current information will be provided concerning the most widely used and well developed instruments to diagnose autism and to complete a thorough assessment of typically occurring comorbid problems. The presentation will conclude with a brief review of current treatment modalities focusing on social development as well as future challenges.

- Participants will understand the basic history of autism in childhood.
- Participants will understand the two basic theories about the core deficits of autism.
- Participants will develop an understanding of the most current research data, demonstrating the basic differences between children with autism and those with other developmental problems or normal presentation.
- Participants will understand the most current research based treatments for autism.

**CPSI: Florida – Collaborating – Problem Solving – Intervention**

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# Thursday CE Workshops

Thursday Morning - Option 2



Milton Dehn, Ed.D., NCSP, is a nationally recognized expert on processing assessment, working memory, and children's long-term memory problems. Dr. Dehn is the author of *Essentials of Processing Assessment*, *Working Memory and Academic Learning*, *Long-Term Memory Problems in Children and Adolescents*, and *Helping Children Remember*. After working as a school psychologist and training school psychology graduate students for many years, Dr. Dehn is now a private practice school psychologist and the program director for Schoolhouse Tutoring®, an agency in La Crosse, WI that provides assessment, consultation, and tutoring for children with learning and memory problems.

## RTI Evidence-Based Interventions for Students with Memory Impairments

Many students with learning problems and disabilities have impairments in short-term, working, or long-term memory. Evidence-based instruction and interventions designed to enhance memory functions can improve academic learning and performance. This workshop will begin with an overview of the neuropsychological foundations of memory, and the relationships between memory systems and academic skills and knowledge. Classroom instructional practices that effectively improve memory at Tier I will be discussed followed by group and individual mnemonic interventions appropriate for Tier II interventions. The workshop will conclude with intensive individualized memory interventions intended for students who require Tier III services and special education.

- Participants will be able to identify different memory systems, types of memory dysfunctions, and populations at-risk for memory impairments.
- Participants will be able to describe the relationships between memory functions and types of academic learning.
- Participants will be able to describe several effective instructional practices that enhance student's memory performance at Tier I.
- Participants will be able to describe several evidence-based interventions designed to improve the memory functioning of students who require Tier II and Tier III services.

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# Thursday CE Workshops

Thursday Afternoon - Option 1



Dorothy L. Espelage, Ph.D., is a Professor of Child Development and Associate Chair in the Department of Educational Psychology at the University of Illinois, Urbana-Champaign. She is a University Scholar and has fellow status in Division 17 (Counseling Psychology) of the American Psychological Association. She earned her Ph.D. in Counseling Psychology from Indiana University in 1997. She has conducted research on bullying and homophobic bullying for the last 17 years. As a result, she presents regularly at regional, national, and international conferences and is author on over 80 professional publications. She is Associate Editor of the *Journal of Counseling Psychology*. She is currently funded by the CDC and is conducting a randomized clinical trial of a bullying prevention program in 36 middle schools. She authored a 2011 White House Brief on bullying among LGBTQ youth and attended the White House Conference among 6 other researchers. She is also funded by National Science Foundation to develop better methods to assess bullying among adolescents. Dr. Espelage has appeared on many television news and talk shows, including *The Today Show*; *CNN*; *CBS Evening News*; *The Oprah Winfrey Show*; and *Anderson Cooper 360*.

## What Every School Psychologist Needs to Know About Realistic Strategies for Bullying Prevention and Intervention

Bullying and victimization are phenomena that are reciprocally influenced by the individual, family, school, peer group, community, and society. An understanding of the interplay of different socio-ecological systems is critical in the development of bullying prevention strategies. This presentation will review individual, peer, school, family and community variables associated with bullying and victimization. Within this framework, the presenter will propose a socio-ecological model of bullying and victimization; examine parts of this model and discuss the implications of such a model for clinical practice and public policy. School psychologists can effectively contribute to bullying prevention and intervention efforts by providing stabilization of internalizing and externalizing problems of students involved in bullying and victimization as well as getting parents and siblings involved in fostering healthier family member relationships. Furthermore they can promote school prevention by advocating for school-wide assessments to ascertain the scope of bullying; address staff issues of maltreatment; determine the degree of peer support of bullying and working with peer groups to dispel the notion that bullying is "cool." Finally, they should involve community leaders, police officers, and clergy in the effort to reduce bullying and victimization. Understanding the socio-ecological reciprocal relationships is an important step in preventing this toxic form of abuse in our schools, homes, and communities.

At the end of this presentation the participants should be able to:

- Understand the prevalence, type, and mode of school-based bullying and sexual harassment across gender, race, and culture
- Understand the reciprocal effect of selected socio-ecological variables with bullying and victimization
- Apply this understanding to bullying prevention, intervention and treatment strategies within a whole community strategy
- Advocate for the implementation of bullying prevention policies and legislation within a socio-ecological framework

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# Thursday CE Workshops

Thursday Afternoon - Option 2



Barbara J. Ehren, Ed.D is currently the Director of the Doctoral Program in Communication Sciences and Disorders at the University of Central Florida, a collaborative program focusing on language and literacy. Prior to this position she was a researcher with the University of Kansas Center for Research on Learning (KUCRL) where her emphasis was on adolescent literacy. Before joining KUCRL she completed eleven years of service to the School District of Palm Beach County, Florida, where she last served as Manager of Professional Development. She also served as the Manager of Exceptional Student Education, Program Planner for Inclusive Education and Program Planner for Speech-Language Impaired. Prior to that she was a professor of learning disabilities and communication disorders for fifteen years at Florida Atlantic University. She has been a speech-language pathologist, as well as a classroom teacher. She is a Fellow of the American Speech-Language-Hearing Association (ASHA) and has served on several key ASHA committees, including the Ad Hoc Committee on Reading and Writing. She was the chair of the Ad Hoc Committee on the Roles and Responsibilities of the School-Based SLP. Dr. Ehren

was awarded the Clinical Career Achievement Award by the Florida Language, Speech and Hearing Association. She was a consultant to the National Institutes of Health (NIH) in their formulation of the national research agenda in adolescent literacy and was an editor of the Guilford series on Challenges in Language and Literacy. She currently serves on the RTI Action Network Advisory Board, the International Reading Association RTI Commission and on several journal editorial boards.

She has a special interest in assisting school districts to build capacity at the school level for more effective literacy programs for diverse learners. She is a frequent consultant to school districts and professional associations. A recurrent theme of her work is shared responsibility for literacy acquisition at the school level. Her current research activities revolve around strategic reading with adolescents. She has co-authored a recent publication *Response to Intervention: An Action Guide for School Leaders*.

## Collaborating Around Language Issues in a PS/RtI Framework

For many students who struggle with learning, language difficulties for a variety of reasons are often involved. Students with disabilities, students who are English Language Learners, students who speak a dialect of English, and students who just need more explicit language instruction than they typically receive may be among students whose behavior and academic performance problems are related to language. Therefore, educators designing and implementing PS/RtI initiatives in Florida have to be sensitive to the language correlates involved. A language-sensitive approach to PS/RtI calls for collaboration on the part of many professionals, including school psychologists, whose traditional roles are being realigned to meet student needs in a PS/RtI context. This workshop will provide practical suggestions to attend to language variables in academic and behavioral performance in a collaborative fashion.

- Explain the intent of Florida's PS/RtI approach and practices consistent with that approach
- Analyze language factors associated with academic and social difficulties
- Identify new and expanded roles for professionals within PS/RtI iterations
- Discuss effective collaboration approaches
- Develop an action plan for collaborating around language issues in a PS/RtI framework.

**CPSI: Florida – Collaborating – Problem Solving – Intervention**

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# Post Conference Institute

Friday (8:30 am - 4:00 pm)



Dr. Kevin Stockslager is a Project Evaluator for the Florida Problem-Solving/RtI Project and a District-Level RtI Coach for Pasco County Schools. Dr. Stockslager has been instrumental in the development, validation and implementation of the RtI development and validation of the evaluation assessment instruments for the Florida PS/RtI Project. He is a graduate of the USF School Psychology Program and a Post-Doctoral Fellow in the PS/RtI-FLPBS Integrated projects and brings unique knowledge, experience and expertise to the evaluation methods of RtI implementation. Also presenting: Kelly Justice and Beth Hardcastle, NCSP

## Systematic Evaluation Model to Ensure the Integrity of MTSS Implementation in Florida

The Florida Multi-Tier System of Supports (MTSS) / Response to Instruction/ Intervention (RtI) model has consistently been defined as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. MTSS (RtI) involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning.

Student academic and performance outcomes are related directly to the level and integrity of implementation of an MTSS (RtI) model of service delivery. School psychologists and other student support services staff who have training in the use of assessment procedures within a problem-solving process can play a critical role in supporting district- and school-level implementation of MTSS.

The implementation of an MTSS (RtI) model aligns perfectly with recent changes in Florida laws and regulations (e.g., SB 736) that integrate data-based problem solving skills (Florida Educator Accomplished Practices) and student growth data into educator evaluations. School districts throughout Florida are seeking to scale-up the MTSS model quickly.

The need for district personnel who have the skills to use problem-solving and evidence-based assessments to support the implementation of MTSS is more important than ever. This workshop will focus on the following:

- Research on the MTSS model, integrity of implementation and student outcomes.
- Strategies to ensure integrity of implementation
- Integrity assessment methods and procedures
- Using assessment data to affirm, strengthen or modify implementation procedures
- Linking implementation data to student and educator outcomes

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# Tuesday Morning

## TUESDAY (11/1/11) WORKSHOPS - AT A GLANCE\*

Location/Room	9:00 - 9:50	10:00 - 10:50	11:00 - 11:50
International Ballroom I	Promoting Integrated Healthcare through Interdisciplinary Collaboration: School Psychology and Primary Care K. Bradley-Klug, J. Nadeau, A. Sundman-Wheat, D. Powers	Assessment, Intervention, and Outcome Monitoring of Adolescent Psychopathology R. Harbor, L. Perez, & C. Flores 2 CEs	
Royal Dublin	Reading Comprehension: Instructional Strategies K to 12 K. Williams 3 CEs		
Royal Melbourne	School Psychologists Role in Managing and Caring for Youth with Concussions J.S. Gyurke 2 CEs	School-Community Collaboration: Promoting Mental Health Through Coordinated Efforts A. Walsh & K. Bradley-Klug	
Augusta A	Parents' Concerns About and Techniques Used When Raising Bilingual Children A. Correll & S. Valley-Gray	Suicide Prevention and Intervention for School Age Children in Florida C. Cantrell, S. Valley-Gray & R. G. Cash	
Augusta B	Does FAIR PRS Adequately Predict SAT-10 Performance? M. Gillard & D. Caron	Hospital/Homebound and Home-based Services for Students with Chronic Illnesses L. Bateman, J. Cunningham & A. Walsh	Student Success in College Preparatory Programs: Parents' and Teachers' Views S. Suldo, E. Shaunessy, K. Wagner, R. Roth, & N. Land
Oakmont	How to Create a Positive Classroom Verbal Climate J. Morris, T. Smith-Bonahue, & K. Kemple		Critical Thinking and Its Impact on Academic Success A. Kostolitz, R. Pilesky, & K. Cunningham
St. Andrews	Longitudinal Effects of RtI Implementation on Reading Achievement A. Dobbins, G. Escalada, N. Waldron, A. Nortey, & L. Hayes	ADHD-Oriented Behavioral Management Techniques for Teachers: A Manualized Group Approach V. Dehili, Z. Dastrow, M. Griffith & M. Coffman	Behavior Management Strategies for Teachers in Pre-K Disabilities Classrooms J. Ruyons, K. Sills, & M. Wiesel-Leary
Wentworth	FASP Past Presidents Forum	School-based Motivational Smoking Cessation Group for High School Student Smokers L. Baker, S. Grossman, V. Hurst & D. Marshall	Preparing for Your School Psychology Internship R. Said

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



# Tuesday Afternoon

## TUESDAY (11/1/11) WORKSHOPS - AT A GLANCE\*

Location/Room	1:00 - 2:50	3:00 - 3:50	4:00 - 4:50	5:00 - 7:00	
International Ballroom I	<p align="center"><b>GENERAL SESSION</b></p> <p>Keynote Speaker: Phil Lazarus</p> <p>International Ballrooms I &amp; II</p>	Children's Movement of Florida and School Psychologists as Advocates for Children V. Aloupis & P. Lazarus, & R.E Cash		<p align="center"><b>WELCOME ADDRESS, AWARDS PRESENTATION &amp; RECEPTION</b></p> <p>International Ballrooms I &amp; II</p>	
Royal Dublin		Anger Management Training: What they DIDN'T teach in graduate school R. Harbor 2 CEs			
Royal Melbourne		Home-School Collaboration: Strategies for Involving Families of Students with ADHD S. Fefer, L. Bateman, A. Chappel, & B. Stone	Applications of Behavioral Rtl for Elementary School: Tiers I,II,III D. Joyce, S. Long & M. Castillo 1 CE		
Augusta A			Data-Based Teacher Consultation and Graphing Techniques L. Tropsf & M. Portell		
Augusta B			Putting Children on the Path to Literacy: Strategies for Skill Development A. Sundman-Wheat, D. Powers, R. Roth & J. Ogg		
Oakmont			School Psychologists Engage Teachers & Parents for Positive Student Outcomes: A Consultation Model for PBS D. Gintner		
St. Andrews			Ethical Standards: Dogmas, Discrepancies, and Decisions R.E. Cash, S. Valley-Gray, D. Berghauser, B. Basile, & S. Mansur 2 CEs		
Wentworth		Getting the Message Out: Successful and Practical Tips for Bully Prevention K. Tromblay, B. Padgett & J. Eljajua	Cyberbullying J. Bianculli, A. Leino, C. Fields, M. McNulty & G. Taub		

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

# 8<sup>TH</sup> ANNUAL FASP STUDENT EVENT

Wednesday, November 1, 2011 – 9:00 pm to ?  
 Chill with school psychology students from all over Florida  
 and get your Happy Hour on – ½ price appetizers and drinks!  
 Join us...we'll be  at ChampionsGate Chili's

[8180 Laura Lane - Davenport, FL 33896](http://8180 Laura Lane - Davenport, FL 33896)





# Wednesday Morning

## WEDNESDAY (11/2/11) 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	<b>The Need for Nonverbal Assessment in the Problem-Solving Process with Special-Needs Children</b> G. Roid 2 CEs			
International Ballroom II	<b>PS/RTI Leadership Forum - Open Q&amp;A Session</b> B. Donelson, L. Heverly, M.A. Myers, P. Stein, A. Van Name Larson, C. Dorman, & D. Wheeler		<b>DOE Update</b> D. Wheeler 1 CE	
Royal Dublin	<b>EasyCBM: Guiding Instructional Decision Making</b> M. Yebra			
Royal Melbourne	<b>Ethical Practices For School Psychologists</b> A. Nott & A. DeSimone 3 CEs			
Augusta A	<b>Through Their Eyes: Incorporating the Perspectives of African American Adolescent Males (AAAMs) in Fostering their Academic Identities</b> C. Dennie	<b>Spanish Interest Group: Measuring Growth in Language and Cultural Competence</b> L. Arango, M. Frey, K. Wagner, S. Fefer, & G. Batsche		
Augusta B	<b>Increasing Parental Self-Efficacy and Involvement During the Preschool Years</b> K. Jeffries, L. Wells, J. Ogg	<b>Strengths-Based Assessment: Introducing the Social-Emotional Resilience and Assets Scales (SEARS)</b> J.S. Gyurke 2 CEs		
Oakmont	<b>The Importance of Family-Based Sexual Education for Children</b> C. Adams	<b>School Psychologists Serving Students with TBI</b> A. Canto, D.J. Chesire, & V. Buckley	<b>The Write Stuff: Writing Strategy Interventions for Middle School Students</b> L. Bateman & C. Gelley <b>A Round Table Discussion: Supporting students with ADHD</b> J. Ogg, M. McMahan, A. Sundman-Wheat, L. Hacker, & T. Shatzberg	<h3>FASP BUSINESS MEETING</h3> International Ballroom I
St. Andrews - Round Table Discussions	<b>Rethinking Pay for Performance: Implications &amp; Opportunities for School Psychologists</b> E. Colon & R. Wilson	<b>The Impact of Out of Home Care on Psychological and Social Health</b> A. Brockman, N. Tilluckdharry, S. Valley-Gray, & R. G. Cash		
Wentworth	<b>Let's Get Our Homework Done!</b> L. Smith, C. Etherton, K. Castino, B. Gooden, & K. Roche	<b>A New Evaluation Matrix for School Psychologists: Meeting the Future</b> K. Richter, A. Townsend & T. Shatzberg	<b>Food Insecurity: A New Trend Impacting Youth in Florida</b> B. Basile, S. Mansur & S. Valley-Gray	
Lobby Area	<b>Poster Presentations</b>			

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



## Wednesday Morning

### POSTER PRESENTATIONS\*

9:00	10:00
<p><b>The Impact of Social Networking Sites (SNSs) on Child Development</b> O.Schwartz, J. Maresco, K. Sheikh, D. Babain, &amp; A. Waguespack</p>	<p><b>Preservice Teacher's Knowledge of RTI</b> A. Hanley, S. White, B. Proctor, &amp; A. Canto</p>
<p><b>Beyond the Playground: A Literature Review on Cyberbullying</b> L. Mandler, N. Zlatkin, S. Arcidiacono, R.E. Cash, &amp; S. Valley-Gray</p>	<p><b>School Principals' Knowledge, Skills, and Attitudes Regarding RTI</b> S. Booth White, A. Canto, B. Proctor, A Hanley, &amp; M. Palejwala</p>
<p><b>Teaming Together: Working with Student-Athletes</b> C. Raye</p>	<p><b>Homework Assistance in the After-School Setting: Past, Present, and Future</b> A. Kostolitz, &amp; S. McGregor</p>
<p><b>Preventing Weight-Related Problems in Children and Adolescents</b> A. Goen, Y. Tamayo, A. Ponder &amp; A. Callahan</p>	<p><b>Implementation of School Based Psychological Services for the Caribbean Islands</b> N. Tilluckdharry &amp; S. Valley-Gray</p>
<p><b>Pilot Study of a Psychological Clinical Competency Measure: The ICAC</b> J. Ketterer, C. Cantrell, C. Calderon, T. Lee McBride, &amp; O. Schwartz</p>	<p><b>Innovations for Increasing Resiliency and Improving Outcomes for Homeless Youth</b> C. Drummond</p>

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**CPSI: Florida**  
**Paths to Positive Student Outcomes**



## Wednesday Afternoon

### WEDNESDAY (11/2/11) 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	<b>MTSS in Secondary Settings: The Role of School Psychologists</b> R. Sarlo, A. Van Name Larson, & M. Oganey Murray 3 CE's			<b>Overcoming Barriers to Tier 2 Interventions</b> A. Waguespack, T. Falcone, & R. Templeton
International Ballroom II	<b>Assessing ELL Students in Early Childhood Special Education Programs</b> A. Chisea		<b>Applied Counseling Interventions for School Psychologists: Tiers II-III</b> D. Joyce, M. Portell, & M. Wojtalewicz 2 CE's	
ChampionsGate		<b>FASP Trainers &amp; District Supervisors Connection</b>	<b>Connect &amp; Collaborate: District and Regional Networking</b>	
Royal Dublin	<b>Assessing Students' Understanding of Their Chronic Illness: Promoting Positive Outcomes</b> L. Bateman, A. Sundman-Wheat, A. Walsh, C. Adams, & T. Makowski	<b>Working Memory: Scientifically Based Assessment &amp; Intervention</b> P. Entwistle 3 CE's		
Royal Melbourne	<b>Autism Spectrum Disorders (ASD) in Schools: Evidence-Based Screening and Assessment</b> L. Wilkinson 2 CE's		<b>Acceptance and Commitment Therapy With Angry Kids</b> W. Carlyon	
Augusta	<b>Relationships Among the NEPSY-II EF/Attention Subtests and the BRIEF Scales</b> T. Mancil, T. Smith-Bonahue, & S. Miller	<b>Cognitive Behavioral Interventions for Youth on the Autism Spectrum</b> L. Raffaele Mendez, A. Mann, C. Dennie, S. Fefer, & N. Land		<b>An Rtl Approach with English Language Learner Secondary Students</b> L. Perez, R. Harbor & C. Flores
Oakmont	<b>Collaborative Teams: It Takes a Village</b> L. Parker & S. Diluzio-Pennell	<b>Responding To Individual Differences in Education</b> H. Long	<b>Peer Rejection among Preschoolers Diagnosed with Autism Spectrum Disorder and other Communication Disorders</b> A. Singh & S. Valley-Gray	
St. Andrews	<b>FASP District Supervisors' Forum</b>		<b>FCIM &amp; Rtl: The Connection</b> D. Jackson & A. Williams-Jones	<b>Investigation of Practicum and Intern Students' Assessment Skills</b> O. Edwards
Wentworth	<b>FASP University Trainers' Forum</b>		<b>Caribbean Immigrant Parents in Schools</b> N. Tilluckdharry & S. Valley-Gray	<b>Normative Data on the Scholarly Productivity of School Psychology Faculty</b> S. Grapin, J. Kranzler, & M. Daley

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*Make plans to attend...*

## ***A Night in the Caribbean!***

***FASP President's Party 2011  
Wednesday November 2nd  
from 9:00 PM - Midnight***



The purpose of the FASP President's Party is to celebrate the accomplishments of FASP this year under the leadership of outgoing President, Monica Oganés Murray; to welcome the new FASP President for 2011-12, Joe Jackson; and to honor our incoming President-elect, Rance Harbor!

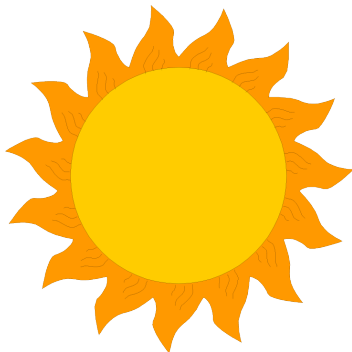
Students, university faculty, supervisors, and practitioners are encouraged to attend what promises to be a memorable escape to the Caribbean with great snacks, tropical drinks, island music, and dancing. Also, you will not want to miss...

### **The FASP XYZ Factor - Battle of the Colleges - Conga Line Contest!**

Guest Judges: FASP President-elect - Rance Harbor, President - Joe Jackson, and Past-President - Monica Oganés Murray

We will have team captains from each Florida university rounding up folks willing to support their university in wearing the wildest Parrot Head paraphernalia, grass skirts, coconut bras, etc. to wow the judges with their conga line and vie for a major door prize and bragging rights. We will also have a team captain to lead folks who hail from colleges outside of Florida who might also want to wear their favorite alumni jerseys and related college pride in addition to their conga garb. Students are encouraged to attend and to include their professors and past alumni from each university in the fray.

We could really use a lot of help from the students in making this a success, so please plan to attend!



Let Troy Loker ([tloker@gmail.com](mailto:tloker@gmail.com)) know if you are willing to serve as a team captain from your Florida university.

Let Bill Donelson ([donelson\\_bill@comcast.net](mailto:donelson_bill@comcast.net)) know if you are interested in serving as a team captain for universities outside of Florida.



# FASP Student Social



## Chillin' @ Chili's

Come and enjoy the relaxed atmosphere with your classmates and other students from around the state. The student social is meant to connect and engage FASP students as just one of the many valuable experiences found at the FASP Annual Conference (and yes, there will be food).

*We will get the party started  
November 1<sup>st</sup> at 9:00pm  
after the Welcome Reception.*

Located at Chili's  
ChampionsGate. Seconds  
away from the Omni Resort!

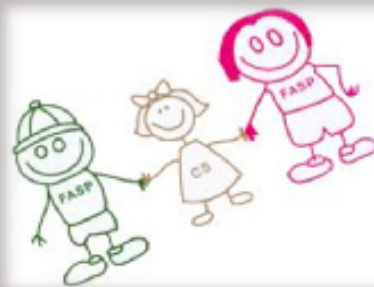
**FOOD \* FUN \* FRIENDS**

*Question/Comments, Contact Andy Satkowiak, Co-Student Delegate @ [Andy.Satkowiak@gmail.com](mailto:Andy.Satkowiak@gmail.com)*



**The FASP Children's Services Fund, Inc. (CSFI) is proud to announce its 16<sup>th</sup> Annual Charity Auction and first ever Snack Drive!!**

**Please join us on Wednesday, November 2, 2011  
6:00pm-8:00pm  
Omni Orlando Resort at Champions Gate**



**Did you know that as many as 17% of families in Florida do not have regular access to nutritious food? Make a difference and help support the CSFI Snack Drive!**

**Snacks and auction items are welcome and greatly appreciated! Please drop off donations to the CSFI table at the FASP Conference by NOON on Wednesday, November 2, 2011.**

**We look forward to seeing you there!!**



**1<sup>st</sup> Annual  
 FASP CONNECT & COLLABORATE  
 District & Regional Networking Session  
 Wednesday, Nov. 2<sup>nd</sup> @ 3:00 PM**

An expansion on the traditional Internship & Job Fair. No longer just for students and job seekers, though they will still get to make their connections with districts and learn about internship and employment opportunities. Nevertheless, for all attendees, including practitioners, district supervisors, university faculty, and students, there will be much, much more available to do...



- Share resources by navigating to districts that are arranged by the 7 FASP Regions
- Meet your Regional Reps in person & share your questions and/or concerns
- Learn from the strengths and exemplary practices of the districts around you or of those you may wish to send in your application
- Help represent your district and let folks know about your roles and experiences
- Build your professional network and sense of collaborative learning community with students and professionals from around the state who are dedicated to meeting the needs of and advocating for all Florida's youth
- Gain information about the steps to apply for internships and FASP's relation resources



## CLD PD

The Cultural & Linguistic Diversity Committee would like to highlight the special track of research and skill building presentations at the 2011 FASP Annual Conference. Complete a whole day (up to 7 hours) of CLD professional development!

Wednesday, November 2<sup>nd</sup>, 2011

8:00 – 8:50 AM (Augusta A)

“Through Their Eyes: Incorporating the Perspectives of African American Adolescent Males (AAAMs) in Fostering their Academic Identities” by C. Dennie

9:00 – 10:50 AM (Augusta A)

“Spanish Interest Group: Measuring Growth in Language and Cultural Competence” by L. Arango, M. Frey, K. Wagner, S. Fefer, & G. Batsche

1:00 – 2:50 PM (International Ballroom II)

“Assessing ELL Students in Early Childhood Special Education Programs” by A. Chisea (2 CEs)

3:00 – 3:50 PM (Wentworth)

“Caribbean Immigrant Parents in Schools” by N. Tilluckdharry & S. Valley-Gray

3:00 – 4:50 PM (Augusta)

“An RTI Approach with English Language Learner Secondary Students” by L. Perez, R. Harbor, & C. Flores





# CPSI: Florida

COLLABORATION - PROBLEM SOLVING - INTERVENTION

paths to positive student outcomes

## November 1<sup>st</sup> 2011—Tuesday Morning CE Presentations (Earn up to 3 CEs)

Jim S. Gyrke	School Psychologists Role in Managing and Caring for Youth with Concussions	2 CEs	9:00-10:50
Kathleen Williams	Reading Comprehension: Instructional Strategies K to 12	3 CEs	9:00-11:50
Rance Harbor, Lisa Perez, & Cindi Flores	Assessment, Intervention, and Outcome Monitoring of Adolescent Psychopathology	2 CEs	10:00-11:50

## November 1<sup>st</sup> 2011—Tuesday Afternoon CE Presentations (Earn up to 2 CEs)

Rance Harbor	Anger Management Training: What They DIDN'T Teach in Graduate School	2 CEs	3:00-4:50
Ralph "Gene" Cash, Sarah Valley Gray, Donna Berghauser, Bianca Basile, & Sabella Mansur	Ethical Standards: Dogmas, Discrepancies, and Decisions	2 CEs	3:00-4:50
Diana Joyce, Michelle Portell, Suzanne Long, & Melissa Castillo	Applications of Behavioral RtI for Elementary School: Tiers I,II,III	1 CE	4:00-4:50

## November 2<sup>nd</sup> 2011—Wednesday Morning CE Presentations (Earn up to 3 CEs)

Gale Roid	The Need for Nonverbal Assessment in the Problem-Solving Process with Special-Needs Children	2 CEs	8:00-9:50
Andy Nott & Angela DeSimone	Ethical Practices For School Psychologists	3 CEs	8:00-10:50
David Wheeler	DOE Update	1 CE	10:00-10:50

## November 2<sup>nd</sup> 2011—Wednesday Afternoon CE Presentations (Earn up to 4 CEs)

Alessandra Chiesa	Assessing ELL Students in Early Childhood Special Education Programs	2 CEs	1:00-2:50
Lee A. Wilkinson	Autism Spectrum Disorders (ASD) in Schools: Evidence-Based Screening and Assessment	2 CEs	1:00-2:50
Rebecca Sarlo, Amelia Van Name Larson, & Monica Oganis Murray	MTSS in Secondary Settings: The Role of School Psychologists	3 CEs	1:00-3:50
Peter Entwistle	Working Memory: Scientifically Based Assessment & Intervention	3 CEs	2:00-4:50
Diana Joyce, Maria Wojtalewicz, & Michelle Portell	Applied Counseling Interventions for School Psychologists: Tiers II-III	2 CEs	3:00-4:50
Jim S. Gyrke	Strengths-Based Assessment: Introducing the Social-Emotional Resilience and Assets Scales	2 CEs	3:00-4:50



## MOTION SUMMARIES FASP EXECUTIVE BOARD MEETING (JULY 2011)

**Motion #1:** Move to have Rebecca Sarlo serve out the remainder of the term of the West Central Regional Representative.

Motion by Neely  
Second by Cash  
Discussion: Santos has officially resigned  
Motion passed

**Motion #2:** Move to approve the minutes from the January 2011 FASP Executive Board meeting.

Motion by Low  
Second by Reid  
Discussion: None  
Motion passed

**Motion #3:** Move to continue all member benefits for those members affected by our credit card company's error as research continues.

Motion by Avalonne  
Second by Lazarus  
Discussion: None  
Motion passed

**Motion #4:** Move to provide the names, emails, and mailing addresses of FASP members who have agreed to allow their contact information to be used for research to individuals who have requested our membership database for research purposes and have had their studies approved by the FASP Executive Board.

Motion by Avalonne  
Second by Low  
Discussion: None  
Motion passed

**Motion #5:** Move to increase support to CEES from \$300 to \$500 with funds from the legislative budget.

Motion by Jackson  
Second by Cash  
Discussion: Donelson spoke in favor of the motion and encouraged all present to join CEES.  
Motion passed

**Motion #6:** Move to close the board meeting at 1:57 pm

Motion by Murray  
Second by Freebern  
Discussion: None  
Motion passed

**Internet Motion #7:** Move to approve the appointment of Mary Alice Myers as the Administration and Supervision Chair for the remainder of the 2010-2011 FASP Executive Board term.

Motion by Neely  
Second by Freebern  
Discussion: Buslinger-Clifford has officially resigned.  
Motion passed