REGULATE YOURSELF!

The Science of Cognition, Emotion, & Behavior

45TH ANNUAL CONFERENCE

Omni Orlando Resort at ChampionsGate
October 24-27, 2018

#FASPAC2018
Tuesday, October 23, 2018
FASP Finance Committee Meeting .................................................. 9:30-11:00am
FASP Executive Board Meeting ..................................................... 1:00-7:00pm
Conference Registration ............................................................... 6:00-8:00pm

Wednesday, October 24, 2018
Conference Registration ................................................................. 7:00-11:30am/12:30-3:30pm
Coffee Service and Exhibits ......................................................... 7:15am (begin)
CSFI Auction ............................................................................... 8:00am-3:00pm
Breakout Sessions ..................................................................... 8:00-11:00am
Breakout Sessions ..................................................................... 12:00-2:50pm
Town Hall Meeting ................................................................. 3:00-5:20pm
Conference Welcome Address - Marc Brackett ..................... 5:30-6:00pm
Welcome Reception (cash bar and light hors d’oeuvres) ........ 6:00-8:00pm

Thursday, October 25, 2018
Conference Registration ................................................................. 7:30-10:30am/2:00-4:00pm
Coffee Service and Exhibits ......................................................... 7:15am (begin)
Breakout/Poster Sessions ............................................................. 8:00-10:50am
Keynote Address, FASP Business Meeting, Lunch (included in registration) .................. 11:00am-1:50pm
Breakout Sessions ..................................................................... 2:00-4:50pm
Job & Internship Fair ................................................................. 3:00-4:50pm
CSFI Auction ............................................................................. 8:00-10:50am/2:00-4:50pm
Awards Ceremony .................................................................... 7:30-8:30pm
President’s Party ........................................................................ 8:30pm-12:00am

Friday, October 26, 2018
Conference Registration ................................................................. 7:30-9:00am
Coffee Service and Exhibits ......................................................... 7:45am (begin)
Marc Brackett (6 CEs) Featured Presentation ......................... 8:30-11:30am/1:00-4:00pm
Kevin McGrew (3 CEs) Featured Morning Presentation ........ 8:30-11:30am
Sam Ortiz (3 CEs) Featured Afternoon Presentation ............... 1:00-4:00pm

Saturday, October 27, 2018
Coffee Service ............................................................................ 7:30 (begin)
Rance Harbor (2 CEs) Medical Errors .................................... 8:00-10:00am
Gene Cash (2 CEs) Domestic Violence .................................... 10:30am-12:30pm
Welcome to FASP’s 45th Annual Conference! It’s hard to believe that this is my tenth consecutive year attending this highly anticipated event. I’ve come to love conference season for so many reasons, but being here with you - the professionals that help teachers teach and students thrive - certainly tops the list. It can be hard to take time away from our families, schools, and personal schedules, but I am so glad that you made the decision to join us.

The current socio-political climate has maintained the need to uphold last year’s conference theme of “Finding Balance” within our daily practice and lives. Debates regarding school safety, mental health, crisis response, and immigration directly impacted many of the children and families who have always or now call Florida home. Thanks to recognition in the press of the services that we have been called to provide, the title school psychologist has now become a household name.

As an organization, we engaged in advocacy efforts to address the critical shortage of practitioners across the state and nation, to reduce and to prevent gun violence, to promote comprehensive school safety plans, to increase school-based mental health services, and to contest exclusionary disciplinary practices that uphold systemic injustices such as the school-to-prison pipeline. The executive board has worked tirelessly over the past year to accomplish tasks that increase our visibility as a profession and to deliver guidance for practitioners and educational stakeholders in order to effectively meet the growing needs our school communities. As a result, we:

- Recognized Florida legislators who sponsored policies that are consistent with best practices for school-based psychological services in Tallahassee and Washington D.C.
- Showcased the professional training and skillsets unique to school psychologists through the press and various media outlets.
- Conducted a NASP PREPaRE Training needs assessment to identify regions of the state where practitioners are seeking this specific professional development opportunity.
- Produced a White Paper entitled Maximizing Florida’s Every Student Succeeds Act: A Focus on School Climate and Relevance to School Psychology.
- Co-authored a joint student services position statement with the Florida Association of School Social Workers and the Florida School Counselor Association.
- Drafted three position statements (pending board approval) that explore key issues relevant to our practice. The first provides data and rationale for addressing the critical shortage of school psychologists. The second outlines our role as behavioral and mental health service providers. The third describes the involuntary commitment of youth from school and the role of school psychologists.

It has been my pleasure serving as the 2017-2018 FASP President. I have learned so much about our field and you - the membership - who I am humbled by and honored to serve. Wishing you the best as we journey through this new school year.

Sincerely,

Donna Berghauser, PsyD, NCSP
Dear Colleague,

Welcome to the Florida Association of School Psychologists (FASP) 45th Annual Conference! We are excited to be back at the Omni Orlando Resort at ChampionsGate. The theme for the 2018 Annual Conference is Regulate Yourself! The Science of Cognition, Emotion, and Behavior. This week is packed with dozens of practical research-based sessions designed for the scientist-practitioner.

Our theme is based on the neuropsychological construct of executive function/self-regulation. The adaptive regulation of cognition, emotion, and behavior is essential for healthy functioning. As scientist-practitioners, school psychologists strive to identify ways to prevent and remediate developmental, educational, and vocational impairments as well as create systems to help all succeed. The development of self-regulation and thus the skills necessary for self-directed actions, we now recognize as sine qua non for successful life functioning.

FASP is thrilled to have Dr. Russell Barkley deliver the keynote address on the Second Attention Disorder: Sluggish Cognitive Tempo vs. ADHD. We are also excited to have Dr. Marc Brackett provide the welcome address on Emotional Intelligence: From Theory to Programs to Systemic Change. To top this off, we have created a Violence Prevention Town Hall event, to address important and urgent issues related to school safety.

You will no doubt find that much of the conference is dedicated to the science and practice of improving self-regulation within a multi-tiered system of supports. The goal being to improve achievement by focusing on strategies that target learning and mental health. If achieved, our goal will have a direct impact on improving our schools, society, and I believe, the world.

We have many other events planned such as the Awards Ceremony, Children’s Services Fund Inc. (CSFi) Auction, and President’s Party. And of course, there are numerous amenities at the hotel and options for fun and entertainment within the Central Florida area for adults and families.

I look forward to seeing you over the next several days. I truly believe you will find our world-renowned speakers and relevant topics helpful in improving your practice. Our mission is to make this conference an event that highlights the science of school psychology, and the ways school psychologists can and do play an essential role in education and society. Enjoy your stay at the Omni, and within one of the most beloved tourism spots in the world.

Nicholas M. Cutro, Psy.S., NCSP, SS1181
FASP President-Elect
Welcome to the 45th FASP Annual Conference! We are happy to present this year’s program, “Regulate Yourself! The Science of Cognition, Emotion, and Behavior.” We have an impressive lineup of presenters this year, with a welcome address and workshop provided by Marc Brackett, a keynote address and workshop provided by Russell Barkley, and workshops provided by Kevin McGrew, Sam Ortiz, Marilyn Monteiro, Sam Goldstein, Richard Marshall, Stephen Elliott, Jack Naglieri, Tulio Otero, Achilles Bardos, Phil Lazarus, Gene Cash, Rance Harbor, and many other fantastic presenters who will share their expertise with us. Thank you all for your support and commitment to FASP!

This year we will be holding a Town Hall Meeting on the topic "Creating Safe and Supportive Schools, Preventing School Violence, and Fostering Students’ Mental Health" moderated by our emergency assistance team expert Phil Lazarus, Director of the School Psychology Training Program at Florida International University. The panel will include Greg Akin, COO and school safety expert at Volusia County Schools; Marc Brackett, Director of the Yale Center for Emotional Intelligence, Mary Claire Mucenic, Director of Support Services at Broward County Public Schools and district leader who coordinated the response at Marjory Stoneman Douglas High School after the tragic rampage shooting; Aly Sheehy, a senior at MSD who survived the shooting; Lori Alhadeff, whose daughter, Alyssa, was killed at MSD; Frank Zenere, District Coordinator of Crisis Management at Miami-Dade County Public Schools who responded to the tragedy at MSD and many other national and international incidents; and David Wheeler, School Psychology Consultant at the DOE. We are confident that this town hall will be an important step in finding solutions to address the current socio-political climate and to change the course of violence in America that affects our nations’ youth.

Networking is always a highlight of the FASP Annual Conference and this year will not be an exception, with the Welcome Reception on Wednesday and at the President’s Party on Thursday. Our students will be able to get together at the Student Social on Wednesday. In addition, we will be able to support FASP’s Children Services Fund, our charity organization, at the silent auction that will occur throughout the conference on Wednesday and Thursday. We count on all school psychologists to support the CSFI this year as we will be continuing to provide support to children affected by natural disasters in Florida. We will also be recognizing our colleagues at the Awards Ceremony. We are looking forward to collaboration and fun at all events!

On a personal note, I was entrusted as the 2018 FASP Annual Conference Co-Chair and it has been my privilege to plan this year’s program. A special thanks to Susan Valero who volunteered countless hours and her expertise in planning the conference. To Megan Miller, Amy Vance, Joan Kappus, Nick Cutro, Jessica O’Shea, Michelle Robertson-Shephard, Denise Dorsey, and Catherine Hedtke (Co-Chair) for your countless volunteer hours; to Juliana Stoltz, Valentina Jolta, and Lisa Perez for party planning; to Zoila Ganuza for planning the Awards Ceremony; to Gene Cash for always leading the CSFI Silent Auction, and to all the volunteers who will help us throughout the week. All of you are fabulous! I would like to especially thank NOVA, Argosy, and FIT for sponsoring the conference, as well as our publishers HMH, MHS, Pearson, WPS, and PAR for sponsoring some of our presenters and the conference this year! My gratitude to all our sponsors and vendors who make this conference possible. We would not be able to do it without you! Please support our vendors and check out their tables at our exhibits!

Thank you, once again. Enjoy the conference!

Warm regards,

Monica Oganes, Ph.D.
FASP Conference Co-Chair
ELECTED OFFICERS

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<tr>
<td>President</td>
<td>Nicholas Cutro</td>
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<td>Past President</td>
<td>Donna Berghauser</td>
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<td>President-Elect</td>
<td>Angel Canto</td>
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<td>Secretary</td>
<td>Kelli Dari</td>
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<td>Treasurer</td>
<td>Andrew &quot;Toby&quot; Hartranft</td>
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REGIONAL REPRESENTATIVES

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<td>Sharon Bartels-Wheeless</td>
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<td>Northeast</td>
<td>Natalie Stokes</td>
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<td>Leigh Wooten</td>
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<td>Rochelle Poole</td>
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<td>Southeast</td>
<td>Adrienne Avallone</td>
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<td>South</td>
<td>Joan Kappus</td>
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STANDING COMMITTEES

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<td>Mary Alice Myers</td>
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<td>Awards</td>
<td>Zoeza Ganuza</td>
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<td>Bylaws</td>
<td>Donna Berghauser</td>
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<td>Diversity</td>
<td>Kurt Payne</td>
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<td>Ethics &amp; Standards of Practice</td>
<td>Freda Reid</td>
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<td>Kim Berryhill</td>
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<td>Newsletter</td>
<td>Mylissa Fraser</td>
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<td>Planning &amp; Development</td>
<td>Geoffrey Freebern</td>
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<td>Private Practice</td>
<td>Alberto Gamarra</td>
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<td>Professional Development</td>
<td>Brad Underhill</td>
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<td>Public Policy &amp; Professional Relations</td>
<td>Gene Cash</td>
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<td>Student Delegate</td>
<td>Catalina Uribe</td>
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<td>Technology &amp; Communications</td>
<td>Michelle Robertson-Shephard</td>
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<td>Training &amp; Credentialing</td>
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SPECIAL COMMITTEES

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<td>School Neuropsychology</td>
<td>Monica Oganes</td>
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<td>Applied Behavior Analysis</td>
<td>Michael Kelleher</td>
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<td>Historian</td>
<td>Denise Dorsey</td>
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<td>Interest Groups</td>
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<td>Public &amp; Media Relations</td>
<td>Lisa Perez</td>
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LIAISON POSITIONS

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<tr>
<td>NASP Delegate</td>
<td>Angela Mann</td>
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<td>DOE Consultant</td>
<td>David Wheeler</td>
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<td>Children’s Services Fund</td>
<td>Sarah Valley-Gray</td>
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<td>FASP Lobbyists</td>
<td>Bob &amp; John Cerra</td>
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The Conference Committee would like to thank the following individuals for making the Annual Conference a success!

Conference Co-Chairs - Monica Oganes and Catherine Hedtke
Scheduling/Hotel Arrangements - Susan Valero
Program - Michelle Robertson-Shephard
Audio/Visual - Nicholas Cutro
Exhibits - Denise Dorsey
Registrar and Membership - Megan Miller
CE Coordinator - Joan Kappus
Volunteer Coordinator - Jessica O’Shea
President’s Party - Julianna Stolz, Valentina Jolta, Lisa Perez
Awards - Zoila Ganuza
Town Hall Committee - Phil Lazarus, Mary Alice Myers, Monica

The FASP Children’s Services Fund, Inc. (CSFI), FASP’s charity arm, will hold its annual silent auction and ring toss in Congressional B room from 8:00 A.M. to 3:00 P.M. on Wednesday and from 8:00 A.M. until 11:00 A.M. and 2:00 P.M. until 5:00 P.M. on Thursday. The silent auction will close at 5:00 P.M. Thursday, and the winning bidders for each item should be present to pay for their items at that time. Cash, checks, and Visa or Mastercard are accepted. Please stop by the auction room to make a donation, to participate in the ring toss to win bottles of wine, and to bid generously on the psychological tests, jewelry, sports memorabilia, and other interesting auction items. This event is CSFI’s major fundraiser, and we anticipate numerous requests for assistance from northern Florida because of the devastation wrought by hurricane Michael. The more you bid or donate, the more we can help the needy children and families in our state. In addition, CSFI will be donating school supplies and $1000 to our adopted school, Hungerford Elementary in Orange County. As Winston Churchill said, “We make a living by what we get, but we make a life by what we give!”
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<tr>
<th>Location</th>
<th>8:00-8:50 am</th>
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<tr>
<td>International Ballroom Foyer</td>
<td>Registration Open Tuesday Evening (6:00-8:00 pm) and Wednesday Morning (7:00-11:30 am)</td>
<td>Coffee (7:15 am)</td>
<td>Exhibits (All Day)</td>
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<tr>
<td>Augusta A</td>
<td>Independent Evaluation of Q-Interactive: Equivalency of PPVT-4 with Preschoolers Krach, McCreery, Harris, Gardiner</td>
<td>Promoting Family Acceptance For LGBT Adolescents Hubbard, Caproni, Taylor</td>
<td>Crash Course in Anxiety: Best Practices in Assessment &amp; Intervention Matthews, LaBelle, Graham, deLeon, Joyce-Beaulieu</td>
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<td>Augusta B</td>
<td>A Multi-Tiered Decision Making Framework for Emotional &amp; Behavioral Health Von Der Embse</td>
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<td>ChampionsGate</td>
<td>Emotional Disorders/Behavioral Disorders: Neurological Perspectives on Assessment and Intervention Richard Marshall (3 CEs)</td>
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<td>Colonial A/B</td>
<td>Universal Screening for Behavior Disorders: Evidenced Based and Informative Practices Bardos (3 CEs)</td>
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<td>Congressional A</td>
<td>A Practical Guide to Social Emotional Universal Screening Ehrlich, Cabezas, Brown, Cuellar, Jenkins, Richardson, Ermann</td>
<td>Incorporating Native American Healing Techniques into Psychotherapy Doyon, Caproni</td>
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<td>Congressional B</td>
<td>CSFI Auction - Fundraiser to Support Florida's Children &amp; Families</td>
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<td>International Ballroom I</td>
<td>Autism Evaluations: Individualizing the Diagnosis Across Age and Ability Levels Marilyn Monteiro (3 CEs)</td>
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<td>Olympic A/B</td>
<td>Facilitating Emotional Self-Regulation in Children and Youth Lazarus, Costa (1 CE)</td>
<td>Introduction to the Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT) Patenaude (2 CEs)</td>
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<td>St. Andrews A</td>
<td>Case Study: CBT with a Student Making Threats Joyce-Beaulieu, Robert</td>
<td>Symposia: MTSS Comparing Early Warning Systems (EWS) &amp; Universal Screening Results McDougual, Splett, Gallardo-Cooper, Ribakoff</td>
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<td>By Invitation</td>
<td>Second Floor Suites</td>
<td>Trainers Forum (245)</td>
<td>Supervisor Forum (249)</td>
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<td>Trainers &amp; Supervisors Forum (249)</td>
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LUNCH

On Your Own

(Hotel locations for a quick lunch include: Broadway Deli; Croc's (Buffet lunch menu); Quick menu items available at Trevi's and a Quesadilla Station outside)
## WEDNESDAY AFTERNOON AT A GLANCE

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<thead>
<tr>
<th>Location</th>
<th>12:00-12:50 pm</th>
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<td>International Ballroom</td>
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<td>Foyer</td>
<td>Registration Open Wednesday Afternoon (12:30-3:30 pm)</td>
<td>Exhibits (All Day)</td>
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<td>Augusta A</td>
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<td>Executive Function &amp; Emotional Self-Regulation: Assessment and Training Model</td>
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<td>ChampionsGate</td>
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<td>Evaluating Risky Behaviors and Strengths in Students using the Risk Inventory and Strengths Evaluation (RISE™)</td>
<td>Sam Goldstein (3 CEs)</td>
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<td>Colonial A/B</td>
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<td>Sanford Harmony Social Emotional Learning</td>
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<td>Congressional A</td>
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<td>Benefits of Mindfulness with Chronically Ill Pediatric Patients</td>
<td>Beck, Cash</td>
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<td>Preschool ELLs: Best Practices for Psychoeducational Assessment</td>
<td>Chiesa, Ganuza (2 CEs)</td>
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<td>Congressional B</td>
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<td>CFSI Auction - Fundraiser to Support Florida’s Children &amp; Families</td>
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<td>International Ballroom I</td>
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<td>Autism Evaluations: Introduction to the MIGDAS-2 Sensory-Based Diagnostic Process</td>
<td>Monteiro (3 CEs)</td>
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<td>Olympic A/B</td>
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<td>Past-President’s Forum</td>
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<td>Assessment, Intervention &amp; Monitoring of Adolescent Psychopathology</td>
<td>Harbor (2 CEs)</td>
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<td>St. Andrews A</td>
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<td>Symposia: Universal Screening, MTSS and Student’s Mental Health in Florida</td>
<td>McDougal, Splett, Romer, Raulerson, Abshier, Gallardo-Cooper</td>
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<td>Best Practices in Enhancing Suicidality Assessment Skills</td>
<td>Hirsh, Guy, Beck, Cash, Bigay</td>
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<td>St. Andrews B</td>
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<td>Reintegration After Psychiatric Hospitalization: Implications for Schools</td>
<td>Doyon, Hubbard</td>
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<td>Inspiring Change: Applying Motivational Interviewing to Mental Health Supports</td>
<td>Suldo, Hanks, Shum, Gilfix, Moseley</td>
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*FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS

**CONTENTS**

**8-14 WEDNESDAY SCHEDULE**
Workshops at a Glance, Workshop Abstracts, CSFI Auction, Town Hall Meeting, Welcome Address, Welcome Reception, Student Social

**16-23 THURSDAY SCHEDULE**
Workshops at a Glance, Workshop Abstracts, CSFI Auction, General Session, Awards Ceremony, President’s Party

**26-27 FRIDAY FEATURED PRESENTATIONS**

**29 SATURDAY FEATURED PRESENTATIONS**
Independent Evaluation of Q-Interactive: Equivalency of PPVT-4 with Preschoolers

Q-Interactive allows for the digital administration of tests previously available in a paper format. The same norms are used for both versions because Pearson’s in-house equivalency studies of indicated version equivalency. The current study independently evaluated test form equivalency using a three-part test set forth by APA (1986). This test examines: rank order similarity, mean score similarity, and score distribution similarity. Two of these three equivalency standards were not met; the third was not.

Location/Time: Augusta B (8:00-8:50am)
Presenters: Krach, McCreery, Harris, Gardiner

Emotional Disorders/Behavioral Disorders: Neurological Perspectives on Assessment and Intervention (3 CEs)

This workshop presents a comprehensive and practical assessment-to-intervention procedure that replaces zero tolerance, expulsion, suspension, criminalization and other reactive discipline procedures commonly used with our most difficult students. Based on neurobiological and neurodevelopmental theory, the procedure relies exclusively on current instruments and procedures to generate evidenced-based interventions for disruptive, disobedient, defiant, and distracting behaviors. It also provides a path for identifying individuals with increased risk of violent behavior.

Location/Time: ChampionsGate (8:00-10:50am)
Presenter: Richard M. Marshall, Ed.D., Ph.D.

Universal Screening for Behavior Disorders: Evidence-Based and Informative Practices (3 CEs)

Social-emotional development, academics and behavior are indisputably connected, yet the practice of universal screening sadly receives its greatest attention only when trauma is inflicted to schools and communities. It is time for us to act and remove the existing barriers of implementation resting at the Tier 1 MTSS level.

Location/Time: Colonial A/B (8:00-10:50am)
Presenter: Achilles Bardos, Ph.D.

A Practical Guide to Social-Emotional Universal Screening

School psychologists are becoming more involved in mental health of all students when using a multi-tiered systems of support (MTSS) service delivery model, including social-emotional universal screening. Participants will receive practical information about how to conduct universal screening for social-emotional issues that is applicable for K-12.

Location/Time: Congressional A (8:00-9:50am)
Presenters: Ehrlich, Cabezás, Brown, Cuellar, Jenkins, Richardson, Ermann

Autism Evaluations: Individualizing the Diagnosis Across Age and Ability Levels (3 CEs)

School psychologists increasingly face the challenge of recognizing the full range of autism spectrum differences and discussing individual diagnostic results with parents and teachers. Parents and teachers look to school psychologists to provide a compelling description of the individual child that goes beyond the label of autism. Participants will learn how to use a visual framework and descriptive language to individualize the diagnosis of autism spectrum differences across age and ability levels using the MIGDAS-2 evaluation process.

Time/Location: International Ballroom I (8:00-10:50am)
Presenter: Marilyn Montiero, Ph.D

Facilitating Emotional Self-Regulation in Children and Youth (1 CE)

This presentation will provide skills necessary to promote emotional self-regulation in children. Participants will be able to help educators use techniques and strategies to teach typically developing children and high-risk children how to manage their emotions, especially those who have experienced multiple traumas.

Location/Time: Olympic A/B (8:00-8:50am)
Presenter: Lazarus, Costa

Welcome Address

Presented by Dr. Marc Brackett - Following The FASP Town Hall Meeting
International Ballroom I/II (5:30-6:00pm)
WEDNESDAY MORNING - STARTING AT 9:00 AM

A Multi-Tiered Decision-Making Framework for Emotional and Behavioral Health
This session will describe a Multi-Tiered Decision Making Framework for Emotional and Behavioral Health including (1) universal screening to establish base rates of risk, (2) problem identification to specify function and skill deficits, (3) understanding the process to inform Tier 1 to 2 intervention, and (4) implementation processes, including teacher training.
Location/Time: Augusta A (9:00-10:50am)
Presenter: Nate von der Embse, Ph.D.

Introduction to the Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT) (2 CEs)
Participants will be introduced to the Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT) and its utility as a tool for data-based decision making. Review will be made of content, administration, scoring options, interpretation, and psychometric properties of the Ortiz PVAT. A case study will be applied to the recommended interpretation process.
Location/Time: Olympic A/B (9:00-10:50am)
Presenter: Amy Patenaude, Ed.S.

Symposia: MTSS Comparing Early Warning Systems (EWS) & Universal Screening Results
How useful is EWS data for MTSS screening and progress monitoring? This symposium will answer that question using the results of multiple studies comparing standardized screening measures (BIMAS-2, BESS-3) to indicators of school performance: attendance, grades, and office discipline referrals often touted as Early Warning System indicators of school completion.
Location/Time: St. Andrews A (9:00-9:50am)
Presenters: Hubbard, Caproni, Taylor

Suicide Assessment Training Made Safe
Suicide is the second leading cause of death for school-aged children (CDC, 2016). Graduate students and school psychology practitioners must be prepared to identify and to respond to these students effectively. This presentation will discuss the efficacy of a training program designed to increase competency of suicide assessment and intervention.
Location/Time: St. Andrews B (9:00-9:50am)
Presenters: Beck, Guy, Bigay, Hirsh, Cash

Promoting Family Acceptance for LGBT Adolescents
Family relationships are integral to adolescent development. For lesbian, gay, bisexual, or transgender (LGBT) youth, family rejection may have an especially negative impact on health outcomes whereas acceptance is protective. Presented is a review of the outcomes associated with family acceptance or rejection and strategies promoting positive family relationships.
Location/Time: Augusta B (9:00-9:50am)
Presenters: Hubbard, Caproni, Taylor

Crash Course in Anxiety: Best Practices in Assessment & Intervention
Anxiety disorders are the most common psychiatric disorder affecting youth. Participants will be provided a review of core symptomatology as well as effective interventions applied within a MTSS framework. Attendees will receive assessment tools and resources that target anxiety symptoms and promote positive outcomes in students.
Location/Time: Augusta B (10:00-10:50am)
Presenters: Matthews, LeBelle, Graham, deLeon, Joyce-Beaulieu

Incorporating Native American Healing Techniques into Psychotherapy
Florida is home to several Native American tribes and communities. It is important to understand the population in order to provide effective therapy and treatment. Several NA traditions like storytelling and spirituality can be incorporated into therapy to allow for cultural sensitivity and success with the individual.
Location/Time: Congressional A (10:00-10:50am)
Presenters: Doyon, Caproni

Interviewing Skills: How to Evaluate and to Improve Them
This presentation will provide an overview of the Skills in Psychological Interviewing: Clinical Evaluation Scales (SPICES), a 26-item measure which provides data to evaluate and to monitor progress in micro-counseling skill development. Attendees will be able to describe SPICES and its implications for evaluating the acquisition of basic interviewing skills.
Location/Time: St. Andrews B (10:00-10:50am)
Presenters: Bigay, Beck, Guy, Hirsh, Cash

By Invitation (Second Floor Suites)
Trainers Forum
Location/Time: Suite 245 (9:00-9:50am)

Supervisor Forum
Location/Time: Suite 249 (9:00-9:50am)

Trainers & Supervisors Forum
Location/Time: Suite 249 (10:00-10:50 am)

WEDNESDAY MORNING - STARTING AT 10:00 AM

Executive Function & Emotional Self-Regulation: Assessment and Training Model
Using a school-based model founded on evidenced-based practice and theory related to executive function, collaborative problem-solving, and self-regulated learning, participants will learn strategies to promote emotional self-regulation in students with disruptive behaviors. A case study illustrates the model, with Q&A time provided.
Location/Time: Augusta A (12:00-1:50pm).
Presenter: Lance Hastings, M.A., M.Ed.

Benefits of Mindfulness with Chronically Ill Pediatric Patients
Interest in mindfulness-based interventions with youth to address chronic medical issues continues to develop. This presentation will discuss the results of a systematic literature review on mindfulness-based interventions as an adjunct to the treatment of chronic pediatric illness. Implications for interventions within the schools will be explored.
Location/Time: Congressional A (12:00-12:50pm)
Presenters: Beck, Cash

Assessment, Intervention & Monitoring of Adolescent Psychopathology (2 CEs)
This workshop is designed to teach techniques to improve positive outcomes of school-based emotional and behavioral intervention programs with adolescents in middle and high school settings. A basic overview of common disorders, coping skills, intervention techniques, assessment ideas, and outcome monitoring tools will be presented.
Location/Time: Olympic A/B (12:00-1:50pm)
Presenter: Rance Harbor, Ph.D.

WEDNESDAY AFTERNOON - STARTING AT 12:00 PM

Conferences Program | October 24-27, 2018
Wednesday Afternoon - Starting at 12:00 PM

Evaluating Risky Behaviors and Strengths in Students using the Risk Inventory and Strengths Evaluation (RISE™) (3 CEs)
Presenter: David Wheeler, Ph.D.
Location/Time: Colonial A/B (12:00-12:50pm)

The Risk Inventory and Strengths Evaluation (RISE™) is a set of rating scales for assessing risky behavior and psychological strengths. In this session, Dr. Goldstein will provide a brief, research-based overview of the relationship between protective strengths and risky behaviors to understand youth functioning and outcome over time. He will then provide an overview of the RISE™ including administration, scoring, and interpretation, using the RISE™ as a critical component of a comprehensive evaluation. A number of case examples will be discussed.

Location/Time: ChampionsGate (12:00-2:50pm)
Presenter: Sam Goldstein, Ph.D.

Autism Evaluations: Introduction to the MIGDAS-2 Sensory-Based Diagnostic Process (3 CEs)
School psychologists increasingly face the complex process of identifying students with autism spectrum differences. This is particularly challenging when students with strong cognitive abilities and verbal fluency are referred for school-based autism evaluations. This session introduces participants to the MIGDAS-2 sensory-based diagnostic tool, designed by and for school evaluators to comprehensively gather the descriptive information necessary to effectively recognize autism spectrum brain style differences in students. Participants will sample the full range of MIGDAS-2 protocols.

Location/Time: International Ballroom I (12:00-2:50pm)
Presenter: Marilyn J. Monteiro, Ph.D.

DOE Update
The State Consultant in School Psychology will provide an update on legislation, rules, and policies impacting education and the practice of school psychology.

Location/Time: Colonial A/B (12:00-12:50pm)
Presenter: David Wheeler, Ph.D.

Wednesday Afternoon - Starting at 1:00 PM

Sanford Harmony Social Emotional Learning
Sanford Harmony is a social emotional learning program providing tools and materials to teachers and students across the nation at no cost. Focused on inclusion, self-regulation, and fostering classroom culture, Sanford Harmony is an easy to implement program that provides teachers more time to teach, increases academic success, and decreases bullying and aggression in students.

Location/Time: Colonial A/B (1:00-2:50pm)
Presenter: Judge Richardson Roach, M.Ed.

Preschool ELLs: Best Practices for Psychoeducational Assessment (2 CEs)
Presentation intended for bilingual & English-only school psychologists working with ELL preschool students (ages 3-5). Best assessment practices include language dominance, IQ, preacademics academics, adaptive and behavior rating scales, and motor skills. Presentation includes ASD considerations and use of case vignettes.

Location/Time: Congressional A (1:00-2:50pm)
Presenters: Ganzuza, Ghiesa

Inspiring Change: Applying Motivational Interviewing to Mental Health Supports
Finding ways to increase students’ motivation to engage in their learning is a common struggle faced by high school educators. Practices from a recently developed Tier 2 motivational interviewing intervention that targets academically gifted youth who are at-risk for academic, emotional, or behavioral difficulties will be shared and applied.

Location/Time: St. Andrews B (1:00-2:50pm)
Presenters: Suldo, Hanks, Shum, Giffitx, Moseby

CSFI Auction - Our Annual Fundraising Event
Your support is needed, especially considering the recent devastation of Hurricane Michael and the needs of Florida’s Children and Families in the aftermath.

Stop by Congressional B to get your bid in!

Conferece Program | October 24-27, 2018
MODERATOR
Philip J. Lazarus, Ph.D. is the Director of the School Psychology Training Program at Florida International University. Phil is a former FASP and NASP President, a founder of the NASP National Emergency Assistance Team, and co-editor or author of numerous texts including *Best Practices in School Crisis Prevention and Intervention* and *Creating Safe and Supportive Schools and Fostering Students' Mental Health*.

PANELISTS
Greg Akin is the Chief Operating Officer of Volusia County Schools. In this role, he oversees school safety including the newly appointed school guardians, the School Resource Officers, and the threat response procedures. In addition to physical safety, Greg’s expertise includes ensuring students’ mental health needs are addressed as a critical component of school safety.

Lori Alhadeff is a teacher, soccer mom, and safety activist. Her daughter, Alyssa, was brutally killed at Marjory Stoneman Douglas High School. In her grief, she started a non-profit, Make Our Schools Safe, which focuses on school safety and by running for and being elected to the Broward County School Board.

Marc Brackett, Ph.D., is director of the Yale Center for Emotional Intelligence and Professor in the Child Study Center at Yale University. His research focuses on the role of emotional intelligence in learning, decision making, relationships, health, and performance. Marc is lead developer of RULER, an evidence-based approach to SEL that has been adopted by over 2,000 schools across the US.

Mary Claire Mucenic, Ph.D. is the Director of Support Services, Exceptional Student Learning Support for Broward County Schools. She was one of the district leaders who coordinated and directed the multi-district response in the aftermath of the tragic rampage shooting at MSD.

Aly Sheehy was a senior at Marjory Stoneman Douglas on 2-14. She is now a freshman, studying to be a pediatrician, at the University of Central Florida. Aly was part of Lori Alhadeff’s Dream Team for Make Our Schools Safe. Aly appeared or was interviewed with Lori for the Today Show, Teen Vogue, Fox 5, Buzz Feed, CNN, and the Washington Post.

David Wheeler, Ph.D., is the School Psychology Consultant for the Student Support Services Project/USF Bureau of Exceptional Education and Student Services. He is an integral team member in guiding and supporting districts in the implementation of SB 7026.

Frank Zenere, Ed.S. is a school psychologist and District Coordinator of the Crisis Management Program for Miami-Dade County Public Schools. He has served on numerous state/national committees overseeing the development of school safety policies and procedures, and has responded to dozens of national and international critical incidents and disasters.
Join Us for a Night Under the Stars

WELCOME RECEPTION
WEDNESDAY EVENING 6:00-8:00PM
BALLROOM COMMONS
(JUST OUTSIDE THE INTERNATIONAL BALLROOM FOYER)
CASH BAR/LIGHT APPETIZERS
ENJOY THE STARRY NIGHT WITH COLLEAGUES & FRIENDS
FROM AROUND THE STATE AND BEYOND!
(IN THE CASE OF RAIN, THE RECEPTION WILL BE HELD INSIDE IN THE CHAMPIONSGATE BALLROOM)

This is OUR week...Let us learn new skills, network with colleagues and friends, and CELEBRATE the practice of school psychology in Florida!

Student SOCIAL
WEDNESDAY, OCTOBER 24TH
8:00-9:30PM
MILLERS ALE HOUSE
8170 LAURA LN
DAVENPORT, FL 33896
LIGHT APPETIZERS WILL BE PROVIDED
Do you struggle to find trusted and accurate assessment tools for students between the ages of 18 to 21? Fast, reliable, and easy to use, the CEFI Adult offers a new way of confidently assessing executive function for the young adults in your care.

- Use the CEFI Adult’s nine comprehensive scales to guide targeted intervention
- Interpreting results has never been simpler with our acclaimed easy to read report options
- Rely on highly accurate results based on extensive norming

Author Team
Jack A. Naglieri, Ph.D.
Sam Goldstein, Ph.D.

Special Offer!
Receive a FREE copy of Dr. Naglieri and Dr. Goldstein’s “Handbook of Executive Functioning” ($90 value) with purchase of any CEFI Adult Kit* Available for a limited time while supplies last.

Go to www.mhs.com/CEFIAdult for more details or contact your MHS consultant

MHS.com/CEFIadult
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<tr>
<th>Location</th>
<th>8:00-8:50 am</th>
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<tr>
<td>International Ballroom Foyer</td>
<td>Registration Open Thursday Morning (7:30-10:30 am)</td>
<td>Coffee (7:30 am)</td>
<td>Exhibits (All Day)</td>
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<td>Augusta A/B</td>
<td>Neurocognitive Discrepancy/Consistency Method to Assess Hispanic Children Otero, Moreno, Naglieri (2 CEs)</td>
<td>Neurocognitive Approach to Achieve Social Justice for SLD Hispanic Children Otero, Sepulveda, Moreno, Naglieri (1 CE)</td>
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<td>Colonial A/B</td>
<td>Assisting Children Diagnosed with Schizophrenia in the School Setting Ruiz, Aucello</td>
<td>Becoming &quot;Woke&quot;; Tips for Starting the Conversation on Social Justice Shakir, Tanaka, Shum, Jenkins, Wingate</td>
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<td>Congressional A</td>
<td>Poster Sessions: Utility &amp; Reliability of a SEL Measure in Preschoolers; Improving Student Outcomes by Enhancing School Connectedness; Mindfulness, Executive Function and Emotional Regulation in Adolescents; Mindfulness Strategies to help Reduce Anxiety in School Aged Children; Social Emotional Learning Foundations (SELF) Curriculum; Postsecondary Transition for Students with Emotional Behavioral Disorder; Preservice Teachers Perceptions of the Roles of School Helping Professionals; The Role of School Psychologists in Post-Secondary Settings</td>
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<td>CFSI Auction - Fundraiser to Support Florida's Children &amp; Families</td>
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<td>International Ballroom I/II</td>
<td>ADHD, Self Regulation, and Executive Functioning: Implications for Management Russell Barkley (2 CEs)</td>
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<td>Oakmont A/B</td>
<td>SEL in the Gifted Classroom Parker, Orthodoxou, Garner (2 CEs)</td>
<td>Use of Dialectical Behavior Therapy for Treating Youth Borderline Personality Disorder Irizarry</td>
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<td>Olympic A</td>
<td>Spreading Happiness: Promoting Well-Being Across Elementary Classrooms Suldo, Wingate, Seward, Moseley, Smith, Shakir, Hanson</td>
<td>Music Therapy as an Intervention for Children with ASD Aucello, Licata</td>
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<td>Olympic B</td>
<td>How to Prepare for your School Psychology Internship Said</td>
<td>Getting Teenagers' Acts Together: Developing Students' Time Management Skills Shum, Suldo, Aguire, Gilfix</td>
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<td>Wentworth</td>
<td>The Importance of Implementing Culturally Relevant Texts to Improve Reading Hudson, Milfort, Waguespack</td>
<td>Strengthening Preschoolers Emotion Knowledge thru Dialogic Storybook Reading Concepcion, Rama, LaBelle, Cohn, Kemple, Smith-Bonahue</td>
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*FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS
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<td>Registration Open Thursday Afternoon (2:00-4:00 pm)</td>
<td>International Ballroom Foyer</td>
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<td>Augusta A/B</td>
<td>Creating a Multi-Tiered (SSIS) Social Emotional Support System Responsive to All Students Steve Elliott (3 CE's)</td>
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<td>4:00-4:50 pm</td>
<td>Olympic A/B</td>
<td>CFSI Auction - Fundraiser to Support Florida's Children &amp; Families Marjory Stoneman Douglas High School: Crisis Response and Recovery</td>
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<td>School Psychologists as Systems-Level Consultants: Improving School Climate Robert, Zhang, Joyce-Beaulieu</td>
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<td>Colonial A/B</td>
<td>Increasing Children’s Happiness: Positive Psychology Practices Gilfix, Aguirre, Gormley, Wingate, Suldo</td>
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<td>Olympic A</td>
<td>Legislative Update Cash</td>
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<td>Investigating Elementary Students’ Subjective Well-Being &amp; Social Support Smith, Suldo</td>
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<td>Professional Advocacy: A Specialized Curriculum for School Psychology Programs Beard, Cash</td>
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<td>&quot;Please Don’t Suspend Me&quot;: Rethinking Discipline in Secondary Schools Donnelly, Kessler</td>
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*FASP reserves the right to change presentation times and locations*

**SHOUT OUT** to our presenters for modeling self-regulation by starting and persisting with the pursuit of your goal to enlighten your colleagues...even if you feel anxious! Thank You...we appreciate all of your preparation to support the profession!
THURSDAY MORNING - STARTING AT 8:00 AM

Neurocognitive Discrepancy/Consistency Method to Assess Hispanic Children (2 CEs)
The purpose of this skill building session is to display the use of a neurocognitive approach to assess and intervene with Hispanic children with special educational needs. Different neuropsychological tools, such as cognitive measures, executive function rating scales and adaptive inventories that can be used with Hispanic students will be presented.
Location/Time: Augusta A/B (8:00-9:50am)
Presenters: Otero, Moreno, Naglieri

Assisting Children Diagnosed with Schizophrenia in the School Setting
Childhood Schizophrenia wreaks havoc in the lives of children both inside and outside of school. We will provide information relating to current research on childhood schizophrenia as well as explore best practices in assessment and intervention for school psychologist to utilize when assisting a child diagnosed with schizophrenia.
Location/Time: Colonial A/B (8:00-8:50am)
Presenters: Ruiz, Aucello

ADHD, Self Regulation, and Executive Functioning: Implications for Management (2 CEs)
Dr. Barkley has developed one of the leading theories of executive functioning and its role in the nature of ADHD. This theory is based on executive neuropsychological functions as a multi-level meta-construct and its contribution to self-regulation to support the individual’s long-term goals and general welfare. From this theory, he has developed numerous clinical implications concerning the diagnosis, assessment, and management of ADHD. Specific management principles will be developed from the theory that extends across multiple domains of major life activities.
Location/Time: International Ballroom 1/II (8:00-9:50am)
Presenter: Russell A. Barkley, Ph.D.

SEL in the Gifted Classroom (2 CEs)
Gifted students are more often viewed as holistically more advanced than their peers; however, the needs of gifted students are not solely academic in nature, but may also include unique social-emotional development. This presentation will review current research, curriculum implementation, and progress monitoring of social-emotional skills within a gifted resource classroom.
Location/Time: Olympic A/B (8:00-9:50am)
Presenters: Parker, Orthodoxou, Garner

Spreading Happiness: Promoting Well-Being Across Elementary Classrooms
Offering a full continuum of services to support children’s social-emotional outcomes requires promoting the well-being of all students. Providing universal supports across elementary grade levels fosters resilience, particularly useful in times of stress. Participants will learn about an evidence-based 10-week classwide positive psychology intervention adapted for use with 1st-5th graders.
Location/Time: Olympic A (8:00-8:50am)
Presenters: Sullo, Wingate, Seward, Moseley, Smith, Shakir, Hanson

How to Prepare for your School Psychology Internship
Seeking an internship position in the competitive field of school psychology can be challenging and stressful. This presentation provides students with tips for applying to, interviewing for, and making the most of internship opportunities. Discussion, practice activities, and question time are built into the format.
Location/Time: Olympic B (8:00-8:50am)
Presenter: Rhonda Said, Ed.S.

MTSS and Behavior: The Data Makes the Difference
This presentation reviews MTSS compatible measures and highlights a framework for using data in screening, progress monitoring and program evaluation. Florida school data will illustrate this decision making process. Attendees will learn and engage in a process for data-based decision making to guide and improve MTSS models for behavioral support.
Location/Time: St. Andrews B (8:00-9:50am)
Presenters: Hudson, Milfort, Waguespack

The Importance of Implementing Culturally Relevant Texts to Improve Reading
The purpose of this presentation is to provide a review of the literature regarding the use of culturally relevant texts to promote student interest in reading. Specific guidelines for selecting culturally relevant texts and research addressing how culturally relevant texts to promote academic gains in diverse students is discussed.
Location/Time: Wentworth (8:00-9:50am)
Presenters: Hudson, Milfort, Waguespack

Did you WIN?
Don’t forget to swing by Congressional B at 5:00pm to pay up if you did! The CSFI Auction closes at this time. Make sure you have stopped by before then to bid, toss a ring and win a bottle, and provide a donation to support CSFI in their efforts to meet the immediate needs of children and families in crisis in Florida.

Thank YOU Western Psychological Services (WPS)
In recognition of Dr. Oakland’s contribution to the psychological health community, WPS is sponsoring a scholarship in his honor at the Florida Association of School Psychologists (FASP). WPS is sponsoring the Dr. Thomas Oakland Research Award for 4 years (2019-2022). Their generous and continued sponsorship will now span over 8 years. FASP is grateful for the dedication of WPS to honor Dr. Oakland through their sponsorship of this award, a loved and revered member of the WPS family and the school psychology community in Florida and throughout the nation.

Dr. Thomas Oakland Research Award
Neurocognitive Approach to Achieve Social Justice for SLD Hispanic Children (1 CE)
The Discrepancy/Consistency Method, to evaluate and intervene with Hispanic children, is aligned with binding law and policy to achieve social justice will be presented. Through the presentation of Hispanic children cases evaluated using the D/CM, the symposium will discuss how this SLD evaluation method better serves culturally diverse populations.
Location/Time: Augusta A/B (10:00-10:50am)
Presenters: Otero, Sepulveda, Moreno, Naglieri

Becoming "Woke"; Tips for Starting the Conversation on Social Justice
Being “woke” is an ongoing process that can be facilitated through critical conversation, engagement with literature, and activities. This presentation will provide suggestions for starting and sustaining social justice-themed conversations stemming from experiences of members from a Social Justice Book group at a public university in Florida.
Location/Time: Colonial A/B (10:00-10:50am)
Presenters: Shakir, Tanaka, Shum, Jenkins, Wingate

Use of Dialectical Behavior Therapy for Treating Youth Borderline Personality Disorder
In order for more children and adolescents to receive proper treatment for their BPD symptomology, assessing for and considering the diagnosis of BPD is imperative. BPD is characterized by distressful, impairing, and pervasive dysregulation of affect, self-concept and attention, interpersonal relationships, and behavior. The purpose of this presentation is to examine current research on diagnosing BPD in youth and using of dialectical behavior therapy (DBT) for treatment. Practitioners will discuss ways to integrate DBT into schools.
Location/Time: Oakmont A/B (10:00-10:50am)
Presenter: Gabriela Irizarry, M.S.

Music Therapy as an Intervention for Children with ASD
Music Therapy is a therapeutic technique utilized to benefit individuals diagnosed with an Autism Spectrum Disorder (ASD). The purpose of this presentation is to examine the research associated with the use of music therapy for individuals with ASD. For children with ASD, interventions can be individualized and conceptualized using the Social Communication Emotional Regulation and Transactional Support (SCERTS) model, which has been developed to guide interventions for children with ASD to address the core deficits associated with the disorder.
Location/Time: Olympic A (10:00-10:50am)
Presenters: Shum, Suldo, Aguire, Giffix

Strengthening Preschoolers Emotion Knowledge thru Dialogic Storybook Reading
Social-emotional learning (SEL) is a key component to young children’s school readiness. A piece of SEL is emotion vocabulary knowledge. This research presentation reviews the results of a study, utilizing repeated scripted storybook readings to strengthen the development of social-emotional skills in preschool children, specifically their emotional vocabulary knowledge.
Location/Time: Wentworth (10:00-10:50am)
Presenters: Concepcion, Rama, LaBelle, Cohn, Kemple, Smith-Bonahue

Perceptions of the Effect of Dress Code Policies on Education
This paper reviews a study examining perceptions of dress codes across students, parents, and school personnel. A survey was conducted with 557 participants. Results were analyzed using a mixed-methods design. These findings suggest dress codes focus on modest dress with special focus on female students. Variability was found in perceptions of dress codes across all stakeholders, but are not perceived to have an effect on achievement, school safety, or attitudes towards school.
Location/Time: St. Andrews A/B (10:00-10:50am)
Presenters: Wilson, Mann, Malone

General Session
Featuring Keynote Speaker - Dr. Russell Barkley
Join us for this inaugural event...FASP’s General Business Meeting Luncheon. Gather with friends and colleagues to share a great meal and gather meaningful information about the business of your association and research developments relevant to the practice of school psychology.

As the featured keynote speaker, Dr. Russell Barkley will provide a brief review of the medical history of ADHD and subtypes. He will review the discovery of Sluggish Cognitive Tempo (SCT) Symptoms (or ADD) and research findings on children and adults with high SCT vs. ADHD. A discussion of treatment research and the implications for management of SCT will be included.
Creating a Multi-Tiered (SSIS) Social Emotional Support System Responsive to All Students (3 CEs)

Multi-tiered systems to support students’ development of core social emotional learning (SEL) skills are most effective when assessment and intervention components are integrated to produce frequent data-based feedback to users and system-wide accountability. Participants will learn how to conduct a large-scale screening of students’ social emotional functioning and then observe how to teach two important SEL competencies (i.e., Self-Management and Relationship Skills) using the SSIS SEL Classwide Intervention Program (CIP) units and resources. There will be opportunities for questions and sharing insights into ways of improving the social emotional lives of children and youth.

Location/Time: Augusta A/B (2:00-4:50pm)
Presenter: Stephen N. Elliott, Ph.D.

Increasing Children’s Happiness: Positive Psychology Practices

Positive psychology interventions to increase students’ happiness can be implemented within a multi-tiered framework. Participants will learn about implementing universal screening procedures and a positive psychology intervention with fidelity. Presenters will share outcomes and recommendations based on an elementary school that implemented supports to monitor and increase students’ happiness.

Location/Time: Congressional A (2:00-2:50pm)
Presenters: Gilfix, Aguirre, Gormley, Wingate, Suldo

Job & Internship Fair

Colonial A/B - 3:00-4:50pm

THURSDAY AFTERNOON - STARTING AT 2:00 PM

Creating a Multi-Tiered (SSIS) Social Emotional Support System Responsive to All Students (3 CEs)

Marjory Stoneman Douglas High School: Crisis Response and Recovery

This presentation advances school psychologists’ practical understanding of crisis response and the recovery process after a mass school shooting event. Broward Schools Psychological Services leadership staff and school psychologists will highlight crisis response procedures, management of resources, and important lessons learned.

Location/Time: Oakmont A/B (2:00-4:50pm)
Presenters: Mucenic, Goldstein, Reyes, Said, Cummings, Jewell, Soong

Investigating Elementary Students’ Subjective Well-Being & Social Support

This study examined positive and negative indicators of elementary school students’ mental health, otherwise referred to as a dual factor model of mental health. Specific group composition, differences in internalizing and externalizing behaviors, and group differences in teacher and student perceptions of social supports will be discussed.

Location/Time: Olympic B (2:00-2:50pm)
Presenters: Smith, Suldo
THURSDAY AFTERNOON - STARTING AT 2:00 PM CONTINUED

Professional Advocacy: A Specialized Curriculum for School Psychology Programs
Inspired by the Scientist-Practitioner-Advocate model, this presentation aims to provide a curriculum enhancement for school psychology graduate programs to better equip school psychologists to be elite advocates for their own professional rights. Additionally, this presentation will identify primary barriers to advocacy within the field of school psychology.
Location/Time: St. Andrews A/B (2:00-2:50pm)
Presenter: Beard, Cash

Predictors of Effective Interviewing in Psychology Graduate Students
There is limited research on regarding the characteristics that predict strong interviewing skills. The current study attempts to determine some of these characteristics in a sample of first year doctoral students. Attendees will learn characteristics that determine good interviewing skills and how best to implement this into graduate education and practitioner training.
Location/Time: Wentworth (2:00-2:50pm)
Presenters: Guy, Hirsh, Beck, Bigay, Cash

School Psychologists as Systems-Level Consultants: Improving School Climate
This presentation will discuss how school psychologists can extend their teacher consultation skills to serve as systems-level consultants at schools attempting to improve school climate. Discussion will focus on applications of universal screening, data-based decision making, and collaborative problem solving for identifying evidence-based practices for school-wide change and improvement.
Location/Time: Olympic A (2:00-2:50pm)
Presenters: Robert, Zhang, Joyce-Beaulieu

THURSDAY AFTERNOON - STARTING AT 3:00 PM

Starting and Maintaining a Successful Private Practice in School Psychology: Legal and Ethical Considerations (2 CEs)
In this interactive workshop, participants will learn the ethical, professional, and legal standards in starting and maintaining a successful school psychology private practice in the State of Florida. Information presented will include the business aspects of having an individual, starting a group practice, or joining a group practice, the scope of practice, new service delivery options, liability of practice, ways to communicate effectively with stakeholders, and other aspects of running a thriving practice.
Location/Time: Olympic A (3:00-4:50pm)
Presenters: Gamarra, Oganes

Assessment, Intervention and Outcome Monitoring of Children & Adolescents with ADHD (2 CEs)
This workshop is designed to teach techniques to improve positive outcomes of interventions with children and adolescents in Elementary, Middle, High School, and College settings with behaviors often seen with ADHD. Assessment and Progress Monitoring tools will also be presented including differential diagnosis of other common childhood disorders.
Location/Time: Olympic B (3:00-4:50pm)
Presenter: Rance Harbor, Ph.D.

Creating a Safety Net: Connecting High School Students to Supports
Supportive school-based relationships are crucial for student success. This session will share tools and strategies to help students successfully build a strong foundation of support at school. Recommendations derived from the delivery of a universal and selective intervention addressing student-teacher relationships among gifted high school freshmen will be presented.
Location/Time: St. Andrews A/B (3:00-3:50pm)
Presenters: Moseley, Hanks, Shakir, Aguirre, Suldo

Supporting Teachers in Addressing Disability Stigma in the Classroom
Stigma of students with disabilities has long-term effects and teachers experience challenges addressing stigma. This research explores predictors of teachers’ efforts to address stigma through teacher surveys. Results reveal teachers’ use of empirically-based practices, predictors, and barriers to attempts to address stigma. The presentation reviews literature, methodology, results, and implications.
Location/Time: Wentworth (3:00-3:50pm)
Presenter: Rachel Salinger, M.A.

Legislative Update
This presentation addresses current legislative issues of critical importance to school psychologists and other mental health professionals from state perspectives.
Location/Time: Congressional A (3:00-4:50pm)
Presenter: Ralph "Gene" Cash, Ph.D.

THURSDAY AFTERNOON - STARTING AT 4:00 PM

"Please Don’t Suspend Me": Rethinking Discipline in Secondary Schools
Engaged students are more likely to perform higher academically and have higher attendance rates. Students need consequences to their actions, but is exclusionary discipline the only way? Students also need to learn strategies for prosocial behaviors. Learn about other forms of disciplinary actions while maintaining student engagement and student/staff relationships.
Location/Time: St. Andrews A/B (4:00-4:50pm)
Presenters: Donnelly, Kessler

The Role of School Psychologists in Post-Secondary Settings
This presentation discusses how school psychologists can extend their professional competencies to post-secondary settings. Discussion will focus on school psychological competencies that are applicable to the post-secondary setting, as well as, implications for training, professional development, and continuing education.
Location/Time: Wentworth (4:00-4:50pm)
Presenters: Robert, Muller

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Use the official conference hashtag to upload your conference photos and connect with other attendees.
You are cordially invited to FASP’s Awards Ceremony Thursday, October 25, 2018 Augusta A/B - 7:30-8:30pm

OUTSTANDING SERVICE DELIVERY
The School Psychology Department of Broward County

GRADUATE STUDIES AWARD—ENTRY LEVEL
Haley Seward - University of South Florida
Amarah Shakir - University of South Florida

GRADUATE STUDIES AWARD—DOCTORAL LEVEL
Camille Hanks - University of South Florida
Elizabeth Storey - University of South Florida
Sarah Thoman - University of South Florida

FAYE HENDERSON LEADERSHIP AWARD FOR MINORITY STUDENTS
Kai Shum - University of South Florida

OUTSTANDING ADMINISTRATOR OF THE YEAR
Mike Cowley - Pinellas County School District
Juan Lopez - Marion County School District
Mary Claire Mucenic - Broward County School District
Christina Reyes - Broward County School District

SCHOOL PSYCHOLOGIST OF THE YEAR – EARLY CAREER
Pamela Batlemento - Osceola County School District

SCHOOL PSYCHOLOGIST OF THE YEAR
Valerie Buckley - Duval County School District
Timothy Gissal - Sarasota County School District
Joan Rivera - Orange County School District
Natalie Stokes - Volusia County School District
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journey to Italy

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Thursday, October 25, 2018

Grand Ballroom 8:30pm - midnight

Celebrare! Danza! Salute!

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Photo Booth & Cash Bar
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  Foundations, Concepts and Principles of Behavior Analysis (3 credits)

- **BEHP 5012**
  Basic Elements of Applied Behavior Analysis (3 credits)

- **BEHP 5013**
  Developing, Strengthening and Maintaining Behavior (3 credits)

- **BEHP 5014**
  Introduction to Ethical & Professional Conduct of Behavior Analysts (1 credit)*

- **BEHP 5015**
  Decreasing, Eliminating and Replacing Problem Behavior (2 credits)*

- **BEHP 5016**
  Ethical & Professional Conduct of Behavior Analysts (2 credits)**

- **BEHP 5017**
  Targeted Topics in Behavior Analysis (1 credit)**

- **BEHP 5018**
  Advanced Topics in Behavior Analysis (3 credits)

*BEHP 5014 & 5015 are taken sequentially in a single term for a total of 3-credits within that term.

**BEHP 5016 & 5017 are taken sequentially in a single term for a total of 3-credits within that term.

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Friday Featured Presentations

A WHOLE-SCHOOL, EVIDENCE-BASED APPROACH TO SOCIAL AND EMOTIONAL LEARNING
PRESENTED BY DR. MARC BRACKETT-AUGUSTA A/B (8:30-11:30AM & 1:00-4:00PM)

Emotions Matter. They inform our thinking, decisions, creativity, relationships, mental and physical health, and everyday performance. Our ability to use our emotions wisely is especially important. In this highly interactive workshop, the Yale’s Center for Emotional Intelligence’s large-scale studies on the role of emotions and emotional intelligence in key outcomes for students, teachers, and leaders will be discussed. Tools and strategies that comprise RULER, the Center’s evidence-based approach to SEL, which has been adopted by over 2000 schools across the U.S. and around the world will be provided. A particular focus will be on why a systemic approach to social and emotional learning leads to better outcomes, including reduced aggression and bullying, more effective leading and teaching, greater academic achievement, and more positive classroom and school climates.

Learning Objectives:
1. Understand the different roles of emotions, feelings, mood and traits on key outcomes
2. Learn and apply the five key RULER skills of emotional intelligence
3. Learn and apply specific, evidence-based tools, including the Mood Meter to build emotional intelligence
4. Understand the benefits of a whole-school approach to SEL as compared to a program

CHC THEORY UPDATE: RUNNING WITH SCISSORS
PRESENTED BY DR. KEVIN MCGREW - INTERNATIONAL BALLROOM I (8:30-11:30AM)

This presentation will provide a brief update regarding the latest CHC model revision (Schneider & McGrew, 2018). The most fundamental change is the splitting of Gf into separate broad Gf and Gr domains. Emotional intelligence (Gei) has also been nominated for CHC membership. Other revisions include (a) the specification of two perceptual speed (P) narrow factors, (b) a proposed hierarchical speed/fluency taxonomy, and (c) content facets in certain CHC domains.

Most of the presentation will focus on Dr. McGrew’s recent collaboration with Dr. Joel Schneider as they have been “running with scissors” into thorny patches in the field of intelligence theory and testing. Multiple new conceptualizations of the CHC model will be presented: (a) a dynamic information processing model, (b) functionally and conceptually organized frameworks, (c) alternative models of intelligence (e.g., Ackerman’s PPIK), (d) and CHC causal models. Time permitting, select contentious questions in the measurement of intelligence will be addressed: What are executive functions and where do they fit in the CHC model? What’s up with g?
CHC THEORY UPDATE: RUNNING WITH SCISSORS (CONTINUED)

Is it better to conceptualize psychometric g as an emergent property explained by alternative theories (e.g., contemporary sampling bond theory; dynamic mutualism; process overlap theory). Should and will intelligence testing ever get beyond the g-factor?

- Participants will learn and be able to describe the most recent changes to the CHC model of intelligence.
- Participants will learn and be able to describe alternative viewpoints from which to conceptualize the relations between CHC abilities.
- Participants will learn and be able to describe new ideas regarding the importance (or lack thereof) of the construct of general intelligence (g) in intelligence testing and research.
- Participants will learn and be able to describe where executive functions fit (or do not fit) in the CHC model.

EVIDENCE-BASED EVALUATION OF ENGLISH LEARNERS:
A CONTEMPORARY APPROACH TO TESTING
PRESENTED BY DR. SAMUEL ORTIZ - INTERNATIONAL BALLROOM I (1:00-4:00PM)

This presentation outlines an evidence-based approach to evaluating English learners with emphasis on contemporary methods for using tests in a nondiscriminatory manner. Specific procedures are presented which permit any evaluator to conduct assessments of English learners in a manner that can generate valid data to support conclusions and diagnostic decisions. Advances in tests and testing will be presented, including the dual-norming feature of the Ortiz PVAT and its utility in resolving the question of “difference vs. disorder.” Topics include: understanding bias in testing; issues regarding test score validity; advantages and disadvantages of typical methods for evaluating English learners; the importance of “true peer” comparisons, research foundations and use of the Culture-Language Test Classifications and Interpretive Matrix, and application of the new Ortiz PVAT for evaluation of both native English speakers and English learners via a dual-norming feature that controls for relative exposure in learning English. The knowledge and skills gained will be useful to practitioners at all levels and provides a solid base for engaging in evaluation of English learners that incorporates contemporary research and advances in tests and testing.

Learning Objectives: In general, following the workshop, participants will able to:
1. Understand the true nature of bias in testing as a function of construct validity.
2. Identify the limitations of various approaches to testing English learners and the extent to which validity is undermined by cultural and linguistic factors.
3. Apply research findings in a manner that permits a “true peer” comparison for English learners.
4. Learn how to apply and use the Culture-Language Test Classifications and Interpretive Matrix as a method for evaluating the extent to which cultural and linguistic factors may have compromised the validity of test performance and results.
5. Explain the dual-norming structure of the Ortiz PVAT and its relevance to testing.
6. Draw valid conclusions regarding Gc/language ability as guided by results from the Ortiz PVAT.
7. Engage in competent and valid evaluation of any individual regardless of language background.
Behavior issues rarely stem from a simple desire to push back against authority. More often than not, the behaviors themselves are an outward manifestation of a number of underlying concerns, many of which can easily be identified and remedied. We have a number of tools to help you identify and address these underlying reasons, ultimately improving student behavior and success.

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Creating a Multi-Tiered Social Emotional Support System (SSIS) Responsive to All Students

Presenter: Dr. Stephen Elliott
Thursday afternoon, Oct. 25, at FASP
Medical Error Reduction Training for Behavioral Health Care Practitioners
Presented by Dr. Rance Harbor - Augusta A/B (8:00-10:00am)

This two-hour training is required for licensure renewal for school psychologists and involves components that will enable the participants to respond to issues involving medical error reduction as it relates to the practice of school psychology and other mental health professionals. Through presentation and discussion of the concepts of root-cause analysis, error reduction and prevention, and reporting standards, the participants will gain additional skills to enhance client safety and well-being.

Learning Objectives
1. Increase Psychologists and other Mental Health Professionals’ awareness of medical errors.
2. Identify the many different types of medical errors in mental health.
3. Identify the causes of medical errors.
4. Review effective record documentation process and rationale.
5. Teach Psychologists and other Mental Health Professionals effective strategies to reduce medical errors including understanding Root Cause Analysis (RCA)
6. Provide Psychologists and other Mental Health Professionals with additional resource information that they and their patients/clients can utilize to help reduce the occurrence of medical errors.
7. Provide information about patient/client safety components.

Domestic Violence: Do We Always Hurt the Ones We Love?
Presented by Dr. Ralph "Gene" Cash - Augusta A/B (10:30am-12:30pm)

This presentation, which is designed to meet Florida re-licensure requirements for domestic violence continuing education, defines terms, specifies the scope of the problem, explores the effects on children and adolescents, discusses some of the consequences for neuropsychological functioning and mental health, and presents the costs to society. In addition, risk factors, common tactics, indicators of abusive relationships, and key intervention issues are covered.

Learning Objectives
1. Describe the scope of domestic violence (DV) nationally,
2. Discuss the effects of DV on children and adolescents,
3. List at least three effects of exposure to DV on the developing brain,
4. Quantify the approximate annual financial costs of DV,
5. List at least five risk factors for perpetrating DV,
6. Describe at least five common tactics used by DV perpetrators,
7. Discuss common indications of an abusive relationship,
8. Articulate the mental health effects of DV,
9. Describe at least five characteristics of a safety plan for victims, and
10. Discuss effective intervention strategies.
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