



Florida Association of School Psychologists



49TH ANNUAL CONFERENCE

Hilton Daytona Beach Oceanfront Resort

November 9-12, 2022

#faspac2022

CONFERENCE AT A GLANCE



Tuesday, November 8, 2022

FASP Finance Committee Meeting	9-11 am
FASP Executive Board Meeting	12-4 pm
Florida S.T.E.P.S. - Space Limited (3 CEs)	4-7 pm
S.T.E.P.S. Dinner (for S.T.E.P.S. Participants Only)	7-8:30 pm

wednesday, november 9, 2022

Conference Registration	7-9 am & 12:30-1:30 pm
Coffee Service	7:30-9:00 am
CSFI Silent Auction	8:30-11:30 am & 2-5 pm
Exhibits	8:30 am (Begin)
Breakout Sessions	8:30-11:30 am
Conference Welcome Address - Celeste Malone & FASP General Business Meeting	11:30 am - 1 pm
Breakout Sessions	2-5 pm
Welcome Reception (Light Dinner)	5-6:30 pm
Awards Reception	7-8 pm
Student Social	8-9:30 pm

Thursday, November 10, 2022

Conference Registration	7-9 am & 12:15-1:15 pm
Coffee Service	7:30-9:00 am
CSFI Silent Auction	8-11 am & 2:30-5:30 pm
Exhibits	8 am (Begin)
Breakout & Poster Sessions	8-11 am
Job & Internship Fair	9-11 am
LGBTQ+ Town Hall	11:00 am - 12:15 pm
General Session - Paul Gorski	1:15-2:30 pm
Breakout & Poster Sessions	2:30-5:30 pm
Creating Safe Spaces for Personal Healing and Peer Support	5:30-7 pm
President's Party (Cash Bar & Dessert)	9-11:30 pm

Friday, November 11, 2022

Conference Registration & Coffee Service	7:30-8:30 am
Kevin McGrew (3 CEs) - Featured Morning Presentation	8:30-11:30 am
Peter Isquith (3 CEs) - Featured Morning Presentation	8:30-11:30 am
Deanna Arivett (3 CEs) - Featured Afternoon Presentation	1-4 pm
John Murphy (3 CEs) - Featured Afternoon Presentation	1-4 pm

Saturday, November 12, 2022

Conference Registration & Coffee Service	7:15-8 am
Gene Cash (2 CEs) Domestic Violence	8-10 am
Rance Harbor (2 CEs) Medical Errors	10:30 am-12:30 pm

WEDNESDAY MORNING AT A GLANCE

MORNING SESSIONS

Location	8:30-9:20 am	9:30-10:20 am	10:30-11:20 am	11:30 am - 1:00 pm
Flagler B	How are School Climate, School Connectedness & Threat Assessment Related? Mierzwa, Kelleher, Shuman, Pickering, & Cole	Outside of the Box; Reconstructing the Role of School Psychologists Mercado & Eldridge	American Sign Language Interpreters in School Settings: Why Certification Matters Feldman & Brightwell (1 CE) 	 Welcome Address Grand Ballroom, Salon 4-5 School Psychologists as Leaders Featuring Celeste Malone FASP General Business Meeting
Flagler C	Screen to Intervene: Integrating Mental Health Supports at Tiers 1/2 Latimer & von der Embse	Embracing the Needs of LGBTQ+ Youth Ruiz	Aligning Funding with Best Practices for Multitiered School Mental Health Splett, Higham, Kern, & Baton	
Grand Salon 1-2	Applying the Science of Reading & Assessment for Multilingual Learners Zillich (3 CEs) 			
Grand Salon 3	CSFI Silent Auction			
Grand Salon 6-7	Supporting Children, Families, and Schools in the Aftermath of Hurricane Ian Lazarus (2 CEs) 			
Oceanview Room	Legislative Update Myers & Cerra			
Ponce de Leon	Examining Math Anxiety: Is Timing Really the Problem? Maki, Woods, Griffin, & Douge	The Role of Executive Function in Child and Adolescent Disorders Harbor (2 CEs) 		
Volusia B	Can Computers Replace School Psychologists? Krach (1 CE) 	Yes But Did They Improve: Data Analysis for Improved Response Krach (2 CEs) 		

WEDNESDAY AFTERNOON AT A GLANCE

AFTERNOON SESSIONS

Location	2:00-2:50 pm	3:00-3:50 pm	4:00-4:50 pm
Atlantic Avenue Pre-Function	Exhibits (All Day)		
Flagler C	Single Session Therapy Promoting Youth Wellness in 90 Minutes Herrera, LaCivita, & Swasey (2 CEs) 		
Grand Salon 1-2	Memory Assessment in School Settings – Identifying the Why, What, When, Who and How with the new WRAML3 Adams (3 CEs) 		
Grand Salon 3	CSFI Silent Auction		
Grand Salon 6-7	School Violence Prevention and Intervention Phelps (3 CEs) 		
Grand Salon 8	Racial & Cultural Considerations in Positive Psychology Interventions Pacateque, Hines, Zhuang, & Suldo	SLD Identification Practices Using RTI: Comparing FL to the US Williams & January	
Ponce de Leon	Ethical Standards, Laws, and Rules and Their Application Cash (2 CEs) 		
Volusia B		How to Prepare for Your School Psychology Internship Said	

THE PERFECT ENDING TO OPENING DAY

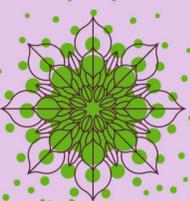
**WELCOME RECEPTION
(OCEANVIEW ROOM)**

5:00-6:30 pm

Light Dinner Provided

**AWARDS RECEPTION
(PONCE DE LEON)**

7:00-8:00 pm



WEDNESDAY MORNING - ABSTRACTS

How Are School Climate, School Connectedness, and Threat Assessment Related?

When evaluating school safety, analyzing the relationships between school connectedness, climate, and the number of threat assessments should be at the forefront of efforts to minimize student risk. We will provide the results of a correlational study suggesting that higher levels of school connectedness and climate relates to fewer threat assessments

Presenters: Mierzwa, Kelleher, Shuman, Pickering, & Cole

NASP Domain 6: Services to Promote Safe and Supportive Schools

Location/Time: Flagler B (8:30-9:20 am)

Screen to Intervene: Integrating Mental Health Supports at Tiers I/II

As multi-tiered systems of support (MTSS) become more prevalent, there is a need to develop decision-making frameworks that promote intervention implementation. However, decisional frameworks are limited for integrating mental health supports. This presentation will describe the implementation of a decisional framework for mental health supports within MTSS.

Presenters: Latimer & von der Embse

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Flagler C (8:30-9:20 am)

Applying the Science of Reading and Assessment for Multilingual Learners (3 CEs)

This presentation will address the science of reading emphasizing explicit, systematic teaching with the five components of reading, combined with the integration of language acquisition (speaking, listening, reading, and writing) to fully address literacy development among multilingual learners. Assessment variables and basics of neuroscience of the bilingual brain will be connected within a Multi-Tiered System of Support (MTSS) framework to inform instruction, interventions, and serve as the necessary foundation for comprehensive multilingual evaluation.

Presenter: June Lucas Zillich, Doctoral Candidate



Location/Time: Grand Salon 1-2 (8:30-11:20 am)

Examining Math Anxiety: Is Timing Really the Problem?

There is a well-documented relationship between math performance and math anxiety, but the factors that lead to math anxiety are unclear. This presentation shares the results of a study examining factors eliciting math anxiety in children and will discuss strategies for improving student math performance while alleviating math anxiety.

Presenters: Maki, Woods, Griffin, & Douge

NASP Domain 1: Data-Based Decision Making

Location/Time: Ponce de Leon (8:30-9:20 am)

Can Computers Replace School Psychologists? (1 CE)

An Analysis of Tech-Based Tools School psychology has seen the gradual implementation of technology in practice. The use of technology, independent of human support, is in its nascency, but rapidly developing. This presentation discusses technological options, both current and developing, for school psychologists to use in assessment, consultation, and counseling.

Presenters: S. Kathleen Krach, PhD

NASP Domain 10: Legal, Ethical, and Professional Practice

Location/Time: Volusia B (8:30-9:20 am)



Outside of the Box; Reconstructing the Role of School Psychologists

This presentation seeks to identify ways in which school psychologists can not only expand their careers to be leaders but also reduce the stigma of the traditional school psychologist role and overcome the barriers to being a valuable and critical member of the schools, district, and community that they serve.

Presenters: Mercado & Eldridge

NASP Domain 7: Family, School, and Community Collaboration

Location/Time: Flagler B (9:30-10:20 am)

Legislative Update

This presentation addresses current legislative issues of critical importance to school psychologists and other mental health professionals from state perspectives.

Presenters: Myers & Cerra

Location/Time: Oceanview (9:30-11:20 am)

Join us for the general business meeting

Hear all about FASP's activity over the past year - all of the old and new business...and witness the passing of the gavel. Help welcome our incoming president, Paula Lewis...and take a moment to share your appreciation with our outgoing president, Angela Mann. Join our state association as we lead the advancement of our profession in Florida.

WEDNESDAY MORNING - ABSTRACTS CONTINUED

Embracing The Needs of LGBTQ+ Youth

Multiple studies indicate that lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals are at an increased risk of bullying, harassment and discrimination compared to their heterosexual, cisgender counterparts. Trevor Project's National Survey on LGBTQ Youth Mental Health reported that in the past year, nearly half of LGBTQ+ youth have wanted counseling from a mental health professional, but did not receive it.

This session will aim to examine the inequities and risk factors which continue to negatively impact LGBTQ+ youth. We will review goldstar practices towards LGBTQ+ student inclusion, and will discuss strategies to create affirming environments for this population of students. Participants will also leave with important information about how to navigate the complex legal landscape that impacts our LGBTQ+ youth.

Presenters: Ruiz

NASP Domain 6: Services to Promote Safe and Supportive Schools

Location/Time: Flagler C (9:30-10:20 am)

Supporting Children, Families, and Schools in the Aftermath of Hurricane Ian (2 CEs)

This presentation will focus on how school mental health providers can provide support to children, families, and schools in the aftermath of Hurricane Ian. This presentation will cover these topics: (a) the crisis response, (b) key concepts in disaster mental health, (c) phases of a disaster and what to expect, (d) understanding trauma and loss, (e) influences on children's responses to disasters, (f) trauma reactions based on developmental levels, (g) issues in recovery, (h) actions to take prior to opening schools, (i) actions to take on the first day of school and beyond, (j) the five essential elements of crisis intervention, (k) advice to parents and teachers related to helping children recover, (l) the importance of self-care, and (m) lessons learned responding to hurricanes and other disasters.

Presenter: Philip J. Lazarus, PhD

Location/Time: Grand Salon 6-7 (9:30-11:20 am)



Yes, But Did They Improve? Data Analysis for Intervention Response (2 CEs)

You've identified the tier. You've provided an empirically supported intervention. You've tracked the data. Now, you must decide on this child's next steps. This workshop teaches three ways to make MTSS decisions: trend analysis, effect size, and PND. The presenter provides tools, examples, and guides to aid in each method.

Presenters: S. Kathleen Krach, PhD

NASP Domain 1: Data-Based Decision Making

Location/Time: Volusia B (9:30-11:20 am)



The Role of Executive Function in Child and Adolescent Disorders (2 CEs)

This workshop will explore the role of Executive Function in frequently referred childhood and adolescent disorders including ADHD, ASD, Anxiety, Depression and SLD. The goal is for the attendee to understand how executive function impacts the diagnosis and intervention planning of childhood disorders.

Presenter: Rance Harbor, PhD

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Ponce de Leon (9:30-11:20 am)



American Sign Language Interpreters in School Settings: Why Certification Matters (1 CE)

Florida public schools do not require that American Sign Language (ASL) interpreters be certified. As a result, many Deaf students are not sufficiently exposed to language, which has devastating effects on their academic and social development. This presentation will help school psychologists understand the challenges to advocate for these students.

Presenters: Feldman & Brightwell

NASP Domain 10: Legal, Ethical, and Professional Practice

Location/Time: Flagler B (10:30-11:20 am)



Aligning funding with best practices for multitiered school mental health?

Funding and policy are increasingly connected to delivering multi-tiered systems of support (MTSS). We conducted an inductive, content analysis of Florida school district plans submitted for funding tied to legislation enacted after a school shooting. We will discuss how plans align with best practices for MTSS and school mental health.

Presenters: Splett, Higham, Kern, & Baton

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Flagler C (10:30-11:20 am)

welcome address



Presented by

Celeste Malone
Grand Ballroom, Salon 4-5
Wednesday, 11:30 am-1:00 pm

WEDNESDAY AFTERNOON - ABSTRACTS

Single Session Therapy Promoting Youth Wellness in 90 Minutes (2 CEs)

As school psychologists, we can LEAD the way and get ahead of the wave of mental health needs. Learn about the single session therapy model used to implement a 90 minute wellness check-in for youth. Allow us to share our journey in developing an evidence-based, solution-focused intervention focused on prevention.

Presenters: Stacie M. Herrera, PsyD, Kimberly A. LaCivita, PsyD, & Sarah A. Swasey, PsyD

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Flagler C (2:00-3:50 pm)



Memory Assessment in School Settings – Identifying the Why, What, When, Who and How with the new WRAML3 (3 CEs)

Because of its central importance in so many cognitive and emotional functions, and its relative vulnerability, assessing memory has become an important focus in most comprehensive psycho-educational assessments of children. This workshop will examine important clinical aspects of memory assessment using the newly revised Wide Range Assessment of Memory and Learning, Third Edition. Special attention will be given to clinical components such as generating and utilizing short- and longer-term memory data, utilizing process measures, and estimating effort using embedded performance validity indicators. “Translating” findings to meaningful classroom and home-based recommendations will also be included.

Presenter: Wayne Adams, PhD

Location/Time: Grand Salon 1-2 (2:00-4:50 pm)



School Violence Prevention and Intervention (3 CEs)

This training will help participants understand the prevalence rates of school violence throughout the United States. It will explore prevention and intervention strategies to reduce school violence through an MTSS framework. The training will also cover the importance of threat assessments. The information covered will help school psychologists create more physically and psychologically safe school environments. It will help clarify potential misunderstandings of school violence and misapplication of school violence prevention and intervention strategies.

Presenter: Chavez Phelps, PhD

Location/Time: Grand Salon 6-7 (2:00-4:50 pm)



Racial and Cultural Considerations in Positive Psychology Interventions in Schools

Minoritized groups are constantly growing in the United States; therefore, Positive Psychology Interventions (PPI's) in the schools should reflect the populations we are serving. This presentation will focus on racial and cultural considerations for students, families, and communities when implementing PPI's in schools.

Presenters: Pacateque, Hines, Zhuang, & Suldo
NASP Domain 8: Equitable Practices for Diverse Student Populations

Location/Time: Grand Salon 8 (2:00-2:50 pm)

Ethical Standards, Laws, and Rules and Their Application (2 CEs)

This presentation describes the major similarities and differences between the most recent ethical standards revisions of the American Psychological Association (APA) and the National Association of School Psychologists (NASP), indicates how they apply to various areas of professional functioning, notes how they relate to the interaction with other mental health professionals, and presents examples of ethical dilemmas. In addition, Chapters 456, 490, and 491 of Florida statutes as well as Chs. 64B19 and 64B21 of the Florida administrative code will be discussed.

Presenter: Ralph E. Cash, PhD, ABPP

Location/Time: Ponce de Leon (2:00-3:50 pm)



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WEDNESDAY AFTERNOON - ABSTRACTS CONTINUED

SLD Identification Practices Using RTI: Comparing Florida to the US

This session will provide attendees with up-to-date information on how Florida's SLD identification guidelines/regulations compare to the national landscape. The study describes states' definitions, identification methods, and their inclusion of RTI practices. Results indicated significant change in recent years, with states' progress towards best practices varying considerably.

Presenters: Williams & January
 NASP Domain 3: Academic Interventions and Instructional Supports

Location/Time: Grand Salon 8 (3:00-3:50 pm)

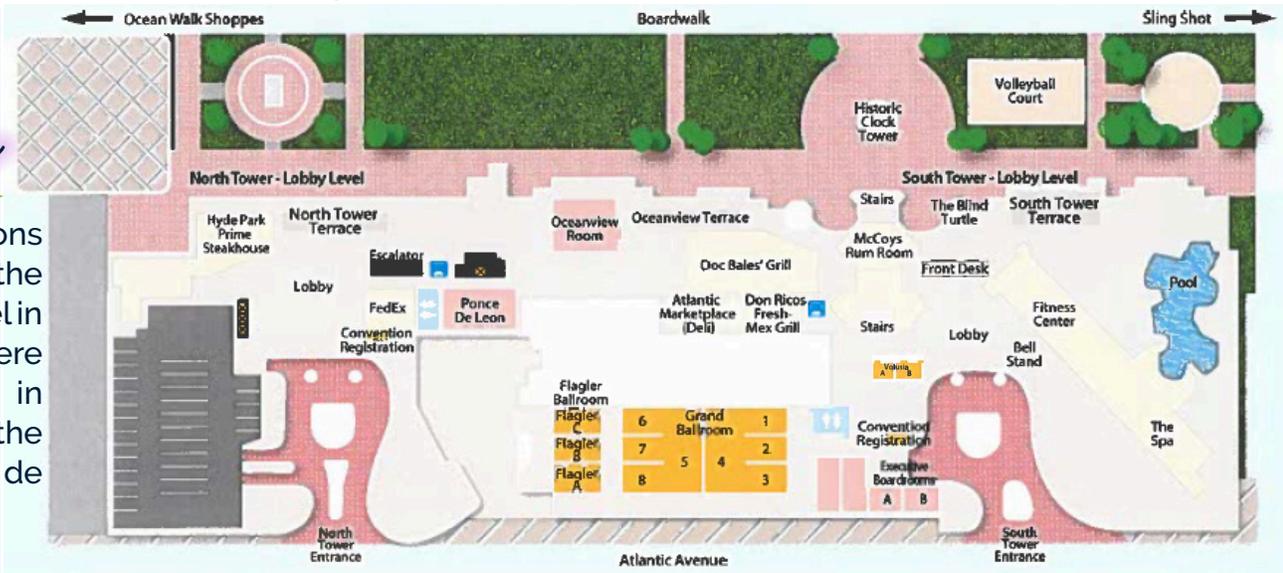
How to Prepare for Your School Psychology Internship

Finding the perfect internship match is achievable if one knows what to expect. This presentation is designed to help school psychology students feel more confident in their ability to secure a good internship position by providing them with structure, organizational tools, a timeline, and opportunities to practice interviewing skills.

Presenters: Said
 NASP Domain 2: Consultation and Collaboration
 Location/Time: Volusia B (3:00-4:50 pm)

you are here →

Most of the sessions will be in rooms at the Beach or Lobby Level in the South Tower. There are some sessions in Lobby Level of the North Tower (Ponce de Leon).



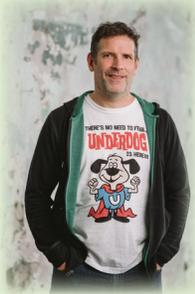
THURSDAY MORNING AT A GLANCE

MORNING SESSIONS

Location	8:00-8:50 am	9:00-9:50 am	10:00-10:50 am	11:00 am - 12:15 pm
Atlantic Avenue Pre-Function	Exhibits (All Day)			LGBTQ+ Town Hall (Grand Ballroom Salon 4-5)
Flagler B	Poster Sessions			
Flagler C	Mitigating School Threats: What Do We Know? Shuman, Mierzwa, Cole, Ross, & Andrews	Transforming School Mental Health Services: The Whys, Hows & Benefits Lazarus (1 CE) 	Risk Identification Training for Early Childhood Educators & Caregivers Francis, Khallaghi, Ross, Hines, Budzisch, Edney, & von der Embse	
Grand Salon 1-2	Finding a Way Without Saying "Gay" Cannava (2 CEs) 		Collaborating with Physicians: A Guide for School Psychologists Jaleel & Robinson	
Grand Salon 3	CSFI Silent Auction			
Grand Salon 6-7	Something More than Celebrating Diversity: A Transformative Approach to Racial Equity Gorski (3 CEs) 			
Oceanview	Job & Internship Fair			
Ponce de Leon	Empirically-Supported Examples Integrating Multi-tiered Systems of Behavior & Mental Health Splett, Perales, & Abshier	Data Collection in Schools: Practical Methods to Collect Data in Schools Renaker, Davis, & Stratton (1 CE) 	Practicing What We Preach: Supporting Graduate Students in Wellness Bagarella, Cabal, Melero, Sabater, Valley-Gray, Caproni, & Cash	
Volusia A	Supervisors Forum (By Invitation)		Fostering Resilient Youth: It really does take a Village! Gilbert & Caproni	
Volusia B	Trainers Forum (By Invitation)	Supervisors & Trainers Forum (By Invitation)	Past Presidents' Forum (By Invitation)	

THURSDAY AFTERNOON AT A GLANCE

AFTERNOON SESSIONS

Location	1:15-2:20 pm	2:30-3:20 pm	3:30-4:20 pm	4:30-5:20 pm	
Flagler B	 <p>FEATURING Keynote Speaker Dr. Paul Gorski</p> <p>Leading for Equity: Trading Our Baby Steps for Big Equity Leaps (1 CE) </p> <p>Grand Ballroom Salon 4-5</p>	Poster Sessions			
Flagler C		School Psychologists: Leaders in Action Scott & Lewis		School-Based Selection of Social Emotional & Behavioral Supports, Barriers & Facilitators Hines, Khallaghi, & Koza	
Grand Salon 1-2			ADHD: Myths & Facts of Medications, Alcoholism & Drug Abuse with Adolescents Harbor (2 CEs) 		
Grand Salon 3		CSFI Silent Auction (Pick up items by 5:30 pm)			
Grand Salon 6-7			The Science of Math: Myths and MTSS Burns (3 CEs) 		
Oceanview			The Evidence for Executive Function Assessment & Intervention Isquith (3 CEs) 		
Ponce de Leon			"WIAT-4 the Win!" Linking Research to Practice, Assessment to Intervention Grose		
Volusia A			Measuring Contextual Reasoning in our Culturally and Linguistically Diverse Students Romstad & Dehn		
Volusia B		Suicide Among Black Girls: Addressing the Growing Mental Health Crisis Davis, Bastian, & Lazarus	Addressing Low Happiness Among Adolescents Using the Well-Being Promotion Program Suldo, Shum, Bauermeister, Pacateque, Coolman, & Cole		

Special Event **Creating Safe Spaces for Personal Healing & Peer Support**
 Webster-Bass | Ponce De Leon (5:30-7:00 pm)

THURSDAY MORNING - ABSTRACTS

Mitigating School Threats: What Do We Know?

Increasing rates of school violence have sparked interest among educators interested in finding ways to identify students who pose the greatest level of risk. This presentation will address the implications of evolving practices and provide recommendations for threat assessment team members across K to 12.

Presenters: Shuman, Mierzwa, Cole, Ross, & Andrews
NASP Domain 6: Services to Promote Safe and Supportive Schools

Location/Time: Flagler C (8:00-8:50 am)

Finding a Way Without Saying "Gay" (2 CEs)

School psychologists are ethically required to support LGBTQIA+ youth and ensure that they are afforded equal opportunities for education and school psychological services, but what do you do when the law contradicts your ethical guidelines? Florida and other states are being slammed with anti-gay and anti-trans legislation which is endangering young people and scaring educators. This session will discuss the importance of inclusive, affirming, welcoming schools... and how to provide such in keeping with "Parental Rights." The presentation will discuss guidelines developed by FASP as well as additional strategies from the ACLU, HRC, NASP, and affirming national organizations.

Presenter: Amy Cannava, EdS

Location/Time: Grand Salon 1-2 (8:00-9:50 am)



Something More than Celebrating Diversity: A Transformative Approach to Racial Equity (3 CEs)

In most schools, the trouble isn't a lack of racial equity efforts, but rather the tendency for racial equity efforts to be based on programs and initiatives that have no chance to create more racial equity. In this session, we will explore what it means to embrace a transformative approach to racial equity based on a layered understanding of how inequity operates. We will distinguish between more mitigative, less impactful "DEI" efforts and antiracist efforts in order to ensure we are focusing our efforts in the most impactful way.

Presenters: Paul Gorski, PhD

Location/Time: Grand Salon 6-7 (8:00-10:50 am)



keynote

Dr. Paul Gorski - Leading for Equity: Trading Our Baby Steps for Big Equity Leaps

When we talk about "meeting people where they are" in conversations about equity, which people do we mean? Do we mean meeting the people least interested in equity where they are, and moving our equity efforts at a pace to ensure we don't make them uneasy? Or do we mean meeting the people who most desperately need us to do better on equity where they are, pacing our equity efforts to maximize change? In this session we'll discuss why the latter approach is the only authentic approach to equity, then explore how to trade DEI baby steps for big equity leaps, such as shifting from an interpersonal understanding of equity to an institutional understanding. We also will discuss strategies for helping colleagues make these sorts of shifts.

Empirically-Supported Examples Integrating Multi-tiered Systems of Behavior & Mental Health

The Interconnected Systems Framework integrates school mental health with Positive Behavioral Interventions and Supports. Results of a randomized controlled trial conducted in Florida will be presented with examples from more than 50 other school districts nationally. Ongoing development and testing in Florida will be highlighted with resources to support adoption.

Presenters: Splett, Perales, & Abshier

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Ponce de Leon (8:00-8:50 am)

Transforming School Mental Health Services: The Whys, Hows & Benefits (1 CE)

The purpose of this presentation is to advocate for a culturally responsible dual-factor model for the delivery of mental health services in the schools which places greater emphasis on psychological well-being, focuses on diversity, equity, and inclusion, emphasizes population-based and trauma-informed practices, and ensures access for all children.

Presenters: Lazarus

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Flagler C (9:00-9:50 am)



Data Collection in Schools: Practical Methods to Collect Data in Schools (1 CE and Type II BCBA/ABA)

A major barrier when working in schools is convincing classroom teachers to collect accurate and meaningful data needed to conduct a functional assessment or monitor the effectiveness of interventions. This paper will review some proven, efficient, and effective data collection methods that teachers can use to record student behavior.

Presenter: Dwayne Renaker, EdS, Rachel Davis, MA, BCBA, & Tara Stratton

Domains 1: Data-Based Decision Making

Location/Time: Ponce de Leon (9:00-9:50 am)



THURSDAY MORNING - ABSTRACTS CONTINUED

Risk Identification Training for Early Childhood Educators & Caregivers

Social-emotional skill deficits in early childhood are linked to negative long-term outcomes. Early intervention can combat this but first early childhood educators and caregivers must reliably identify children for intervention. Unfortunately, both early childhood educators and caregivers lack the knowledge and the skills to accurately identify children with concerns. This study developed a free virtual training for early childhood educators and caregivers and collected data to assess its effectiveness.

Presenters: Francis, Khallaghi, Ross, Hines, Budzisch, Edney, & von der Embse

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Flagler C (10:00-10:50 am)

Collaborating with Physicians: A Guide for School Psychologists

School psychologists-physicians collaboration has the potential to result in significant improvements in outcomes for families and children with cognitive and behavioral issues.

Presenters: Jaleel, Bratton, & Robinson

NASP Domain 2: Consultation and Collaboration

Location/Time: Grand Salon 1-2 (10:00-10:50 am)

Practicing What We Preach: Supporting Graduate Students in Wellness

In light of the Covid-19 pandemic, the demand for self-care and wellness initiatives has become particularly important for graduate students. This presentation will explore a pilot project for promoting these practices.

Presenters: Bagarella, Cabal, Melero, Sabater, Valley-Gray, Caproni, & Cash

NASP Domain 10: Legal, Ethical, and Professional Practice

Location/Time: Ponce de Leon (10:00-10:50 am)

Fostering Resilient Youth: It really does take a Village!

This presentation looks at research examining various interventions aimed at building resilience in at-risk youth. Resilience is an important factor in children succeeding when facing many hardships. The efficacy of service learning, community programs, and multi-dimensional family therapy interventions is explored.

Presenters: Gilbert & Caproni

NASP Domain 7: Family, School, and Community Collaboration

Location/Time: Volusia A (10:00-10:50 am)

LGBTQ+
TOWN HALL
Student Experiences
SPECIAL GUESTS
Jack Petocz
Will Larkins
GRAND BALLROOM SALON 4-5
THURSDAY, 11:00 AM-12:15 PM

We are honored to feature two brave student advocates, Jack Petocz and Will Larkins, great community leaders, Noelle De La Cruz and Tom Landers, along with moderator and school psychologist Amy Cannava, Chair of the NASP LGBTQI2-S Committee.

THURSDAY AFTERNOON - ABSTRACTS

School Psychologists: Leaders in Action

School psychologists are poised to be natural leaders within the school environment. This session will discuss 1) specific leadership principles that can be implemented in daily professional activities, 2) opportunities for educational advancement, and 3) opportunities for skill development through involvement in FASP and NASP.

Presenters: Scott & Lewis

NASP Domain 10: Legal, Ethical, and Professional Practice

Location/Time: Flagler C (2:30-4:20 pm)

The Science of Math: Myths and MTSS (3 CE's)

How much do you know about math? There is a well-established research base about how to assess, teach, and intervene for math, but practices can vary considerably as schools struggle to implement multitiered systems of support. This interactive session will discuss the science of math and how to sort research findings from myth, while presenting the information through the MTSS framework.

Presenter: Matt Burns, PhD

Location/Time: Grand Salon 6-7 (2:30-5:20 pm)



The Evidence for Executive Function Assessment & Intervention (3 CE's)

Executive functions contribute demonstrably to students' success in the academic, social, emotional and behavioral domains, and executive dysfunction contributes to a wide range of clinical conditions. In this presentation, we will discuss a functional framework for understanding executive functions, the contributions of rating scale and performance measures to assessment, and profiles in common clinical populations. We will examine how this data informs development of interventions and review evidence for approaches to interventions.

Presenter: Peter K. Isquith, PhD

Location/Time: Oceanview (2:30-5:20 pm)



"WIAT-4 the Win!" Linking Research to Practice, Assessment to Intervention

The research community knows more about language and literacy development than ever before. The WIAT-4 translates this research into practice. Participants learn to incorporate WIAT-4 data to a comprehensive evaluation to identify the nature of a student's reading difficulties and appropriate interventions.

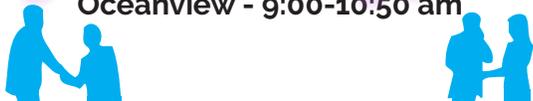
Presenter: Grose

NASP Domain 1: Data-Based Decision Making

Location/Time: Ponce de Leon (2:30-4:20 pm)

job AND internship fair

Oceanview - 9:00-10:50 am



Suicide Among Black Girls: Addressing the Growing Mental Health Crisis

This presentation will discuss the factors that account for the increase in suicide among Black girls (up 182% in the past 16 years), and provide strategies, interventions and resources that school mental health professionals can use to prevent lives from being lost.

Presenters: Davis, Bastian, & Lazarus

NASP Domain 8: Equitable Practices for Diverse Student Populations

Location/Time: Volusia B (2:30-3:20 pm)

School-Based Selection of Social Emotional & Behavioral Supports, Barriers & Facilitators

This paper presentation will discuss the development of a Discrete Event Simulation (DES) software, usability, and feasibility data of the software, and how the DES software can be used in the future to help school psychologists and other school decision makers make the best use of resources at their schools.

Presenters: Hines, Khallaghi, & Koza

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Flagler C (4:30-5:20 pm)

ADHD: Myths & Facts of Medications, Alcoholism & Drug Abuse with Adolescents (2 CE's)

This workshop is intended to educate the attendee on differentiating Myths and Facts associated with ADHD. Topics will include understanding the differences between medications often prescribed for ADHD. Additionally, the relationship between ADHD and substance use will be explained including if medications increase the likelihood of Alcoholism and Drug Abuse.

Presenters: Harbor

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Grand Salon 1-2 (3:30-5:20 pm)



special event

Creating Safe Spaces for Personal Healing and Peer Support

Dr. Selena Webster Bass, Diversity Trainer, will share expertise in the promotion of the emotional and personal wellbeing of diverse and marginalized school psychologists. The trauma resulting from racism will be discussed and participants will collaborate in identifying authentic and practical ways to create safe spaces and healing circles where FASP members can experience healing and enjoy the caring support of peers with parallel life experiences and daily challenges.

THURSDAY AFTERNOON - ABSTRACTS CONTINUED

Measuring Contextual Reasoning in our Culturally and Linguistically Diverse Students

This session begins with a review of the construct, Fluid Reasoning, and cultural bias related to this, in assessment. Attendees will then learn about Contextual Reasoning and how each construct impacts academic performance. The presentation concludes with recommendations on how to identify and support students with dominant contextual reasoning.

Presenters: Romstad & Dehn

NASP Domain 8: Equitable Practices for Diverse Student Populations

Location/Time: Volusia A (3:30-5:20 pm)

Addressing Low Happiness Among Adolescents Using the Well-Being Promotion Program

Adolescents with the best academic, social, and physical health outcomes have low psychopathology and elevated subjective well-being (SWB). This presentation will describe a manualized positive psychology intervention (PPI) that improves SWB. Practitioners will learn how to use this PPI that includes 10 core sessions, caregiver information, and monthly follow-up sessions.

Presenters: Suldo, Shum, Bauermeister, Pacateque, Coolman, & Cole

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Volusia B (3:30-5:20 pm)

Creating Safe Spaces for Personal Healing and Peer Support Continued

The session will be offered at the end of the day to encourage extended community building among participants.

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Location/Time: Ponce de Leon (5:30-7:00 pm)

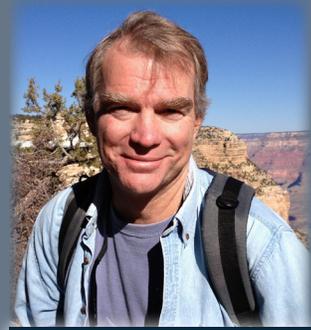
poster sessions

Title of Poster Presentation & Time of Presentation	Presenters
8:00-8:50 am	
Specialized Grief Training for School Psychologists: What you Need to Know!	Brightwell, Rangel, Beguiristain, Arun, Cabal, Paez
Promoting the Recruitment/Retention of Diverse School Psychology Graduate Students	Cabal, Arun, Brightwell, Paez
Examining The Effects of a Virtual Modified Multiplication Fact Intervention	Griffin, Moody, Cullins, Maki
The Experiences of Low-Income Families with Young Children Wit' COVID-19 Remote Schooling	Casanova, Delisle, Griffith
Increasing the Usability of a Test Anxiety Scale	Francis
9:00-9:50 am	
PANDAS: what is it and how does it affect students?	Blanca, Sabater, Kasi
Trauma and Aggressive Fantasies as Predictors of Criminal Involvement	Krach, Kothera, Edmunds, Wells
The Early Identification of Narcissistic Personality Disorder Traits in Children and Adolescents	Battle
The Effects of Childhood Trauma on Cognitive Development	Mereigh
Assessing CLD Students: Can the C-LIM Help?	Anidjar, McCoy, Cash, Kasi
Promoting the Recruitment/Retention of Diverse School Psychology Graduate Students	Cabal, Arun, Brightwell, Paez, Valley-Gray
10:00-10:50 am	
Specialized Grief Training for School Psychologists: What you Need to Know!	Brightwell, Rangel, Arun, Cabal, Paez, Beguiristain
ELLs and Giftedness: Examining the Present and Looking Ahead	Lehman
Taking PRIDE in TCIT: Perspectives of a Tier 1 Intervention	Christoph, Connell, McCoy, Sheinberg
How about "Perceptions of Competency in Evaluating Diverse Students: Does Training Help?	Sabater, Cabal, Mogo, Uribe, Anidjar, Kasi, Valley-Gray
A Social Emotional Learning Intervention for Preschool Children	Robinson, Lehman, Flagg
2:30-3:30 pm	
CLD Assessment: Do School Psychologists Think They Know Enough?	Mogo, Cabal, Uribe, anidjar, Sabater, Valley-Gray, Kasi
Understanding the Consequences of Cyberhate for Minoritized High School Students	Taylor, Suldo, Kiefer, Lawrence, Dedrick
Using Single-Case Design Reading Intervention Effects to Inform Practice	Nudelman, Milam, Miller, Maki
Supporting Students with a Traumatic Brain Injury: The School Psychologist's Role	Miller
The Impact of Learning Modality on Assessment of Suicidal Risk	Kostzer, Murphy
3:30-4:30 pm	
Recruiting Future School Psychologists: Impact of an Undergraduate Course	Milam, Winkelman, Lord
The Association Among Bullying Roles, Inattention, and Hyperactivity	Jimenez, Jenkins
Monitoring Software as A Suicide Prevention Strategy in Schools	Grobler, Deckard, Isler
Effects of bullying in Middle School: Prevention and Intervention Strategies	Flagg, Thomas
Social Justice and ASD: Best Practices in Assessment with ELLs	Laroche, Maglione

friday morning featured presentations

EVALUATING DEAF AND HARD OF HEARING LEARNERS IN MAINSTREAM SETTINGS

Presented by Dr. Peter Isquith - Grand Salon 6-8 (8:30-11:30 am) - 3 CEs



Peter K. Isquith, PhD

Students with communicatively significant hearing loss increasingly attend regular classrooms, and many are referred for assessment. Myriad additional risk and resilience factors become important that are not a typical part of evaluations with hearing students, and assessment tools and methods may require accommodations and modifications. This practical skills workshop will help prepare practitioners to evaluate students who are deaf or hard of hearing across the grade spectrum, and to know when to seek further consultation and referral. The workshop addresses NASP Practice Model domains 1, Data-based Decision Making, and 8, Equitable Practices for Diverse Student Populations.

Learning Objectives:

Following this presentation, participants will:

1. Know what to do when asked to assess students who are Deaf or hard of hearing
2. Identify relevant risk and resilience factors
3. Methodically select and adapt assessment tools and methods
4. Write about student profiles of strengths and weakness with appropriate caveats
5. Know when it is appropriate to seek additional expertise in working with DHH students

THE REPORT OF COGNITIVE TESTING'S DEATH IN SCHOOL PSYCHOLOGY IS PREMATURE

Presented by Dr. Kevin McGrew - Flagler Ballroom (8:30-11:30 am) - 3 CEs

Three main topics related to intelligence theories and testing will be covered. First, select SP scholars are calling for the de-implementation (DI) of certain cognitive test interpretation practices, particularly interpretation of CHC broad ability composite scores, in favor of an almost singular focus on psychometric g and its manifest proxy, the full scale global IQ score. This presentation focuses on a balanced review of the research literature that suggests the announcement of the death (DI) of CHC broad composite score interpretation is premature. The presentation focuses on why the "just say no" to CHC broad scores position is based on selective evidence-based arguments from one visible research group whose restricted form of factor analysis research is at variance with factor analysis research from other SP researchers. Recommendations regarding the proper use of cognitive CHC index scores will be presented. Next, two promising alternative (and potentially paradigm shifting) uses of cognitive test data are presented in the form a whole-child Cognitive-Affective-Motivation Model of Learning (CAMML) aptitude complex framework, as well as modern non-g emergent property theories of intelligence (process overlap theory; dynamic mutualism; wired intelligence). The results of a recently completed CHC network analysis of WJ IV cognitive test data will be presented. Time permitting, how social justice/equity issues fit within the CAMML and CHC intelligence network models will be briefly discussed.



Kevin S. McGrew, PhD

- Participants will learn and be able to describe the main arguments for and against the interpretation of CHC broad ability composite or index scores.
- Participants will learn and be able to describe how full scale IQ and CHC broad composite scores can be used together to provide theoretical and empirically supported cognitive testing practices.
- Participants will learn and be able to describe new ideas regarding the importance (or lack thereof) of the construct of general intelligence (g) in cognitive testing and research.
- Participants will learn and be able to describe how modern network theories of intelligence and psychometric network analysis of CHC measures suggest a potential paradigm-shifting approach to intelligence test research and score interpretation.
- Participants will learn and be able to describe how CHC cognitive abilities and measures can be integrated with affective and motivation constructs as per the Cognitive-Affective-Motivation Model of Learning (CAMML).

friday afternoon featured presentations

HOT TOPICS IN SPECIAL EDUCATION LAW FOR SCHOOL PSYCHOLOGISTS

Presented by Deanna L. Arivett - Grand Salon 6-8 (1:00-4:00 pm) - 3 CE's



Deanna Arivett, JD

This presentation will discuss the importance of data-based decision making (Domain 1) for identifying students with disabilities pursuant to the Individual with Disabilities Education Act's (IDEA) child find requirements (Domain 10). The presentation will also discuss the use of data-based decision making (Domain 1) in the context of pre-referral interventions, RTI, and implementing IEPs to ensure legally appropriate interventions and academic supports are in place for students (Domain 3 & 10). Additionally, the presentation will discuss how to develop legally defensible functional behavior assessments and behavior intervention plans to support students with behavioral and mental health needs (Domains 4 & 10). Finally, this presentation will provide an overall theme consistent with consultation and collaboration (Domain 2) when determining eligibility for special education and related services and developing IEPs for students with disabilities.

1. Attendees will gain an understanding of the types of triggering events, including examples from recent case law, that may trigger a referral for an evaluation for special education.
2. Attendees will gain knowledge of the legal requirements for conducting evaluations pursuant to the IDEA.
3. Attendees will learn the legal requirements for determining whether a student is a student with a disability entitled to special education services pursuant to the IDEA.
4. Attendees will learn the legal standard for providing students with a free appropriate public education, including the requirements for conducting functional behavior assessments and how to develop legal defensible behavior intervention plans.
5. Finally, attendees will walk away with an understanding of how to write legally defensible prior written notices documenting the school district's educational decisions.

SOLUTION-FOCUSED COUNSELING IN SCHOOLS

Presented by Dr. John Murphy - Flagler Ballroom (1:00-4:00 pm) - 3 CE's

Participants will learn solution-focused counseling skills and techniques needed to quickly construct practical, strengths-based, culturally respectful solutions with pre-K-12 students experiencing psychological and social-behavioral challenges. Live and video demonstrations, role plays, skill-building activities, and real-world examples will give participants evidence-based techniques for building collaborative solutions that make sense and matter to students and their caregivers. The workshop primarily addresses Domain 4 of the NASP Practice Model (promoting student resilience and wellness) and also addresses Domains 8 (respecting and accommodating student diversity) and 9 (evidence-based practice).



John J. Murphy, PhD

Participants in this session will learn practical skills and techniques to help them:

1. Conduct efficient solution-focused conversations that address a wide range of pre-K-12 students, caregivers, and school problems.
2. Identify clients' best hopes from counseling during the opening moments of the first counseling session.
3. Ask culturally respectful questions that address NASP Practice Domains 4 and 8 by eliciting students' resilience and other indigenous strengths.
4. Respond to so-called resistant students and caregivers in ways that engage their motivation and involvement.

saturday featured presentations

DOMESTIC VIOLENCE: MUST WE ALWAYS HURT THE ONES WE SAY WE LOVE?

Presented by Dr. Ralph E. (Gene) Cash - Grand Salon 6-8 (8:00-10:00 am) - 2 CEs

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.



Gene Cash, PhD

Learning Objectives

As a result of attendance at this presentation, participants will be able to

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.

MEDICAL ERROR REDUCTION TRAINING FOR BEHAVIORAL HEALTH CARE PRACTITIONERS

Presented by Dr. Rance Harbor - Grand Salon 6-8 (10:30 am-12:30 pm) - 2 CEs

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.



Rance Harbor, PhD

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.

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