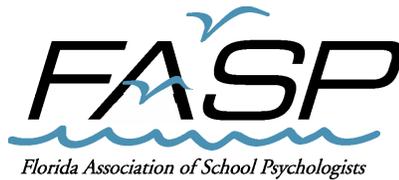


The Florida School Psychologist

The Newsletter of the Florida Association of School Psychologists



Volume 35 Number 3

Fall 2008

Jennifer Valentine and Julia Berlin, Editors



President's Message

Joshua Lutz

Dear FASP Members,

Has this summer flown by or what? I feel that I can apply that concept to the past ten months as your FASP President as well. As my term winds down and we prepare for a new President, Brad Underhill, I want to express my sincere appreciation and gratitude for all of the support from FASP members over the course of my term. I was thrilled to meet many of you this past July at the Ocean Reef Club in Key Largo for our Summer Institute. Feedback that we received indicates that it was one of the best Summer Institutes we have ever had and I give most of the credit to your Professional Development chair, Mark Neely. It is my hope that all who attended learned as much as I did. I am excited and really looking forward to our upcoming annual conference in Orlando (October 29 - November 1) and encourage all of you to register now and reserve your rooms at the Omni Championsgate Resort. Be sure to come to the general session to hear our keynote speaker, current NASP President and Florida's own Gene Cash.

It is the time of the year that FASP is electing new officers. Positions that are up for election are President Elect, Secretary, Treasurer Elect, Northwest regional representative, South region representative, and East Central region representative. Please be sure to vote for the officers and representatives in your area. In addition to FASP elections, those of you who are also FASP CSFI members will be receiving ballots for CSFI elections, as three CSFI board positions are available.

It is with great pleasure that I announce that the FASP Executive board voted unanimously to award Representative Nick Thompson our FASP Legislator of the Year Award. Representative Thompson fought very hard over the past three years to pass the Jeffrey Johnston Stand Up for All Children Act, which was passed and signed into law this year. FASP greatly appreciates Representative Thompson's hard work and we are hopeful that he will attend the Annual Conference to receive his award.

One of the major goals that I set at the beginning of my term was for us to update/rewrite the FASP Blueprint for Professional Development. Through the hard work of our task forces, we will have the Blueprint available to you at the annual conference this year. The Blueprint will cover current and future training needs in the areas of Response to Intervention, Emotional Behavioral Disabilities, Autism Spectrum Disorder, Multi-Cultural Diversity, Crisis Response, and Legislative Action. If you or anyone you know is willing to conduct training in any of the above areas, please contact the appropriate task force chairperson.

I want to encourage you all to take a moment and reflect on our titles as school psychologists. There are two distinct portions of our job, the school portion and the psychologist portion. The school portion is the key to our discipline and what separates us from the rest of the field of psychology. While many professionals can provide services as a psychologist, only school psychologists understand the nuances and intricacies of the school system, how to work with teachers and school staff, and how to most effectively and appropriately address the educational and mental health needs of students in our schools. There is no other discipline in psychology that as adequately prepares professionals to work in the diverse and ever-changing school environment. I plan to elaborate more on this concept at the annual conference. In closing, I remind you of the famous song lyrics, "I believe that children are the future....". School psychologists are key to that future and it is my belief that we are one of the most critical components of any educational system.

(Continued on page 3)



FASP 2008 Executive Board

Elected Officers

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Mike McAuley
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(Continued from page 1)

Lastly, we are all aware that 2008 is an election year on local, state, and national levels. As of press time there are three possible Amendments that could be presented on the November Ballot for your votes in Florida. FASP's executive board voted on Wednesday, August 27 to formally oppose proposed Amendments 5, 7, and 9. FASP Legislative chair, Dr. Briley Proctor, has written a summary article of the FASP position and the reason for our opposition in this newsletter (see page 23). FASP is one of many statewide organizations that is opposed to the passage of these amendments, particularly given the budget crunch our school districts are already in. Please read the article carefully and contact me, Dr. Proctor, or our lobbyists, Bob and John Cerra, for more information on these Amendments.

Respectfully Submitted,

Joshua A. Lutz, Ed.S. NCSP
FASP President



**FASP would like to welcome the following NEW Members
for the 2008-09 membership year:**

Ebony Cason

Anna Marie Garrett

Moira Kuhn

April Pichirallo

Stacie Valery

Raquel Palacio

Tanya Cook

Robert O'Neill

Tammie Smith

Rachel Wieder

Krista Bernard

Mary Ann Green

Emily Fairbanks

Attention FASP Members...

If you are not receiving the monthly FASP FLASH by e-mail, please contact Membership chairperson, Kim Berryhill (Kimmer89@aol.com) to update your e-mail address.





Attention! Supervisors of Psychological Services

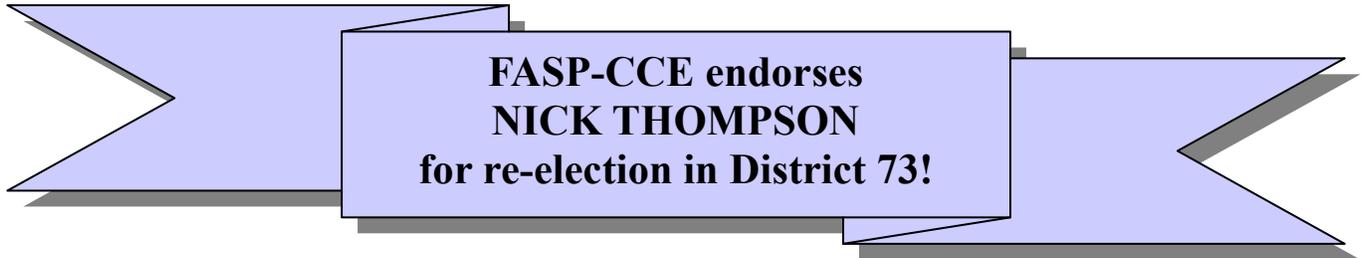
In preparation for the internship application process for the '09-'10 academic year, the Training and Credentialing Committee of FASP is updating the Internship Guide.

Please review the information provided on the FASP website at:

http://www.fasp.org/FASP_Standing_Committees/Training_&_Credentialing.html
to ensure that the most accurate data are available for your district.

Please confirm accuracy or denote changes via email to Catherine Majorossy at majoross@nova.edu so that we can update the information on the FASP website.

The Training and Credentialing Committee thank you for your assistance in helping to ensure that the '09-'10 internship class has the most up-to-date information on school psychology internship placements in the state of Florida.



On behalf of the members of the Florida Association of School Psychologists' Committee of Continuous Existence (FASP-CCE), we are proud to inform you that the FASP-CCE is expressing our formal support for your 2008 re-election and we have provided a \$500 contribution to your 2008 campaign.

The FASP-CCE cannot thank Representative Nick Thompson for the work he has done on behalf of the school children of Florida. Representative Thompson was instrumental in FASP's efforts to pass anti-Bullying legislation. We look forward to many years of legislative excellence and leadership from him in the future.

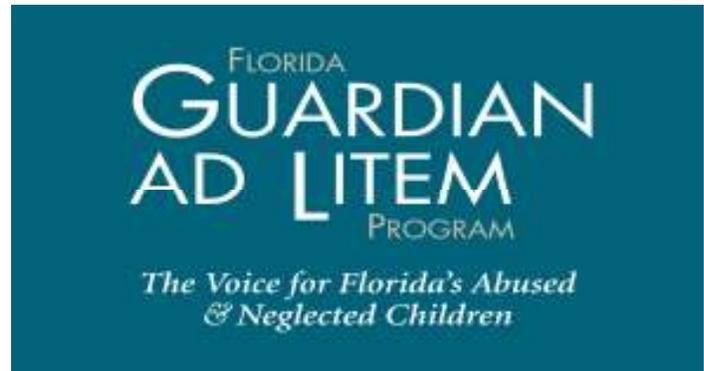
Alberto Gamarra, Ph. D., NCSP
Executive Director, FASP-CCE



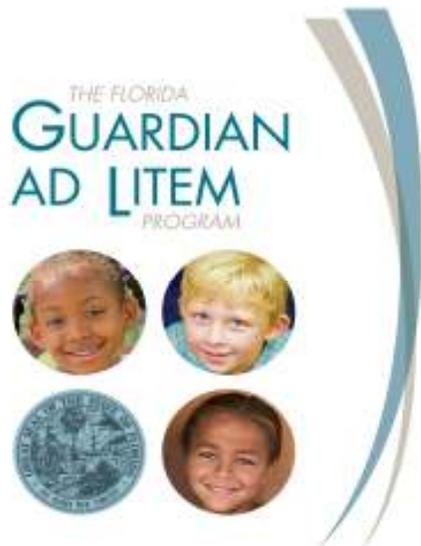
Florida Guardian ad Litem Program

The Florida Guardian ad Litem Program is a statewide agency that serves as a powerful voice for abused, abandoned and neglected children in the court system and the community. The Guardian ad Litem Program is able to represent thousands of children with the help of volunteers. Program volunteers donate countless hours to the children they represent. The unique perspectives volunteers, and their often creative solutions, are highly valued by dependency court judges.

A Guardian ad Litem is a volunteer appointed by the court to protect the rights and advocate for the best interests of a child involved in a court proceeding, primarily as a result of alleged abuse or neglect. The volunteer Guardian ad Litem makes independent recommendations to the court by focusing on the needs of each child.



Throughout the state, over 7,000 children are in need of a Guardian ad Litem volunteer. Volunteer Guardians ad Litem are friends, neighbors and co-workers who make a difference in as little as 4-6 hours per month. The Guardian talks with the child's family, physician, teacher and others. The Guardian gathers information including school records to ensure the child is receiving the necessary services and support. The Guardian becomes the voice of the child and makes independent recommendations in court communicating the best interest of the child.



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

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



4 Assessments Ideal for Use in the Response to Intervention (RTI) Model...



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Targets the executive functions that are necessary for demonstrating required academic skills in the classroom setting



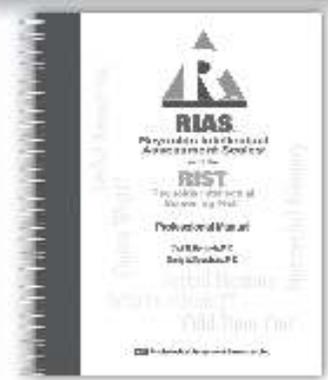
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**Florida Association of School Psychologists
Research Award**

**Oliver W. Edwards, Ph.D., Research Committee Chair
2008 Proposal Guidelines**

The Research Award is designed to encourage and support the research activities of FASP members who are either practicing school psychologists or students. FASP Executive Board members are ineligible to serve as Principal Investigators. Any area of research related to the practice of school psychology in Florida may be supported by the FASP Research Award. Special consideration will be given to projects addressing comprehensive service delivery systems (e.g., primary prevention projects, pre-referral interventions, and classroom-based reading initiatives involving school psychology).

Award Amounts

A **total** of \$500.00 will be awarded to one or more research projects (e.g., 2 projects = \$250 each).

Application Procedure:

Guidelines for Proposal

Research applications should not exceed ten (10) typed pages (double-spaced, 12 characters per inch, one-inch margins). The application should be consistent with current APA editorial guidelines. Please organize your proposal as follows:

- Abstract (1 page)
- Introduction and Purpose of the Study (3 pages)
- Methodology (2 pages)
- Results (2 pages)
- Budget (2 pages)

Evaluation Criteria

The FASP Research Committee will use the following criteria to evaluate proposals:

5 Points

- Abstract (1 page; 100-200 words)
- Accurate and brief summary of proposed project

45 Points

- Introduction
- Background information
- Potential impact/importance of project
- Review of research
- Purpose of Study, rationale, and hypothesis

15 Points

- Method
- Participants
- Demographics
- Sampling procedure
- Sample size

15 Points

- Instruments
- Description
- Reliability, validity, and psychometric information
- Special equipment needed
- Procedures
- Phases of project
- Experimental design

15 Points

- Data Analysis
- Summary of data
- Statistical analysis
- Project Staff

5 Points

- Responsibilities of project staff
- Brief vitae (1 page) for each member of research staff
- Budget
- Complete the Budget Form, with brief explanations of costs for each budget item

Total Possible Points: 100

For additional information and Budget Form contact:

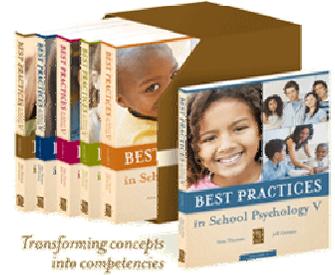
Oliver W. Edwards, PhD, NCSP
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GETTING UP-TO-DATE WITH NASP

NEW! Best Practices V Online Resource Center

Available through NASP, the Best Practices V Online Resource Center will provide practitioners with chapter abstracts, expanded and annotated bibliographies, links to online resources and related NASP resources, and articles for research. Additionally, discussion questions for supervisors to utilize in staff development and a CPD self-study quiz. Visit <http://www.nasponline.org/profdevel/cpdmodules/bpfive.aspx> to access this fantastic resource!



NASP Online Communities

New!

Over 20 new online communities are currently being introduced by NASP! These communities will provide NASP members with an opportunity make connections with other school psychologists who share similar interests. These forums will provide practitioners with a prime location to exchange ideas and receive feedback about topics ranging from pathology to intervention to advocacy and more! Join the communities that best represent your interests today at <http://nasponline.org/communities/default.aspx>!

Grant Community

Available in the NASP Online Communities, the Grant community provides practitioners information about publicly and privately funded opportunities. Several new applications focusing on topics such as special education and building healthy teen relationships have been recently posted.

New Releases!

Professional Development and Supervision of School Psychologists: From Expert to Intern, Second Edition by Virginia Smith Harvey and Joan A. Struzziro addresses administrative and clinical supervision skills necessary for school psychologists to thrive and grow into seasoned professionals!

The Annie E. Casey Foundation's 19th annual **Kids Count Data Book** was released on June 12, 2008. The annual Data Book is a national profile of the well-being of America's children that seeks to enrich discussions concerning ways to secure better futures for all kids. The Data Book ranks states on 10 key measures and provides data on the economic, health, education, and social conditions of America's children and families. Also, the Annie E. Casey Foundation has launched the **KIDS COUNT online database**, featuring child well-being measures for the 50 largest U.S. cities and containing more than 100 indicators.

2008 NASP Convention Resources

It's not too late to take advantage of all the great information that was shared at the 2008 NASP Convention in New Orleans! NASP members may access a multitude of handouts and other presentation materials today at <http://www.nasponline.org/conventions/2008conventionhandouts.aspx>. This is an excellent opportunity to bolster your knowledge in a particular area or get ideas for future research!

Interested in a livelier taste of the convention? Order your copy of the 2008 NASP Convention CD-ROM today! Over 100 hours of programming with synchronized audio/visual presentations and handouts are available. Attend keynote addresses, featured sessions, and selected workshops from the comfort of your home! Visit <http://www.nasponline.org/conventions/2008cdrom.aspx> to order.

Summer Conferences

Two pre-conference seminars will be available the day before each conference to extend your experience. Visit <http://www.nasponline.org/conventions/summerconf.aspx> for more information.

Atlantic City

July 21-23, 2008 at the Sheraton

Las Vegas

July 28-30, 2008 at Bally's Las Vegas Hotel & Casino

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2009 NASP Convention

Boston, Massachusetts
February 24-28, 2009

2009 Elections

NASP members interested in seeking nominations should inform the committee by July 20, 2008. Nominations will take place in October 2008 and the general election will take place next January. The President-Elect and State Delegate positions for Arizona, Arkansas, California, Connecticut, District of Columbia, Florida, Hawaii, Kansas, Kentucky, Maryland, Massachusetts, Nebraska, Nevada, New Jersey, North Dakota, Ohio, Utah, and Virginia will be open. Contact Charlie Deupree, Nominations and Elections Chair, at cdeupree@voyager.net for more information!



Cultural Competency

NASP is presently compiling a *Directory of Bilingual School Psychologists* for NASP members who are fluent in languages other than English. Applications to be included in this directory are available at http://www.nasponline.org/about_nasp/bilingualapplication.aspx.

Following Mary Beth Klotz' article "Culturally Competent Practice" in the *Communiqué* (Vol. 36, No. 7), NASP has prepared a number of resources to promote awareness of cultural sensitivity in school psychology.

[Minority Demographics in School Psychology](#), NASP webpage showing the ethnicity of school psychologists compared to the U.S. population overall.

[Minority Population Growth: 1995–2050](#), report from the Minority Business Development Agency of the U.S. Department of Commerce. [PDF]

[Status and Trends in the Education of Racial and Ethnic Minorities](#), report from the National Center for Education Statistics of the U.S. Department of Education. [PDF]

[Mental Health and Mental Health Care Among Racial and Ethnic Minorities in the U.S.](#), handout from a mental health panel at the Congressional Hispanic Caucus Institute. [PDF]

[Promoting Strengths Among Culturally Diverse Youth in Schools](#), article from *School Psychology Forum: Research in Practice*. [PDF]

[Ethnicity and English Proficiency: Teacher Perceptions of Academic and Interpersonal Competence in European American and Latino Students](#), research brief from *School Psychology Review*. [PDF]

[An Exploration of the Relationship Between Ethnicity, Attention Problems, and Academic Achievement](#), research article from *School Psychology Review*. [PDF]

[Cultural Sensitivity in School-Based Crisis Intervention](#), research article from the *Communiqué*.

[Mapping Out Our Multicultural Future: Beyond 2007](#), article from the *Communiqué*.

Blog NASP!

NASP is seeking writers for blogs on the NASP website. Topics for which we are soliciting contributors include Early Career, Response to Intervention, and School Psychologists—On the Job. Prefer video? Contribute to NASP YouTube. We are accepting submissions on A Day in the Life of a School Psychologist. Applications and guidelines are available at <http://www.nasponline.org/membership/getinvolved.aspx>

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Adolescent Mental Health

Major Depressive Episodes Among Youths Aged 12 to 17 in the United States

The Office of Applied Studies of the Substance Abuse and Mental Health Services Administration presents the responses of adolescents to questions about major depressive episodes from 2004-2006 on the National Survey on Drug Use and Health. This data is available at <http://www.oas.samhsa.gov/2k8/youthDepress/youthDepress.htm>.

Adolescent Mental Health Brief

The National Adolescent Health Information Center (NAHIC) is pleased to announce the release of its first-ever brief on mental health, *The Mental Health of Adolescents: A National Profile, 2008*. Adopting a comprehensive approach to mental health, this brief presents national data on measures ranging from well-being to substantial impairment. Access this information at <http://nahic.ucsf.edu/downloads/MentalHealthBrief.pdf>.

“Walking the Talk”: SPR Recognizes Bullying Prevention Efforts

Miriam Hirschstein, Leihua Van Schoiack Edstrom, Karin Frey, Jennie Snell, and Elizabeth Mackenzie were recently honored with the 2007 *School Psychology Review* "Article of the Year" award! “Walking the Talk in Bullying Prevention: Teacher Implementation Variables Related to Initial Impact of the Steps to Respect Program” can be accessed at <http://www.nasponline.org/publications/spr/pdf/spr361hirschstein.pdf>. This award recognizes research that advances knowledge in school psychology and evidence-based practice.

Funding for Dating and Sexual Violence Research

Robert Wood Johnson Foundation (RWJF) is partnering with the Family Violence Prevention Fund (FVPF) in a \$14.5 million effort to prevent dating and sexual violence among youths ages 10-14. Emphasis is being placed on testing new models of prevention. The call for proposals is available at <http://www.buildinghealthyteenrelationships.org/>.

Adopting Positive Behavior Supports in Local Programs

An online presentation by Lise Fox of the Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI) and Linda Broyles of the Southeast Kansas Community Action Program (SEK-CAP) is presently accessible via <http://www.nectac.org/~calls/2008/sec619/call1.asp>. Here they provide a brief description of a program-wide model of behavior support implementation. Resources are available which describe the administrative actions, implementation fidelity, and sustaining the effort over time.

Positive Behavioral Supports (PBS): Tips for Parents—Adaptable article http://www.nasponline.org/publications/cq/cq352pbs_ho.aspx

Other Related Resources

Teaching Young Children Self-Control Skills www.nasponline.org/resources/behavior/index.aspx

Developing Effective Behavior Intervention Plans for Young Children—PowerPoint Presentation, 2007 Convention http://www.nasponline.org/conventions/handouts/papers/Behavior_Interventions.ppt

Response to Intervention

New RTI Website

Partnered with NASP, the RTI Action Network has launched a website offering evidence-based resources and interaction with experienced researchers and practitioners on RTI. Visit <http://rtinetwork.org/> for practical content and guidance on implementing RTI from preschool to secondary school. The RTI Action Network is the result of collaboration among general education, special education, family groups, and the private sector to support implementation of RTI in school districts nationwide.

NASDE RTI Blueprints

The National Association of State Directors of Special Education (NASDSE) has posted two documents in its Response to Intervention (RTI) Blueprint series for free download. The two Blueprints provide step-by-step implementation guidelines, resources, and tips from RTI implementers with many years of experience. Visit <http://www.nasdse.org/> to download these documents.

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(Continued from page 10)

RTI National Online Forum

The RTI Action Network has hosted and posted their first RTI National Online Forum, titled "Are You Ready for RTI? What Do You Need to Know, and What Do You Need to Do?" Presenters include Judy Elliott, David Prasse, and Ann Casey. This 90-minute discussion with questions from the audience is invaluable to schools establishing or refine their RTI programs, at both the district and building levels. To view the Forum, go to www.RTINetwork.org and click on the link in the announcement on our home page.

RTI Innovations Conference, September 11-13, 2008

The 2008 RTI Innovations Conference, September 11-13, in Salt Lake City: A Conference for Doers by Doers, is designed to teach critical RTI Skills, with thirteen-hour skill-strands by some of the longest-standing RTI implementers in the country. Keynote speakers are Jeff Grimes and George Batsche. See <http://158.91.165.5/innovations/index.html> for more information.

U.S. Department of Education—FREE Resources

The U.S. Department of Education has updated their Education Publications website! There are now a multitude of resources available **FREE** for viewing and download at <http://www.edpubs.ed.gov/>.

At-Risk Youth Resource Portal

The National Evaluation and Technical Assistance Center for the Education for Children and Youth Who Are Neglected, Delinquent or At Risk (NDTAC) has created a web-based "At-Risk Portal." Resources for working with at-risk youth can be accessed. Reports and other supplementary information that examines risk factors affecting youth are available, along with population data and other statistics and prevention and intervention strategies. Visit <http://www.neglected-delinquent.org/nd/resources/library/atrisk.asp>.

Bilingual Autism Resource Guide

Visit www.asdatoz.com for helpful information for working with children with autism. Topics are available in English and in Spanish. Topics include: What is Autism?, Early Signs of Autism, Websites of Autism-Related Organizations, Special Education, Medical and Biomedical Interventions and the Science Behind Autism, Parent Training and Support, Resources for Teachers and Other Professionals

Awards & Scholarships

Begin considering nominees for the following awards and scholarships!

GPR Special Friend of Children- <http://www.nasponline.org/advocacy/gprawards.aspx> , Deadline: November 15, 2008

GPR Certificate of Appreciation - <http://www.nasponline.org/advocacy/gprawards.aspx> , Deadline: November 15, 2008

GPR Outstanding Advocate - Deadline: November 15, 2008

NASP-ERT Minority Scholarship Program - http://www.nasponline.org/about_nasp/minority.aspx , Deadline: Nov. 3, 2008

Paul H. Henkin Memorial Scholarship Award - Deadline: June 27, 2008 (webpage forthcoming)

Research Committee's Graduate Student Research Awards - <http://www.nasponline.org/students/GSRA2007Revised.pdf>
Deadline: Nov. 1, 2008 (updated application form forthcoming)

Participate in a Research for School Psychologists

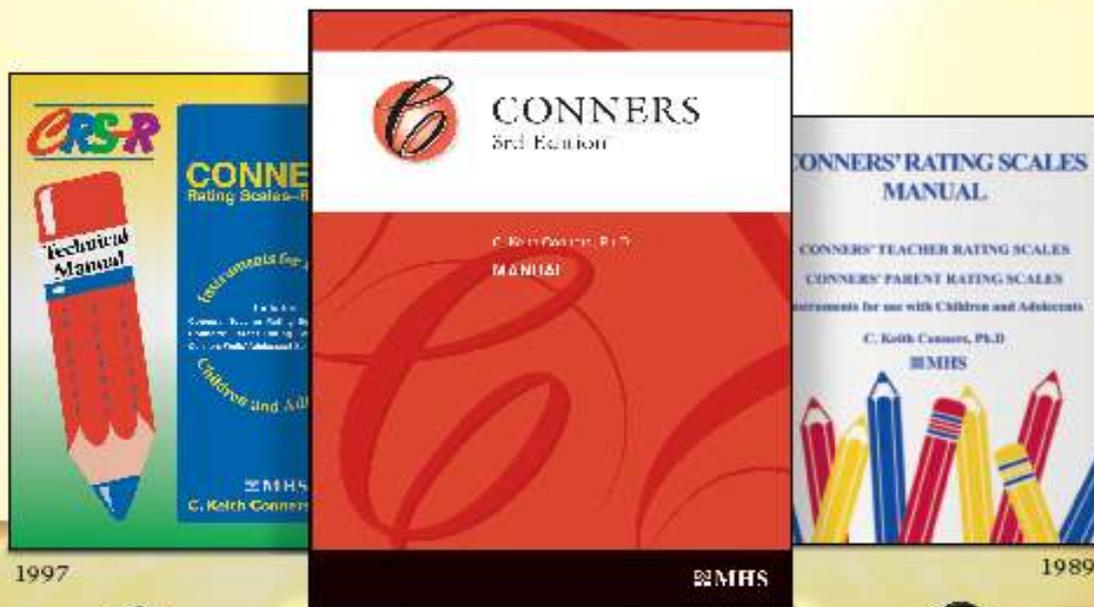
Elizabeth Gibbons of Temple University is researching the role of school psychologists in the educational placement of K-12 students with disabilities in the least restrictive environment. You are invited to participate in this confidential survey by visiting <http://www.lresurvey.com/>. Respondents will be eligible to enter a drawing for a \$25 gift certificate to Amazon.com.

NASP Standards

The NASP Standards (training, credentialing, practice, and ethics) are currently being revised. Please forward recommendations to Sarah Valley-Gray (valleygr@nova.edu).



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The enhanced Conners 3 ADHD scales offer you unprecedented focus and efficiency. With an all new Executive Functioning scale, Anxiety and Depression screener items, Impairment items, and Validity scales—the power to assess is placed firmly in your hands.

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The improved Conners 3 designed to focus on ADHD assessment needs provides:

- Direct links to the *Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition (DSM-IV-TR™)* and the *Individuals with Disabilities Education Improvement Act (IDEA 2004)*
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As always. As never before.™



The Florida School Psychologist is the official publication of the Florida Association of School Psychologists (FASP). It is published three times a year and distributed to all FASP members. Its content does not necessarily reflect the view or policies of FASP or of the Executive Board. Advertising is accepted. Rates are:

	Full Page	½ Page	¼ Page
1 Issue	\$200	\$150	\$110
2 Issues	\$360	\$270	\$198
3 Issues	\$450	\$337.50	\$247.50

Send newsletter articles and advertising inquiries to **Jennifer Grill** (22282 Vista Lago Drive, Boca Raton, Florida, 33428, e-mail: Bocasangel46@yahoo.com, phone: 407-733-0111) or to **Julia Berlin** (1295 Boswell Street North Port, FL. 34288, email: jberlin@pegasus.cc.fl.us, phone: 407-235-8799) Preferred electronic formats for articles are Microsoft Word or Rich Text Format. Due to differing platforms and space limitations, submission may result in changes to the original format. Photographs and graphics are accepted. Materials published herein may be copied by reciprocating state newsletters if source and author are credited.

The next newsletter will be the Winter edition to be distributed in January 2008. Deadline for submission of articles is August 15th, 2008.



SOUTHWEST FLORIDA ASSOCIATION OF SCHOOL PSYCHOLOGISTS FALL CONFERENCE

- Presenter:* Russell A. Sabella, Ph.D.
- Topic:* Solution Focused Brief Counseling/Consulting
- Date:* October 24, 2008
- Time:* 8 am-4 pm
- Location:* Colonial Country Club
9181 Independence Way
Fort Myers, FL 33913

Contact Ann Duffala, CEU Director,
at (239) 542-4616 or beverleyannnd@aol.com

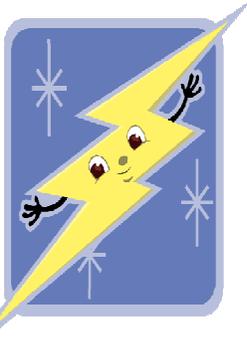




Upcoming Events



2008 FASP Annual Conference



Empowering Leaders:
The Future of School Psychology

October 29 - November 1, 2008

Omni Orlando Resort at ChampionsGate
Kissimmee, Florida

For Reservations, Please Call: 407-390-6664

Don't forget to ask for the FASP conference rate of \$139.00 per night





Registration Form

35th Annual FASP Conference – October 29 – November 1, 2008

Please complete this form by **circling the fees for all events you wish to attend**, then total all circled fees, and complete the second page. Please Note: FASP membership dues for 2008-2009 must be current to register at member rates. **Registrations must be Postmarked by 10/10/08 for Early Registration discount.** Only on-site registration rates will be available after 10/10/08. All pre-registrants will receive a confirmation by email or by U.S. mail to the address provided. (Out-of-state NASP members pay FASP member rates.) Please contact FASP at least 6 weeks prior to the conference, should you have any special access needs.

SPECIAL CONFERENCE BUNDLE PACKAGES – PRE-REGISTRATION ONLY by 10/10/08 (These packages are NOT available on-site) –

Circle One Package

Silver Package (Wed/Thurs/Friday): Regular FASP Member: \$200.00 Student: \$75.00 Non-Member: \$350.00

Gold Package (Friday/Saturday): Regular FASP Member: \$125.00 Student: \$50.00 Non-Member: \$240.00

Platinum Package (Entire Conference): Regular FASP Member: \$225.00 Student: \$80.00 Non-Member: \$400.00

Please Check Your Friday Workshop Selection: **R. Allison, Ed.S (RtI)**
or
 A. Sharf, Ph.D., and M. Courville, M.A., M.S.W. (Bullying)

Regular Registration Options

Early Registration

(Postmarked by 10/10/08)

On-Site Registration

(Postmarked after 10/10/08)

Wednesday and Thursday, October 29 and 30

Regular FASP Member	\$125.00	\$145.00
Student Member	\$ 50.00	\$ 60.00
Non-Member	\$220.00	\$245.00

Friday Workshops, October 31 (6 CEUs)

Regular FASP Member	\$ 90.00	\$110.00
Student Member	\$ 40.00	\$ 50.00
Non-Member	\$155.00	\$180.00

Please Check Your Friday Workshop Selection: **R. Allison, Ed.S (RtI)**
or
 A. Sharf, Ph.D. and M. Courville, M.A., M.S.W. (Bullying)

Saturday Workshops, November 1 (3 CEUs)

	<u>Both</u>	<u>2 hr Medical Errors</u>	<u>1 hr Domestic Violence</u>
Regular FASP Member	\$ 50.00	\$35.00	\$15.00
Student Member	\$ 25.00	\$15.00	\$10.00
Non-Member	\$100.00	\$70.00	\$30.00

(Onsite Registration Add \$10.00)

Additional Events & Activities

FASP Children’s Services Fund, Inc. Charity Auction	\$10.00	
FASP CCE (Political Action Committee donation)	\$ _____	(Enter amount – see attached for description)
I will be attending the Job / Internship Fair.	YES	NO (Please Circle)
I have applied to be a student volunteer at the conference.	YES	NO (Please Circle & mail Student Volunteer Application)



Dear Concerned School Psychologist,

Decisions and laws are being made as to how you will practice your profession of school psychology, ways in which you may or may not care for your clients/students, and how mental health and education care costs affect the state’s budgets. Your vote and contributions will have a direct impact on the elected officials who represent you and make decisions affecting the future of your profession.

Of course, influencing public policy requires time, effort, and money. Because school psychologists often have limited money to contribute to lobbying efforts, FASP has taken steps to enable us to pool and to target our resources. The Florida Association of School Psychologists - Committee of Continuous Existence (FASP-CCE) is a means for us all to “pool” our resources and to have a greater reach to candidates who have or will likely have an understanding of what’s best for the practice of school psychology and the students and families whom we serve.

There are over 1,100 FASP members residing in Florida, and our political presence is increasing with each legislative session. With your help, we can and will accomplish more during future years by contributing to the campaigns of legislators carefully selected by your Executive Board to facilitate the cultivating of strong legislative relationships. The future of School Psychology is in your hands.

**Please Be a Member... Be a Participant... Be a Leader...
Contribute to your FASP-CCE**

- \$ 1.00 – 15.00 Open Contribution
- \$ 15.00 Bronze Member
- \$ 16 – 50.⁰⁰ Silver Member
- \$ 51 – 100.⁰⁰ Gold Member
- \$ 101 – 500.⁰⁰ Platinum Member
- \$ 501 – Above Diamond Member

FASP-CCE also permits Honorary membership for friends, corporations, organizations, etc.

- \$ 1.00 – 500.00 Friends of FASP
- \$ 501.00 & above Colleague of FASP

(Please make your check payable to FASP-CCE, print a copy of this page and return with your contribution)

Please pass this on to others for their support and participation. Upon receipt of your contribution, we will send legislative e-mail updates regarding School Psychology and mental health care issues. **Now is the time to get involved and make a difference in a way that won’t take much of your time.**

Thank you in advance for your support and participation. If you have questions about the FASP-CCE, please contact:

Alberto Gamarra, Ph. D., NCSP
Executive Director FASP-CCE
MentalMastery@myacc.net

Ralph E. (Gene) Cash, Ph.D., NCSP
Chairperson, FASP-CCE
gcash1@aol.com



FRIDAY CEU WORKSHOPS

WORKSHOP 1 – Randy Allison, Ed.S.



Randy Allison is currently the Director of Special Education at Heartland Area Education Agency 11 in Johnston, Iowa. Previously, Randy was the Coordinator of Support Services for Educational Results and Supervisor of School Psychological Services at Heartland. Randy has worked extensively with special education support staff, local district teachers, and school administrators on transformation and staff development at both the individual and systems level. In addition to his work at Heartland, Randy has consulted with a number of school districts in numerous states as they work toward the development of problem solving systems and data-based decision making initiatives.

Abstract

Practical Implementation of a Response to Intervention (RtI) Process

This workshop will focus on the day-in and day-out issues that come naturally with the consideration and implementation of a response to intervention (RtI) process. Based on personal experience, this workshop will address critical components for necessary inclusion in a comprehensive RtI model. Additionally, barriers and promising practices that help alleviate problems in the implementation of a systemic educational change process will be presented. This workshop will include a combination of presentation, use of tools, examination of case examples, and discussion. The learning objectives include:

1. Understand the role of foundational principles on educational practice
2. Understand the role of consensus, infrastructure development, and implementation in RtI practices
3. Understand the importance of alignment within RtI models
4. Understand the importance of key components such as assessment skills, intervention to instruction matching, data based decision-making, and implementation integrity in systems level processes
5. Understand potential barriers and possible solutions for better RtI practices

**WORKSHOP 2 – Amy Sharf, Ph.D. and Michael Courville, M.A., M.S.W.**

Amy Sharf serves as Director of Educational Programs for GroundSpark's Respect for All Project, leading a wide-range of outreach, and training and curriculum development efforts on anti-bias and anti-bullying education. Amy has worked in the field of educational equity and diversity for nearly twenty years. From 2000-2008, she led a statewide training program on diversity and equity for afterschool programs and spearheaded efforts to inform local and state afterschool policy initiatives. Amy directed a three-year national study on equity issues in the afterschool and youth development field and is co-author of a number of books. She holds a PhD in Social and Cultural Studies in Education from the University of California at Berkeley and is an experienced trainer, classroom and university teacher, and policy analyst.



Michael Courville is the former national program director for The Respect for All Project. He holds a Masters degree in Social Welfare from UC Berkeley and brings over ten years of experience in education, advocacy, mental health, community development and policy research. Michael has developed anti-bias curriculum and professional development for adults working with youth in grades K-8. Additionally, he has led training and community organizing programs to reach youth service providers and educators in underserved communities. Michael is currently a senior facilitator with The Respect For All Project.

Abstract**Let's Get Real: Addressing Bullying and the Prejudice That Fuels It**

Identity-based discrimination, bullying, and harassment are daily occurrences in the lives of millions of school-aged children, and these experiences are profoundly harmful to the students' sense of social well-being, mental health, academic achievement, and physical safety. This interactive workshop will explore the social- psychological dynamics related to bias-based bullying and the varied experiences students have with bullying and name-calling at school. Drawing on research and evaluation data as well as personal observations and reflections, participants will acquire skills for fostering a learning environment that promotes respect, cultivates empathy, and enriches youth understanding of this very harmful phenomenon. The session will feature *Let's Get Real*, a powerful, award-winning documentary about bullying and many of the underlying issues. Following the film, an interactive presentation, including small group activities, will introduce concepts and data about bullying, prejudice and harassment in participants' own schools, will model activities that can be used to develop empathy and respect among youth, and will allow for the development of plans for change. Participants will be encouraged to draw on the unique perspective they have as school psychologists to identify ways of both increasing support for individual students and building fully inclusive educational environments that are welcoming and nurturing for all. The learning objectives include:

1. Explain how bullying and harassment affects the mental, academic, and physical well-being of youth.
2. Explain the roles that exist in a bullying dynamic and how these relate to behavior of individual youth.
3. Understand how to use resources and activities that promote self-reflection, empathy, and behavior change among youth, and create a plan for integrating these activities into their professional work.
4. Understand local policies and resources to help address bullying and harassment after leaving the workshop.



Student Volunteer Application

Empowering Leaders: The Future of School Psychology

Florida Association of School Psychologists

2008 Annual Conference

Omni ChampionsGate Resort, Kissimmee, FL

October 29-November 1, 2008

Dear School Psychology Student:

I trust that you are back to school anticipating an exciting and fruitful year. FASP President-Elect Brad Underhill and Conference Chairperson Michelle Darter have asked me to recruit volunteers to assist us at the upcoming 35th annual FASP conference.

The opportunity to interact with leadership in your state organization and be involved in behind-the-scenes operations of a professional conference is one that will be invaluable to you. I would like to extend an invitation for you to donate three (3) hours of your time for this purpose. In return, you will receive a 50% discount on your conference registration fee for Wednesday and Thursday. Friday and/or Saturday workshops are a separate charge unless you choose to volunteer for that specific day. For example, if you volunteer for Friday then you will receive a 50% discount on your conference registration fee for Wednesday, Thursday, and Friday. **You must be a FASP student member to participate.** If you are not a FASP student member, contact Kim Berryhill, FASP Membership Coordinator at 561-691-6976 or email her at kimber89@aol.com.

If you are interested, please complete this application form and send it in with your Conference Registration. You must register prior to **September 30, 2008** to be eligible to volunteer

IMPORTANT: When you register for the conference (and you must register) you will be asked to supply a credit card number for your discounted registration fee. Should you fail to meet your three-hour volunteer commitment, you will be charged the full student rate. Please be sure to indicate on your Registration Form that you are a student volunteer. The registrar will send me your volunteer form and I will make the assignment. I will contact you by email regarding the day, time and location of your assignment. I anticipate that all assignments will be made by October 15, 2008.

If you have any questions or would like additional information, please email or call me. We are looking forward to seeing you at the conference!

Sincerely,
Jason Convissar
Phone: 954.448.6618
Email: convissa@nova.edu

Name: _____ Institution: _____

Address: _____

Phone Home _____ Cell _____ E-mail: _____

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

Tuesday(10/24)			Evening _____
Wednesday (10/25)	Morning _____	Afternoon _____	Evening _____
Thursday (10/26)	Morning _____	Afternoon _____	Evening _____
Friday (10/27)	Morning _____	Afternoon _____	
Saturday (10/28)	Morning _____		

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



2008 CSFI Teddy Bear Drive!!!



A BEARY Friendly Competition!

Don't be a GRIZZLY BEAR! Lend a hand to show you care!
Find a gently loved TEDDY, now you're ready!
Set out a box at your school, helping kids is BEARY cool!

Email Kelly at Millerke@nova.edu to join the fun!
Give some LOVEYS to some kids who have none!
When you come to FASP, the competition ends,
so don't forget to bring your special STUFFED FRIENDS!

fasp.org/FASP_Standing_Committees/CSFI.html

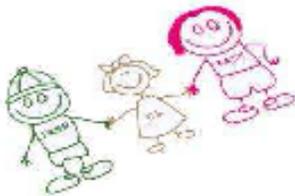




Children Services Fund Inc.

Work with your district or university to donate
a themed basket. Prizes will be awarded for
creativity!

For each item donated, you will be entered into
a raffle to win a fabulous prize!



13th ANNUAL CSFI AUCTION
Thursday, October 30, 2008, 6-8 p.m.
Omni Orlando Resort at Championsgate

Tickets are only \$10.00!

**JOIN US IN CELEBRATING A
GREAT CAUSE!**

*Over the last year, CSFI has donated over
\$11,000 and thousands of stuffed animals to
children and families in need.*

**Bring your donations to the FASP
conference in October.**

For further information contact:

Priscilla Jones (prisjone@nova.edu) OR

Sarah Valley-Gray (valleygr@nova.edu)

Donation Documents can be accessed at:

http://www.fasp.org/PDF_Files/CSFI/CSFI_Donation_Letter_and_Form_2008.pdf



Vote NO on Amendments 5, 7, and 9

-Briley Proctor, Legislative Chair, FASP

Recently the Executive Board of the Florida Association of School Psychologists (FASP) approved a motion stating that FASP **publicly opposes Proposed Constitutional Amendments 5, 7, and 9**. In an unprecedented move, the Executive Board, which sets policy on behalf of more 1000 member school psychologists statewide, decided that it was imperative to take a stand against these potentially devastating proposed amendments, which could have the unintended effect of destroying public education in Florida, and that join forces with our sister associations who are also actively campaigning against the amendments (e.g., the Florida Association of School Superintendents [FASA]; the Florida School Board Association [FSBA]; the Florida Association of District School Superintendents [FADSS]; and the Florida Education Association [FEA]).

By way of background, these proposed amendments will likely appear on the November, 2008 ballot. In total, eight Proposed Constitutional Amendments will be placed on the November ballot. Each amendment must be approved by a majority (50% + 1) of voters in order to pass. Once passed, constitutional amendments are extremely difficult to repeal or to modify, forcing citizens to live with any unintentional or unforeseen effects, no matter how harmful they may be. For additional explanation regarding Florida's constitution, including the five mechanisms by which it can be amended, visit <http://www.votesmartflorida.org/mx/hm.asp?id=home>.

Amendment 5: Eliminating State Required School Property Tax and Replacing it with Equivalent State Revenues to Fund Education

This proposed amendment would eliminate the state required school property taxes (Required Local Effort, or RLE) that currently fund approximately 50% of the cost of public education. This loss of approximately \$8.3 billion in school property taxes would be partially recouped by a 1% increase in the state sales tax (from the current 6 cents to 7 cents); however, according to Florida TaxWatch, this one-cent sales tax increase would raise "perhaps as little as one-third" of what the tax cut would take away. Amendment 5 proposes additional ways of filling this hole, including removing certain tax exemptions. However, TaxWatch suggests that "it is doubtful that the legislature will raise more than \$1 billion to \$2 billion from repealing exemptions." It would then be **up to the Legislature** to decide annually whether to replace education funding on a dollar for dollar basis totally. Although Amendment 5 contains a provision that would "hold education harmless", this is true only for the first year after the implementation of the amendment. Sadly, we recognize that we cannot trust the Legislature truly to hold education harmless, and if Amendment 5 passes, we are likely looking at even more drastic and devastating cuts to public education than what we have experienced in recent times. This likely translates into further job losses for school personnel, less per-pupil-spending, and a further erosion of our public school system. FASP is **asking voters to reject Amendment 5**, recognizing that it is a risky proposition that will further endanger Florida's public education system, which is already stressed to the limit, by removing current funding streams with no certain methods for replacing billions in lost funds. Florida is already near the bottom in the US in per-pupil expenditures on education and allocates almost \$1800 less per student less than the national average. This amendment is likely to make things much worse!

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Amendment 7: Religious Freedom

This amendment would remove the current constitutional language that “no revenue of the state or any political subdivision or agency thereof shall ever be taken from the public treasury directly or indirectly in aid of any church, sect, or religious denomination or in aid of any sectarian institution.” In other words, **if Amendment 7 passes, then taxpayers’ money can be used to pay for religious and other sectarian purposes and institutions, resulting in certain diversion of funds from public education to religious schools.** The state Legislature would have complete discretion over which religious institutions could receive the funds. Furthermore, it would be up to legislators to decide whether religious schools would be held accountable for complying with state education standards, as public schools currently are.

Ten years ago the Legislature passed a similar measure that would have allowed taxpayers’ money to be used to pay tuition costs at private and religious schools by use of vouchers, a measure that was declared illegal by a state appellate court (www.fasa.org). **FASP is opposed to Amendment 7, believing that it will further drain funding for public education, with no real assurance that the religious schools and institutions receiving taxpayers’ money will be held accountable for providing quality, standards-based education.** We believe this amendment is bad for parents, students, and educators and that it needs to be defeated in November. In addition, if it were to pass, it will likely trigger lawsuits on the grounds that it violates the US Constitution’s separation of church and state provision. The huge costs of these lawsuits will be borne by Florida taxpayers.

Amendment 9: Requiring 65 Percent of School Funding for Classroom Instruction: State’s Duty for Children’s Education

There are two parts of Amendment 9: first, it would require that school districts allocate a minimum of 65% of their total state education funding directly to classroom instruction. Second, although you wouldn’t know it from the amendment’s title, it would reverse the legal precedent of prohibiting the public funding of alternatives to public education, including private schools. In other words, passage of this amendment would allow the Legislature to divert funding from school districts to pay for other purposes, including tuition at private schools. Although the Florida Supreme Court and the First District Court of Appeals have ruled that a private school voucher program is both illegal and unconstitutional, this amendment raises the issue again with voters. Like Amendment 7, **Amendment 9 could drain state funding from public education and divert it to private schools, including vouchers to be used for attending religious schools.** The second part of the amendment, the so-called “65% solution,” has been adopted in four states and is being considered in another six. There are several issues with this initiative. First, the **Florida amendment does not specify what should be included in the 65% category;** many services and materials that directly support classroom instruction such as school psychologists, guidance counselors, libraries, food services, and security personnel may be excluded. According to the American Federation of Teachers, the 65% solution hurts schools by undermining local control of schools; forcing cuts in vital school support services; and ignoring the needs of individual school districts (such as low SES schools which need to spend more money on food, or rural districts which spend more on transportation).

(Continued on page 25)



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Furthermore, this “solution” has no research basis: in two comprehensive studies, Standard & Poor found **no statistical relationship between the 65% threshold and student performance**. Finally, many in Florida believe that the 65% solution has been added to Amendment 9 simply to “sugarcoat” a very unpopular voucher initiative, as described above. For the aforementioned reasons, FASP is urging voters to **vote no on Amendment 9**.

The FASP Executive Board urges FASP members not only to vote against Amendments 5, 7, and 9, but also to participate in a public awareness campaign that will persuade others to vote against these amendments. FASP has concluded that if these three amendments are passed, not only will they fail to help Florida’s children, but they will likely cripple an already battle-weary and beleaguered public educational system. The future of our state’s children, particularly those who are least able to fend for themselves, depends upon the defeat of amendments such as these, the effects of which would be to diminish financial support for public education while building the coffers of private educational and religious institutions that are not held accountable for meeting the state standards of quality education. Please **vote NO on Amendments 5, 7, and 9**, and encourage your friends, family, neighbors, and colleagues to do the same.

References:

Florida Association of School Administrators (FASA). <http://www.fasa.net/>. Excellent summaries of Amendments 5, 7, and 9, including bulleted talking points.

Florida TaxWatch Briefing on Amendment 5. <http://www.floridataxwatch.org/resources/pdf/072308BriefingUncertaintyMakesAmendment5BadBet.pdf>

Vote Smart Florida. <http://www.votesmartflorida.org/mx/hm.asp?id=home>. Information on Florida’s constitution and includes full-text references to the 2008 Proposed Constitutional Amendments.

Articles pertaining to the 65% solution:

American Federation of Teachers. <http://www.aft.org/topics/65percent/>

Associated Press. http://news.findlaw.com/ap/other/1110/08-01-2008/20080801075011_116.html.

Center for Public Education. http://www.centerforpubliceducation.org/site/c.kjXJ5MPIwE/b.1591377/k.D7B/Report_questions_the_65_percent_solution.htm

Education Sector: http://www.educationsector.org/analysis/analysis_show.htm?doc_id=370072

National Education Association. <http://www.nea.org/65percent/index.html?source=google&paidkeyword=65+percent+solution&gclid=CKe85vnjq5UCFQM1gQodgU63lQ>

The Washington Times. <http://www.washingtontimes.com/news/2006/feb/21/20060221-091158-1703r/>



National Bullying Prevention Awareness Week – Another Chance to Make a Difference

Angela Waguespack, Public Policy & Information Chairperson

The Third Annual National Bullying Prevention Awareness Week is rapidly approaching and is yet another opportunity for school psychologists to make a difference. Designated by the National Center for Bullying Prevention, October 5-11, 2008 is a time for the uniting of communities to prevent bullying in the schools, in after school programs, and in community activities.

As part of our legislative platform for several years, FASP joined with others to support anti-bullying legislation and to educate the public about the adverse impact of bullying in the schools. In 2008 our efforts were rewarded with the passage of the “Jeffrey Johnston Stand Up for All Students Act,” which requires all FL districts to adopt policy prohibiting bullying and harassment.

As school psychologists, we are now in a unique position to assist schools and communities in implementing empirically supported bullying awareness and prevention programs and to consult with stakeholders to develop school-wide activities promoting self-esteem and encouraging pro-social behavior. Let’s make the most of National Bullying Prevention Awareness Week by making a commitment to impacting bullying in our schools and districts. Resources and activities for elementary and secondary school students, as well as parents and professionals may be found at <http://www.pacer.org/bullying/bpaw/index.asp> or at <http://www.nasponline.org/resources/listingb.aspx>.

Together, let’s make a difference!



MOTION SUMMARIES FASP EXECUTIVE BOARD MEETING April 25-26, 2008



Motion #1 – Move the board approves the Miami Biscayne Hilton as the site of the FASP 2010 Annual Conference.

Motion by Templeton,
Second by Gamarra
Discussion- None
Motion passed.

Motion #2– Move to approve the November 2007 FASP Executive Board Meeting minutes as printed.

Motion by Patterson,
Second by Leighton
Discussion- None
Motion passed.

Motion #3-Move That the CEU Coordinator of FASP be made an Executive Board Position effective with the 2008-2009 Board.

Motion by Neely
Seconded by Murray
Amend the time frame
Discussion: Looked at the fiscal constraint and at streamlining the board through combining certain positions and functions.
Motion passed

Motion#4-Move that FASP endorses the NASP Position Statement on the Identification of Students with Learning Disabilities.

Motion by Leighton
Seconded by Gamarra
Discussion-- This was proposed as an endorsement of the NASP Position Statement and not our

response. It appears not to be in conflict with the DOE Rule. VanName-Larson, Myers and Donelson pointed out that some of the statements on the NASP document contradicted the proposed State regulations; however, almost everyone agreed that it was a good starting point because it incorporated a multi-tiered approach and highlighted the general areas that school psychologists should be knowledgeable about regarding new directions and expected policy in the identification of students with learning disabilities. Donelson stated that we could endorse the overall framework proposed in the NASP position statement with the understanding that there were some points that needed to be clarified, expanded, and even changed via input from FASP to NASP as the position statement becomes updated. State rule says basic Learning Processes and not Cognitive Processes. Proctor pointed out the NASP response says assessing Psychological Processes which has been construed to mean cognitive processes.

We need to promote the profession of School Psychologists in the law.
In the general rule and in other specific instances the School Psychologist is required or recommended.

Motion passed

Internet Motion #5-Move for FASP as an organization to nominate Dr. George Batsche for the NASP Lifetime Achievement Award. Facilitation of award nomination packet to be completed by President Elect Underhill by the nomination deadline of July 15.

Moved by Underhill
Second by Vickers
Motion passed

