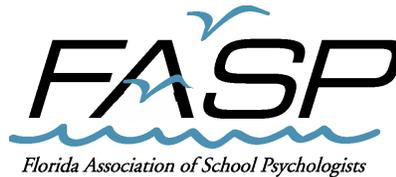


The Florida School Psychologist

The Newsletter of the Florida Association of School Psychologists



Volume 35 Number 2

Summer 2008

Jennifer Grill and Julia Berlin, Editors



President's Message

Joshua Lutz

Dear Members:

As many of you may already be aware, the State of Florida Board of Education removed School Psychology from the list of critical shortage areas. In addition, the state has proposed a new rule governing eligibility for SLD. Considering the direct impact both of these issues have on our profession, I traveled in March to Tallahassee and met with Bambi Lockman, State Director of ESE to discuss the impact these issues will have on School Psychology. Bambi was very receptive to the meeting and to discussion on both topics. On the subject of critical shortage, we discussed how the decision was made and she indicated to me that a plan is already underway to look at reinstatement for next year. Unfortunately, there is no way of reinstating for this year. School psychologists already receiving loan forgiveness or other benefits due to a critical shortage designation will continue to receive the loan forgiveness up to the maximum lifetime benefit of \$10,000. Students currently enrolled will receive the tuition assistance component for this school year, but not the next. I have offered the state FASP's resources in collecting the required data that to reinstate school psychologists. The memorandum will give information to each district as to when and how they should collect their data. I am hopeful the DOE will use us as a resource. FASP will be working hard to get us back on the critical shortage list for next year.

The second topic was the proposed SLD eligibility rule. Again, Bambi was very receptive to the issues I brought up, which were gleaned from your member e-mails on this topic and other information with which I have been provided. The state does have a plan to take all of the public comments, weight them accordingly, and make changes to the rule if it feels it is necessary. There is a process to go through and there will be another 30 day period for public comment. FASP will develop a position statement on this and send it to the DOE during the next comment period. If there is a public meeting on this issue during the next comment period, FASP will be ready to send representatives to that meeting. The state will develop a TAP as needed to help districts implement the new regulations and will do what it can to provide clarification as this process continues. I provided Bambi with a copy of the NASP position statement on SLD identification and we then discussed FASP's professional development plan (blueprint for the next 3-5 years) - she was very pleased with the direction in which we are headed in terms of professional development.

Regarding the Blueprint for Professional Development: Each of the task force chairs and their respective committees have been charged with developing a 3-5 year plan for professional development. This plan will offer training in the areas of Response to Intervention, Autism Spectrum Disorder, Emotional/Behavior Disorder, multicultural service delivery, and crisis intervention. It is our goal to have this plan completed by the end of April and available for our members to review shortly thereafter.

(Continued on page 3)



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(Continued from page 1)

On a legislative front, to say that the state has no money would be a gross understatement. I was fortunate to attend the Council for Exceptional Education of Students (CEES) meeting in Tallahassee from March 30-April 1. We received training from John and Bob Cerra on all legislation relevant to ESE and we were able to visit several legislators. While no movement on anything with a fiscal impact is expected, there is some encouraging news. SB 790 and its House counterpart, referred to as the Jeffrey Johnston Stand Up for All Children Act, is a proposal that would mandate every school district in Florida to have an anti-bullying policy in place. Some districts already do but some do not. FASP is very supportive of this bill and has been for the past three years. It has died on the schedule or in committee in the past and has previously been blocked by one person in particular. That person has now publicly stated that the bill will be heard in committee. As I write this, the bill has passed the House committees without issue and has been unanimously approved in 2 of the 3 Senate committees. It is our hope that by the time this newsletter goes to press, the bill will have passed both Houses and will be on the Governor's desk for signature.

Last but certainly not least, in this newsletter you will find a Call for Nominations. Several elected board member positions are up for election this year. The positions that any FASP member may run for are President Elect, Treasurer Elect, and Secretary. Additionally, members in the following regions may run for regional representative for their region: Northwest, East Central, and South.

That is what we have been up to as of late; as always I am available to discuss and listen to any issue - just drop me an e-mail or give me a call.

Josh

FASP would like to welcome the following NEW Members for the 2007-08 membership year:

Maryann Dominguez
Melissa Leon
Joanna Ruis
Altheresa Paulk
Marilyn Card
Amanda Ackerman
Marcela Arancibia
Adriana Goncalves

Katie Hoefling
Tara Kolnick
Natalia Meneses
Amelia Neal
Lauren Parker
Holly Perron
Catherine Samuel-Barrett
Jennifer Sprangler
Tammy Thompson

Attention FASP Members

Membership Renewal Time Is Almost Here!

Watch in the mail for your 2008-2009 membership renewal information

**The 2008-2009 year will be full of exciting workshops, informative conferences,
and up-to-the-minute legislative updates.**

Don't miss out !

If you are not receiving the monthly FASP FLASH by e-mail,
please contact the Membership chairperson, Kim Berryhill (Kimmber89@aol.com)
to update your e-mail address.



President-Elect, Brad Underhill
Model Licensure Act (MLA) UPDATE

At NASP's 2008 Annual Conference, I attended several workshops aimed at helping states deal with the APA's Model Licensure Act (MLA). In a nutshell, the MLA is wording developed by the APA for use by the state chapters to ostensibly ensure the terms psychology, psychologist, psychological, etc. are only used by licensed Psychologists. This is not a NASP issue as the regulations (FLDOE) and statutes (Florida House and Senate) are what govern our certification and define our practice. The State levels are where the APA is directing their efforts and hence NASP is providing state organizations support to deal with the state level Psychology associations.

The MLA would in effect not allow us to go by the name School Psychologist. You may be aware that Texas is no longer using the term School Psychologist. However, while the APA via their spokesperson insists that it is strictly nomenclature, the wording includes the terms observation, assessment, etc. In essence we would not be allowed to practice our profession without supervision from a licensed Psychologist. They also assert that this movement stems from concerns about public confusion regarding school psychology, citing that parents are angry, and feel they have been deceived by thinking they were getting services from a Psychologist. They reference a survey they contracted, which has not been made available. It is clear that this is not the real issue; rather it is a turf/financial issue. The problems that this type of restructuring (in having Psychologists supervise all School Psychologists) would pose for school districts are enormous. There are insufficient numbers of Psychologists to serve all the districts, especially in remote areas. Additionally, they are not as well trained in school issues as School Psychologists, supported by the fact that Hillsborough County has a clinical internship program for Psychologists wanting training in this area.

California is in the middle of a battle where the California chapter of the APA went to the Department of Education in an end-around attempt to change the regulations. Apparently, the APA was hoping that a change in regulations would automatically convert to a change in statutes (Note: This was unlikely, as statutes tend to drive regulations, but NASP's attorney met with the District Attorney to block this. Restraint of trade was mentioned).

As part of the support to states, NASP disseminated several checklists and forms that were given to help states stay on top of the APA's attempts to implement their MLA at the state level. Currently there is no activity in Florida that requires immediate action. We have contacts on the Board of Education that alert us to any attempts at a regulatory end-around. We also have lobbyists monitoring bill activity to stay on top of any attempts to change statutes. Lastly, we have representatives that attend the APA meetings and are monitoring there. We have a good relationship with the Florida chapter who supports us and is collegial rather than combative.

How you can help:

Always refer to yourself as a SCHOOL Psychologist. Correct principals, teachers, parents, etc. when they refer to you as a Psychologist unless you are an APA licensed one. Look for the term Psychologist in documents, etc. and ask to have it changed. As an example, we recently had a staffing specialist present to our CST on how to prepare a case for ESE eligibility and the PowerPoint included the term Psychologist. Our staffing specialist is going to contact the developer of the PowerPoint to correct this.

Additional Information:

<http://www.nasponline.org/advocacy/advocacynews.aspx>

http://www.fasp.org/PDF_Files/Newsletter/2008WinterNewsletter.pdf (pages 17-18)

Brad Underhill, Ed.S., M.A.

School Psychologist

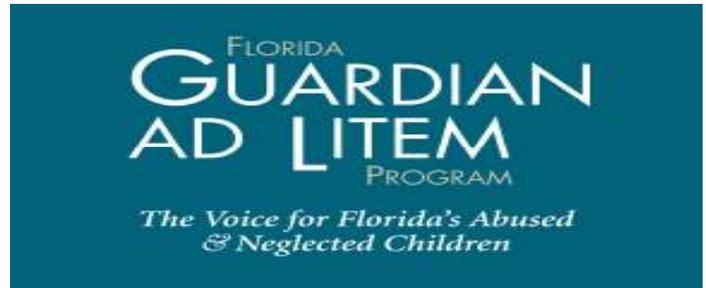
President-Elect

Email: BF_hill@yahoo.com; bradford.underhill@sdhc.k12.fl.us



Florida Guardian ad Litem Program

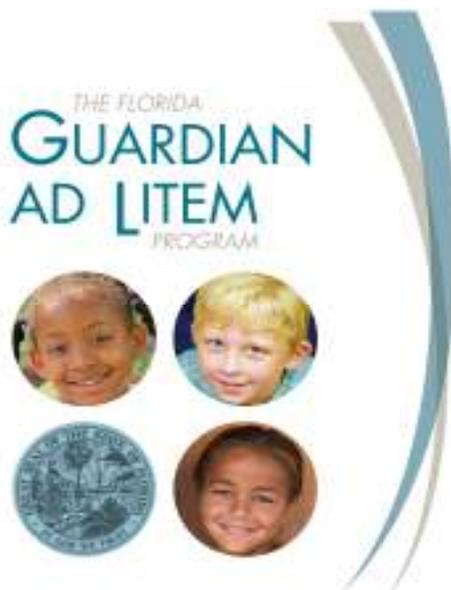
The Florida Guardian ad Litem Program is a statewide agency that serves as a powerful voice for abused, abandoned and neglected children in the court system and the community. The Guardian ad Litem Program is able to represent thousands of children with the help of volunteers. Program volunteers donate 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



Or for more information, please contact:

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

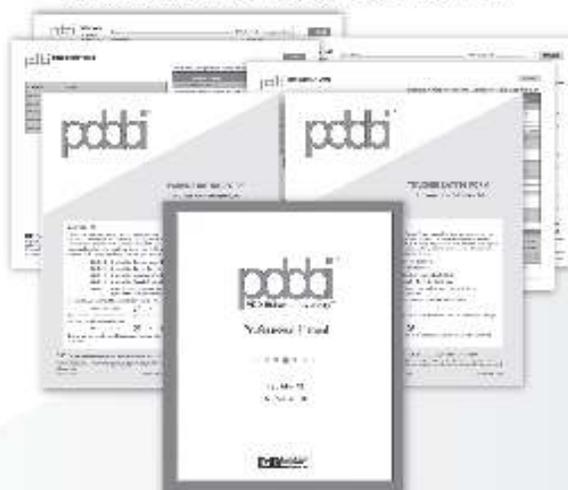




Assess Responsiveness to Intervention in Children With Autism/PDD...

PDD Behavior Inventory™ (PDDBI™)

Ira L. Cohen, PhD and Vicki Sudhalter, PhD



The PDDBI assess problem behavior(s) as well as appropriate social, language, and learning/memory skills.

The PDDBI is an informant-based rating scale that is designed to assist in the assessment of children (ages 1 year, 6 months to 12 years, 5 months) who have been diagnosed with a pervasive developmental disorder (PDD) as defined by the *DSM-IV*™. Unlike existing assessments for autism/PDD, the PDDBI was developed to assess both problem behaviors and adaptive skills (i.e., social, language, learning/memory). It also was designed to provide age-standardized scores for both parent and teacher ratings.

- Each of the rating forms (i.e., Parent Rating Form, Teacher Rating Form) includes an extended set of items, allowing you to decide (on a case-by-case basis) how you want to administer the items. The extended form is appropriate for assessing aspects of a child's behavior beyond those that are specifically associated with autism. The standard form is appropriate if the primary concerns are related to autism.
- The PDDBI can be used as a clinical tool for assisting in diagnosis and treatment recommendations and for assessing change over time.
- The PDDBI also is appropriate for use in research applications (e.g., as a dependent measure for treatment intervention).
- It can be used in educational settings for placement decisions, intervention planning, and evaluating outcomes.



The PDD Behavioral Inventory™ Scoring Program (PDDBI™-SP), which provides unlimited scoring and report generation after hand-entry of an individual's PDDBI responses, also is available.

For more information on the PDDBI and the PDDBI-SP, visit our Web site at www.parinc.com.

"The Best Customer Service in the Test Publishing Industry!"





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
FASP Research Chair
University of Central Florida
College of Education
School Psychology Program
owedward@mail.ucf.edu



It's that time again!

Nominate a colleague, student, administrator, department, or program that deserves to be recognized!

Nominations are now being accepted for the following FASP awards:

School Psychologist of the Year
Administrator of the Year
Outstanding Service Delivery
Innovative Program

New and improved this year:

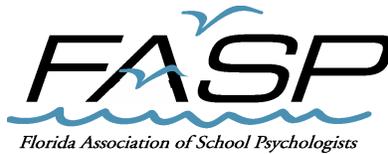
Graduate Student Award - Entry Level
Graduate Student Award - Doctoral Level
Faye Henderson Exemplary Leadership Award for
Minority Students

Nomination forms can be downloaded from the Awards page of the FASP website. You may also view and print the form presented on page 8 of this newsletter.

Deadline for nominations is June 30, 2008

For more information, contact Patti Vickers,
Awards Chair, at Pvickers@cfl.rr.com





Florida Association of School Psychologists—2008 AWARDS NOMINATION FORM

Please check only one per submission (reproduce this form as needed)

- School Psychologist of the Year
- Outstanding Administrator of the Year

New Categories

- FASP Graduate Studies Award – Entry Level*
- FASP Graduate Studies Award – Doctoral Level*
- Faye Henderson Exemplary Leadership Award for Minority Students*
- Outstanding Service Delivery in the Practice of School Psychology
- Innovative Program in the Practice of School Psychology

Person or Program being nominated _____ Email _____

District _____ Phone: _____

Address: _____

Please state briefly why you feel this nomination is appropriate _____

The nominator and nominee may be asked to complete additional forms and provide additional information.

Name of Nominator(s) _____ Position _____

Nominator's Address _____

Office Phone _____ Home Phone _____ Email _____

Please mail or fax nominations to: **Patti Vickers, FASP Awards Chair**
4211 Settlers Court
St. Cloud, Florida 34772
Fax: 407-870-4879

ALL NOMINATIONS MUST BE RECEIVED BY JUNE 30, 2008



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/proflevel/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>!

Online Community Learning Event! - On May 5-9, 2008, Brian McKeivitt will host the first Best Practices V (BPV) Online Learning Event! A nationally renowned expert, Dr. McKeivitt will provide instruction around "Developing a Positive Behavior Support System at the School Level." For the duration of the event, Dr. McKeivitt will be available to answer questions and provide information about resources in the NASP Online Communities. Visit the Chapter 44 Online Resource page for additional information.

Grant Community - Available in the NASP Online Communities, the Grant Community provides practitioners with 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.

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>. 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

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.

(Continued on page 11)



(Continued from page 10)

Call for Proposals!

The **2009 NASP Convention** will be held February 24-28, 2009 in Boston, Massachusetts!

Presentation deadlines are as follows:

Professional growth workshops: midnight, June 13, 2008

Papers, posters, mini-skills, and symposia: June 27, 2008



Proposal submission guidelines are available at <http://www.nasponline.org/conventions/2009CFP.aspx>. Tips for creating successful proposal can be found at <http://www.nasponline.org/publications/cq/mocq366convproposal.aspx>. “Take Strides to Make a Difference” and begin preparing your proposal today! Registration and housing are slated to open on October 1, 2008!

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 Florida State Delegate positions will be available. Contact Charlie Deupree, Nominations and Elections Chair, at cdeupree@voyager.net for more information!

“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

The 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 youth 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.

NEW! Response to Intervention (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.

(Continued of page 12)



(Continued from page 11)

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 of Children and Youth Who Are Neglected, Delinquent or At Risk (NDTAC) has created a web-based "At-Risk Portal." Here resources for working with at-risk youth may 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, and 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: November 3, 2008

Paul H. Henkin Memorial Scholarship Award

Proposals may be submitted online (web page forthcoming)

Deadline: June 27, 2008

Research Committee's Graduate Student Research Awards - <http://www.nasponline.org/students/GSRA2007Revised.pdf>

Deadline: November 1, 2008 (updated application form forthcoming)

NASP Standards

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

MAY Is Mental Health Awareness Month!

Check on the **NASP website** for ideas on how to promote school-based mental health services in your districts.



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 Fall edition to be distributed in September 2008. Deadline for submission of articles is August 15th, 2008.

East Central Regional Update

I am pleased to serve the FASP membership in my current role as East Central Representative. Your past representative, Jaime Calderon was very helpful in passing along information to help me respond to regional concerns and to begin planning a productive regional workshop. The East Central region includes the following counties: *Brevard, Lake, Orange, Osceola, Seminole and Sumter.*



Like the rest of Florida, the East Central Region has been reeling from sharp budget cuts. Positions are in jeopardy and funds are limited to support professional development. If you have any suggestions regarding inexpensive and creative ways to meet our professional development needs, please feel free to e-mail or call.

I am currently working on securing a central location for a regional workshop tentatively planned for mid to late September 2008. I am also in the process of identifying district contacts and obtaining additional input regarding potential topics for the regional workshop. Again, feel free to contact me with any and all suggestions!

You can reach me at donelson_bill@comcast.net or (772) 643-3755.

Thank you,
Bill Donelson



CEES Legislative Training in Tallahassee, Florida

The Coalition for Education of Exceptional Students (CEES) is a group of parent and professional organizations that share a common concern for improving educational opportunities for exceptional students in the State of Florida. CEES meets annually to discuss legislative action in the area of Exceptional Education and currently has 24 member organizations representing a wide variety of professionals, parents, and students. FASP is proud to be a member of CEES. Several school psychologists and school psychology students from across the state attended the CEES Legislative Training this year in Tallahassee, Florida. The training took place from March 30th - April 1st, 2008.



Pictured left: A group of FASP members and graduate students enjoying themselves at the most recent CEES training in Tallahassee, FL.



Pictured right: Josh Lutz presenting Representative Joe Pickens with the FASP Legislator of the Year Award.



Pictured left: Josh Lutz presenting Representative Hugh H. Gibson III with the FASP Legislator of the Year Award.

Pictured right: Josh Lutz and Briley Proctor accompanied several Florida State University graduate students to the CEES training in Tallahassee, Florida.





CONTINUING EDUCATION INFORMATION

Greetings FASP members from your friendly neighborhood CEU Coordinator! Below is information regarding licensure and certification which you may find helpful:

Florida Licensure: Board of School Psychology: Validity period: 2 yrs, need 30 hours of continuing education credit. 2 hours on Domestic Violence (every 3rd renewal period); 2 hours on Medical Errors (every renewal period). Licensee is required to maintain documentation for 6 years.

To find out when your license expires:

1. Go to <http://www.doh.state.fl.us/mqa/index.html>
2. Click on Renewal Information under the Current License Holders box
3. Click on School Psychologist to see fees and renewal schedule

OR

1. Go to <http://www.doh.state.fl.us/mqa/index.html>
2. Click on Verify Licensed Provider
3. Click License Verification (middle of page)
4. Enter provider information

Florida Certification: Validity period: 5 yrs, need 120 in-service points or 6 semester hours of college credit. Six (6) semester hours of college credit or equivalent must be earned during each renewal period to renew your certificate. Sixty (60) in-service points in an approved Florida master in-service program are equivalent to three (3) semester hours of college credit.

To find out when your validity period ends:

1. Go to <http://www.fldoe.org/educators/>
2. Click on Educator Certification
3. Click Certificate Lookup and enter your name

National Certification (NCSP): Validity period: 3 yrs, need 75 hours of CPD activities

To find out when your NCSP expires:

1. Go to <http://www.nasponline.org/>
2. Log in
3. Click on "View My Account"

To further encourage high quality CPD, the NCSP Board is instituting two new CPD content standards that will be phased in over the next few years:

1. Training in Ethics and Professional Practices - January 2009. If your NCSP credential is due for renewal in January 2009 and beyond, you must attest to the completion of 3 hours of professional development in ethics or professional practices.
2. Training from a NASP or APA Approved Provider - January 2010. The NASP-Approved Provider system was created to assist school psychologists in obtaining quality professional development. NASP Approved Providers must demonstrate that their offerings align with NASP standards, are provided by qualified professionals, and are intended to enhance professional competencies, skills or knowledge. NCSPs whose renewals will occur in January 2010 and beyond must obtain one-third (25) of their continuing professional development credits through a NASP- or APA-Approved Provider.

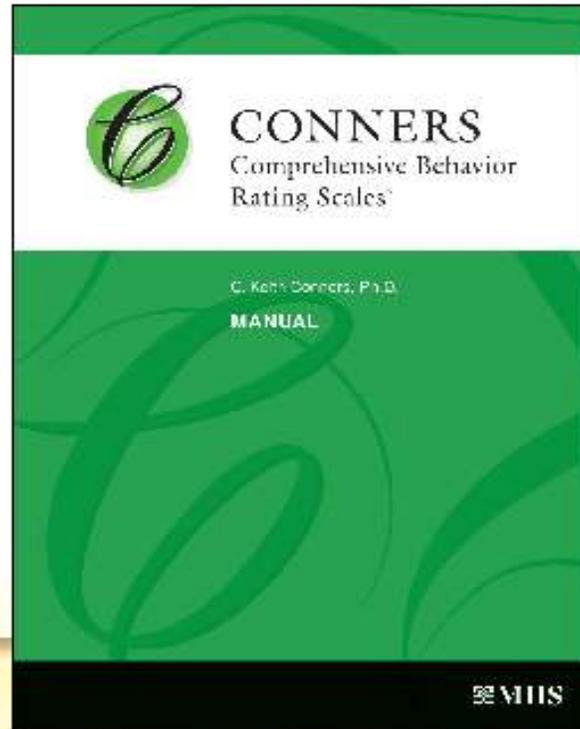
Have fun while you Continue to Educate Urself – (come on, it's poetic license, which expires every 5th year J).

Sincerely,

Geoffrey D. Freebern, NCSP
Nationally Certified School Psychologist
Florida Licensed School Psychologist
FASP CEU Coordinator
geoffrey.freebern@yahoo.com



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PRIVATE PRACTICE NEWS

“Keeping the School in School Psychologist”

**Debra Davidson, Ph.D.
FASP Private Practice Chair**

I have received several questions over the past few months about what services licensed school psychologists can provide. Questions have included topics such as conducting evaluations on adults, conducting and advertising neuropsychological evaluations, and providing child custody evaluations. Since the laws and regulations are not specific about what services school psychologists can provide in private practice, there is a room for interpretation and misinterpretation. Therefore, it is important to be guided by ethical principles to ensure that we are practicing school psychology and not crossing the line into the practice of psychology.

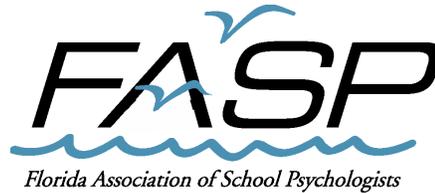
Recently, at the Board of Psychology meeting, the Florida Psychological Association expressed concerns about unlicensed providers representing themselves to the public as psychologists. In some cases, this misrepresentation has been intentional and in clear violation of the law. In other situations, it has been more of an “implied” title attributed to the provider by the public based on the services provided. We had the opportunity to discuss these concerns with FPA representatives. Although FPA expressed no specific concerns about licensed school psychologists, their comments reinforced the need for us to clearly differentiate our license and scope of practice. We need to ensure that we as school psychologists do not inadvertently lead the public to think that we are licensed psychologists. What can we do to avoid confusion in this area?

First, if we are referred to as a “psychologists”, we need to make sure that we clarify our credentials. A simple statement that we are actually school psychologists should suffice. We can add that we specialize in working with issues related to education, learning, and developmental issues, including social and emotional development. Second, we need to make sure that licenses are clearly displayed in the office. Also, all business cards, brochures, reports, and correspondence should include the title “School Psychologist” and license number. Additionally, this information must also be included on all advertisement. This is not only ethical practice, it is the law.

Finally, the law states that school psychologists can only provide services in areas for which we have been trained. As school psychologists, our practice should be limited to working with children in areas related to learning and development. This includes evaluation, consultation, and counseling, provided that it is related to the child’s learning and developmental needs. Of course, the family is included, but the focus is always on the child. School psychologists should avoid providing services where the adult is the focus, such as conducting personality evaluations, mental status examinations, or ADHD evaluations on adults. Counseling adults, except in the context of the child, should be avoided. The exception to this would be if the school psychologist has undergone extensive training in an area and / or is board certified in a specialty area.

FASP supports the concerns expressed by FPA and we want to do whatever we can to ensure that we are not misrepresenting ourselves to the public. We need to clarify our area of licensure to the public and keep our private practices focused on children. We should make sure that we are practicing school psychology, not psychology. Since the line between the two areas of practice can be vague, FASP board members are available to help clarify your questions and concerns.

If you have any questions related to private practice, please contact me at DrDeb3@comcast.net.



DOE Update – Response to Intervention and the E/BD Rule

David Wheeler, School Psychology Consultant
Student Support Services Project/Bureau of Exceptional Education and Student Services

Earlier this year, I read an Education Week article (“Five Habits of Mind That Count”) in which the author suggests that school of education graduates typically lack the analytic skills essential for effective problem solving. As a result he states that, “Too often in education, we start with the answers before we have understood the problem we’re trying to solve.” Response to intervention provides a framework in which problems can be adequately understood so that the solutions (core instruction and supplemental interventions in RtI terminology) effectively address the identified problem. The implementation of a coordinated system of interventions and supports to address the academic and behavioral needs of students is an effective practice for improving educational and behavioral outcomes for all students. Response to Intervention is the coordinated system of interventions and supports being promoted and implemented in Florida. In this update, we examine the requirement for RtI within the context of the E/BD Rule and implementation questions to guide school psychologists in implementing a coordinated system of intervention support.

The Requirement for Response to Intervention (RtI)

Response to intervention provides a coordinated system of service delivery that focuses on prevention and early intervention that is required by current and proposed ESE Administrative Rules and by the E/BD Rule (6A-6.03016, F.A.C.). Most estimates of prevalence suggest that around 20% of school aged students need services for emotional or behavioral problems, yet only 1% of Florida’s students are identified as E/BD, with minorities and males disproportionately represented. Clearly, other systems of support are necessary if the emotional and behavioral needs of students are to be adequately addressed.

IDEA regulations and Florida ESE Rules promote the use of response-to-intervention strategies to identify and intervene with struggling students in the general education environment. Congress encouraged the use of *whole-school approaches, positive behavioral interventions and supports, and early intervening services to reduce the need label students as disabled* in order to get help [20 USCS §1400 (c) (5)] and permitted the use of IDEA funds to implement coordinated, early intervening services (34 CRF §300.226). Florida school districts are responsible for developing and implementing coordinated general education procedures for students who need additional academic and behavioral support (6A-6.0331, F.A.C). Both IDEA and proposed Administrative Rules (FL) allow districts to *carry out activities that include the provision of educational and behavioral evaluations, services and supports* as part of a coordinated intervention system.

In order to be eligible for special education, a student must meet the specific eligibility criteria (e.g., characteristics of E/BD) and need special education [20 USCS §1401(3)]. Students with emotional/behavioral disabilities exhibit behaviors that are both intense and severe. **Intensity** is the degree to which a student’s behavior differs from that of peer behavior or norms and **severity** the degree to which the student responds to well-implemented interventions. To be eligible for special education, a student must demonstrate behaviors that are both intense (i.e., significantly different from norms and expectations) and severe (i.e., not sufficiently responsive to well-implemented interventions).

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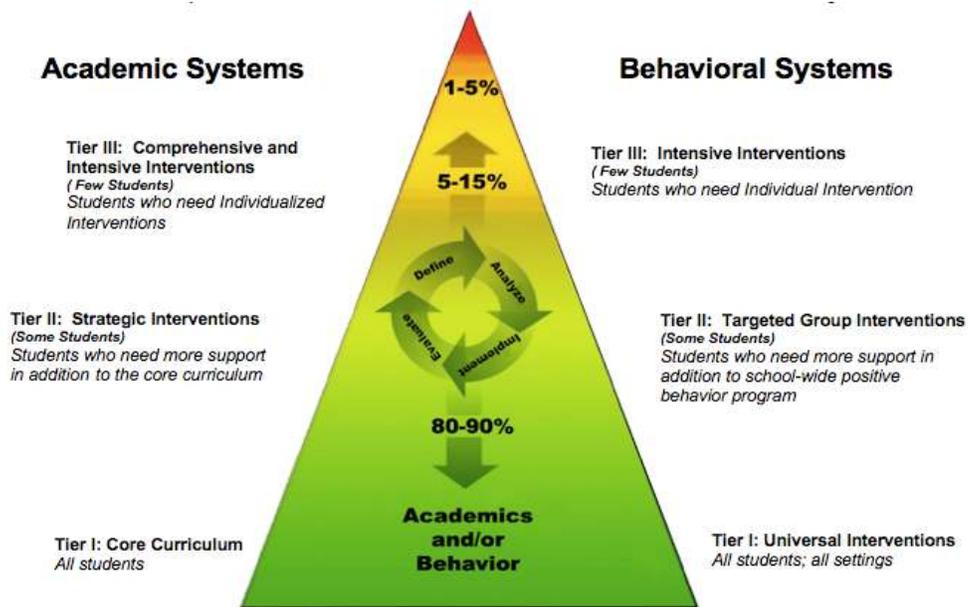
In the E/BD Rule, need is determined by severity, and severity is measured by response to intervention. Response to intervention differentiates students whose emotional/ behavioral response is intense but not severe (not eligible for ESE because they respond to interventions) from students whose emotional/behavioral responses are intense and severe (potentially ESE eligible if characteristics of E/BD are present). A student’s response to intervention establishes need so that in an RtI model, need is documented prior to initiating an eligibility evaluation to determine whether the characteristics of an E/BD are present.

Implementing Response to Intervention for Students with Emotional/Behavioral Difficulties

Response-to-intervention initiatives give school psychologists an opportunity to play a leadership role in developing systems of support that can have a broad impact in removing barriers to learning and improving student outcomes. One of the great challenges will be reframing beliefs about “helping” students so that practices align with the intent of supporting students based on need rather than label. School Psychologists have training in a number of skills essential to effective implementation: classroom/student observation, data collection and analysis, problem analysis, intervention design, and direct service delivery. Schools will look to school psychologists for help developing and implementing the tiered intervention system, data collection and data-based decision-making procedures, and establishing/training problem-solving teams. The following questions can be used to assist schools in evaluating infrastructure/implementation needs related to emotional/behavioral issues and to help practitioners identify gaps in knowledge or skills that require additional training/practice.

General Implementation Questions:

- Does the school have a problem-solving team that meets regularly and uses a systematic problem-solving method for analyzing student data and for selecting/implementing interventions?
- Has the school established a three-tiered system of interventions with procedures for selecting and implementing interventions, and for evaluating the effectiveness of interventions at each tier?
- Is response to intervention evaluated through systematic data collection used for screening and progress monitoring at all three tiers? Is response to intervention (progress monitoring) data displayed in graphs?
- What are the decision rules related to intervention effectiveness and level of response to intervention? How is intervention integrity documented?



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Tier 1 – Tier 1 focus is on school-wide programs and positive behavior supports that promote discipline and positive social/emotional development. Problem-solving process is used to evaluate the effectiveness of core programs and interventions, identify common emotional/behavioral issues, determine whether issues are systemic or specific, and implement school-wide interventions that address identified needs.

Some guiding questions for Tier 1:

- What are the Tier 1 core behavior programs and instruction (school-wide programs and positive behavior supports)?
 - What is the systematic process used to collect school-wide data (e.g., Office Discipline Referrals, SWIS) and used to evaluate the effectiveness of core behavior programs?
 - Are school-wide programs and positive behavior supports effective for 80% of students & subgroups?
- What data sources are used to identify students needing targeted group interventions and individualized behavior interventions?

Tier 2 – Tier 2 focus is on targeted interventions for students identified in Tier 1 as needing more intensive interventions and support. Targeted group interventions developed and implemented with small groups of students exhibiting similar behavioral needs based on school and individual data.

Some guiding questions for Tier 2:

- What are the Tier 2 supplemental behavioral programs/interventions?
 - What data are used to evaluate the effectiveness of Tier 2 interventions?
 - Are targeted interventions effective for most students? Effective for subgroups?
- What data sources are used to identify students needing individualized interventions (Tier 3)?

Tier 3 – Tier 3 focus is on intensive, individual interventions based on functional behavioral assessment (FBA). Interventions are implemented for a reasonable period of time and with a level of intensity that matches student need, and are modified based on response. Both IDEA and proposed Administrative Rules (FL) allow district to *carry out activities that include the provision of educational and behavioral evaluations, services and supports* as part of a coordinated intervention system.

Some guiding questions for Tier 3:

- Is a Functional Behavioral Assessment (FBA) completed and used in developing evidence-based interventions?
 - What data collection practices (e.g., frequency, duration, observation) are used to evaluate individual student behavior and monitor response to intervention?
 - Are changes made to intervention based on student response or is intervention a hurdle to evaluation?
- Are parents involved in intervention development and informed of student response?

If you are feeling a little overwhelmed with implementing RtI, you are not alone. A recent survey completed by the Council of Administrators of Special Education indicated that 60% of districts surveyed are either piloting or implementing RTI programs but only 8 percent of districts have been able to fully implement due to lack of training and professional development. Florida is fortunate to have DOE-funded resources to assist districts with implementation efforts. Of particular relevance to E/BD is The Florida Problem-Solving/Response to Intervention Project at <http://www.floridarti.usf.edu/> and the Florida Positive Behavior Support Project at <http://flpbs.fmhi.usf.edu/>. The Bureau of Exceptional Education and Student Services (BEESS) has scheduled five regional meetings in May to assist districts in building a response to intervention framework for E/BD. The NASP Toolkit: *School-Based Mental Health* provides information and resources for systems-wide and interventions for specific mental health issues. Utilize these, and other resources, in conjunction with the problem-solving method to improve the system of support for students presenting with emotional/behavioral difficulties.



Interest Groups and Task Forces

FASP has ten Interest Groups which serve as a forum for information and discussion of concerns. FASP also has six task forces who have been charged this year with developing a blue print for professional development for each of the six areas.

FASP Interest Group Coordinator

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PirateEmery@aol.com

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philaz1@aol.com

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Retired School Psychologists

Ralph Bailey

Social and Emotional Issues

Jaime Calderon
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Technology and Communications

TBA

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Emotional/Behavioral Disorders

Terry Vaccaro
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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. FASP has taken steps to form The Florida Association of School Psychologists - Committee of Continuous Existence (FASP-CCE) as a means for all of us to "pool" and target our resources, with the aim of having greater reach to candidates who have or will likely have an understanding of what is best for the practice of school psychology and the students and families we serve.

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

- ___ \$ 15.00 Bronze Member
- ___ \$ 16.00 to \$ 50.00 Silver Member
- ___ \$ 51.00 to \$100.00 Gold Member
- ___ \$101.00 to \$500.00 Platinum Member
- ___ \$501.00 or more Diamond Member

Please make your check payable to FASP-CCE. Print a copy of this page and return with your contribution.

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

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

Make Checks and Money Orders payable to **FASP - CCE**

Please do not staple to form

Mail Completed form to:

Amy Endsley
 FASP CCE Treasurer
 8146 N Pine Haven Point
 Crystal River, FL 34428
 For information e-mail:
 MentalMastery@myacc.net

Please pass this on to others for their support and participation. Check your e-mail for legislative 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



Cultural and Linguistic Diversity Committee Update by Monica Oganés Murray, Ed.S.

FASP CLD Committee Chair

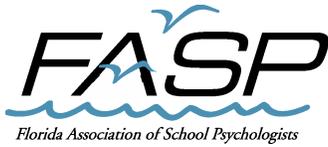
The FASP Cultural and Linguistic Diversity Committee has promoted professional development in cultural and linguistic diversity for all school psychologists in the state of Florida. Excellent speakers in the field have shared their expertise with us and have helped FASP become a leader in promoting culturally competent practice. In the month of April we had Dr. Criselda Alvarado deliver a workshop on “Dyslexia and the English Language Learner: What School Psychologists and Reading Specialists Should Know.” FASP invited reading specialists to a FASP CLD workshop for the first time, and we were pleased to see many reading diagnosticians, ESE teachers, and reading coaches join school psychologists at the workshop. The workshop was very informative and we learned about the reading acquisition process in other languages, with an emphasis on the Spanish language. If you were not there, you missed out on the chance to win a WJ-III Ach or a DAR, donated graciously by Riverside Publishing. A special thanks to Michele Baker, our Riverside Representative, for her generosity. Let’s review some lessons learned in this and previous workshops:

The National Reading Panel (2000) reported that to become good readers, children must develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, also known as the 5 Big Ideas in reading development. During the CLD workshop, Dr. Alvarado highlighted this report and added information that we have been reading in current research. **To learn to read, English Language Learners need explicit instruction in oral language development.** Without this sixth component, English Language Learners will not develop fluency, vocabulary, or comprehension. With our current emphasis on Response to Intervention (RtI), it is important that Tier 1 instruction integrates this sixth component or the 6th Big Idea in order to help English Language Learners become good readers. We can go back to information learned from a previous FASP CLD workshop to understand the importance of language exposure and development.

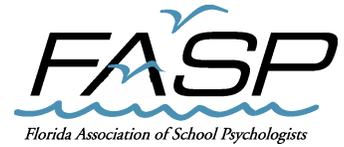
Last year during the FASP CLD “Culturally Competent RtI” workshop, Dr. Sam Ortiz, indicated that it is difficult for English Language Learners to “catch up” to language exposure and development. He explained that children who are raised in a home where a language other than English is spoken (in the U.S.) enter kindergarten with about 3,650 hours of English language exposure, whereas children raised in English speaking homes have 21,900 hours of English language exposure upon entering kindergarten, a difference of 18,000 hours. After regular exposure to English instruction in the classroom, English Language Learners have 23,725 hours of English language exposure by 5th grade, and monolingual English speakers have 47,450 hours of English language exposure by 5th grade. Monolingual English speaking children have an advantage of 24,000 hours of English exposure by 5th grade. At this rate, the gap would become wider and never close. English Language Learners would not develop the oral language proficiency needed to become effective readers. It is important to highlight that children in low socioeconomic homes may also lack the exposure to English needed to have adequate oral language proficiency. Instruction in oral language development is imperative to help these children become good readers.

Research presented by Dr. Michael Curtis at the NASP Delegate Assembly in July 2007 indicated that 98% of school psychologists work with children from culturally and linguistically diverse backgrounds. All school psychologists should become knowledgeable about issues affecting these populations. It is the mission of the FASP CLD committee to continue to offer professional development opportunities and promote culturally competent practice. We hope to see you at the next FASP CLD workshop.

For more information about these issues or for suggestions, please email monica.murray@ocps.net



FASP Response to Language in the Proposed SLD Eligibility Rule



FASP has, through members of the Executive Board and through our membership base, provided feedback to the DOE on the proposed rule change. It is important to note that FASP energies are focused on best practices resulting in improved outcomes for students. Here is what has been done so far:

1) FASP had representation in the Department of Education (DOE) workgroups responsible for discussing and drafting proposed rule language. Four Board Members (Clark Dorman, Mary Alice Myers, Amelia Van Name Larson, and David Wheeler) participated in the SLD Rule Revision Workgroup. One Board Member (Mike McAuley) participated in the SI/LI Rule Revision Workgroup.

2) The FASP President has personally met with the Bureau Chief of Exceptional Education and Student Services to discuss association concerns gathered from member e-mails and other messages. It was clear during this meeting that the DOE places high value on school psychological services and school psychologists. In fact, school psychologists are specifically mentioned, along with other professionals, in the proposed language of the new rule. A key point of this conversation was to emphasize that school districts will be in need of clarity regarding terminology and implementation of the proposed rule requirements. The DOE is committed to assisting, through continued professional development and Technical Assistance Papers, with explanation of issues that are identified as needing clarity.

3) We realize that there are differing positions regarding this issue among our membership as there is on the FASP Executive Board and in national organizations. During our most recent Executive Board meeting, the FASP Executive Board voted to endorse the NASP Position Statement on Identification of Students with Specific Learning Disabilities (www.nasponline.org). After significant discussion, the vast majority of members on the Board did not find this position statement to be in conflict with the proposed rule (the position statement summarizes the general consensus of NASP concerning RtI and the emerging knowledge/skills necessary to apply these proactive practices in our schools).

4) FASP and the DOE realize that there are differing opinions on the proposed rule. Public comments on this are being reviewed and considered. None of the language or terms have been officially adopted and there will be another opportunity to respond via public comment before the rule language is officially adopted. All FASP members are encouraged to do the following:

- 1) Read and review relevant literature on the implementation of RtI
- 2) Attend statewide training on RtI
- 3) Attend both the FASP Summer Institute and Annual Conference to hear more on these topics
- 4) Submit their own relevant research and commentary for publication in the FASP newsletter and presentation at the annual conference
- 5) Make public comment on the proposed rule language when the opportunity presents itself.

As always, I am more than happy to listen to your suggestions, comments, and concerns. My contact information is on the website and in this newsletter.

Josh Lutz- FASP President



FASP Letter in Response to Possible Reduction of School Psychologists in Miami-Dade County

The Florida Association of School Psychologists and the School Psychology community in Florida is concerned to hear that Miami-Dade County Public Schools is contemplating a drastic reduction in School Psychological services for students in your county. It has been clear for several years to the rest of Florida that Miami-Dade has set the standard for School Psychologists, providing leadership by example. Despite having one of the leanest school psychologist to student ratios, it has managed to excel in the following:

Assisting low performing schools in increasing student achievement and significantly reducing the number of third grade students needing retention

Eliminating overrepresentation of minority students placed into special education

Significantly increasing the number of minority students identified for Gifted Student Education

Efficiently responding to school crises and natural disaster

Assisting school literacy teams in data analysis and reading intervention planning

Assisting school principals in responding to No Child Left Behind and AYP

Conducting reading screening, progress monitoring and diagnostic assessment

Increasing the amount of Medicaid dollars received by the school district through direct service to students

Taking the lead in instructional support teams and intervention development at the building, group, and individual level.

In addition, Miami-Dade County has led the way in revising outdated practices and has been on the cutting edge of practice in identifying learning disabilities.

While we fully understand that our entire state is being affected terribly by the educational funding cuts and we know that you face a difficult time, we implore you to protect your children, your schools and your parents by protecting your ability to meet their psychological needs. The county's proposed cuts will mean the near extinction of what has been created thus far in Miami-Dade and will hurt not only the professionals involved, but most importantly, the students whom they serve.

Sincerely,

Joshua A. Lutz, Ed.S., NCSP
President
Florida Association of School Psychologists

**CALL FOR NOMINATIONS FOR THE
EXECUTIVE BOARD**



***WE WANT YOU ...
ON THE FASP BOARD !!!***



The following Board positions are open:

PRESIDENT-ELECT

TREASURER-ELECT

SECRETARY

SOUTH REGIONAL REPRESENTATIVE

NORTH-WEST REGIONAL REPRESENTATIVE

EAST-CENTRAL REGIONAL REPRESENTATIVE

If you would like to nominate someone
for any of the above positions, please contact
Bob Templeton: benbobbart@aol.com, 561.434.8972

DEADLINE FOR NOMINATIONS : JUNE 16, 2008



CERRA CONSULTING GROUP, INC.

Memorandum

To: FASP Executive Board
From: John Cerra, FASP Governmental Consultant
Date: May 9, 2008
Re: 2008 Final Legislative Session Report

Finally, the 2008 Legislative Session has come to an end. Each session tends to have a handful of dominant themes, and every decision in this one was clouded by the extreme shortfall in state tax revenues available to meet the needs of the state. In early March, the Legislature agreed on a reduction to the current year's budget (FY 2007-2008) and then, they spent the next eight weeks deciding how to further pare the 2008-2009 budget from that point. From health care to education, budgets were slashed to keep Florida from over-spending what the state is projecting to collect in state revenues. While the gloom and doom of budget cuts colored every aspect of the session, FASP was able to move a few of our priority items forward.

Major Budget Cuts for Public Education

The cuts to public education include a reduction of total funds per student of 1.8 percent. This does not seem catastrophic, but it is intentionally misleading, as the Legislature wanted to understate the impact of their cut policies. Included within the remaining base of 98.2 percent of the previous funding from the cut budget in March 2008 are some new or expanded budget items that districts must fund, including class size reduction expenses and, in some counties, the new MAP bonuses. In addition, over \$370 million in cuts to public school capital outlay programs are ignored within the 1.8 percent figure. Furthermore, mandatory expenses such as diesel fuel for school buses and utility costs, health insurance, and other benefits are seeing double-digit inflation which will further erode the value of the funding remaining for the school districts to craft their 2008-2009 budgets. School districts are responding in many ways. Many are considering: cuts to staff; including but not limited to, school psychologists; no pay raises or even salary reductions; severely limiting travel and supply accounts; reductions in district administration; and drastic program cuts. Most districts have reacted without specifically targeting student services for disproportionate cuts, but a few have started with huge reductions in this area as a staff proposal. FASP will continue to work with our local members to assist in explaining the value of our professional services to meeting the educational needs of students. As a result of Miami-Dade County's budget cut decisions, President Josh Lutz has written a letter which will be used and distributed to school officials in Miami-Dade County: (http://fasp.org/PDF_Files/President/Miami_Dade_Letter.pdf).

FASP Works to Minimize Cuts to ESE Guaranteed Allocation

FASP did exert some measure of influence over the final state budget with regard to the ESE Guaranteed Allocation. With the help of our members who visited Tallahassee for the Coalition for the Education of Exceptional Students (CEES) training, FASP was able to rally the Senate to reject a proposal to cut the ESE allocation by twice the cut rate of the base student allocation. We argued that balancing the education budget should not come disproportionately on the backs of ESE students.

(Continued on page 28)



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The argument was accepted and an equal percentage cut to the base student allocation and the ESE Guaranteed Allocation became the policy in the 2008-2009 budget. With this change of position, over \$30 million in funding was retained for the program compared to the original Senate position. This is important because many of the special services provided by school psychologists are funded by this allocation of funds.

FASP Supports Successful Passage of Anti-Bullying Bill

One important victory was the passage of the Anti-Bullying Bill. House Bill 669, sponsored by Representative Nick Thompson (R-Ft. Myers) has finally passed both the House and Senate and is on its way to the Governor for his signature after three long years of lobbying. For the previous two years, social conservatives had blocked the bill because of a belief that the bill language somehow supported an extremely liberal agenda. When these objections were pacified without any changes to the bill's language, groups who believed that the bill did not do enough to protect all students from bullying tried a couple of times to add sexual identity language to the bill. A coalition of both Republicans and Democrats rallied to maintain the balance within the bill so that the focus could be on stopping bullying for any reason and protect any victim. Had these additional amendments been accepted to the bill in either the House or Senate, the original objections from members would have killed the bill for another year. Thanks to the strength of the House and Senate sponsors, the amendments were defeated as the members came to understand that all bullying is covered by this legislation.

ESE Terminology Improved

Another bill which FASP supported was passed during this 2008 Session. HB 1313 by Rep. Steve Precourt (R-Winter Garden) updates terminology in the law relating to ESE students. The bill eliminates and replaces outdated and sometimes offensive terms used with ESE students and school professionals, and aligns Florida terminology with that of IDEA. While the bill will not result in better services for students, the bill will revise language used in identifying students with intellectual, emotional, or behavioral disabilities. Rep. Precourt has a child with autism, and he proudly carried this legislation to improve terms used to identify ESE students.

Psychology Practice Act Amendments Adopted

FASP worked with representatives of the Florida Psychological Association (FAP) to make sure that the Psychology Practice Act bill would not be controversial. The final version, HB 803, was passed by Rep. Ronald Brise (D-North Miami). The legislation requires the Board of Psychology to close application files of applicants failing to pass certain examinations or applicants failing to submit evidence of completion of postdoctoral supervised experience within a timeframe no longer than 24 months. The bill also provides that an individual who completes required postdoctoral training residency may continue to practice under supervision in a manner prescribed by the board by rule.

Anti-Mental Health Advocates Take a Break

Over several years, FASP has devoted a great deal of time and effort in fighting proposals that limit access to mental health services for public school children. This year was very quiet on that front. Unfortunately, it does not mean that these groups, who do not believe in mental health services, have given up on their beliefs. In fact, with this being an election year and because of the corrosive impact of term limits on the knowledge base of the members of the Legislature, it is extremely important that all of our members are active in the elections of their local candidates to make sure that all of the winners are appropriately vetted for their support of student mental health services.

(Continued on page 29)



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Insurers Required to Cover Certain Services for Children with Autism

The very last bill to pass during the 2008 Session, SB 2564, would require private insurance companies to begin to provide certain limited services to children with Autism Spectrum Disorder beginning in 2009. The Steven A. Geller Autism Coverage Act requires health insurance plans to provide coverage for screening, diagnosis, intervention, and treatment of Autism Spectrum Disorder. Autism Spectrum Disorder is defined in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association and includes autistic disorder, Asperger's syndrome, and pervasive developmental disorders not otherwise specified. There are limits to how much per year and how much in the lifetime of the insured would be paid for by the insurer, but the law would require substantially more coverage than is currently provided.

Major Constitutional Amendments Put on the Ballot by TBRC

Another area of which FASP members need to be aware this November will be the constitutional amendments proposed to the citizens of Florida for our approval in the General Election. The Taxation and Budget Reform Commission (TBRC) has voted to place three distinct proposals on the ballot; any one of them could mean drastic changes for the right to a public education in the state. These include: 1) a proposal to eliminate the entire "required local effort" which contributes over \$9.5 billion to public school operations and "replace" this tax with a combination of other taxes, a one-cent sales tax increase, and elimination of sales tax exemptions; 2) a repeal of the "Blaine Amendment" which bans the support of religious organization by the state government; and 3) a pairing of an amendment that would allow the Legislature to create school voucher programs with a requirement that 65 percent of public school funding be for direct classroom expenditures. The first proposal is a concern because the Legislature would need to replace over \$9.5 billion in property tax revenues with a combination of options from which it would be extremely difficult politically to raise an equal amount of funding. In addition, sales taxes are much less stable than property taxes creating the possibility of wildly fluctuating amounts available for school operations. The second amendment is only on the ballot because of school voucher advocates and those who want to support religious institutions with tax dollars. The third amendment would specifically allow school vouchers in the Constitution, which some believe is an admission by the voucher supporters that the current programs in Florida are not currently legal or constitutional. The item is paired with the "65 percent solution" because of a belief that it might prove popular to many conservative voters and assist in ushering in expanded vouchers. This proposal is also quite alarming for those who provide a quality public education because the amendment does not define what expenditures would be acceptable in Florida's classrooms, which could further erode the quality services school psychologists provide to Florida's school children. As you can see, the issues on the ballot in November will have a huge impact on the future of public education in our state.

FASP Continues to Plan and Execute Advocacy Efforts for its Members

With the 2008 Session behind us, it will only be a few short weeks before the FASP legislative committee begins planning our Legislative Platform for the 2009 Session. Members should feel free to contact the FASP Legislative Committee (http://fasp.org/FASP_Standing_Committees/Legislative.html) to recommend new issues for the 2009 FASP Legislative Platform. Adoption of the 2009 Platform will be completed by the end of the summer for printing and distribution at the Fall Conference. Cerra Consulting Group (Bob and John Cerra) is extremely proud of our relationship with FASP, and we look forward to continuing our work for the benefit of FASP members, all school psychologists, and every student in need of your valuable services.



Upcoming Events



2008 FASP Summer Institute

“Navigating Change”

July 23 – 26, 2008

Ocean Reef Club, Key Largo, Florida



Room rates are \$139 plus a \$15 daily service charge that includes valet parking. Please also be advised that a one-time charge of \$12 per person/couple is assessed for usage of the club’s facilities.

To reserve your room,
please contact the Ocean Reef Club
at (800) 741-7333.



You may also e-mail a reservation request
at reservations@oceanreef.com





Registration Form

FASP 2008 Summer Institute – July 23, 2008 – July 26, 2008

Navigating Change

PRESENTERS: Dr. George Batsche and Dr. Ketty Patiño González

Location:

Ocean Reef Club – 35 Ocean Reef Drive, Key Largo, Florida 33037

CEUs:

Four (4) CEUs will be offered per day.

Mail-in registration to be eligible for discounted fee must be *postmarked by July 9th, 2008*. Return form with check or money order payable to FASP or provide credit card information. **Unpaid purchase orders cannot be accepted for payment.** Written requests for refunds (less \$10 processing fee) will be honored if received by the Registrar and postmarked no later than July 16, 2008. At any time, FASP members who registered and cannot attend may request a credit voucher redeemable, within one year, toward registration fees at future FASP events.

Mail Registration to:
 Robert Kelly, FASP Registrar
 1431 Magnolia Drive
 Clearwater, FL 33756-6158
rkelly17@tampabay.rr.com

For Workshop Information,
 Contact Mark Neely at:
mneely@cfl.rr.com
 (407) 851-2741 (home)

Name: (Print) _____
 Address: _____ City: _____ State: _____ Zip: _____
 Telephone: Home _____ Work _____
 E-mail: _____

Credit Cards accepted: Visa and MasterCard, only.

Card #: Exp. Date /

Signature (as name appears on card) _____

Fee Paid (Check one): *Member Rates apply for members of FASP, the Student Services Coalition, and out-of-state NASP members. For member rates to be applied, dues must be current with the appropriate organization. A receipt will be available on-site.*

Postmarked by 07/09/08 for discounted fee

- Regular FASP Member \$ 125
 Student FASP Member \$ 40
 Non-Member \$ 250

On-Site

- Regular FASP Member \$ 145
 Student FASP Member \$ 60
 Non-Member \$ 270

FASP is approved by the Florida Department of Health Division of Medical Quality Assurance to offer CEUs toward licensure for continuing education offerings CEUs are available for School Psychologists (SCE-4); Psychologists (PCE-17); and Mental Health Counselors, Marriage and Family Therapists, and Clinical Social Workers (BAP-174). As always, there will strict adherence to sign-in and sign-out procedures to allow us to maintain our status as CEU Providers. Four (4) CEUs per day may be earned during this event.

**About Our Summer Institute Speakers:**

Dr. Ketty Patiño González is a clinical psychologist licensed in Florida since 1998. She is a graduate of the University of Miami's clinical psychology program, Child and Family Track. Dr. Patiño González worked in various capacities at the University of Miami from 1995 until June 2007, when she decided to dedicate all her time to private practice. At the University of Miami she taught graduate courses in psychological assessments and supervised all the clinical psychology doctoral students on their assessment practica for twelve years. During her stay at UM, she started an assessment clinic that established a very strong reputation for its psychoeducational and developmental evaluations of children, adolescents, and adults. In addition, seeing a need in the community, in 2002 she established the Autism Spectrum Assessment Clinic (ASAC) to evaluate children with developmental disabilities, including autism spectrum disorders. These clinics are ongoing at the university and continue to be very successful.

Dr. Patiño González was born in Cuba and left as a young girl. She is married and has four children and four grandchildren (and one on the way). She is bilingual and bicultural in Spanish and specializes in bilingual assessments. As part of her private practice, she has seen children from 24 different countries, including 16 Latin American countries.

Dr. Patiño González has presented locally, nationally, and internationally on autism, Asperger's Syndrome, Attention Deficit Hyperactivity Disorder (ADHD), learning disabilities, and psychoeducational evaluations. Her practice is solely dedicated to assessments.

Dr. George M. Batsche is currently Professor and Co-Director of the Institute for School Reform in the School Psychology Program at the University of South Florida in Tampa, Florida, and has held that position since 1989. He also serves as the Project Director for the Student Support Services and Shared Services Network Grants from the Florida Department of Education. Dr. Batsche currently is co-directing the implementation of the Problem-Solving/RtI Statewide Project in Florida for the Florida Department of Education and served as one of the authors of Response to Intervention: Policy Consideration and Implementation for the National Association of State Directors of Special Education (NASDSE) in 2005. He is a contributing author to The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention (In Press) and Co-Author of the recently published "Response to Intervention: Competing Views" (Assessment for Effective Intervention, 2006). Dr. Batsche has more than 30 years of experience conducting research, working in and with school districts and working with students who demonstrate severe behavior and learning problems, particularly students with problems associated with aggression. Dr. Batsche previously served as the Principal of Hammitt School, a school specializing in students with severe behavior and learning problems in Normal, Illinois. Dr. Batsche is a certified school psychologist, licensed clinical psychologist, and certified school administrator.

Dr. Batsche has published more than 50 articles, chapters, and books in such journals as The School Psychology Review, the Journal of Mental Health Administration, Special Services in the Schools, chapters in books such as The Handbook of Psychotherapy, Best Practices in School Psychology, Handbook of Medical Disorders of Children and Adolescents, and co-edited the book, Science and Mathematics Education: Psychology's Response. A significant number of Dr. Batsche's publications have focused on the area of bullying and aggression in school settings. Dr. Batsche work in the area of bullying has been featured on the ABC television program "20/20" and the NBC "Today Show." Dr. Batsche is a Past-President of the National Association of School Psychologists, the Illinois School Psychologists Association, and a member of the Interorganizational Committee of the American Psychological Association.

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Feature Presentations:

Wednesday and Thursday – Dr. George Batsche

Title: The Impact of Problem-Solving/Response to Intervention on the Role of the School Psychologist: Shifting Sands

Description: School psychologists have always used data to inform their work with students, families and educators. The Blueprint for Training and Practice in School Psychology III focuses the work of the school psychologist around the data-based, decision-making process (Problem-Solving). The rapid infusion of “RtI” into mainstream education has presented an opportunity and a challenge for the profession.

What skills do I have that I can continue to use? What services will I provide and what will inform those services? How can I demonstrate that the presence of a school psychologist results in improved performance of students?

This two-day Institute will focus on the critical components of the PS/RtI process that affect the role of the school psychologist (and other student services personnel). The impact of PS/RtI at Tiers 1, 2 and 3 on the role of the school psychologist will be discussed. A special focus will occur on the interface of PS/RtI and the new SLD and EBD regulations on the role of the school psychologist.

The content of the Institute will include direct training on the following skills areas:

1. Data collection and the use of data to make decisions about core academic instruction and school-wide behavior plans.
 2. Data collection and the use of data to make decisions about the development and evaluation of standard protocol academic and behavior interventions for Tier 2.
 3. Interactive behavioral observations techniques to evaluate the relationship between student behavior and student performance AND the relationships between student behavior, teacher behavior and peer behavior. These are skills critical to completing the necessary data elements in the RtI model.
 4. Data collection and use of data to make decisions about the development and evaluation of individual student interventions for Tier 3.
 5. Skills required to ensure integration of interventions across tiers.
 6. Skills required to ensure intervention integrity, documentation of intervention implementation and evaluation of the relationship between implementation and response to intervention.
- Steps required to determine eligibility (characteristics AND need) for SLD and EBD programs.

Friday and Saturday – Dr. Ketty Gonzalez

Title: Issues in Assessing High Functioning Autism and Asperger’s Disorder

This presentation will acquaint participants with the objective and subjective tools they need to be able to recognize some individuals with high functioning autism or Asperger’s Disorder. It will do so by providing guidelines based on research and clinical experience and by case studies.

Learning objectives - After this presentation, the attendees will:

1. Broaden the way they think of autism symptoms
 2. Become aware of the different ways in how individuals with high functioning autism/Asperger’s Disorder present.
- Know when to start suspecting autism may be involved in their clients

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Schedule of Summer Institute Events

July 22, 2008 FASP Executive Board Meeting 1:00 p.m. – 8:00 p.m.

July 23, 2008 FASP Executive Board Meeting 8:00a.m. – 12:00 p.m.
8:00a.m. Registration opens
12:30p.m – 5:00p.m – Dr. George Batsche
5:30p.m. – 7:30p.m – Welcome Reception

July 24, 2008 8:30a.m. – 12:30p.m. – Dr. George Batsche

July 25, 2008 8:30a.m. – 12:30p.m. – Dr. Ketty Gonzalez

July 26, 2008 8:30a.m. – 12:30p.m. – Dr. Ketty Gonzalez

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Problem Solving & Response to Intervention

A collaborative project between the Florida Department of Education and the University of South Florida

The Spring 2008 **Florida Rtl Update** is now available for download. You can access it at <http://floridarti.usf.edu/resources/newsletters/2008/spring2008.pdf>.

To check out the project's website, go to <http://floridarti.usf.edu/>. If you have difficulty with downloading the newsletter, you may contact:

Judi Hyde, Communications Coordinator
Problem Solving/Response to Intervention Project
University of South Florida
4202 E. Fowler Avenue, EDU 162
Tampa, FL 33620
813-974-7448
FAX 813-974-7647



For more contact information, details on upcoming events,
and professional updates,
visit FASP on the web at
www.fasp.org





Upcoming Events



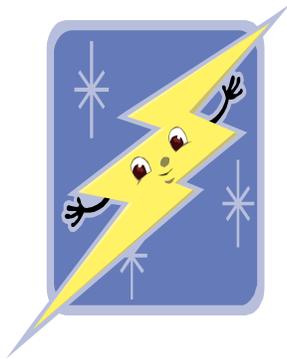
2008 FASP Annual Conference

Empowering Leaders:

The Future of School Psychology

October 29 - November 1, 2008

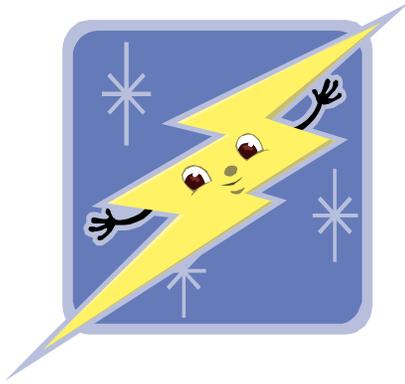
Omni Orlando Resort at ChampionsGate
Kissimmee, Florida



For Reservations, Please Call: 407-390-6664

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





FASP 2008 Annual Conference
Omni Orlando Resort at ChampionsGate
October 29-November 1, 2008

Empowering Leaders:
The Future of School Psychology

CALL FOR PRESENTATIONS Deadline May 30, 2008

The FASP Conference Program Committee is now accepting applications to present at the 35th Annual Conference. This year's program aims to highlight the process of empowering school psychologists to become leaders in the schools, the school districts, in the world of private practice, and within their profession of school psychology. We invite active participation of members from related professions, as well as those in the general community who have expertise related to school psychology, education, families, emotional and physical development, and the general well-being of children.

TOPIC DOMAINS

The following topic domains are in line with FASP's blueprints for professional development and have been selected to help conference participants target presentations that will meet their specific professional development needs. Presenters will be asked which domain *best* reflects the content of their presentation on the Presentation Proposal Form that follows.

Autism Spectrum Disorders - School psychologists must have the knowledge to evaluate and intervene with children who have Autism Spectrum Disorders as well as with their schools and their families.

Crisis Planning and Management - School psychologists must have the knowledge of crisis levels/stages and the grief process in order to develop and implement crisis prevention, intervention, and post-intervention programs to meet the needs of students, staff, and families.

Cultural and Linguistic Diversity - School psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

Emotional and Behavior Disorders - School psychologists must have the knowledge of child development, applied behavior assessment/analysis, and psychopathology in order to assess and then develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

Legislative - School psychologists must be able to keep track of proposed and current professionally pertinent legislation at the state and federal levels in order to be an active participant in the democratic process so as to positively impact change in the profession of school psychology and in education.

Response to Intervention - School psychologists must be able to define current problem areas, strengths, and needs through assessment at the individual, group, and systems level, to develop and implement appropriate interventions, and measure the effects of the decisions that result from the problem solving process.

Additional Domains:

Home/School/Community Collaboration - School Psychologists must have knowledge of family influences that affect students' wellness, learning, and achievement, and be able to form partnerships between parents, educators, and the community.

Legal and Ethical Practice - School psychologists must take responsibility for developing as professionals and practicing in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.



PRESENTATION FORMATS

The descriptions below should help you determine the format that best matches the content and scope of the material you would like to present.

Skills Workshop (50, 110, or 170 minutes)

These presentations are designed to teach participants specific skills to enhance professional practice and add to professional knowledge base. Sessions should be identified according to skill level: *Intermediate*: Aimed at participants with limited background in the topic area, or *Advanced*: Aimed at participants with some theoretical and practical background in the topic area.

Round-Table Discussion (50 or 110 minutes)

This format consists of informal presentations and organized discussions led by a designated chair. These sessions are meant to be participatory; they often address problems, reveal best practices, uncover challenges, or provide direction to the audience. Please note that the designated chair should be listed on the proposal form as the first presenter.

Student Research Presentations (50 minutes: 40 minute presentation and 10 minute discussion)

The best presentation topics cover new ground, focus on recent research findings, and provide clear applications to the well-being of children and school functioning.

Poster Presentation (presentation option pending interest level for 2008 Annual Conference)

The format is a visual display that provides an informal, interactive format for the presentation of research, data, and innovative practices. Multiple posters are displayed concurrently during the designated time. Attendee's can read one, several, or all posters during the session and discuss the posters with the authors.

CEU Consideration:

Submitted 110 & 170 minute skills workshop proposals may be selected for consideration as CEU

workshops. If presenters would like to offer this option, they must include a vitae and brief bioline for each presenter, as well as learner objectives for the presentation. *Not all 110 & 170 minute skills workshops will be approved as CEU workshops.*

GUIDELINES FOR SUBMISSION

Preference is electronically as attachments to michelle.darterlagos@polk-fl.net.

- Proposals for submission must be emailed or postmarked by **May 30, 2008**.
- Presenters will be notified of acceptance by **August 1, 2008**.
- Presenters are required to register for the conference if they wish to attend other activities. Hotel, travel, and expenses are the sole responsibility of the presenter.
- Presentations are to be conducted by those persons listed on the Presentation Proposal Form unless the Conference Chair has approved other arrangements in advance.
- Only the first named presenter will be notified of acceptance.
- The Conference Committee reserves the right to change the length and format requests. Notification of any changes will be made.
- Presentations will be scheduled for **Wednesday, October 29th and Thursday, October 30th**.
- Presenters are encouraged to bring handouts for participants, the cost of which is the sole responsibility of the presenter. CEU presenters are strongly encouraged to provide handouts to attendees. All presenters will be notified of room capacities prior to the conference in order to plan accordingly.

Presenter cancellations must be sent in writing before **August 31, 2008**.

Checklist for Submission

- * Complete all sections of the presentation proposal form.
- * Check your spelling. Information will appear in the program exactly as it is printed on the form.
- * Be sure to specify Presentation Type (and length and level, if applicable), Topic Domain, and A/V needs.
- * If postal delivery, enclose copy of the completed proposal form **AND** abstract.
- * If postal submission, please enclose one self-addressed, stamped envelope.
- * Send all post to: Michelle Darter-Lagos, Ph.D., NCSP
5940 Hillside Heights Drive
Lakeland, FL 33812
- * Electronic delivery to: michelle.darterlagos@polk-fl.net



MOTION SUMMARIES: FASP EXECUTIVE BOARD MEETING — JANUARY, 2008

Motion #1 – Move to approve Deborah Davidson as the 2008 FASP Private Practice Chair.

Motion by Gamarra, Second by Patterson

Discussion-None; Motion passed

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

Motion by Patterson, Second by Darter-Lagos

Discussion- None; Motion passed.

Motion #3 –Move to approve FASP 2008 budget as presented.

Motion by Endsley, Second by Gamarra

Discussion - There is an amendment to change to the motion to read “Move to accept the FASP 2008 budget as presented.”

Motion by Darter-Lagos, Second by Kelly

Accepted by Endsley and Gamarra

Amended Motion #3- Move to accept the FASP 2008 budget as presented.

Motion passed.

Motion # 4- Move to approve the CLD workshop for April 24th entitled “Literacy Development for ELLs” by Criselda Alverado. Location will be the Nova Campus in Orlando. The expected cost will be the speakers travel, hotel and food.

Registration Fees

Early	On Site
55	65
75	85
25	30

Motion by Gamarra, Second by Darter-Lagos

Discussion centered on the proposed fee schedule and produced a friendly amendment.

Friendly Amendment by Kelly, Second by Endsley

Registration Fees

Early	On Site
60	80
30	50
80	100

Friendly amendment accepted by Gamarra and Darter-Lagos

Motion passed

There is some confusion about the motions passed at the July meeting concerning awards and what was to be discussed at the November meeting regarding the specifics of these awards.

Point of information: Lazarus wants information about the graduate awards motions passed in July. Patterson finds the motions from the July 2007 meeting and reads them to the group. There is a discussion about the motions, the names of the awards, the number of the awards and the amount of the awards.

Motion #5 –To rescind the actions taken regarding awards at the July Executive Board Meeting: and to institute the following FASP Graduate Student Awards: an award for an outstanding Masters or Specialist level student; an award for an outstanding doctoral level student; and an award for an outstanding minority student. Specific procedures and criteria for these awards will be clarified by the Awards Committee.

Motion by Leighton, Second by Patterson

Discussion- Positions related to the number of awards are reiterated.

Motion passed

Motion #6- The three FASP Graduate Student Award recipients will receive a monetary award of \$500 for each to be paid in a lump sum at the time the award is presented.

Motion by Leighton, Second by Patterson

Discussion- The amount of the awards and the time frame for awarding the money is discussed.

Motion passed

Motion #7- Motion to move \$500 from Presidents budget reducing that to \$4,650 and \$250 from the Technology Committee budget reducing it to \$550 and add it to the Awards Committee budget raising it to \$2,250.

Motion by Endsley, Second by Vickers

Discussion- None; Motion passed

Motion# 8- Moves that the following individuals be approved to chair their respective Interest Groups:

Crisis – Phil Lazarus;

Cultural & Linguistic Diversity – Maria Amunategui;

Early Childhood – Margaret Donovan/ Leisa Everhart;

Low Incidence Disabilities – Hope White;

Organizational Change – William Donaldson;

Private Practice – Leisa Everhart;

Retired School Psychologists – Ralph Bailey;

Social Emotional – Jaime Calderon;

Technology and Communications – TBD

Motion by Emery, Second by Dorman

Discussion- None; Motion passed

Motion#9- Move for FASP to rescind Motion #14 passed at the Executive Board Meeting held at Daytona Beach on November 6, 2007. The motion read: “Move to contract with Avectra for purposes of web based conference registrations; workshop registrations; and membership renewals effective 2/1/2008 for one calendar year.”

Motion by Robertson-Shephard, Second by Endsley

Discussion- None; Motion passed

Motion#10 -Move that the PPP Manual, Section 3, Parliamentary Procedure IX be modified to read “The President will state the time frame for discussion and voting. A minimum number of votes constituting a quorum of the Executive Board are required. A simple majority will carry a vote.”

Motion by Kelly, Second by Endsley

Discussion-This produced a friendly amendment.

Friendly Amendment. The e-mail motion should be submitted with a second.

Moved by Dorman, Second by Vickers.

Accepted by Kelly and Endsley

Motion Passed

Internet Motion #11 (1/22/08)- Move to approve Bill Donaldson as the FASP East Central Regional Representative.

Motion passed

Internet Motion #12 (3/27/08)- Move to hold the 2009 Summer Institute at the Ritz Carlton in Sarasota. Summer Institute to be held Wednesday, July 22, 2009 - Saturday, July 25, 2009.

Moved by Templeton, Second by Neely

Discussion- None; Motion passed

