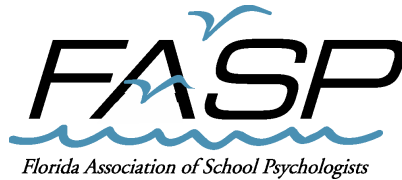


# *The Florida School Psychologist*

The Newsletter of the Florida Association of School Psychologists



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Jennifer Valentine and Julia Berlin, Editors



## *President's Message*

**Brad Underhill**

Dear members,

I would like to share with you key priorities for the 2008-09 year. These were generated based upon input from the Executive Board and our reading of the current political and financial climate. Based on this input we outline the needed direction for our association. There is no one major priority but rather a confluence of interests that need to be part of a coherent plan.

We value the opinion of every FASP member and want you to feel free to contact anyone on the Executive Board with your ideas and concerns. Through this process we can make FASP an association that is responsive to the needs of its members and nimble enough to take concerted action when needed. This is vital as 2009 promises new challenges as we deal with the impact of the financial downturn on education funding; the potential loss or freezing of positions; the upcoming SLD rules and regulations regarding eligibility determinations, the APA Model Licensure Act with its associated concerns about title and function; and the impact of Rtl on our roles and responsibilities.

I wish to thank Phil Lazarus for his assistance in conceptualizing and writing the following list of priorities:

1. We must be aware of the current financial circumstances and plan accordingly. It does not appear that the finances of our state will improve before the end of 2009. This means that we will have to be most conservative with the FASP budget, eliminate unnecessary expenditures, and find ways to be financially prudent. Here, we depend on Amy Endsley, our FASP treasurer, and the Finance Work Group for their guidance.
2. We must also help district school psychologists that may need our assistance to protect them against potential lay-offs or freezes on new hires. Fortunately, we already have a head start on this as Phil Lazarus and his colleagues in Miami –Dade County Public Schools have already put together significant information that can serve as a guide to head off challenges to our ranks. DASP members Gil Lopez (our FASP School Psychologist of the Year), Peter Caproni, Albert Gamarra, Joan Kappus, Jennifer Cohen and Kat Norona, as well as our NASP President, Gene Cash, all emphasized the importance of speaking truth to power, staying vigilant, communicating with all stakeholders, developing talking points, being persistent and always focusing on the welfare of children. Please understand that if district school psychologists are threatened with job losses, FASP will do whatever is necessary to respond.
3. It will be vitally important to get school psychologists back on the critical shortage list. This will enable school psychology graduate students to secure loans and help them pay off loans when these become due. It will also attract future practitioners to our profession. It will help school psychology administrators advocate for paid school psychology internships and may potentially forestall any job losses. It is harder to lay off professionals when they are deemed by the state as being a critical shortage.

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# FASP 2009 Executive Board

## Elected Officers

### PRESIDENT

**BRADFORD UNDERHILL**

Email: [BF\\_hill@yahoo.com](mailto:BF_hill@yahoo.com)  
[bradford.underhill@sdhc.k12.fl.us](mailto:bradford.underhill@sdhc.k12.fl.us)

### IMMEDIATE PAST PRESIDENT

**JOSHUA LUTZ**

Email: [jalutz74@gmail.com](mailto:jalutz74@gmail.com)  
[JLutz@escambia.k12.fl.us](mailto:JLutz@escambia.k12.fl.us)

### PRESIDENT-ELECT

**MARK NEELY**

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

### SECRETARY

**GAIL PATTERSON**

Email: [wgpatter@mchsi.com](mailto:wgpatter@mchsi.com)

### TREASURER

**AMY ENDSLEY**

8146 N Pine Haven Point  
Crystal River, FL 34428  
Email: [fasp\\_treasurer@gmail.com](mailto:fasp_treasurer@gmail.com)

## Regional Representatives

### **NORTHWEST (Region 1)**

Melissa Krueger  
Email: [cmfkt@hotmail.com](mailto:cmfkt@hotmail.com)

### **NORTHEAST (Region 2)**

Frank Coker  
Email: [fcoker@juno.com](mailto:fcoker@juno.com)

### **EAST CENTRAL (Region 3)**

Anthony Alexander  
Email: [anthony\\_alexander@ocps.net](mailto:anthony_alexander@ocps.net)

### **WEST CENTRAL (Region 4)**

Judy Merrell  
[merrellj@pcsb.org](mailto:merrellj@pcsb.org)

### **SOUTHWEST (Region 5)**

Phyllis Walters  
[docphyl1@aol.com](mailto:docphyl1@aol.com)

### **SOUTHEAST (Region 6)**

Stephanie Fox-Nohrden  
[foxnohr@bellsouth.net](mailto:foxnohr@bellsouth.net)

### **SOUTH (Region 7)**

Kat Norona  
Email: [knorona@yahoo.com](mailto:knorona@yahoo.com)

## Special Committees

### **INTEREST GROUP COORDINATOR**

Bob Templeton  
Email: [benbobbart@aol.com](mailto:benbobbart@aol.com)

### **CHILDREN'S SERVICES FUND**

Ralph "Gene" Cash  
[gcash1@aol.com](mailto:gcash1@aol.com)

### **STUDENT DELEGATE**

Sarah Sheedy  
Email: [sheedysa@yahoo.com](mailto:sheedysa@yahoo.com)

### **LOW INCIDENCE**

Terry Vaccaro  
Email: [TVac454@aol.com](mailto:TVac454@aol.com)

## Standing Committees

### **ADMINISTRATION & SUPERVISION**

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

### **AWARDS**

Bill Donelson  
[donelson\\_bill@comcast.net](mailto:donelson_bill@comcast.net)

### **CEU COORDINATOR**

Geoff Freebern  
[geoffrey.freebern@yahoo.com](mailto:geoffrey.freebern@yahoo.com)

### **CONFERENCE CHAIR**

Maureen Montgomery/Leisa Everhart  
[montgomeryma@pcsb.org](mailto:montgomeryma@pcsb.org)/  
[Everhartle@pcsb.org](mailto:Everhartle@pcsb.org)

### **CULTURAL & LINGUISTIC DIVERSITY**

Monica Murray  
[murraym3@ocps.net](mailto:murraym3@ocps.net)

### **DOE CONSULTANT**

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

### **ETHICS & STANDARDS OF PRACTICE**

Freda Reid  
[fmr@bellsouth.net](mailto:fmr@bellsouth.net)

### **HISTORIAN**

Kathleen Leighton  
[leighton12@aol.com](mailto:leighton12@aol.com)

### **LEGISLATIVE**

Briley Proctor  
[proctor@coe.fsu.edu](mailto:proctor@coe.fsu.edu)

### **MEMBERSHIP**

Kim Berryhill  
[kimember89@aol.com](mailto:kimember89@aol.com)

### **NASP DELEGATE**

Sarah Valley-Gray  
[valleygr@nova.edu](mailto:valleygr@nova.edu)

### **NEWSLETTER**

Jennifer Grill/Julia Berlin  
[Bocasangel46@yahoo.com](mailto:Bocasangel46@yahoo.com)/  
[jberlin10@live.com](mailto:jberlin10@live.com)

### **PLANNING & DEVELOPMENT**

Annette Hicks  
[annette.hicks@sdhc.k12.fl.us](mailto:annette.hicks@sdhc.k12.fl.us)

### **PRIVATE PRACTICE**

Debra "Debbie" Davidson  
[drdeb3@bellsouth.net](mailto:drdeb3@bellsouth.net)

### **PROFESSIONAL DEVELOPMENT**

Patti Vickers  
[pvickers@cfl.rr.com](mailto:pvickers@cfl.rr.com)

### **PUBLIC POLICY & INFORMATION**

Briley Proctor  
[proctor@coe.fsu.edu](mailto:proctor@coe.fsu.edu)

### **REGISTRAR**

Kelly Low  
[klow@escambia.k12.fl.us](mailto:klow@escambia.k12.fl.us)

### **RESEARCH**

Rance Harbor  
[Rance.Harbor@sdhc.k12.fl.us](mailto:Rance.Harbor@sdhc.k12.fl.us)

### **TECHNOLOGY & COMMUNICATIONS**

Michelle Robertson-Shephard  
[reachFASP@aol.com](mailto:reachFASP@aol.com)

### **TRAINING & CREDENTIALING**

Philip J. Lazarus  
[Philaz1@aol.com](mailto:Philaz1@aol.com)

## Support Personnel

### **FASP GOVERNMENTAL CONSULTANTS**

Cerra Consulting Group  
Bob Cerra & John Cerra  
206-B South Monroe Street  
Tallahassee, FL. 32301  
(850)-222-4428  
[bobcerra@comcast.net](mailto:bobcerra@comcast.net) [cerraj@comcast.net](mailto:cerraj@comcast.net)

## Task Force

### **RESPONSE TO INTERVENTION**

Clark Dorman  
Email: [dorman@coedu.usf.edu](mailto:dorman@coedu.usf.edu)



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4. We will continue with our FASP blueprint that Mark Neely, former Professional Development Chair and current President-Elect, as well as Josh Lutz, Past President, have been working on for the past year. This will help serve as an anchor for all our activities. We would like our workshops, the Summer Institute and the training of our members to focus on key priorities identified in our blueprint. Key individuals include Patti Vickers (our Professional Development Chair), and Maureen Montgomery and Leisa Everhart (our Conference Co-Chairs).

5. There has been discussion regarding the changing roles of our regional representatives. The EB needs to reach consensus on the direction to be taken by the regional representatives especially as this relates to promoting regional workshops. One of the many reasons that we have regional representatives is that it is a way to help nurture and train future leaders of our state association. The discussion of fewer regions has come up in response to financial concerns. Some solutions we are exploring include looking more closely at assigning regional representatives other roles on the EB in order to cut back on our expenses.

6. There is good news to share with you. The current APA Model Licensure Act has been delayed and will not come up for a vote until 2010. Nonetheless, we must be eternally vigilant and have a plan of action ready to go if APA votes to exclude the exemption for school psychologists. We are most fortunate to have members on our EB such as Gene Cash and Briley Proctor who will carefully monitor the situation for us and be able to provide leadership on this front. We will act on this proactively using NASP's guidelines.

7. We must show everyone that school psychologists are indispensable within the schools. This means communicating effectively with Superintendents, School Board members, principals, parents, legislators and the general public. We would like to highlight what school psychologists do every day in the schools. We must be effective advocates for the children we serve and let the public know what services school psychologists provide. With the current financial crisis, students will need more psychological services rather than fewer. As Phil Lazarus pointed out in his Lifetime Achievement Award message, there has already been an increase of 19% in homelessness in Florida in the past 12 months. This downturn in the economy will surely have a major impact on the psychological well-being of children in our state. Communicating with our membership is critical. Please look to our website, the FASP Flash, the FASP newsletter, and regional representatives to stay informed of our efforts. Key people in this effort are Michelle Robertson-Shepard (FASP Flash and website), and Jennifer Valentine and Julia Berlin (FASP Newsletter).

8. We have been most successful in the past few years in getting legislation passed related to two target areas. These were bullying prevention and suicide prevention. This has been a remarkable achievement that we have worked on diligently, and our success highlights the effectiveness of perseverance and collaboration with other groups.

We are currently advocating for another legislative priority, the elimination of corporal punishment in Florida's schools. We know that there are other ways to establish discipline in schools that do not involve striking children. We would like to extend our appreciation to Josh Lutz for taking a leading position on this and pledge to continue with our efforts with our Legislative Committee, Public Policy Committee and our lobbyists, John and Bob Cerra. Our Legislative Chair and Public Policy Chair Briley Proctor (she chairs both Committees) will be working hard this year to move this issue to the forefront.

In relation to legislation, we must show how mental health and school psychological services have a direct relationship with academic success and work with legislators to bolster mental health services for children. In times of fiscal shortfalls, our most vulnerable individuals, that is, children from low-income families and children with handicapping conditions, may suffer the consequences of tight budgets and lose vital services. Consequently, we must work as an association and collaborate with other concerned groups to mitigate cuts in school psychological and mental health services.

9. Our Ethics Committee has done an outstanding job under the leadership of Freda Reid. She and the other experienced members, Gene Cash, Phil Lazarus, Kathy Leighton, Tom Oakland, Josh Lutz, and Bob Templeton dealt with difficult issues. We will need to update our *Principles for Professional Ethics* as well as bring the *Guidelines for the Adjudication of Ethical Complaints* into the electronic age. We are dealing with ethical issues that did not exist when these documents were last revised.

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10. From the Executive Board's input, Problem Solving/Rtl generated the most concern. We need to show everyone in the schools that we are leaders on this front. That is, we need to know more about the Problem Solving/Rtl process than anyone else in the schools. We need to understand what works and what conditions are necessary to make Rtl successful. We need to be seen as the "go-to experts" on Rtl. At times, we may have to engage in the good fight to ensure that the infrastructure, support and training are in place and at other times know how to work with decisions over which we have limited control. It is important to clarify what FASP's and school psychologists' roles are in implementing Rtl at the district and school levels.

When Problem Solving/Rtl is implemented with integrity and fidelity, and when the consensus, supports, infrastructure, and training are in place, then Rtl can truly help Florida's children. School psychologists can be the most important people in the building next to the school principal in regard to Rtl implementation. We need to make sure our members are prepared and begin to develop and implement best practices related to Rtl. This relates to prevention, consultation, training, assessment, intervention, treatment integrity, and follow-up. Moreover, we will need to upgrade our skills in a number of areas which may include curriculum and instruction in order to be indispensable in the schools. It is axiomatic that the more we are seen as leaders on this forefront, the more we will be seen as indispensable and the more our positions will be protected and perhaps increased. This will be a huge challenge and Clark Dorman is a key person in ensuring the success of this enterprise.

In relation to Rtl, I see articulating the unique needs of our culturally and linguistically diverse learners under this process as an important goal. English Language Learners in our schools demonstrate lower achievement and there is disproportionate representation of this population in special education. It is imperative that school psychologists learn about literacy for the English Language Learners so they can help their schools and their districts in developing strong tiers of intervention that make Rtl successful with this population. Although bilingual school psychologists are usually considered the experts in this arena, all school psychologists need to know more about these issues as all of us work with these learners. We must train our members and help develop strong consultation models between bilingual and monolingual school psychologists so every learner can be reached. If we are seen as experts and add value, then this gives us a special opportunity to show our worth in the schools. In this area I will look to Monica Murray and Albert Gamarra for guidance.

It will be important that we welcome all points of views on the implementation of Problem Solving/Rtl and that we engage in needed debate. We should start a blog on this topic and we will ask for Michelle Robertson-Sheppard's assistance on this. No matter how this turns out for us, it is imperative that all the voices of our membership be heard. We do not want this to split apart our Association or lead to division within our ranks. I sincerely believe that we are in agreement much more than we are in disagreement on issues related to Rtl, SLD and eligibility determinations. It will be necessary that we do our best to develop best practices on this topic; that we maintain the "psychology" in school psychology as well as the integrity in our diagnostic decision making. Cognitive, academic, personality and behavior assessment has helped us understand the complexity of a child and through this understanding we have been able to explain to parents the unique strengths and weaknesses within their child. This process has helped educators work with a challenged student and provided important information to help each struggling learner succeed in the classroom

We welcome debate and diverse points of view but in the end we need to use this process to come together as colleagues and as a profession. We must find ways to increase our ranks even in this difficult economic climate. The lower the school psychologist to student ratio the more impact we can have on the academic and emotional well-being of children. Some have suggested that we prepare for job losses; I disagree. We must demonstrate our importance and prepare for job creation.

11. We must use all the challenges that we are presented with this year to come together as a profession. Perhaps the anxiety reflected by school psychologists concerning the direction of the profession, in the age of Rtl, and the economic downturn may increase our membership. This can happen as long as we ensure that you firmly believe that you have a voice and that FASP is fighting for your best interests. Regional representatives are critical in communicating with school psychologists in their region, asking for their opinion, and making sure all our members stay involved. Anthony Alexander, Frank Coker, Stephanie Fox- Nohrden, Melissa Krueger, Judy Merrell, Kat Norona, and Phyllis Walters are our regional representatives and you can find their contact information on our web site.

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Certainly, our practitioners are concerned about the impact of Problem Solving/RtI on our profession and have already begun to communicate their thoughts to our regional representatives. Recently, I heard from Kat Norona who shared her thoughts as well as those from members in South Florida. She wrote about concerns that others are experiencing about job security, professional identity, insufficient training, and the effect the SLD rule may have on the children we serve.

We welcome all your thoughts and I can assure you that we will address these concerns. We may not all agree nor should we. However, we will listen and seek solutions from not only our Executive Board but from every member of FASP. We recognize that each county has unique challenges and issues they are addressing. Whether your county is rural or a multicultural urban city, we can offer our support. We need to show our worth in every school district in Florida. We will need to develop best practices and address how cognitive assessment can be integrated with Problem Solving/RtI data to help each struggling child we evaluate succeed academically. Consequently, I have ideas to begin this process which will be highlighted in the next newsletter.

We will continue to do great things at FASP. We serve as strong advocates for children. We have fantastic conferences and summer institutes. We are on the cutting edge in terms of national leadership within our ranks. We lobby successfully for vital services for children. We provide excellent workshops, newsletters, and the FASP Flash. We can be licensed as private practitioners in our state. We have the Children's Service Fund, Inc. and the Committee of Continuous Existence as affiliated associations supporting the best interests of children. Members of our Executive Board are wonderfully bright, energetic and talented. I have strong confidence in every one of them and am extremely grateful for their contribution and leadership.

Thank you for being a member of FASP. In doing so, you are supporting the strength of school psychology as a profession. I look forward to serving this excellent association as President and wish you all a blessed year.

Brad Underhill



**Attention FASP Members...**  
**THE FLORIDA SCHOOL  
PSYCHOLOGIST HAS GONE GREEN!**

In an effort to keep up with the efforts being made nationwide to be environmentally conscientious, we are proud to announce that the  
**FASP Newsletter is "Going Green"!**

This means that our Newsletter will no longer be distributed in hard-copy format, only in electronic format. We sincerely hope you will support us in this most important effort to do our part for the environment and supply us with your most current email address so that we may provide you with pertinent information in the future!

Please email [Kim Berryhill](mailto:Kimber89@aol.com), ([Kimber89@aol.com](mailto:Kimber89@aol.com))  
FASP Membership Chair, with your updated information.





**On October 29, 2008,  
Dr. Philip J. Lazarus  
received the  
Willard Nelson Lifetime  
Achievement Award**

*On October 29, 2008, Philip J. Lazarus was presented with the Willard Nelson Lifetime Achievement Award for his dedicated service to the profession and to the children and families we all strive to help. Dr. Lazarus has served as the Director of the School Psychology Training Program at Florida International University since 1978 and during his talk showcased in pictures the more than 300 school psychology graduates the program has produced. His remarks entitled, "Neglecting the Emotional Well-Being of our Nation's Youth" are reprinted below:*

I am most honored and deeply humbled by this lifetime achievement award. It is a true privilege to be recognized by your peers. As Woody Allen once stated, 80% of success in life is just showing up.

I have served as the Director of the School Psychology Program at Florida International University for the past 30 years. During this time, remarkable changes have occurred. Our assessment skills have improved exponentially. I used to carry all my test equipment in a satchel and now we all need a Hummer car trunk but can't afford to buy the gas. Internships weren't even required when I first became certified. Now, we have year long paid internships. We had no licensure for school psychology. Now we can practice in the private arena. We could not score or interpret our protocols using personal computers--because these were not invented yet.

Our knowledge base has increased to such a level that our best practices text now has six volumes and we have to take out a home equity loan to buy it. Most everything I learned in graduate school changed or no longer applies, except for statistics which unfortunately wasn't my best subject.

Though so much has improved for our profession during the past three decades, our nation's children have not fared as well. Since I began my practice, anxiety and depression in children has gone up dramatically. Youngsters are cutting themselves in record number to ameliorate the pain and stress they are experiencing. Every four hours in America a child commits suicide.

As the upcoming election approaches, we and our nation are facing tremendous challenges and our children are counting on us to make their future brighter. Hopefully as a recipient of this award, I have learned some lessons during my lifetime and would like to share a few thoughts with you today.

On April 20, 1999, Craig Scott's world was shattered. His sister Rachel had been the first student killed at Columbine High School. Craig Scott suffered for many years trying to make sense out of a tragedy that does not make sense. Always asking why, he experienced the deepest forms of grief and despair. Yet out of this experience, he and his family started an organization called Rachel's Challenge which delivers workshops to schools all across America to promote the cause of peace, love and compassion. Craig Scott epitomizes the words of John Burroughs, who once wrote, "We are made strong by what we overcome."

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I listened to Craig who was part of a panel discussion at the White House Conference on School Violence. Craig talked about how our founding fathers viewed education. First they emphasized character, then knowledge and finally academic facts.

It appears to me that our founding fathers and the framers of our Constitution had it right--first, character, then knowledge, and lastly academic facts. Today with our emphasis on high-stakes testing, we put the accumulation of academic subject matter first. FCAT rules, all else be damned. Character education and social-emotional learning have taken a back seat—forced like Rosa Parks to ride in the back of the bus.

Yet we know as school psychologists that by incorporating social-emotional curriculums into the classroom that we can boost academic learning and improve the school climate at the same time. This is especially true because today we are narrowing the curriculum and focusing almost exclusively on high-stakes tests to the detriment of our nation's youth. We can't just jam facts into our students' heads so they can pass high-stakes tests. Instead, we need to focus our education on the total child, which includes their mind, heart and spirit.

Following three school shootings within a two week period, I was doing a number of media interviews, and was called by CNN to be on the Glenn Beck show for a four minute segment. I only had about 90 minutes before the show was going to be taped and I was trying to think of the message to get across to the public. The one message I came up with was "Children are safe in school. The actual chance of being killed at school is less than one in a million. Send your children to school."

During the first part of the interview, Glenn was asking me reasonable questions. And I am giving him facts, statistics, warning signs, and advice for parents. Then he asks, "So, Dr. Lazarus, what's going on with our society? Why all this violence? Are we like the Romans, feeding our kids to the lions?" Wow! How do you answer a question like that? For a moment I felt like a deer in the headlights but eventually talked about how we as a society glorify violence. We celebrate violence. By the time a child is a teenager he has already witnessed more than a half a million violent incidences on television and often can not tell the difference between the bad guys and the good guys. During the course of the interview I explained how during World War I and World War II it used to take the Army weeks or months to train soldiers to kill an enemy combatant. But now with our point and shoot video games, our male soldiers have already practiced killing people before they reached high school.

Yet, the next day, I could not get Glenn Beck's question out of my mind. And I wished I had said. "The reason this all is happening is because our society is out of whack. We have neglected the emotional well-being of our nation's youth. We can do better. We must do a lot better."

I see school shooters as the canary in the coal mine. Canaries warn miners if there is a gas leak or if the air in the mine is becoming toxic. When the canaries die, the miners get the hell out of the mine. These school shooters are like scouts telling us that something is wrong. Get out. Go in a new direction. Yet we are still not paying attention. So I ask you, "Do we feel that our children are any safer in schools than they were ten years ago when we had the rampage at Columbine?" Do we believe that the emotional health of our youngsters has improved during the time of No Child Left Behind?

Who in our schools recognizes that something is amiss? Who understands that one out of every five children needs mental health intervention in order to be successful in school? Who understands that while the IQ of our students increase about a third of a point every year, the emotional health of our students has deteriorated dramatically over the past three decades? Who understands that more teenagers died from suicide than from cancer, birth defects, AIDS, pneumonia, influenza, and chronic lung disease combined?

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School psychologists understand. School psychologists serve as advocates for the emotional well-being of our nation’s youth. We know more about education than anyone in psychology and more about psychology than anyone in education. We understand the connection. And it is all connected.

Let me cite just one example. For educators, retaining a child is an academic decision. But we understand that retaining a child is not just an educational decision but a social-emotional as well. Retention has a dramatic impact on the fragile psyche of a young child. Sixth grade students reported that being retained was as stressful as the loss of a parent or going blind. Moreover, when prisoners were interviewed during incarceration, they remarked that being retained was more emotionally painful to them than going to jail. And under No Child Left Behind, we are leaving more children behind.

One principal in Miami said “I’ve told all my 2nd grade teachers that if they thought a child was going to have a problem with the FCAT in the third grade, they should fail them.” Consequently we have entire classes of children in Miami of retained second and third grade students. They fail the students before they take high stakes tests and fail them after if they are unable to pass. And if a child is retained twice their chance of graduating from high school is only one out of ten? We are making our children feel like failures before they reach third grade.

I do not believe that the public even knows that we are neglecting the emotional well-being of our nation’s youth until it is exposed. It is like Walter Reed hospital. Patients that got services there knew the system was failing them. But the public had no idea. Unless there is awareness, there will never be change.

Due to a 284 million dollar shortfall, Miami-Dade County gave 41 school psychologists a pink slip—essentially firing them. Consequently, we made sure that the public and the School Board knew exactly what school psychologists did and how the reduction of school psychological services would impact our most needy and vulnerable students. One strategy we used was to bombard all School Board members with personal letters describing what we do as school psychologists and what the impact of the loss of psychological services would mean.

One former FIU graduate, Luz Amesty, wrote a most poignant letter and here is just one paragraph: “I have established partnerships with parents who were not able to understand why their youngsters stopped developing normally after the age of 2 and were later on identified with a Pervasive Developmental Disorder. I have also dealt with many parents who can not assist their children with homework not only because of a language barrier but also because they are illiterate and lost in a school system that is completely novel to them. This particular school year, I have been dealing with students who are acting out in the classroom because their families lost their homes and had no choice but to live in a shelter. I will never forget when a student came up to me asking why his brother was shot on the way to his house on the day of his birthday. I have been called many times to intervene in cases where a child loses control, throws chairs, and uses profanities in the classroom while threatening himself and others. I wonder who will be there to provide mental health and instructional support for our children and youth when I am gone.”

Eventually by advocating for those children without a voice, and by letting the School Board and the public understand what we do on a daily basis, all school psychologists were rehired. We prevailed, and will continue to prevail, but the challenges are not over.



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Today our profession is being threatened by the fiscal crisis, the APA Model Licensure Act, Scientology, and the RTI initiative which has the potential for school districts to hire less expensive professionals. With the coming financial crisis there will be a need for more psychological services not fewer. Already in Florida during the past year, there has been a 19% increase in homelessness and we know homeless children have significant emotional needs. Consequently, this is the time for all of us, and I don't mean some of us, but for all of us to stand up and be advocates for the emotional well-being of our nation's youth. I believe in the promise of our profession and the audacity of hope. Neil Postman once remarked, "Children are the message we send to a time we will not see." We must get the message out that we are neglecting the emotional health of our children. And if we do not, then who will? The time to act is now.

As Margaret Mead once said, "Never doubt that a small group of thoughtful committed citizens can change the world. Indeed it is the only thing that ever has."

In closing, I would like to thank every person who served on the FASP Executive Board with me over the years and all the current students and graduates of FIU who taught me so much. And most of all, I wish to thank my beautiful wife Jane who has been my moral compass and true north. Thank you all for this high honor.



## **FASP 2008 AWARDS**

FASP Graduate Studies Award - Entry Level  
*Joshua Nadeau - University of South Florida*

FASP Graduate Studies Award - Doctoral Level  
*Jessica Michalowski - University of South Florida*

Outstanding Administrator of the Year  
*Lynn Pabst - Pasco County*

School Psychologist of the Year  
*Gil Lopez - Miami-Dade County*

Willard Nelson Lifetime Achievement Award  
*Phil Lazarus*

Legislative Award  
*Representative Nick Thompson*

Faye Henderson Award for Exemplary Minority Leadership  
*Christina Falcon - Florida International University*





# FASP 2008 RECAP



Above: Phil Lazarus receives the FASP Willard Nelson Lifetime Achievement Award.

Below: Gil Lopez receives the FASP School Psychologist of the Year Award.





# FASP 2008 RECAP



Josh Lutz, Phil Lazarus, Christina Falcon and Patty Vickers.

- Josh is the FASP Past President,
- Phil is the recipient of the FASP Willard Nelson Lifetime Achievement Award.
- Christina is the winner of the Faye Henderson Minority Student Leadership Award.
- Patty is the FASP Award Committee Chairperson.

John Kranzler and Mary Alice Myers stop to smile for the camera at the 2008 FASP Legislative Reception



FSU Students: Lise Nuens, Sarah Brewster, Katie Glatthorn, and Lori Garrett and FSU Professor: Dr. Briley Proctor share a few moments together at the 2008 Legislative Reception



# FASP 2008 RECAP



FASP Executive Board members: Bob Templeton, Brad Underhill, Mark Neely, Josh Lutz, and Amy Endsley reconvene after presenting to a group of FASP members at the 2008 FASP Annual Conference Business Meeting.

Past President, Josh Lutz passes the gavel to the new FASP President, Brad Underhill.



Josh Lutz celebrates after the Business Meeting as he prepares for the position of Past-President.



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

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The next newsletter will be the Summer edition to be distributed in June 2008. Deadline for submission of articles is May 15th, 2008.

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



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



**FASP would like to welcome the following NEW members for the 2008-09 Membership year:**

David Fappiano	Jesse Stief	Alicia Jefferson
Michelle Portell	Andrew Satkowiak	Michelle Varela
Brittany Bevilacqua	Barbara Martin	Leigh Baker
Rachell Santos	Audrey Petrillo	Cecelia Ribuffo
Liza Arango	Erika Larson	Kathryn Barry
Michelle Talenda	Hemali Jambusaria	Heather Conner
Krystle Kuzia	Andrea Azorin	Leslie Evans
Threasa Glasscock	Elyse Williford	Rodney Godfrey
Kelly Castino	Tony Capoverdi	Timothy Owens
Claudia Bradley	Marissa Casamassino	David Tichenor
Toneshia Lawson	Chana Hargrett	Megan Miller
Mikerlande Gedeum	Jennifer Cochran	Monica Box
Ashley Chappel	Lisa Perez	Brittany Bach
Doris Prats	Sarah Fefer	Melissa Robinson
Christine Machado	Ilisa Lebowitz	Laura Bruder
Margetta Stewart	Liza Weitzner	Jill Driest
Michael Ridley	Jonathan Mari	Julia Ogg
Rebekkah Hughley	Andrew Hartranft	Yalemni Luna
Ivette Calles	Jennifer Wiseman	Matt Daley
Melanie McMahan	Joseph Oliva	Lindsey Tropf
Donna Berghauser	Kevin Haeusser	Shauna Miller
Patricia Hickstein	Brooke Warren	Jennifer Stenson
Amy Sharp	Taryn Trumbetti	Martha Plouffe
Justin Gaddis	Kathryn Picano	Lauren Hobbs
Coretta Dennie	Damaris Fonticoba	Olive Mensah
Michelle Mortka	Shantai Davis	Jessica Nott
Lianro Wagener Smith	Marissa Kessler	Christina Bartley
Sandra Gonzalez	Jessica Rosas	Neil Hamilton
Caylinn Christophersen	Angelica Wierzel	Melissa Leonard
Selena Bavaro	Mario Montesino	



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P.O. Box 66  
Thief River Falls, MN 56701  
Phone: 1-800-356-1506  
Fax: 775-599-7908  
[info@habitchange.com](mailto:info@habitchange.com)



# BEHAVIORAL Dynamics



**For more information about the MotivAider  
and how and why it works . . .  
Please visit the company website at:**

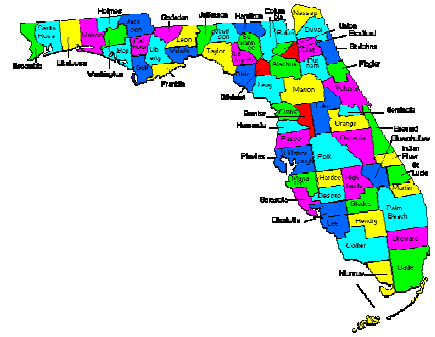
**[www.helpkidschange.com](http://www.helpkidschange.com)**

**You will find research and testimonials there.**





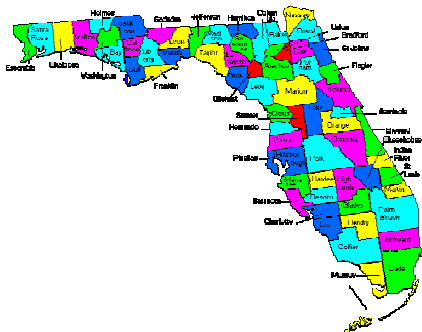
### South Regional Representative Introduction: Kathleen “Kat” Nororna



My name is Kathleen "Kat" Nororna, and I have been recently elected as the 2008 South Region Representative for school psychologists in Dade and Monroe County. I just wanted to take this opportunity to introduce myself and make available my services to you as your new regional representative.

I am a certified school psychologist in Florida and have worked in the Miami-Dade County Public School (MDCPS) system since 2003. I received a Bachelor of Science in Psychology from the University of Florida (UF) in Gainesville , and continued to pursue my Educational Specialist degree in School Psychology at Florida International University (FIU) in Miami. Over the last five years, I have worked in center schools providing comprehensive assessments, interventions, and advocacy for students of primarily low-incidence populations such as children who fall under the autism spectrum, children with a vast range of intellectual disabilities (particularly children with significant levels of intellectual disabilities), and children with mixed syndromes. I have provided school-wide training and presentations on activities and processes that promote the rationale and implementation of the Rtl model in the schools, both academically and behaviorally. I have been involved in leadership roles to educate the public in the field of school psychology and advocate for the critical need of school psychology services, most recently during the financial crisis in MDCPS .

I intend to do the best that I can to disseminate the information I learn to the members in the south region, so that communication continues to remain open. During these economically challenging times, and as we undergo many changes with regulations and legislation related to our services to students in the schools, it is important for us to stick together as a profession and make sure our concerns and voices are heard. We all live and work in unique environments with specific challenges that need to be addressed. I hope to be your ears as well as your voice as I bring to the board the challenges we face within our communities. Please feel free to contact me via email or phone with any concerns, issues, or stories that I may bring forth to the FASP Executive Board.



I am looking forward to working and communicating with you all.

Kat Nororna, Ed.S.  
Certified School Psychologist  
Miami-Dade County Public Schools  
FASP South Region Representative



**DOE Update – Looking Back and Looking Forward**

David Wheeler, School Psychology Consultant

Student Support Services Project/Bureau of Exceptional Education and Student Services

The beginning of each New Year is typically a time of reflection and anticipation, of regrets past and future hopes, of looking back and looking forward. Although the past year has been full of challenges and crises, the opportunity for our profession to influence the lives of children has never been greater. However, in order to capitalize on these opportunities, we as school psychologists must rethink our roles and function, and as Adelman & Taylor suggest, advocate for reform policy that moves education support . . . into a position of being an essential and primary component for schools to achieve their mission (Journal of School Psychology, 2002). The recent NASP monograph, *Ready to Learn, Empowered to Teach*, identifies services that lower barriers to learning as central to the supportive educational process necessary to prepare all of America's children for academic success, healthy development, and responsible citizenship. Florida's educational policies and rules are aligning in a way that will permit an expanded role of school psychology if school psychologists will seize the opportunity. Let me briefly review some of the recent policy initiatives and rule changes that have implications for the practice of school psychology and for an expanded role of school psychologists.

Response to Intervention:

At the beginning of the current school year, the Commissioner of Education informed district superintendents that RtI would be the way of work in Florida. Response to Intervention is now a general education initiative in Florida and RtI language and processes are being intentionally integrated into other educational policies and initiatives. Response to Intervention is one of the subheadings on the Department of Education's main web page. The Department of Education released the Statewide RtI Implementation Plan, which coordinates efforts among different state-level initiatives and DOE-funded projects to promote RtI practices in general education. The plan specifies state and district responsibilities in implementation of RtI, establishes state- and district-level teams to guide implementation, identifies policy changes necessary to support RtI, discusses funding sources that districts can use to support training and implementation, and outlines current and proposed DOE activities to support implementation. The Statewide RtI Implementation Plan includes student services representation on the State, District, and School Implementation Teams. The plan is posted at the FLDOE RtI Website at <http://www.fl DOE.org/Schools/florida-reponse-to-intervention.aspto>.

In order to ensure consistency across the state and support effective implementation, districts are required to establish a District Based Leadership Team to develop the district's RtI Implementation Plan and to integrate RtI with district policies and initiatives (e.g., School Improvement Plan, Student Progression Plan, Differentiated Accountability Plan). The district implementation plan is modeled after the National Association of State Directors of Special Education (NASDSE) *Blueprints for District Level Implementation* that can be downloaded from <http://www.nasdse.org/>.

RtI Support and Training: Florida is viewed a national leader in the level of infrastructure and support in place for the implementation of RtI. Three core projects are funded by the Department to provide ongoing assistance to Florida's schools in implementing RtI:

1. Problem Solving/Response to Intervention Project <http://floridarti.usf.edu>
2. Florida's Positive Behavior Support Project <http://flpbs.fmhi.usf.edu>
3. Response to Intervention Teaching Learning Connections <http://rtitlc.ucf.edu>

The PS/RtI Project has provided intensive training for 40 PS/RtI pilot schools and statewide training for 50 district leadership teams and 117 school leadership teams. The Department has scheduled a series of regional meetings to assist District Based Leadership Teams develop their District Implementation Plan. The Florida Department of Education RtI website, <http://www.florida-rti.org> has online RtI training modules that can be used for professional development.

(Continued on page 18)



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#### Differentiated Accountability Program

Florida was one of six states selected to participate in the U.S. Department of Education's differentiated accountability pilot program for schools not making Adequate Yearly Progress. The Differentiated Accountability Program merges Florida's school grading system with NCLB and allows the state to vary the intensity and type of intervention to match the reasons that led to the school's identification and to target resources to the schools most in need of support (an RtI approach to AYP). The Differentiated Accountability Program divided the state into five regions for support. A Differentiated Accountability Team, which includes an RtI consultant, is assigned to each region.

#### General Educational Intervention Procedures, Identification, Evaluation, and Reevaluation Rule

The State Board of Education approved the *ESE Administrative Rules* on June 17, 2008 but a challenge to the *Rules* delayed implementation. As of December 20<sup>th</sup>, the *ESE Administrative Rules* were anticipated to be in effect at the beginning of 2009. The *ESE Administrative Rules*, which include *Rule 6A-6.0331 – General Educational Intervention Procedures, Identification, Evaluation, and Reevaluation*, are posted at the BEESS website at <http://www.fldoe.org/ese/>. *Rule 6A-6.0331* requires districts to develop and implement a coordinated system of intervention services and supports in general education. As a part of a coordinated system of supports, schools may provide educational and behavioral evaluations, services, and supports to address the needs of students requiring additional assistance. *Rule 6A-6.0331* also prescribes that a four-step problem-solving/response to intervention process be used to assist students in the general education environment prior to consideration of ESE eligibility. For an overview of the purpose, major changes, and impact of the new rules see the *BEESS Administrative Rules Summary* at <http://www.fldoe.org/ese/case.asp>.

#### Intellectual Disabilities Rule (6A-6.03011)

The State Board of Education adopted the *Intellectual Disabilities Rule (6A-6.03011)* on October 21, 2008. This rule is expected to have an effective implementation date for the beginning of 2009. *Rule 6A-6.03011* combines EMH, TMH, and PMH into a single category, and modifies the adaptive behavior and academic performance eligibility criterion. You can view the text of the rule by searching the rule number at <https://www.flrules.org/Default.asp> or in the Florida Administrative Weekly at [https://www.flrules.org/BigDoc/View\\_Section.asp?Issue=974&Section=2](https://www.flrules.org/BigDoc/View_Section.asp?Issue=974&Section=2).

#### Specific Learning Disabilities Rule (6A-6.03018)

The purpose of the proposed State Board of Education *Rule 6A-6.03018* is to ensure consistency with IDEA and the corresponding Federal Regulations guiding the identification of students with specific learning disabilities. The proposed rule aligns eligibility procedures with IDEA, which mandates that states allow RtI [(20 USCS § 1414(b) (6)]. The rule changes are consistent with Florida Department of Education's commitment to integrating state initiatives with federal requirements for improving educational performance under a problem solving/response to intervention framework. The proposed rule is also consistent with models of identification recommended by National Association of State Directors of Special Education (NASDSE), the National Research Center for Learning Disabilities (NRCLD), the National Joint Committee on Learning Disabilities, and the National Association of School Psychologists (NASP).

The recommendations of multiple organizations and individuals were taken into consideration in drafting the SLD rule including the Florida Association of School Psychologists (FASP). There were four current FASP executive board members involved in drafting the proposed SLD rule, including two FASP past presidents, and two NASP past presidents who were actively involved in the review and revision of the proposed SLD rule. Subsequent public comments from school psychologists resulted in textual changes to clarify that RtI is not the sole criterion for eligibility and that the evaluation procedures must be consistent with the evaluation procedures in *Rule 6A-6.0331*.

Consideration of the proposed rule for *Specific Learning Disabilities (6A-6.03018)* has been postponed at the last two State Board of Education meetings but is on the agenda for consideration for the January Board meeting.

(Continued on page 19)



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#### Technical Assistance Papers

Two new Technical Assistance Papers, *Guidelines for Implementation of the Revised Rule for Exceptional Student Education Eligibility for Students with Emotional/Behavioral Disabilities* (TAP 2008-53) and *Guidelines for the Use of Manual Physical Restraint in Special Education Programs* (TAP 2008-67) were published this summer and can be viewed at the Bureau of Exceptional Education and Student Services web page at <http://www.fldoe.org/ese/tap-home.asp>. Clarification of intervention requirements for home and private school students was addressed in the *General Education Intervention Requirements for Home Education and Private School Students under Rule 6A-6.0331* memo in the BEESS Weekly Memo of June 27, 2008.

#### 2008 Legislative Session

The Legislative Review Book 2008, which can be downloaded at <http://www.fldoe.org/gr/>, contains brief summaries of education-related legislation passed during the 2008 Legislative session. Here a few bills of particular relevance for school psychologists:

SB 1908, which adopts the Next Generation Sunshine State Standards, revises the high school grading formula, assesses college readiness, and addresses a number of other educational topics, will have a major impact on education in Florida.

HB 669, the "Jeffrey Johnston Stand Up for All Students Act", prohibits bullying & harassment in public K-12 educational institutions and requires districts to adopt a policy prohibiting bullying. The Office of Safe Schools has information on bullying policy requirements, including a DOE model bullying policy, at [http://www.fldoe.org/safeschools/bullying\\_prevention.asp](http://www.fldoe.org/safeschools/bullying_prevention.asp).

SB 856, Disability History and Awareness, requires district school boards to designate "Disability History and Awareness Weeks" during the first 2 weeks in October each year and promotes disability history and awareness instruction for K-12 public school students.

#### Critical Teacher Shortage Status of School Psychology

The State Board of Education annually approves critical teacher shortage areas based survey data provided to the Department of Education each fall. The authority for the Board's action comes from Section 1012.07, Florida Statutes, and from State Board of Education Rule 6A-20.0131, FAC. Criteria used to establish critical teacher shortage areas include: 1) the number of new hires as a percentage of teachers in that field, 2) the number of teachers hired out of field, 3) the number of teachers teaching out of field, and 4) the projected number of teachers needed compared to projected supply (i.e., the number of graduates). Based on the Department's analyses and subject field rankings, the Commissioner of Education recommends critical shortage areas for State Board approval. The department's analyses are based on supply and demand criteria established in statute and rule not on recommended staffing ratios.

As you are probably aware, school psychology was not approved as a critical teacher shortage area for 2008-09. Critical shortage areas for the 2009-2010 school year were discussed at the State Board Meeting held on December 2, 2008, and school psychology was not recommended as a critical shortage area, again. Even though the percentages *hired out of field* and *teaching out of field* were removed from the calculation, school psychology ranked last out of 18 subject fields. For a summary of the Board's action and a summary of the rankings, see Action Item #5 at [http://www.fldoe.org/board/meetings/2008\\_12\\_02/agenda.asp](http://www.fldoe.org/board/meetings/2008_12_02/agenda.asp).

School psychology students are no longer eligible for tuition reimbursement. School psychologists who were participating in the loan forgiveness program prior to 2008-09 should contact Catherine Hall or Mark Koch at the Office of Student Financial Aid (888-827-2004) for information regarding the status of their eligibility.



**Whether Symptoms Are Viewed  
As Evidence of Comorbid Conditions or As Part of a Child's Bipolar Disorder,  
Symptom Identification Is Essential in Determining  
What Interventions Should Be Implemented...**



**Pediatric Behavior Rating Scale™ (PBRS™)**

Richard M. Marshall, PhD and Berney J. Wilkinson, PhD

Most available rating scales do not contain enough items to identify symptoms that are associated with the core features of severe emotional and behavioral dysregulation. PBRS items capture elements that are unique to severe emotional dysregulation, particularly early onset bipolar disorder, including mood swings, chronic irritability, grandiosity, explosive outbursts, and emotional meltdowns.

Appropriate for use with children and adolescents ages 3-18 years, the PBRS is a standardized, norm-referenced parent and teacher rating scale that assists in the identification of symptoms associated with early onset bipolar disorder.

- Uses a multi-informant approach.
- Assists in identifying comorbid disorders and differentiating disorders that have similar symptoms and behavioral characteristics.
- Applicable in a variety of settings.
- Optional scoring software (PBRS™-SP) is available.

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# FASP has received notification, from NASP's Professional Growth Workgroup, that FASP has earned Approved Provider status.

**\*\*FASP's provider number is 1029\*\***



## Reminder:

**National Certification (NCSP):** Certification is valid for a period of three (3) years, a minimum of 75 hours of Continuous Professional Development (CPD) activities are required to maintain certification.

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:

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.

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. **FASP is a NASP Approved Provider #1029**

Now all of FASP's offerings can be counted towards your NCSP recertification. Although only 25 of 75 credits are required to be obtained from a NASP Approved Provider, FASP would be happy to provide you with all 75 credits.





## **Impact of Multisensory Experiences and Sustained Focus of Students with Special Needs**

By: Joshua A. Lutz, Ed.S, NCSP - Escambia Co. School District  
Dr. Carla Thompson – University of West Florida

Escambia Westgate School and the University of West Florida Community Outreach Research and Learning (CORAL) Center have completed the first research project within their research initiative partnership. An observational research study based on a conceptual framework grounded in sensory integration theory was conducted to examine the observed impact of multisensory experience of students and the sustained focus of students with IEPs for PMH, TMH, Autism, and multiple handicapping conditions. An observation form developed and pilot tested by the cooperative efforts of Escambia Westgate faculty/staff and UWF CORAL Center researchers was used to collect data by observing a randomly selected sample of 50 students from Escambia Westgate School. This research was coordinated and conducted by Dr. Carla Thompson.

Specially trained observers were utilized to observe individual students within three types of environments and during three time periods: 1) Initial observations were conducted in the regular classroom (before the multisensory intervention) 2) the second level of observations were conducted while the student was in the multisensory center (during multisensory intervention); and 3) the third level of observation was after the student returned to the regular classroom (after the multisensory intervention). Observation forms were completed by trained observers for individual students every other minute for 10 minute time periods at each of the before, during, and after settings (regular classroom, multisensory center, and back in the regular classroom). Observers recorded 24 types of data relative to facial expressions, body language, and vocal cues every other minute in a systematic process based on previous research efforts and research literature relative to the conceptual theory of sensory integration and students with special needs.

A random sample of 50 students was selected from Escambia Westgate School to represent 4 classifications of students: Trainable Mentally Handicapped (TMH), Profoundly Mentally Handicapped (PMH), Autism Spectrum Disorder (ASD), and Multiple Disabilities. The 50 students were individually observed within the three time periods and environments of the regular classroom, multisensory center, and back in the regular classroom. Sustained focus was measured by combining nine of the observed types of data as defined in the literature. The data were analyzed by UWF CORAL Center researchers and Doctoral students using appropriate repeated measures, quantitative research design and statistical procedures.

Findings of the study lend strong support for the use of multisensory experiences for increasing the sustained focus of students with special needs. Selected results of the study include the following summary statements: (a) The observed sustained focus of students with special needs after experiencing a multisensory environment increased by 14% in the regular classroom; (b) The observed self-injurious behaviors of students with special needs after experiencing a multisensory environment decreased by 98%; (c) The observed sustained focus of both boys and girls with special needs increased substantially after experiencing a multisensory environment; (d) The observed sustained focus of all ethnic groups of students with special needs increased substantially with the greatest increases recorded for African American students with special needs after experiencing a multisensory environment; (e) The observed sustained focus of all types of students with special needs increased substantially after experiencing a multisensory environment; and (f) The observed engagement, happiness, and relaxation levels of all students increased after experiencing a multisensory environment. Implications of these findings for teaching and learning environments involving students with special needs empirically support the use of a multisensory center and the incorporation of multisensory activities for students. These results provide a strong baseline for future research studies involving specific multisensory activities and materials. The strong research partnership between Escambia Westgate School and the University of West Florida Community Outreach Research and Learning Center provide a powerful potential for future studies to assist students with special needs.



## NASP ANNOUNCES . . .

**2009 NASP Elections** - The NASP Nominations have been completed and over 1000 members took the time to nominate their favorite candidate for the President-Elect and the 18 state delegate positions that are being contested. This year the participation was much higher than last year's nominations partially because we have a contested election for President-Elect and a number of state delegate races. The NASP Delegate Assembly has decided that the elections should be completed by the annual convention and this year's convention is once again in February so we will be holding the election in January. In all, 27 candidates will move to the General Election. Each candidate should be congratulated for seeking a leadership role in their professional association. The final list of candidates and the position they seek is available on the Elections Web Page. In the interest of helping the NASP membership get a better idea of who is running for the two officer positions the candidates' responses to a question posed to them by the Nominations and Elections Committee is also on the Web. Starting on January 5, 2009, members may complete the voting process by logging on to the NASP website. After 8:00 AM January 5<sup>th</sup> members of record as of December 15, 2008 may participate in the elections by simply going to [www.nasponline.org/about\\_nasp/elections.aspx](http://www.nasponline.org/about_nasp/elections.aspx) to log in and vote. All members will be able to vote in the President-Elect election but only members whose NASP postal address is from one of the 18 states holding a delegate election may vote in that election. We hope you will vote for your favorite candidates online but if you do not have access to the Internet or are more comfortable voting using a paper ballot, you may request one by calling 1-866-720-4357. Paper Ballots must be requested between Dec 29, 2008 and Jan 19, 2009. Paper and electronic ballots must be received by 5:00 pm Eastern Time, January 29, 2009.

**President-Elect: Don Blagg (NV); Kathleen Minke (DE)**

***Southeast Region Delegates:***

- Arkansas - Rita Lynne Jones
- Florida - Rance Harbor and Sarah Valley-Gray
- Kentucky - Marty Dunham
- Virginia - Dede Bailer

***Northeast Region Delegates:***

- Connecticut - Rossella Fanelli
- District of Columbia - Denise Daniels
- Maryland - Rivka Olley and Nick Silvestri
- Massachusetts - Bob Trant
- New Jersey - Terry Molony

***Central Region Delegates:***

- Kansas - Regina Kimbrel
- Nebraska - Theresa McFarland
- North Dakota - Marcia Martin
- Ohio - John Biltz and Kathy McNamara

***Western Region Delegates:***

- Arizona - Eva Prince and Kathleen Rahn
- California - Margaret Sedor and Melinda Susan
- Hawaii - Jean Ramage
- Nevada - Bill Marks and Janell Rosenberg
- Utah - Fulvia Franco and Leah Voorhies

**NASP Campaigning Policies** - All campaigning is to be positive. It is important that a candidate only campaign about his/her own qualities and positions. Any reference to an opponent's qualifications or positions is forbidden. Candidates may contact anyone about the position they are seeking, but they may not use listservs, broadcast emails, or mass mailings to campaign. In an effort to maintain a "level playing field" all announced candidates will have "Leader's access to the online membership directory on the NASP web page. All candidates may use this directory to find email addresses, postal mailing addresses, and phone numbers. Current leadership acting in their capacity as candidates will agree NOT to use Delegate or leadership tools or communications for campaigning purposes. Candidates may not use NASP resources to campaign. The use of the NASP logo, print or electronic mediums (such as the NASP web site, CQ, email or NASP Announce), or NASP staff for campaign purposes is prohibited. In this day of electronic communications, expenditure of a candidate's own funds or those of other individuals or organizations for mass communication is unnecessary and is discouraged. It is believed that minimal personal expenditures are needed for a state delegate election. NASP will no longer supply delegate candidates with mailing labels. In an effort to keep the "playing field" as level as possible, it is requested that state associations refrain from endorsing one candidate over another but instead are asked to promote the NASP election process and to encourage their eligible members to vote. This would include facilitating the dissemination of all candidate statements or the link to the NASP website.

*(Continued on page 24)*



*(Continued from page 24)*

**NASP GPR Awards** - It is with great pleasure that we announce Florida recipients of this year's NASP GRP Certificate of Appreciation and NASP CGP Outstanding Advocate Award. These awards will be presented at the 2009 NASP Convention in Boston, at the NASP Awards Ceremony.



**Florida State Representative Nicholas Thompson  
has been selected to receive a  
NASP GPR Outstanding Advocate Award.**



**Philip Lazarus  
has been selected to receive a  
NASP GPR Certificate of Appreciation.**

**REGISTER ONLINE FOR THE NASP CONVENTION** - *Attendees must wear a NASP 2009 Annual Convention name badge for admittance to all convention activities.* Register early to ensure a place in your first-choice sessions! NASP 2009 Annual Convention registrations will be accepted as received on a first-come, first-served, space-available basis. With the online registration system, your registration is processed in real time, and the workshops and events requiring reservations can be confirmed immediately. Please carefully select the workshops you wish to attend; because of space constraints, changes may not be possible.

**Your Convention Registration Includes...** admission to the keynote address, special and featured sessions, more than 900 presentations (posters, papers, mini-skills, and symposia), and the exhibit hall. Listings of these sessions will be available on the NASP website, [www.nasponline.org/conventions](http://www.nasponline.org/conventions), by mid-January. Additional fees are required for optional NASP Convention Workshops and certain special events, as indicated on the registration form. Daily registrations are available for purchase on site only.

**Exhibit Hall Identification Cards** - Please be aware that all information captured on the registration form, except home and cell phone numbers, will be included on your Exhibit Hall identification card. Do not swipe your ID card in the booths of any vendors whom you do not wish to receive your contact information.

**Methods of Payment** - Payment may be made by Visa/MasterCard, check, or money order only. Checks and money orders must be made payable to "NASP," in U.S. dollars. **Please note that NASP is unable to accept purchase orders or registrations submitted without payment in full.** Please submit a separate registration form and payment for each individual attending the convention; checks covering more than one person's registration will not be accepted. To take advantage of early registration discounts, registration forms and payment in full must be received no later than **January 28, 2009**. Registrations received after January 28, 2009 will be processed at the higher on-site registration rate. On-site registrations, including all daily registrations, will be Accepted as available, during regular registration hours. To register via the Internet, visit the NASP website, [www.nasponline.org/conventions](http://www.nasponline.org/conventions), and follow the registration instructions provided (Remember, online registration will immediately confirm your reservation in a workshop or special event).

**INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION** - **Register now for the 2009 ISPA Conference** This year's conference will be held in Malta from July 7 to Saturday, July 11, 2009. The theme will be *School Psychology for Diversity*. Early registration is open until March 15, 2009. Registration fees include Conference bag and materials, four daily lunches and morning and afternoon coffees, Welcome Reception and Farewell Dinner. Accommodation can be made through the registration webpage, <http://www.muppmalta.org/ISPA2009/registration.asp>.

*(Continued on page 26)*





*(Continued from page 25)*

**SCHOOL PSYCHOLOGY AWARENESS WEEK NATIONWIDE**

November 9-13, 2009

***Member-Get-A-Member Campaign - The More Members You Recruit Before February 12, 2009, the More Chances You Have to Win!***

As a member, you know how beneficial NASP membership has been to your professional life. Your personal recommendation can help other school psychologists, graduate students, or allied professionals understand what NASP can offer them. The Member-Get-A-Member campaign provides you with easy-to-use-tools to help you to get the word out about NASP membership benefits. As a bonus, every time you recruit a colleague to join NASP between January 1 and February 12, 2009, you will be entered into a random drawing to win one of four cash prizes. One grand prize winner will win \$250 and three runner-up winners will be awarded \$100 each. Not to mention, with more members, NASP will have greater resources to devote to member service and legislative advocacy.

**NASP Podcasts and Audio Articles**

New on the NASP website - podcasts and audio versions of recent articles from NASP publications. Don't have time to read the whole CQ? You can now listen to selected articles online or download them to your iPod or MP3 player. Simply click on the link to open up the file on your computer, or right-click the link to save the file for importing into the audio player of your choice.



**Happy New Year!**

**This is a rousing call out to the FASP Membership to start thinking about a deserving school psychologist, administrator, professor or student who should be nominated for a FASP award this year!**

**This nomination could originate from the university, state, district, or school levels depending on the particular award category.**

**Who has gone the extra mile this year?**

**Who has shown exceptional leadership?**

**(Who has kept us on the cutting edge of research? Who has shown dedication above and beyond the call of duty?)**

**We all want to know, so please keep a close eye out for the official nomination notice that will be coming out soon.**

**Do your part and help FASP recognize our most outstanding folks in 2009!**

**Take care,  
Bill Donelson**





# Florida Association of School Psychologists 2009 AWARDS NOMINATION FORM

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

- { } School Psychologist of the Year
- { } Outstanding Administrator of the Year
- { } 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: \_\_\_\_\_ E-mail \_\_\_\_\_

District: \_\_\_\_\_ Phone: \_\_\_\_\_

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

Please state briefly why you feel this nomination is appropriate: \_\_\_\_\_

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

Please mail or e-mail nominations to:

Bill Donelson  
 Awards Chair  
 3545 Martha's Lane  
 Vero Beach, FL 32967  
 donelson\_bill@comcast.net

ALL NOMINATIONS MUST BE RECEIVED BY  
June 30, 2009



## Upcoming Events



# **SAVE THE DATE!!!**

## **FASP 2009 Annual Conference**

### **October 28-31, 2009**



**Hilton St. Petersburg Bayfront**  
**333 First Street, South**  
**St. Petersburg, FL 33701-4342**  
**(727) 894-5000**

### **Conference Chairpersons:**

**Maureen Montgomery - ([montgomeryma@pcsb.org](mailto:montgomeryma@pcsb.org))**

**Leisa Everhart - ([Everhartle@pcsb.org](mailto:Everhartle@pcsb.org))**



# Groundbreaking Assessment of Youth Disorders



Sometimes, all you need is to shed light on a problem or concern. The *Conners Comprehensive Behavior Rating Scales™* (Conners CBRS™) turns the spotlight on a wide spectrum of child and adolescent disorders.

The multi-informant tool offers excellent reliability and validity, and supports differential diagnosis. The Conners CBRS makes clear and direct connections to the *Individuals with Disabilities Education Improvement Act 2004* (IDEA 2004), and the *Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition* (DSM-IV-TR™) criteria.

This exciting new tool aids in the diagnosis process for:

- Obsessive-Compulsive Disorder (OCD)
- Autism
- Social & Emotional problems
- Manic Episode
- Academic difficulties
- Social Phobia
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- And many more



## THE EARLIEST INTERVENTION EVER

We are pleased to announce that the *Conners Early Childhood™*—a brand new assessment that caters to toddlers and children between the ages of 2 and 6 will be released this June. School psychologists, mental health workers, and education professionals can rely on the *Conners Early Childhood* to help them identify when early intervention is required.

This instrument aids in the early identification of behavioral, social, and emotional problems. The *Conners Early Childhood* also assists in measuring whether or not the child is appropriately meeting major developmental milestones (Adaptive Skills, Communication, Motor Skills, Play, and Pre-Academic/Cognitive).

Contact MHS today to pre-order your copy of this exciting new tool.

## SAVE \$100.00 WHEN YOU ORDER

*the Conners Early Childhood Complete Scoring Software Kit before August 1, 2009.*

Offer valid until August 1, 2009. When ordering, please quote promotional code SE18.

MHS, committed to bringing you the very best in assessments and rating scales.



USA Tel: 1.800.456.3003 WEBSITE [www.mhs.com/conners](http://www.mhs.com/conners)  
CAN Tel: 1.800.268.6011 EMAIL [customerservice@mhs.com](mailto:customerservice@mhs.com)

**CONNERS**  
*As always. As never before.™*



MOTION SUMMARIES - FASP EXECUTIVE BOARD MEETING  
October 28, 2008

**Motion #1** – Move to approve the July 2008 FASP Executive Board Meeting minutes as printed.

Motion by Leighton; Second by Vickers  
Discussion- None; Motion passed.

**Motion #2**- Move to have the FASP Newsletter “Go Green”, meaning all editions for the 2008-2009 year and going forward will be email versions and hard copies will be available only by request to the membership.

Motion by Valentine & Berlin; Second by Gamarra  
Discussion: We have to update email addresses. Leighton says send a postcard with new policy and a link to the website. Hard copies will be available upon request. **Friendly amendment** by Freebern; Second Patterson. Change “2008-2009” to “2009”;  
Friendly amendment accepted; Motion Passed

**Motion #3**- Move that the FASP Ethics and Standards of Practice Committee consist of: Gene Cash, Tom Oakland, Kathy Leighton, Phil Lazarus, Bob Templeton and Freda Reid (Chair).

Motion by Reid; Second by Dorman  
Discussion: None; Motion Passed

**Motion #4** - Move to amend Article V Section 1 as follows:

There shall be an Executive Board of FASP consisting of the officers of FASP, Committee Chairpersons, DOE Consultant, FASP Children’s Services Fund, Inc. Liaison, NASP Delegate, and the **FASP Committee of Continuous Existence Liaison.**

Moved by Templeton; Seconded by Gamarra  
Discussion-None; Motion passed

**Motion #5** - Move to amend Article VIII Section 1 with the addition to the paragraph below of the last sentence C. *The Legislative Committee shall consist of at least three members of FASP. The Chairperson shall be designated by the President with the approval of the Executive Board. It shall be the function of this Committee to attempt to influence the Florida Legislature and, when directed by the Executive Board, the United States Congress, on issues consistent with the mission of FASP. This influence may occur through the provision of information or testimony regarding such issues, contracting with a legislative consultant, and serving as liaisons between FASP and the consultant. It shall also be the function of this committee to further public knowledge of school psychology and of FASP.*

Moved by Templeton

**Motion #6** – Move to amend Article VIII Section 1 with the addition of *“R. The Student Representative Committee shall consist of at least three members of FASP. The Chairperson shall be designated by the President with the approval of the Executive Board. It shall be the function of this committee to represent and advocate for the Student Members of FASP.”*

Moved by Templeton

**Motion #7** Move to amend Article VIII Section 1 with the addition of *“S. The CEU Coordinator Committee shall consist of at least three members of FASP. The Chairperson shall be designated by the President with the approval of the Executive Board. It shall be the function of this committee to maintain FASP provider status, interface with the Department of Health and C E Broker, enter all CEU offerings and attendees on the CE Broker website, and advise FASP Members regarding Continuing Education requirements.”*

Moved by Templeton

**Motion #8** - Move to amend Article XII SEAL Section 1 as follows *Two seals of the Corporation are retained by the Secretary and the **President** Management Firm and include the words, “Florida Association of School Psychologists, Inc.”*

Moved by Templeton

**Motion #10** - Move to approve the FASP 2008-2009 Executive Board as follows:

**Officers:** President: Bradford Underhill; Past-President: Josh Lutz; President-Elect: Mark Neely; Secretary: Gail Patterson; Treasurer: Amy Endsley

**Regional Representatives:** Northwest: Melissa Krueger; Northeast: Frank Coker; West Central: Judy Merrell; East Central: Anthony Alexander; Southeast: Stephanie Fox-Nohrden; Southwest: Phyllis Walters, South: Kat Norona

**Standing Committees:** Administration & Supervision: Mary Alice Myers; Awards: Bill Donelson; Conference: Michelle Jarzab; Cultural & Linguistic Diversity: Monica Murray; DOE: David Wheeler; Ethics & Standards of Practice: Freda Reid; Historian: Kathy Leighton; Legislative: Briley Proctor; Membership: Kim Berryhill; NASP Delegate: Sarah Valley Gray; Newsletter: Jennifer Valentine & Julia Berlin; Planning and Development: Annette Hicks; Private Practice: Debbie Davidson; Professional Development: Patti Vickers; Public Policy: Briley Proctor; Registrar: Kelly Low; Research: Rance Harbor; Technology: Michelle Robertson Shepherd; Training & Credentialing: Phil Lazarus

**Special Committees:** Interest Group Chair: Bob Templeton; Student Delegate: Sarah Sheedy; Children's Services Fund: Gene Cash; Committee of Continuous Existence: Alberto Gamarra

**Task Forces:** Response to Intervention: Clark Dorman; Low Incidence: Terry Vaccaro  
Moved by Underhill; Seconded by Myers  
Motion Passed

**Motion #11 (12/8/08)** Move to hold the 2011 Annual Conference from Monday 10/31/11 to Friday 11/04/11 at the Omni Championsgate Orlando. As part of the contract, the total amount of attrition from the 2008 conference (approximately \$8,800) will be waived, in full, by the resort provided that the resort receives a signed copy of the contract by 12/31/08. Room rate of \$149/night.  
Moved by Josh Lutz, Second by Kelly Low  
Discussion: none;  
Motion passed

**Motion #12 (12/18/08)** Move to hold the 2010 Summer Institute at the Tradewinds, St. Pete Beach from July 20 -25, 2010. Contract details are as follows: Room rate of \$135/155/185 per night (room/courtyard suite/gulf front suite) plus a \$15/day resort fee which includes: Self Parking for one car per bedroom\* (valet currently \$8.00 per night additional) Local, Credit Card, operator assisted access calls and toll free calls; Use of Fitness Center and Tennis Courts Domestic in/out faxes; Daily coffee/local newspaper; Business Center Use/Internet Use; In-room safes; Wireless internet access in guest rooms and common areas; Beach Cabana (1 per room), Water Trykes, & Paddleboats; Parking for non-overnight drive-in guests will be subject to availability and will be \$15/day self park. Comps to FASP: 1:40 comp nights; No Food/Beverage minimum; 5 comp upgrades at the room rate; One free courtyard suite for the duration; Complimentary 3 day 2 night certificate for raffle; 5 VIP amenities. No charge for meeting space.  
Moved by Lutz, Second by Low  
Discussion: none; Motion passed

