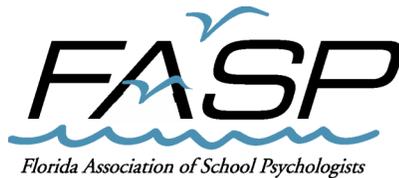


The Florida School Psychologist

The Newsletter of the Florida Association of School Psychologists



Volume 37 Number 2

Summer 2010

Jennifer Valentine and Julia Berlin, Editors



President's Message

Mark Neely

As this school year is ending, I would like to take this opportunity to thank you for all you do. We have a difficult profession that sometimes goes without many kudos. If you are like me, you get a virtual pat on the back when you see Bob meet and exceed his reading fluency goal or Joan attend school consistently and be seemingly in better spirits. We take pride in knowing that the teachers we worked with this year were better equipped to reach those difficult students. We feel a sense of accomplishment when parents walk away feeling a little better after we gave them the extra time they needed to vent, even late on a Friday afternoon. Thank you for staying focused on our purpose... helping to improve the educational and mental health needs of children.

I want to take a moment to share with you how FASP is continuing to be an integral part of School Psychology and more importantly, continuing to provide you with the needed resources and professional development. Your Executive Board has been very active on many fronts. We strive to advocate for the profession and for the children we serve through our legislative efforts. We continue to seek ways to provide you with meaningful professional development through our regional workshops, summer institutes and annual conferences. We help communicate the latest information on federal and state rules and we help to establish guidance in those areas. We maintain a communication with you through our website, newsletters, FLASH emails and regional contacts. Recently, we have created a Facebook page and the ability to blog through yuku. Additionally, we communicate with Florida school districts' psychological services administrators and university training programs. We continue to be a provider for CEUs in three professional areas. We are committed to providing you and the community with the best service possible.

It is the end of the legislative session and I have learned the meaning of the phrase "power in numbers". It was truly remarkable to see the outpouring of support across the state in the effort to defeat SB 6. FASP did its part in helping as well. We created and distributed a sample letter along with talking points to assist members in speaking to their legislators. In addition, FASP board members made personal contacts with legislators before and after voting in an attempt to encourage meaningful changes in the language of the bill. We were also able to encourage action through our Facebook page. Fortunately, the Governor vetoed the legislation. However, FASP will remain vigilant in monitoring upcoming bills, as this issue may resurface. We also saw a victory when it comes to suicide prevention when SB 434/HB 1061 was passed, currently waiting for the Governor's signature. This bill will add suicide prevention education to school districts' In-Service Master Development Plans as an option for school personnel to choose when deciding how to fulfill their individual professional development plans. FASP is in the process of submitting training to the Statewide Office of Suicide Prevention. I hope this presentation will be accepted and distributed to districts as one possible training on suicide awareness and prevention. School psychologists are uniquely qualified to provide insightful training in this area to schools. This is a great time to strike while the iron is hot!

(Continued on page 3)



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Task Force

RESPONSE TO INTERVENTION
Clark Dorman
Email: dorman@coedu.usf.edu



(Continued from page 1)

I have been working closely with our Professional Development Chair, Patti Vickers, to ensure this year's Summer Institute provides you with timely knowledge that will improve your skills. As we continue to ramp up the implementation of PS/RtI, new topics have emerged as focal points for training. For that reason, we have invited Mark Shinn to come to our Summer Institute and discuss issues pertaining to implementing PS/RtI at the secondary level. In July, the identification process for SLD goes to RtI only. As guidance for you, we have David Wheeler presenting on the SLD rule. Additionally, we have Dr. Rose Iovannone presenting on best practices with behavioral data-based decision-making. I believe learning is enhanced when we can share experiences with each other. This past annual conference gave us the opportunity to showcase districts on the path to implementing PS/RtI. At our upcoming Summer Institute, we will again provide this sharing opportunity.

Lastly, I want share a snapshot of FASP's financial situation. Over the last two years we have had a decrease in FASP membership. We have also seen a decline in event attendance and an increase in conference costs. We have had to pull money out of reserves to cover costs. Though the economy appears to be picking up, it is not enough to help us address all of our needs. Therefore, to continue to be financially responsible we have taken several steps. I have combined several board positions in order to reduce costs to the association. I canceled our first board meeting of the year. This was an extremely difficult decision as it decreases our ability to have face-to-face time with each other. However, it saved FASP thousands of dollars. We have decreased budgets and continued to stress conservative spending. In order to keep conference costs low, we have signed multi-year deals with conference venues. We have also worked with conference venues to eliminate or greatly reduce food and beverage requirements, which often account for a large portion of our expenses. We will continue to find ways to cut costs but yet remain focused on our mission.

In all likelihood, if you are reading this newsletter, you are already a member of FASP. I thank you for your continued support through your membership dollars. However, now more than ever, we need your help to increase our membership so that it will keep us on track to provide a high level of service to all members. Spread the word about why FASP is important! Go online now and register for the FASP Summer Institute. See you in St. Pete!

Mark Neely

FASP President



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

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!





*****NEW*****

**ONLINE
MEMBERSHIP
APPLICATION
SUBMISSION:**

It is finally here!!!

**FASP is proud to announce:
ONLINE membership forms!**

**Now, members can renew
membership dues online by credit card.**

Renew today for the 2009-2010 membership year!





**FIGHTING FOR YOUTH!
FIGHTING FOR YOU!**

**WHAT CAN YOU
DO TO SUPPORT
THE WORK OF
FASP?**

**JOIN OR RENEW
ONLINE TODAY!**

[Click here to access the online form](#)



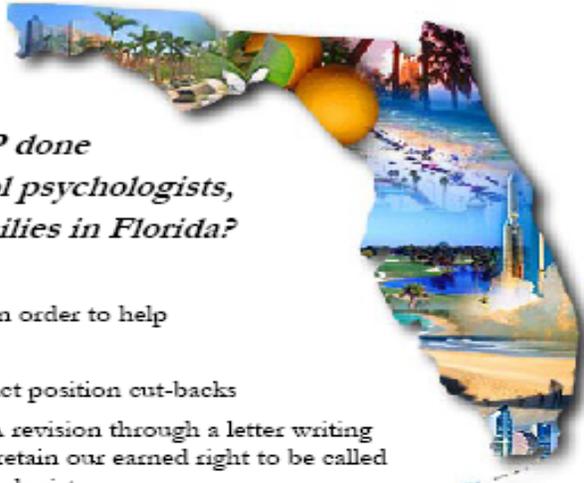
**WE NEED YOUR SUPPORT TO
CONTINUE PROTECTING THE
INTERESTS OF FLORIDA'S
SCHOOL PSYCHOLOGISTS,
YOUTH, AND FAMILIES .**

DUES:
REGULAR MEMBERS: \$80
TRANSITION MEMBERS (NEW): \$40
STUDENT MEMBERS: \$20
RETIRED: \$30
ASSOCIATE: \$80

**FLORIDA ASSOCIATION
OF SCHOOL
PSYCHOLOGISTS**
Mark Neely, President
Brad Underhill, Past President
Monica Ognnes Murray, President Elect
Gail Patterson, Secretary
Amy Eudisley, Treasurer

For Questions About Membership
Dues or Benefits, Please Contact our
Membership Chair, Adrienne Avallone
faspmembership@gmail.com

*What has FASP done
lately for school psychologists,
youth, and families in Florida?*



- Advocacy efforts in order to help
 - ⇒ Veto SB 6!
 - ⇒ Prevent district position cut-backs
 - ⇒ Prevent MLA revision through a letter writing campaign to retain our earned right to be called School Psychologists
 - ⇒ Pass new suicide prevention legislation
 - ⇒ Support anti-bullying legislation
 - ⇒ Develop and promote the Internship Standardization Process
- Consultation with FLDOE to ensure new SLD identification procedures are developed appropriately, and offering technical assistance on the new SLD procedures at the 2010 Summer Institute
- High quality professional development conferences every Fall and Summer in rotating venues
- Annual job fairs, allowing members to meet prospective employers
- Increased communication keeping you up to date on the issues, best practices, and current job openings through multiple venues, such as
 - ⇒ *The Florida School Psychologist* newsletter, FASP Flash email blasts, [Facebook](#), email updates from Regional Reps and Student Delegate, and an ever growing and updated [FASP.org!](#)
- Provision of grants through the Children Services Fund (FASP's Charitable organization) to help families receive much needed services
- Recognition of exemplary service during our annual awards ceremony for outstanding School Psychologist, Administrator, Legislator, Graduate Students, and Innovative Program.



CONTINUING EDUCATION INFORMATION

Greetings FASP members – In the last newsletter I reminded you that with 2010 comes new requirements regarding NCSP renewal. Well...shortly after submitting the reminder, I received the following from NASP regarding the new requirements:

Dear Geoffrey:

The National School Psychology Certification Board met last month. As part of that meeting, the Board considered the many thoughtful responses from holders of the NCSP designation regarding the new NASP- or APA-Approved CPD requirement for renewal.

After carefully weighing the current economic conditions, the availability of NASP-approved CPD across the country, and the constraints on many LEAs, as well as the Board's commitment to ensure quality CPD for NCSPs, the Board decided to scale back the planned increase in the number of approved CPD hours in future years. It was decided to maintain the requirement at 10 NASP- or APA-Approved CPD credits per renewal cycle for the time being. It is the Board's practice to announce any future NCSP changes at least three years prior to implementation.

With that change, the requirements for renewal will be:

NASP- or APA-Approved Provider Requirement

Effective in 2010, NCSPs must obtain 10 of the 75 CPDs required for renewal from NASP- or APA-approved providers during each three year renewal period.

So, to repeat, you only need 10 CPD hours (formally called CEUs) from a NASP approved provider. But, as a NASP Approved Provider (#1029) – FASP would love to provide you with 100% of your continuing education needs :>)

Sincerely,

Geoffrey D. Freebern, NCSP
Nationally Certified School Psychologist
Florida Licensed School Psychologist
FASP CE Coordinator





FASP's Political Action Committee or CCE (Committee of Continuous Existence)

Taking a break from my normal day, I sit with my office door open and listen to the conversations of the office staff. Today is a sad day for most, the talk is of who is on the "layoff list". The fear, anger, and anxiety of the moment is palpable throughout the office. In my County there is a \$130 million shortfall, the school where my kids go is losing many of their specials for the upcoming year. Music, Art and Media and PE teachers have been asked to accept a half pay reduction. Really? It's hard to wrap my brain around the concept. Then I look at the paper, "Legislators Reach \$68 Billion Budget Agreement" (woo, hoo)! One legislator has the nerve to say: **"Compared to where we thought we were going to be earlier this session, it is nothing short of a miracle that we were able to hold education funding harmless,"** said Rep. Anitere Flores, R-Miami, the House education budget chief. Harmless!! Wow! Classroom funding is to remain the same at \$6,840 per student "untouched". Last time I checked my home insurance was going up, my car insurance was going up, doctor visits, grocery bills, gas, etc., all are going up! Maybe School Districts should just pay the paper vendors, computer and textbook companies, and power companies the same price they paid 3 years ago for supplies. Sorry, "We have been told to hold classrooms **harmless**", they could proudly argue.

This is part of an editorial I plan on sending to my local paper. As Executive Director of your (FASP members) CCE, it is all I have the power to do. You see, we are very low on funds and have no other way of making a statement to our state leaders. During the last few years, we were able to help "education friendly" representatives (like Eleanor Sobel) by contributing to their campaigns, helping to keep them in office. This year, has been hard for all of us, but if each of you just contributed \$5 dollars, we could do more, like 'thank' the Republican house members who voted against SB6, putting their political careers in jeopardy. With the summer election cycle getting ready to kick off, I would like you all to do a couple of things:

Renew your FASP membership, ASAP!

Check-off the FASP-CCE line and add \$5 to your dues or go directly to the contribution form:

<http://www.fasp.org/PDF Files/CCE/CCE Member App.pdf>

Call or look up your local representative and see if they are a "friend" of education/FASP, and let us know.

Ask one other person in your school to contribute and become a FASP-CCE member

That's it. I look forward to a different, more uplifting message in the Fall. Have a great summer; I hope your job is there waiting for you when you return in August.

FASP will be there!

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



FROM KIM BERRYHILL,
FASP SOUTHEAST REGIONAL REPRESENTATIVEJ
(Broward, Palm Beach, Martin, St. Lucie, Indian River and Okeechobee)

Hi all!

Recently, I asked the following question to each district in my region. Here are the results:

Question:

"Does your district allow school psychologists time off (TDE/TDAs) to go to conferences such as FASP's annual conference and do they pay for conference registration?"

Broward:

Broward County allows school psychologists to attend both FASP and NASP by approving the TDA. The teacher's union (school psychologists are part of the bargaining unit) has a Teacher Directed Improvement Fund. The school psychologists can apply for up to \$1,000 that can be used to pay for the conference or graduate school courses, etc. However, applications are approved on the basis of seniority with the district. Of course, there is a limit to the amount of funds available.

Palm Beach:

For FASP, the district paid conference expenses and gave TDEs for the lead psychologists. The district also offered TDEs for additional psychologists (two per area). For NASP, the district paid conference expenses and gave TDEs for two lead psychologists and one other psychologist was given a TDE.

Martin:

Yes, they do and they pay for conference registration.

Indian River:

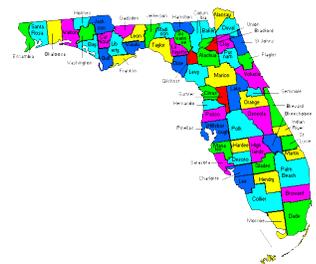
Indian River County allows professional leave for the FASP Annual Conference. This year, the conference fee was paid by the district, but it's not clear whether that will be the case for this coming school year.

St. Lucie:

They are allowed time. They have had no budget for conferences for the past several years; however, they were allowed \$125 this year for conferences. It is not guaranteed for next year.

Okeechobee:

Yes, supervisors are very generous for time (TDEs) to go to trainings, even those that are several days, as long as there is money (which there almost always is). The district does pay for them to go. The district still does purchase orders though, so sometimes going to FASP events is a little tricky, but can be done, because of how FASP does registration.





The TEC Offers a Unique Approach to the Assessment of Executive Function...



Tasks of Executive Control™ (TEC™)

The TEC is a standardized computer-administered measure of two fundamental aspects of executive control processes: working memory and inhibitory control. It produces Factor scores, Summary scores, and Task scores.

- Represents the first standardized clinical application of two integrated neuroscience methods commonly used to tap working memory and inhibitory control: an n-back paradigm that parametrically increases working memory load and a go/no-go task that manipulates inhibitory control demand.
- Ideal for evaluating children and adolescents with a wide variety of developmental and acquired neurological disorders. May also be used to assess children with psychiatric and behavioral health concerns.
- Provides four sequential tasks for 5- to 7-year-old children and six tasks for older children and adolescents ages 8-18 years.
- Includes three equivalent forms and two research forms, along with standardized regression-based change scores that facilitate interpretation of change over time when the instrument is administered on two or more occasions.
- Calculates multiple norm-referenced measures of accuracy, response time, and response time variability as working memory load and inhibitory control demands increase.
- Software provides a brief Score Report, a Protocol Summary Report, and a detailed Client Report.



Visit the new PAR Web site (www.parinc.com) for information about the TEC and other school-appropriate products.



CERRA CONSULTING GROUP, INC.

Memorandum

To: FASP Board of Directors

From: John Cerra, FASP Governmental Consultant 

Date: May 13, 2010

Re: 2010 Final Legislative Report

Session 2010 has come to a close and now the election cycle will roll into full gear. The Florida Legislature has passed the one mandatory action for the session, the 2010-2011 fiscal year budget. Some fear that the Governor will take this opportunity and veto the budget and call the Legislature back to Tallahassee for another bite of the apple, but others think he will sign the bill and hit the road campaigning for this fall's coveted U.S. Senate seat. Also a potential disaster floating off our coast might thrust the Governor and Legislature into special session for beach cleanup. Florida's tourist dollars, our sea faring industries, and state tax collections are at risk because of this tragedy. One thing is certain, come fall 2010 Florida will have a new Governor and the direction of education in Florida will change.

State Education Budget:

The 2010-11 budget is better than expected but it is not as rosy as Legislative leaders would indicate. The Legislature will claim a hold harmless in per student funding. Given the fact that local taxes supporting the schools were dropping by nearly \$900 million and the state general revenue was projected in deficit by \$3 billion, the total level of funding is remarkable. However, several costs will dilute this funding. One change in the budget is how the state calculates tax collections for local property taxes. In the past the state would budget for a 95% collection rate due to the fact that taxpayers can challenge tax rolls and even receive a guaranteed 4% discount for paying early. This year the budget assumes a 96% collection rate which inflates total dollars into the state coffers by \$80 million (.5% cut to existing budget). The state will have to pay for full implementation of class size reduction which reduces what districts have for other existing services (about 2% of the total budget), and an increase in the Florida Retirement System employer rate which districts pay for employees' retirement will impact payroll at 1.1% (.9% impact to the total education budget). While these cuts are relatively small, given the fact that this is the fifth budget in a row that is significantly flat or a cut, the results will impact students. In the end, there was a small cut to the Base Student Allocation (2% cut), which is historically the best indicator of how much the Legislature provided for inflationary pressures as opposed to workload increases.



FRS Retirement Issues and DROP

Multiple proposals to change the Florida Retirement System (FRS) were discussed this session, and several different bills floated around in both the House and Senate. Only one small change to the entire retirement system passed this year relating to DROP, but next session, we expect the Legislature will re-consider many of the following dramatic changes to the FRS system that were rejected this year including: increasing vesting requirements; extending the normal retirement age or years of service; reducing the computation of high-five compensation; eliminating the health insurance subsidy; reducing or eliminating cost-of-living increases after retirement; and, requiring employee contributions to the FRS. Most of the changes to be considered in the future CAN NOT impact currently vested employees because these members have ownership rights to certain benefits. The major exceptions to this include the health insurance subsidy and computation of cost-of-living increases after retirement.

The reduction to the DROP program impacts **new** DROP participants after July 1, 2010, only. These participants will only earn 3% on their DROP account balances instead of the 6.5% earned by existing DROP participants. **Existing DROP participants are not impacted by the bill at all.** If you are currently eligible for DROP but are not enrolled in the program, you may want to immediately consult a financial advisor to determine if entering DROP prior to July 1, 2010 will be better for your long term financial goals than starting after that date or remaining in the active FRS benefit plan earning additional years of service. While the reduction in interest earned in the DROP program is a significant benefit cut for employees entering that program after July 1, 2010, DROP remains a very attractive method for building a significant supplemental nest egg and will continue to be selected by a large number of employees.

Bills of Interest to FASP that Passed the Legislature:

SB 0002 Relating to Class Size Requirements for Public Schools – This is a joint resolution and will put the class size requirement back on the ballot to move the issue to class size averages and not hard caps. The bill has passed both houses of the Legislature and will appear on the November ballot for consideration by the voters. The proposed constitutional amendment would need 60% support of the voters in order to amend the current Class Size Reduction requirements that have largely forced districts to cut student support services and elective programs in order to reduce class sizes in core subject areas. This is an important issue on this year's ballot. The proposal will not repeal class size, and most of the relief will come in avoiding additional future costs as opposed to spending less than we are now for class size reduction. Early polling suggests that this amendment will have a difficult time receiving the necessary 60% for passage; however, school psychologists would benefit if this flexibility could be obtained.



SB 0004 Relating to Education Accountability - This bill is the new testing requirements that will help phase out some of the FCAT testing in high school and move them to End of Course Exams (EOC's). As the legislation is phased in it would mandate passage of the EOC to receive credit for the class. The bill also phases in requirements to take Algebra II, Geometry and either Chemistry or Physics over a four year period. One issue that FASP specifically influenced was to make sure that ESE students who were capable of completing all of the new rigorous coursework requirements could waive the EOC test passing requirements if the student held an IEP that specified that EOCs were not appropriate for measuring their abilities. There is concern about what will happen to students who do not or cannot meet the new course and testing requirements, especially after the DOE eliminated the Alternative Exit Option last year.

SB 0434 Relating to Suicide Prevention Education - Senator Sobel, our former legislator of the year and special FASP award winner for 2009, sponsored the Suicide Prevention Education bill with Rep. Bill Heller. The bill requires that district school boards provide access to suicide prevention educational resources to all instructional and administrative personnel as part of the school district professional development system. These materials have been created and are free for districts to utilize for instruction. The bill does not cost the state anything. We thank both Senator Sobel and Representative Heller for their hard work passing this legislation. FASP is already taking the lead in further developing these resources.

HB 1073 Relating to Restraint and Seclusion / Student's with Disabilities - Originally, these bills banned the use of restraint or seclusion in almost all instances. However, after many negotiating sessions, the bill establishes a reporting process for teachers and administrators to use to make sure that parents are aware of each instance of restraint or seclusion. This is very important and we thank the sponsors of this legislation for working with all groups and for creating a final product that protects students and promotes more information to parents.

HB 1505 Relating to Education Programs for Children with Disabilities - Expands provisions relating to John M. McKay Scholarships for students with disabilities and allows students with an IEP in VPK to be able to access the voucher program in 2012-2013, allows students who obtain the VPK McKay voucher in 2012-2013 to receive a McKay voucher starting with Kindergarten, and allows students who had been in the public school system at anytime within the last 5 years to receive a first time McKay Scholarship in 2011-2012 only. The bill authorizes Commissioner of Education to deny, suspend, or revoke private school's participation in scholarship program if owner or operator of such school has operated educational institution in this state or another in manner contrary to health, safety, or welfare of the public. The expansions of the vouchers were delayed by a year to avoid impacts to the 2010-2011 fiscal year budget.



SB 2014 Early Learning – In just the last two years the Florida Legislature has passed bills to mandate reviews of corporal punishment in the public schools and in this bill to ban corporal punishment in early learning programs. Senator Wise, our 2009 Legislator of the Year, was the sponsor. The language is as follows: “[early learning programs] must ensure that minimum standards for child discipline practices are age-appropriate. Such standards must provide that children not be subjected to discipline that is severe, humiliating, or frightening or discipline that is associated with food, rest, or toileting. Spanking or any other form of physical punishment is prohibited.”

Bills of Interest to FASP that Failed or Were Vetoed:

SB 6 – Need I say more? With the swipe of the magical veto pen, SB 6 went from being the worst piece of legislation for Florida’s teachers to a distant memory. Governor Crist listened to parents, teachers and local business leaders while ignoring supporters lined up for the reform by former Governor Jeb Bush’s “Foundation for Florida’s Future.” The issue is likely to become a major election issue in many local races for legislature as well as the race to be Florida’s next Governor and Florida’s next U.S. Senator. If you believe that SB 6 was bad policy, make sure that you back that belief up with your critical votes in November, or do not question why a new SB 6 on steroids is shoved down our throats in 2011.

SB 2718 - Relating to Children/Out-of-home Placement/Psychotropic Meds – This bill made many changes to current law relating to psychotropic medication and children in out of home placement. The bill would have required a court review virtually any time that a foster child was prescribed certain medications. The Senate passed this bill while the House did not act upon it. However, we would expect for similar legislation to resurface next year.

Elections:

As we draw closer to November we always try to stress the importance of electing officials who are pro-public education. This year it will be very important to cast your vote for someone who will continue to invest and support the incredible efforts our teachers and support services provide students every day.

After the November elections, Florida will have an entirely new Cabinet, many new Florida Representative and Florida Senators, and a new U.S. Senator in Washington. The most heated contest will be the race between Charlie Crist, Marco Rubio and Kendrick Meek for the U.S. Senate. Since the Governor has announced that he will run as a no party affiliation (NPA) candidate, this race has to potential to dramatically recast the political landscape in the State and nation. Can a NPA candidate win in Florida? This is yet to be seen, but with the impressive veto of SB 6 and the unsurpassed personal campaigning skills of Crist, Florida’s status nationally as a bell weather state is assured for another campaign cycle. Regardless of the outcome in this race, it will be important to choose the right Governor for the State and other future legislators that will help to finally improve Florida’s funding for public education.



FROM THE CULTURAL AND LINGUISTIC DIVERSITY COMMITTEE

Monica Oganés Murray, Ed.S.

FASP Cultural and Linguistic Diversity Committee Chairperson

Recently, I was asked to comment on a bill that allows police in Arizona to inquire about a person's immigration status during a stop, detention, or arrest. My first reaction when I heard about this bill was to think about its effect on children. Visualize a Hispanic family (parents and two children) riding in a car, having the unfortunate event of going over the speed limit. The police stop the family and ask for a license and registration, and in the case of Arizona police, their immigration status. If the family does not have their immigration documents, they are detained. If they are illegal, they are deported. If they are legal residents, they are free to go when they later demonstrate their legal status. "Sorry about the inconvenience", the officer adds. Nice gesture, but, what about the children? Could the incident be traumatic?

Immigration, whether legal or illegal, could lead to the loss of loved ones and the loss of extended family networks. Immigrants may face discrimination and poor living conditions. They experience stress in adapting to a new culture, new language, and new customs. As a result of these stressors, immigrants are at a higher risk for mental/emotional problems like depression, anxiety, PTSD, and substance abuse. The largest group of immigrants in Arizona (and the U.S.) is Hispanic. Hispanic youth have been found to be at risk for higher emotional distress due to inequality, poverty, and discrimination. This stress may account for the higher rate of suicide attempts (the highest among all ethnic groups in the U.S.), the high rates of substance abuse, and increasing rates of juvenile justice involvement among this group.

Some argue that immigrants should have thought about these issues before coming to the U.S. I ask the question again: What about the children? Children do not make immigration decisions; their parents make decisions for them. Should we not worry about the children of divorced parents or offer them mental health support when needed, even though their status of children of divorce was not their choice? Certainly, we know about the effect of traumatic events on children. Divorce is one of them, immigration is another, and now in Arizona, fearing authority and the possibility of experiencing detention, possibly due to implicit bias, can be certainly traumatic for the entire family.

I am not in support of illegal immigration; I am in support of diversity. Although the use of coercive methods to identify, prosecute, and deport illegal immigrants may yield the initial results lawmakers are seeking, those in support of the bill certainly did not take into account its effect on the mental health of children. What about stereotypes and biases? Children will be exposed to these practices either directly or indirectly. Please read the recently published [APA Press Release](#) (5/20/10) on implicit bias. No matter what political or philosophical side we are in; let's put children's mental health first. And let's hope Florida legislators don't get any ideas.



President-Elect's Message

Monica Oganesh Murray

Greetings from your President-Elect! I have had the opportunity to talk to school psychologists in districts across the state. What a rewarding and eye-opening experience to learn about the wonderful work that is being done and the resourcefulness school psychologists have. Like most of you, I have been working on the implementation of RtI. At my school, we have taken several steps to implement a PS/RtI approach over the last several years, and from what I hear, we are in better shape than most around the state, even though we still have room for improvement. With the SLD Rule upon us, we have no time to waste. We must work together and help our districts and our schools successfully implement the rule. School psychologists have a unique set of skills, and without our expertise, it would be difficult for districts to implement all aspects of the rule.

Change is difficult, and many are feeling like we are building a plane in the air. Take a moment to watch this [YouTube Video](#), and you will know what I am talking about. As you watch the video, think of the many skills needed to build a plane. It would not help those who build planes to hire only people who know how to weld parts together, expecting that they will also be able to machine the pieces, to run the wires, to calibrate the instruments, etc. Similarly, it would not be advantageous for districts to hire people who specialize only in reading but who have no knowledge of math or clinical skills, for instance, because districts need team members with expertise in many areas so they can provide comprehensive services. School psychologists are the only individuals in the district who have the training and qualifications to determine the full range of factors which impact a student's learning and school performance. School psychologists' training allows them to address a student's problems in listening, speaking, reading, writing, spelling, and mathematics. Furthermore, school psychologists are able to assess and rule out other critical factors affecting performance, including, but not limited to, motor, intellectual, and emotional/behavioral disabilities; limited English proficiency; and environmental, cultural, or economic factors. School psychologists are the only professionals in the schools who have the qualifications needed to conduct and to interpret individual diagnostic evaluations for learning disabilities in a *comprehensive* manner, especially when one of the critical mandates is to rule out emotional/behavioral and intellectual disabilities. The work of school psychologists is essential in providing comprehensive services to children!

Implementing new policies and changing your roles is a difficult task. Since most of you serve more than one school, your supervisors typically do not see your great work on a daily basis. From many I hear that, despite changes in their own roles, your supervisors take the time to give you a much deserved "pat on the back", and they recognize the incredible flexibility you demonstrate in support of your district. Some of you, however, are not so fortunate, and you may feel taken for granted, bringing overall morale down. To all of you I say, "Thank you." Through every challenge you continue to do your job and to advocate for children. Many of us have somewhat different philosophies and theoretical perspectives, but we all have the same interest at heart: improving the education and quality of life of children.

(Continued on page 16)



(Continued from page 15)

Always remember that you are not alone. You have fellow school psychologists who may be facing the same challenges that you face daily. You have an immediate family of school psychologists in your district, and you have a large extended family of colleagues all over the state. FASP is the organization with the honor of uniting all school psychologists in Florida into one big family, and we are working diligently to support you. Together, we have recently accomplished successful legislative efforts in support of bills that benefit children and school psychologists, as well as advocacy against threats to the profession at the national level. We have provided professional development through our conferences and summer institutes, as well as regional/district workshops throughout the state. As one of the largest state school psychology associations, we have done our job well.

As your President-Elect, I would like to hear from you. It is very important to me that you consider FASP as YOUR organization and that YOU become part of the FASP family. When I decided to run for President-Elect, I did it with the conviction that there is much work to be done on behalf of our profession and the children of Florida, and more than ever I am convinced that I made the right choice. School psychology is a noble profession, and we need to work together and to support each other.

Please [email me](#) with your concerns and needs so I can do my best to integrate them into our plans. I also encourage you to join FASP or to renew your membership now. You can do so online on the [FASP Membership Application](#) page. In addition, please consider taking the time to invite a colleague to join or to renew. We truly need you as part of our family so we can continue to advocate for you and the children of Florida.

A brilliant colleague told me in a recent conversation her philosophy about confronting a wall: You can hit it over and over and not get past it. You can talk to it not get past it. You can even yell at it in rage and still not get past it. The wall will continue to be the wall and not move. Unless you find a way to go around it or over it, you won't be able to get to the other side. If you are feeling that the challenges you face are like a wall, consider your creativity and multiple skills in finding ways to surmount it. Continue to use best practices and adhere to the utmost ethical standards. Do not let the challenges prevent you from reaching your goal, and always remember why you became a school psychologist. It's all about the children. Let's work together in improving educational outcomes for children by embracing what we have and rising up to the challenge. It is time for school psychologists to work together and to work united for the children in Florida. FASP values each one of you.

Thank you, colleagues!

Best,

Monica Oganis Murray



FLORIDA
**GUARDIAN
AD LITEM**
PROGRAM

*The Voice for Florida's Abused
& Neglected Children*

FLORIDA
**GUARDIAN
AD LITEM**
PROGRAM

*The Voice for Florida's Abused
& Neglected Children*

Florida Guardian ad Litem Program

The Florida Guardian ad Litem Program is a statewide agency that serves as a powerful voice for abused 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. 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 are friends, neighbors and co-workers who make a difference in as little as 4-6 hours per month. The Guardian talks with the child's family, physician, teacher and others. The Guardian gathers information including school records to ensure the child is receiving the necessary services and support. The Guardian becomes the voice of the child and makes independent recommendations in court communicating the best interest of the child.

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

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

www.GuardianadLitem.org

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NASP UPDATE

Congratulations to the newly elected leaders who will take office July 1, 2011:



President-Elect: Phil Lazarus (FL)
Treasurer: Ronald Benner (CT).

The NASP President -Elect, is our very own **Phil Lazarus**, with his conference being held in “Phil”adelphia! So mark your calendars and we hope to see you there!

February 21-25, 2012 Philadelphia Marriott/Loews

Model Licensure Act: Excellent News!

Division 16 (School Psychology) of APA was able to successfully negotiate the following language, passed by the APA’s Council of Representatives (CoR) on February 20, 2010. This language acknowledges that State Education Agencies credential and title practitioners who work in the schools (that may or may not hold a doctoral degree) and acknowledges that State Boards of Psychology credentials practitioners for independent practice (where a doctoral degree is required).

Nothing in this act shall be construed to prevent (cite relevant state education authority or statutory provisions) from credentialing individuals to provide school psychological services in those settings that are under the purview of the state education agency. Such individuals shall be restricted in their practice and the use of the title so conferred, which must include the word "school", to employment within those settings. This provision is not intended to restrict the activities of licensed psychologists.

Both specialist and doctoral level school psychologists credentialed by State Education Agencies retain use of the title “school psychologist.”

Gratitude goes to the leadership of Cindy Carlson, Frank Worrell, Beth Doll and MLA Task Force Liaisons, Deborah Tharinger, Randy Kamphaus and Tammy Hughes, as well as the support from Steve DeMers from ASPPB on behalf of the school psychology community.

Now is the time to show our appreciation by becoming members of Division 16 of APA!

2010 NASP Standards Passed

The NASP 2010 Standards were adopted by the NASP Delegate Assembly in March 2010 in Chicago. The NASP 2010 Standards consists of four separate documents: a) Graduate Preparation Standards (formerly Training and Field Placement Programs in School Psychology), b) Credentialing Standards; c) Principles for Professional Ethics; and the d) Model for Comprehensive and Integrated School Psychological Services (formerly Guidelines for the Provision of School Psychological Services).





NASP Government and Professional Relations (GPR) 2010 Award Recipients

Congratulations to all of our 2010 NASP Award recipients.

William “Bill” Pfohl, is the NASP 2010 Lifetime Achievement Award recipient. The NASP Lifetime Achievement Award recognizes a school psychologist who, throughout his or her career, has made a significant contribution to the advancement of the profession. Bill is a Professor of Psychology at Western Kentucky University (WKU), two-time past president of NASP, and current president of the International Association of School Psychologists.

Misty M. Lay, PsyS, NCSP, is the 2010 School Psychologist of the Year. Misty has been a school psychologist with Bullitt County Public Schools, KY (BCPS) since 1997, is two-time president of the Kentucky Association for Psychology in the Schools (KAPS), and also received a NASP GPR Certificate of Appreciation for her efforts opposing APA’s proposed revisions to the MLA. A full listing and description of 2010 Award recipients is available online.

Mark Neely, our FASP president, is the recipient of 2009-2010 Government and Professional Relations (GPR) Certificate of Appreciation. This award is given to a NASP member who has engaged in effective advocacy to improve the education and mental health services for children, youth, and their families. His efforts as Chair of the FASP MLA Task Force to generate participation in opposition to the APA MLA proposal helped secure numerous letters of support from both school psychologists and external stakeholders, and helped Florida school psychologists have a better understanding of the potential threats posed by the MLA.

Debbie Johnston, is the recipient of the 2009-2010 Government and Professional Relations Outstanding Advocate Award. This award is given to an individual outside of the profession that supports political action and advocacy on behalf of children in order to improve education and mental health services for children, youth, and their families. Debbie’s leadership and advocacy in the area of bullying prevention has led to the passage of the Jeffrey Johnston Stand Up for All Students Act, a bill that will protect thousands of vulnerable children. Her courage and advocacy makes schools a safer place for all children.

2010 NASP GRADUATE STUDENT RESEARCH GRANTS

The NASP Research Committee supports student-initiated research through its Graduate Student Research Grants program. Two grants of up to \$1,000 each were available this year to students who demonstrated exceptional ability to conduct high quality research that furthers the mission and goals of NASP and has the potential to impact the field positively. Grant recipients are eligible to receive \$500 travel grants from Western Psychological Services to present their research at a NASP convention. This year, the Committee also selected two students for Honorable Mention awards, which include free NASP convention registration.

Troy Loker, University of South Florida, Tampa

Troy Loker is a fourth-year doctoral student. He has been engaged in research exploring the needs of and services for youth with emotional and behavioral disturbances and their families. Recently, his interests have expanded to include research on character strengths and positive indicators of mental health. Troy plans to develop a program of research beginning with his dissertation to further identify and develop school-based practices that foster positive socioemotional adjustment and development among diverse youth, particularly those who identify as gay, lesbian, bisexual, transgender, or questioning.



http://www.nasponline.org/about_nasp/2010awards.pdf



FOCUS ON HEALTH

New SAMHSA Resource Guide

A new resource guide— *Developing a Stigma Reduction Initiative*—is being offered by the Substance Abuse and Mental Health Services Administration (SAMHSA) as part of a major national campaign to increase awareness of mental health disorders among young people in the African American community.

<http://mentalhealth.samhsa.gov/publications/allpubs/sma06%2D4176/>

New Survey Shows Increase in Teen Drug and Abuse

A new national study released by the Partnership for a Drug-Free America® and MetLife Foundation points to marked upswings in use of drugs that teens are likely to encounter at parties and in other social situations. According to the 2009 Partnership Attitude Tracking Study, sponsored by MetLife Foundation, the number of teens in Grades 9–12 that used alcohol in the past month has grown by 11%, past year ecstasy use shows a 67% increase, and past year marijuana use shows a 19% increase. The PATS data marked a reverse in the remarkable, sustained declines in several drugs commonly abused by teens.

http://www.drugfree.org/Portal/DrugIssue/Research/Teen_Study_2009/National_Study

World Conference on Promotion of Mental Health and Prevention of Mental and Behavioral Disorders

The Sixth World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders, November 17–19, 2010, in Washington, DC, offers an opportunity for policy makers, researchers, practitioners, and families to share and learn about the effectiveness of various policies and strategies for promotion and prevention. Building on the call for actions of the Melbourne Charter, *Addressing Imbalances: Promoting Equity in Mental Health* will focus on the steps that decision makers and practitioners across sectors must take to implement policies and programs that apply the best available evidence to make a difference to the mental health in the lives of millions of people throughout the world. Abstract Submission Deadline is April 30, 2010.

<http://wmhconf2010.hhd.org/>

National Women's Health Week, May 9—15, 2010

The Department of Health and Human Services will celebrate National Women's Health Week (NWHW) on May 9–15, 2010. The week is a national effort led by an alliance of organizations to raise awareness about simple steps that women can take to improve their health, and to help underserved women gain access to important preventive health-care services. Schools are invited to participate. This is a good opportunity to highlight important issues in women's health such physical fitness and nutrition, depression screening, substance abuse prevention, and physical safety.

Participation is free. Find more information about this event and ordering materials by visiting the NWHW website.

<http://www.womenshealth.gov/whw/>

In the Spotlight



Bring Your Vita to Life!

Looking for a job? Considering making a change? Check out NASP's Fact Sheet, "Bringing Your Vita to Life: Preparing for Internships and Early Career Positions," to get tips on strengthening your vita. Don't forget to visit Nasp's career center to check out the latest job postings.

<http://www.nasponline.org/students/Curriculum%20Vitae.pdf>

<http://www.nasponline.org/careers/index.aspx>



Focus on School Completion

Study on Economics and School Dropout Rates

The Economic Benefits From Halving the Dropout Rate: A Boom to Businesses in the Nation's Largest Metropolitan Area highlights the economic benefits that the local economies of the nation's 45 largest metro areas could expect if the number of high school dropouts was cut in half. The study includes estimates on important local economic factors such as individual earnings, home and auto sales, job and economic growth, spending and investment, tax revenue, and human capital.

<https://www.all4ed.org/events/011210EconomicBenefits>

Related sources:

[Understanding Student Engagement and its Link to Student Outcomes](#)

—2010 Convention Presentation

[Student Engagement at School and With Learning: Theory and Interventions](#)

—Communiqué article

[Family-School Partnerships: An Essential Component of Student Achievement](#)

—Principal Leadership article

[What Works Clearinghouse Dropout Prevention Intervention Reports](#)

[Effective Strategies for Dropout Prevention](#)

—National Dropout Prevention Center

Fishful Thinking—A NASP Partner Resource

Rituals exist in many forms. Many of us have rituals to mark the end of one year and the beginning of the next, like parties or New Year's resolutions. Or there are seasonal rituals like spring cleaning, a family vacation, or pizza night. Rituals create positive emotions and build a sense of connection for children. Here is a way to help kids reflect on the past year and build critical skills of optimism. Share this with teachers and parents in your schools. Grab a stack of index cards and ask kids to create a six-word story for each of the topics below. You'll have to help younger kids write their stories. Be sure to visit the [Fishful Thinking Webpage](#) on the NASP website for information about the program, resources and articles, strategies and activities, links, and NASP related resources and articles, strategies and activities, links, and NASP related resources and articles on positive psychology.

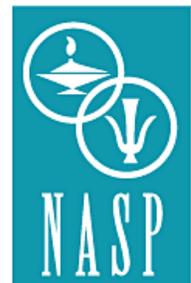
Pediatric Series

Medical and psychiatric issues in schools are a growing reality. In addition to teaching academic skills, educators now play an integral part in comprehensive healthcare delivery for children. Based on current research, the volumes in this three-book series outline the most current and urgent pediatric issues affecting schools today. Available as a set only from NASP. <http://www.nasponline.org/publications/booksproducts/pediatric.aspx>

Tier 3 of the RTI Model: Problem Solving Through a Case Study Approach

This detailed guide to Tier 3 of the RTI model provides school psychologists and RTI teams with a case study approach to conducting intensive, comprehensive student evaluations.

<http://www.nasponline.org/publications/booksproducts/rtitier3.aspx>





RtI Implementation in Florida: Potential Concerns and Possible Solutions

Anna Massé and Gabriella Pellicane

University of Central Florida

RtI Implementation in Florida: Potential Concerns and Possible Solutions

The use of evidence-based interventions to support student learning in general education classrooms has been an important topic of discussion within Florida schools, especially in light of the ruling which states that documentation of these interventions must be provided for a student to meet Specific Learning Disability (SLD) eligibility requirements (Office of Special Education Programs [OSEP], 2010). The Florida Department of Education (FDOE) supports all Florida school districts as they embark in the systematic change away from the traditional ability-achievement discrepancy and toward the use of data-based decision making to improve education for all students (FDOE, 2008). This Response-to-Intervention (RtI) approach, designed to emphasize student learning, does offer potential benefits to students if implemented correctly. For example, RtI may increase early intervention for students who display academic difficulties, and it may reduce the over-identification of learning disabilities (Hale, Kaufman, Naglieri, & Kavale, 2006; Kovaleski, 2007; Sullivan et al, 2009). Furthermore, the reliance on scientific evidence does correlate with current best practice in the field of education (Burns, Jacob, & Wager, 2008). Although beneficial in theory, RtI may be perceived as overwhelming by many of the school personnel responsible for its implementation. In general, anecdotal reports indicate substantial confusion and negativity regarding RtI within the Florida school systems. Any questions regarding this systematic change should be addressed, as a clear understanding of the RtI approach is essential for success (Barnes & Harlacher, 2008). Thus, it is important to examine school staff members' confidence in RtI implementation at different schools and school districts as Florida approaches legal enforcement of the ruling on SLD eligibility.

Introduction of RtI

Following a motion in the professional community to replace the discrepancy model in SLD eligibility, the 2004 amendments to the Individuals with Disabilities Education Improvement Act (IDEA) require districts to allow a process which monitors the student's response to research-based interventions instead. Districts are given the option to permit or prohibit the traditional discrepancy model as well as the option to allow an alternative form of research-based criteria as well (Zirkel & Krohn, 2008). The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) appeared to support the shift from the discrepancy model in the commentary addressing the IDEA amendments (OSERS, 2007). Likewise, the FDOE is attempting to facilitate full implementation of the RtI model, and Florida remains one of the few states moving towards the requirement of RtI along with the prohibition of the severe discrepancy model (Zirkel & Krohn). Despite the overwhelming support of policy-makers towards implementing data-based decision making processes, specific pragmatic definitions and guidelines for this shift are not available in the legal documents (Barth et al., 2008; Reynolds & Shaywitz, 2009). Special education attorneys suggest that educators refer to professional literature to develop protocols for the use of RtI in decision making (Burns, Jacob, & Wager, 2008), yet research reveals the lack of consensus relative to practical RtI implementation (Barnes & Harlacher, 2008; Danielson, Doolittle, & Bradley, 2007; Glover & DiPerna, 2007; Reynolds & Shaywitz, 2009). It is evident that several broad features to an RtI approach are common throughout research, such as the use of multiple tiers and the importance of progress monitoring (Barnes & Harlacher; Fuchs & Fuchs, 2006; Reutebuch, 2008). However, the technical details of each individual component must be further researched and fully developed at each school before RtI can be appropriately applied (Glover & DiPerna, 2007).

Unclear Components of RtI

Several aspects of RtI implementation remain unclear, such as the specific roles that different team members should adopt during the problem-solving process. Barnes & Harlacher (2008) demonstrate this role flexibility by comparing several existing models of RtI in which the role of progress assessment is assigned to different professionals. Within these comparisons, one model requires general education teachers to complete all assessments, another assigns the task to only special education staff, and a third model involves all school personnel in the assessment of student progress.

Despite variations between specific models, it is clear that more emphasis is now being placed on collaboration between general education teachers and exceptional student educators, and many of the responsibilities that were delegated in the past will now be shared. As a result, general education teachers may feel they are not prepared to meet their new expectations, and special education staff may feel as though they are being pulled into too many different directions (Richards, Pavri, Golez, Canges, & Murphy, 2007).

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Furthermore, without the use of a severe discrepancy model, many school psychologists will no longer be required to fulfill their traditional obligation of administering standardized assessments. Instead, school psychologists may be asked to act as instructional or behavioral coaches, a somewhat undefined role in which they were not explicitly trained (Ern, Head, & Anderson, 2009). Specialists, such as school psychologists and reading coaches, may also be expected to act as a lead support to general education teachers who are less familiar with the techniques involved in classroom interventions (Richards, Pavri, Golez, Canges, & Murphy, 2007). Although their diverse training may provide specialists with expert knowledge, requiring them to act as leaders or monitor teacher performance may lead to professional relationships within the school feeling strained.

When determining the roles of professionals, it is important to note that RtI is considered a general education initiative. The FDOE highlights the importance of this in their plan by stating that successful implementation must begin with a focus in general education classrooms before shifting the focus to special education application (FDOE, 2008). In a paper outlining the importance of quality training for successful implementation of RtI, Kovaleski (2007) also emphasizes the need of training for the teachers who will actually be implementing the classroom interventions. According to researchers such as Kovaleski, it is simply not sufficient for only school psychologists and special education teachers to have these skills. However, it often appears to be the case that the special education staff is more familiar with RtI than regular education teachers.

Another aspect of concern to educators is the selection and implementation of specific interventions which meet legal guidelines and best serve the student. Because the legal definition of “research-based intervention” is limited, educators are overwhelmed with broad interpretations as to what would qualify as an appropriate intervention (Kratochwill & Shemoff, 2004). After an intervention is chosen, it remains unclear the extent to which a research-based method may be altered to meet the individual needs of a student (Holdnack & Weiss, 2006). Furthermore, there is no set protocol to determine how long a specific intervention should be attempted before something different replaces it, and there are no consistent guidelines specifying when a student should move to the subsequent tier (Reynolds & Shaywitz, 2009). Even the RtI implementation plan provided by the FDOE states outright that there is no formula for the length of time specific interventions should last (FDOE, 2008).

One of the most pressing concerns among educators seems to be how RtI will impact SLD eligibility decisions (Kovaleski, 2007). The definition of SLD, as described in IDEA, requires the student to demonstrate a disorder of one or more basic psychological processes. Traditional discrepancy models of SLD eligibility typically addressed this by utilizing a student’s scores on standardized cognitive processing assessments to aide in placement decisions. Following an RtI approach, standard scores indicating a processing disorder are not necessary for placement (Holdnack & Weiss, 2006). Instead, a student is able to be considered eligible for special education services if he has failed to respond adequately to scientific interventions targeted toward students displaying similar difficulties. However, the criteria for a student to be considered a “non-responder” vary throughout districts and schools. Barth et al. (2008) conducted a study in which 399 first-graders identified as “at-risk” in reading were randomly assigned to intervention groups, and their post-intervention progress was compared using various possible monitoring methods and cut-points for identifying non-responders. The results showed minimal agreement as to which students were classified as non-responders across the different combinations. Fuchs & Deshler (2007) describes the differences within some of these methods of identification. One method finds the average slope of progress within a given group to be used as the standard expectation. Another method involves measuring the percentiles of student performance after an intervention program and classifying those below the 25th percentile as non-responders. Other methods use criterion-referenced benchmarks as cut-points or periodic measures of growth to check for expected rate of progress (Fuchs & Deshler). Without consistent research supporting a proposed method of determining adequate response to an intervention, SLD placement may be variable and seemingly arbitrary. Those schools with a clear and careful policy are more likely to make placement decisions that align with legal requirements and provide the most benefit for the students (Burns, Jacob, & Wager, 2008).

Skill training and consultation

In order to clear the confusion surrounding these various issues, it is essential that school personnel receive appropriate training in the theory and application of an RtI approach. In fact, thorough professional development is believed by many to be a core component of the implementation of an RtI model (Barnes & Harlacher, 2008). This training should focus on how to use research effectively and how to apply the scientific theories within individual schools (Danielson, Doolittle, & Bradley, 2007). Simply stating the guidelines is not enough (Hawkins et al., 2008). Abbott, Walton, Tapia, & Greenwood (1999) provided in-service training for teachers with follow-up coaching and modeling of the strategies in the classroom. Full classroom consultation was also provided throughout the year, which included direct assistance in response to teacher need.

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As a result, teachers were observed to regularly implement the strategies with fidelity, and students demonstrated growth, as well. In an end-of-year survey, teachers indicated satisfaction with this style of direct training and confidence in implementing the strategies independently (Abbott et al.). The consensus of existing research appears to be that teachers should be provided with intense coaching and in-service training opportunities to ensure that techniques are properly understood (Barnes & Harlacher, 2008; Kratochwill, Volpiansky, Clements, & Ball, 2007; Reutebuch, 2008).

Direct training in practical applications may be more successful when backed by thorough understanding of the theory and beliefs behind such a large scale systems-change. Noell and Gansle (2009) examined the theory behind systems-change and described the importance of gaining teacher “buy-in,” or belief in the purpose of the program, in order to ensure the teachers will carry over the research into practice. An important step in gaining support for RtI would be helping all educators understand how the program will benefit children (Noell & Gansle). Starkey et al. (2009) also demonstrated the importance of this type of training in a study which took place during a major systems change throughout education in New Zealand. In order to see a change in teachers’ professional practice, Starkey et al. noted the need for training that changed the teachers’ overall way of thinking about education, especially in the early stages of reform.

It is believed that professional development can influence teachers’ classroom practices and improve student performance. Burns and Ysseldyke (2005) describe four different models identified as examples of best -practice for large scale problem solving systems. Though the specific procedures within each model are different, quality training appeared to be one of the most important implementation components in all four best-practice models. However, without quality training, a lack of understanding combined with a negative or overly skeptical outlook may lead to interventions that are implemented without fidelity (Kratochwill et al.). Thus, appropriate training is particularly important for a process such as RtI, in which student success is dependent on teacher skill and commitment.

After educators have received skill training, it is also important for their applied practice to be monitored and documented for integrity (Kovaleski, 2007; Kratochwill, Volpiansky, Clements, & Ball, 2007). Teachers are also likely to benefit from on-going feedback regarding their implementation of different intervention and assessment techniques. Duhon, Mesmer, Gregerson, and Witt (2009) conducted a study in which teacher intervention implementation was monitored daily through self-tracking and student products. During weekly team meetings, teachers would receive specific feedback regarding their implementation integrity. This feedback was later removed to test the effects. The researchers found that public feedback during weekly RtI meetings led to immediate increase in teacher performance, and the removal of the feedback led to immediate drops. In a similar study, DiGennaro, Martens, and Kleinmann (2007) observed teacher intervention implementation daily and provided specific feedback in one condition and no feedback in another condition for comparison. Integrity was found to increase in the condition involving performance feedback. DiGennaro et al. also noted the correlation between the increased integrity and improvements in student behavior. Burns et al. (2008) conducted a study which checked for procedural integrity of the problem-solving model by monitoring weekly meetings of problem-solving teams. Data were obtained each week regarding how closely the team followed given guidelines during each meeting, and feedback was given and briefly discussed during the meeting of the following week. This feedback resulted in immediate increases in team performance including the more frequent use of student data to develop classroom interventions.

Leadership and Support

In addition to skill training and performance feedback, acknowledgement of the specific needs of educators is necessary for a smooth, successful transition into a full RtI model. One explanation proposed to explain the past discrepancy between research and practice is the failure of researchers to take into account the input of people who will be using the research in practice (Abbott et al., 1999). In a study attempting to develop a blueprint for collaborations between researchers and teachers, Abbott et al. encouraged all participants to openly discuss questions and work together to meet the needs of everyone involved. Of the three elementary schools in the study, two were able to foster successful problem-solving partnerships by following the suggested team system. Abbott explains that the third school most likely was not as successful because initially it was the principal’s overall decision to adopt this collaborative approach. Because the teachers felt limited ownership of the program, and because they perceived little support from the principal, their commitment to the program was not sufficient.

Administrators should serve as lead facilitators of the RtI process, as they can assist in addressing individual concerns as well as communicating concerns to the entire team to be discussed as a group (Ern, Head, & Anderson, 2009). In order to assess the thoughts and concerns of teachers regarding the initial implementation of a school-wide problem-solving system, Abbott et al. (1999) asked teachers to complete an end-of-year survey. Teacher responses indicated which aspects of training were perceived as helpful and specific suggestions for areas of improvement and individual teacher needs were incorporated in future training. In addition to providing support, administrators should also provide clear expectations as they lead their staff through the more practical aspects of program implementation (Kratochwill & Shemoff, 2007). To function successfully, such a large-scale methodological change requires strong direction and positive support on all levels (Fuchs & Deshler, 2007).

(Continued on page 25)



(Continued from page 24)

Implications and Future Research

Previous research regarding RtI indicates the importance of proper training and support for successful implementation in the schools. However, research has also demonstrated an overall lack of such training (Kratochwill, Volpiansky, Clements, & Ball, 2007). Instead, many questions remain, such as how responsibilities will be delegated, which interventions should be used, and what will be the criteria for SLD eligibility. To help guide districts through the confusion, the FDOE provides a guide for districts to use in order to assess their progress in RtI implementation. One suggested step within this guide is to collect belief surveys in order to gauge the level of commitment and impact of RtI on faculty and staff (FDOE, 2008). Florida districts may benefit from future research reporting the responses on such belief surveys and comparing responses across districts to see which implementation methods are perceived as most successful. By obtaining this large-scale survey data about the kind of help educators may need, RtI training can be implemented in a more effective and meaningful way, thus improving fidelity in practice. Additionally, RtI literature and presentations may be vague, overwhelming, and not conducive to helping teachers understand the most important aspects of the program. However, by appropriately identifying and addressing the training needs, feelings, and concerns of school personnel, school districts are more likely to ensure successful implementation of RtI.

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FASP 2010



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Registration Form

FASP 2010 Summer Institute – July 21, 2010 – July 24, 2010

Dr. Mark Shinn: "Rtl at the Secondary Level" (two days – 8 hours),
Dr. Rose Iovannone "Team Functioning and Data Analysis" (one day – 4 hours)
Dr. David Wheeler: "Technical Assistance with the SLD Rule" (one day – 4 hours)

Location:

TradeWinds Island Resorts on St. Pete Beach - 5600 Gulf Boulevard St. Pete Beach, FL 33706

CEUs:

Four (4) CEUs will be offered per day

Mail-in registration must be *postmarked by July 9th, 2010* to be eligible for the discounted fees. 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, 2010. 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:
Kelly Low, FASP Registrar
9533 Rainier Circle
Navarre, FL 32566
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For Workshop Information,
Contact Patti Vickers at:
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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.*

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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 Licensed School Psychologists and Licensed Psychologists (CE Provider # 50-693); and Mental Health Counselors, Marriage and Family Therapists, and Clinical Social Workers (BAP-174). FASP is also a NASP Approved Provider (#1029). As always, there will be 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 Speakers:**

Dr. Mark Shinn is a professor of School Psychology at National Louis University and a nationally recognized consultant to schools across the country on the implementation of multi-tiered early intervening services models, (aka RTI). He began working in the first sites that evolved into an RTI model in the early 1980s and has worked with schools in more than 35 states in his 25 years of consultation on the topic. He also services as the Project Director for the Northern Region of IASPIRE, a USDOE/OSEP and Illinois State Board of Education Personnel Preparation Grant for supporting implementation of RTI in a Multi-Tier Intervention model in Illinois. Mark has edited 2 books on Curriculum-Based Measurement (CBM) and has published more than 75 journal articles and book chapters on progress monitoring, screening, SLD identification practices, and a problem-solving service delivery model. He also co-edited three editions of *Interventions for Achievement and Behavior Problems: Preventive and Remedial Approaches* published by NASP, the last of which was released in March 2010.

Dr. Rose Iovannone is a Research Assistant Professor in the College of Behavioral and Community Sciences, Department of Child and Family Studies at the University of South Florida. Prior to joining the PBS project, Dr. Iovannone was the director of one of the first randomized controlled trials that evaluated the effectiveness of a Tier 3 behavior intervention, the Prevent-Teach-Reinforce Model (PTR), with students in grades K-8. Dr. Iovannone regularly provides technical assistance to agencies and school districts in multiple states to implement the PTR model. In addition, Dr. Iovannone provides state departments and agencies with technical support for building the necessary systemic infrastructure that will improve services for students with autism spectrum disorders. Dr. Iovannone's doctorate is in educational psychology, and she is a board certified behavior analyst. Her areas of interests are research, functional assessment and function-based support plans, Tier 3 processes and procedures, systemic change, assessment/measurement, and autism spectrum disorders.

Dr. David Wheeler - Dr. David Wheeler currently serves as the School Psychology Consultant for the Bureau of Exceptional Education and Student Services (BEESS) and the Student Support Services Project in the Florida Department of Education. His responsibilities include providing technical assistance to the Florida Department of Education and school districts, and assisting in the development of innovative practices, and serving as a liaison between the Department of Education and professional associations. Dr. Wheeler has contributed to statewide efforts to align Florida's policies and practices with IDEA 2004 and implement a Response to Intervention model for supporting the educational achievement of all students. Prior to joining the Student Support Services Project, Dr. Wheeler was employed as a bilingual school psychologist in Pinellas and Manatee counties for 17 years.

Feature Presentations:**Wednesday and Thursday – Dr. Mark Shinn**Title: ***Rtl at the Secondary Level***

By now, many educators are familiar with how multi-tiered, early intervening services, including Rtl, are delivered at elementary levels. Unfortunately, less practice orientation attention has been given to implementation at the secondary level. The problem is not "what to do" but decreasing the knowledge gap and implementing what is known to work to support more students at the secondary level. This presentation will present examples of how multi-tier services are delivered at the middle and high school level.



Friday – Dr. Rose Iovannone

Title: ***Team Functioning and Data Analysis***

School Psychologists often play a major role in facilitating campus-based teams to evaluate data to determine student response to intervention. Although there are many resources and supports for assessing the impact of academic interventions, less attention has been paid to the behavioral side of RtI. This session will give participants information about problem-solving processes and data-based decision making across a three-tiered positive behavior support/response to intervention system.

Saturday – Dr. David Wheeler

Title: ***Shifting Gears – SLD Eligibility Determination in an RtI World***

Starting on July 1st, 2010, State Board of Education Rule 6A-6.03018, Florida Administrative Code (F.A.C.), requires districts to use response to intervention when determining eligibility for specific learning disabilities. This presentation will address common questions raised regarding implementation the Specific Learning Disability rule and review guidance and technical assistance from the Florida Department of Education. Particular emphasis will be given to the most recent technical assistance document, *Decision-making within Florida’s Problem Solving and Response to Intervention Framework: Guiding Tools*. Selected research, tools and resources of interest to practitioners, and case studies applying problem solving/RtI logic to eligibility decision-making will be shared.

Schedule of Events:

Tuesday July 20, 2010 FASP Executive Board Meeting 1:00 p.m. - 8:00 p.m.

Wednesday July 21, 2010 FASP Executive Board Meeting 8:00 a.m. - 12:00 p.m.

8:00 a.m. Registration Opens

12:30 p.m. - 5:00 p.m. - Dr. Mark Shinn

5:30 p.m. - 7:30 p.m. - Welcome Reception

Thursday July 22, 2010 **8:00 a.m. - 12:00 p.m. - Dr. Mark Shinn**

Friday July 23, 2010 **8:30 a.m. - 12:30 p.m. - Dr. Rose Iovannone**

Saturday July 24, 2010 **8:30 a.m. - 12:30 p.m. - Dr. David Wheeler**

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 Licensed School Psychologists and Licensed Psychologists (CE Provider # 50-693); and Mental Health Counselors, Marriage and Family Therapists, and Clinical Social Workers (BAP-174). FASP is also a NASP Approved Provider (#1029). As always, there will be 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.



FASP's 37th Annual Conference

Mark Your Calendar!



☀ The 2010 Conference Committee cordially invites you to attend FASP's annual conference at the Miami Hilton Downtown – November 3-6, 2010. Please visit the Annual Conference page on the FASP website for details.

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FASP 2010 ANNUAL CONFERENCE

Extended Deadline

June 11, 2010

Call for Presentations

Miami Hilton Downtown | November 3-6, 2010

The FASP Conference Program Committee is now accepting presentation proposals for FASP's 37th Annual Conference in Miami. This year's program aims to celebrate diversity and embrace unity within the profession of school psychology by providing various resources, strategies, and skill enhancement opportunities designed to maintain and strengthen the vast role of school psychologists. We invite active participation of members and 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, child & adolescent mental health, and the general well-being of children.

GUIDELINES FOR SUBMISSION

- ◆ Preference is electronically as attachments addressed to faspflashed@aol.com.
- ◆ Proposals for submission must be emailed or postmarked by **June 11, 2010**.
- ◆ Presenters will be notified of acceptance by **July 30, 2010**.
- ◆ 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 Chairs have 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, November 3rd** and **Thursday, November 4th**.
- ◆ Presenters are encouraged to provide handouts for participants, the cost of which is the sole responsibility of the presenter. CE Credit 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 20, 2010**.

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 their 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 Presentation Proposal Form as the first presenter.
- ◆ **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:** 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.

CE Credit Consideration:

Submitted proposals may be selected for consideration as CE Credit workshops. If presenters would like to offer this option, they must include all information noted in the [CE Presenter document](#). *Not all presentations will be approved as CE Credit workshops.*

ALL PRESENTERS: The conference committee is considering electronic handouts for conference attendees and presenter handouts may be requested in advance as a result.



TOPIC DOMAINS

The following topic domains are in line with NASP's recently published Standards for Graduate Preparation of School Psychologists and FASP's blueprints for professional development. The domains 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](#).

DATA-BASED DECISION MAKING AND ACCOUNTABILITY

School psychologists have knowledge of varied assessment and data collection methods in psychology and education. These methods are relevant to a comprehensive, systematic process of effective decision making and problem solving, and identify strengths and needs to develop effective instruction, interventions, and educational/mental health services. School psychologists demonstrate the skills to measure response to and progress in these services to promote improvement.

CONSULTATION AND COLLABORATION

School psychologists have knowledge of and apply consultation, collaboration, and communication strategies in psychology and education that are effective across diverse contexts and applicable to individuals, families, groups, and systems.

INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

School psychologists have knowledge of biological, cultural, and social influences on academic skills, including human learning, cognitive and developmental processes, and evidence-based instruction/curriculum strategies. In collaboration with others, school psychologists use data collection methods to implement and evaluate services that support cognitive and academic skills.

INTERVENTIONS AND MENTAL HEALTH SUPPORT TO DEVELOP SOCIAL AND LIFE SKILLS

School psychologists have knowledge of biological, cultural, and social influences on behavior and mental health, including behavioral and emotional impacts on learning/life skills and evidence-based strategies that promote social-emotional functioning and mental health. In collaboration with others, school psychologists use data collection methods to implement and evaluate services that support socialization, learning, and mental health.

SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

School psychologists have knowledge of school and systems structure, organization, and theory; general and exceptional education; technology resources; and evidence-based school practices. In collaboration with others, school psychologists demonstrate skills in developing and implementing strategies and practices that create and sustain effective and supportive learning environments.

PREVENTIVE AND RESPONSIVE SERVICES

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multi-tiered prevention; and evidence-based strategies for effective crisis response. In collaboration with others, school psychologists demonstrate skills that promote protective and adaptive factors and implement effective crisis prevention, response, and recovery.

FAMILY-SCHOOL COLLABORATION SERVICES

School Psychologists have knowledge of principles and research related to family systems and methods to develop home-school collaboration. In collaboration with others, school psychologists demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships with community agencies to enhance academic and social-behavioral outcomes for children.



LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

School Psychologists have knowledge of history and standards in school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with this knowledge and apply the professional characteristics needed for effective practice as school psychologists.

DIVERSITY IN DEVELOPMENT AND LEARNING

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide services that promote this knowledge, recognizing that understanding and respect for diversity in development, learning, and advocacy for social justice are foundations for all aspects of service delivery.

RESEARCH AND PROGRAM EVALUATION

School Psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate the skill to apply this knowledge to service delivery by using various techniques and resources for data collection, measurement, analysis, and program evaluation to support effective practice.

CONSIDER FEEDBACK FROM OUR MEMBERSHIP

FASP conducts a voluntary survey with conference attendees every year. An important question included in the survey is "What topics or subjects would you like to see covered in next year's conference?". The following list summarizes the responses received from survey:

- ✦ **Assessments:** FAIR, FCAT, WAIS-IV, CTOPP, Cross Battery Assessment, EBD, Phonemic Processing, Personality Assessment, Contemporary LD, Sensory Deficits, Executive Functioning, Working Memory
- ✦ **Interventions:** Design/Development, Social Skills, Anxiety, Crisis, Math, Reading, Writing, Early/Pre-K, Behavior, Tiered, Teaching Children about LD
- ✦ **Mental Health:** Counseling Techniques, Positive Psychology
- ✦ **RTI:** Implementation Updates, Graphing/Excel, Practical Information, Secondary and ELL Students, Progress Monitoring, CBM, Report Writing, Problem Identification and Targeted Interventions
- ✦ **System-Wide Initiatives:** RTI/PBS Integration and Implementation, SLD Eligibility
- ✦ **Other Interests:** School Psychology in High School, Secondary Learning Problems, Neuropsychology, Genetic Abnormalities, Ethics, ASD, Law and Psychology, Sexual Child Abuse, Early Childhood Disabilities, LGBT Youth Issues

