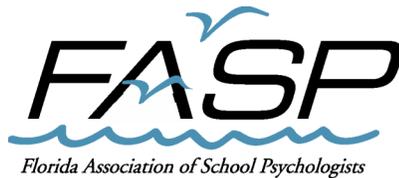


The Florida School Psychologist

The Newsletter of the Florida Association of School Psychologists



Volume 37 Number 1

Winter 2010

Jennifer Valentine and Julia Berlin, Editors



President's Message

Mark Neely

I hope everyone enjoyed the holiday season and is back at work with renewed energy. For me, it was an incredible experience. My three-year-old son seemed to understand this year what the excitement is all about. He was amazed when Santa called my iPhone (App from the North Pole) to speak with him on Christmas Eve. After hanging up, he explained that Santa Clause had just called from the mall. The theme for this past annual conference was The Indispensable School Psychologist: Powerful Tools for Success. Knowing that this will certainly be a busy year for us all, my primary goal this year for FASP is help you be indispensable. Though there are many activities FASP will be engaged in this year, three key areas deserve immediate focus; the revisions to the APA's Model Licensure Act, the implementation of PS/RtI and the roles of school psychologists, and the continued advocacy for students.

APA's Model Licensure Act

After about three hours of discussion on the floor of the Council of Representatives (CoR) meeting held on February 20, 2010, the CoR rejected the proposed revision to the Model Licensure Act (MLA) recommended by the APA MLA Task Force, that allowed the use of the titles "psychological" and "psychology" but not "school psychologist" by non-doctoral level school psychologists. Instead, the CoR endorsed a proposed amendment presented by Division 16 of APA. Specifically, the language indicates:

"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."

We are very proud of the collaboration between Division 16, NASP, FASP and other state organizations and individuals. Through the effort of leaders and members like you, we sent thousands of letters to APA in the last couple of years, and recently made personal contacts to APA Council members to ensure they understand our position. Our profession was able to stand united and convey the message of how important our work is to the children and families we serve.

PS/RtI and the Roles of School Psychologists

I, much like all of you, are focused on helping my district's schools ramp up their implementation of PS/RtI. This experience has certainly been a whirlwind of change served up with a dash of frustration. However, every day it seems I have been able to make one more connection with a teacher or administrator. Believe it or not, these are exciting and positive times for school psychologists. It is up to us to seize this opportunity. School psychologists continue to be the best-trained professionals who can help schools collect and make data based decisions. Furthermore, school psychologists can continue to provide comprehensive services within this model.

(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 know districts are currently working on finalizing their procedures for LD eligibility decision making. While this transition will undoubtedly be challenging, through teamwork and continued sharing, it can be accomplished. School psychologists are an integral member of this process. To help foster understanding and sharing, I will be working with our Professional Development Chair, Patti Vickers, to see that the upcoming Summer Institute has offerings specific to this area. I would like to see FASP continue to provide resources to districts and on its website. FASP will also continue to collaborate with the FLDOE.

Advocacy

The next legislative session will begin soon. FASP will continue to be an active supporter for legislative action that has a positive impact on the education and mental health of children. Over the last year, I have become more involved with legislative issues. After attending the NASP Public Policy Institute last summer, I was inspired by how you can influence legislation. I encourage you all to become involved with shaping public policy. One way to do that is to meet with your local representatives. I challenge each and every one of you to make a personal commitment to contact your representative and ask their support on bills that make a positive impact on our children. Throughout the year, we will continue to send out FASP Flashes on important legislation. Please visit our website for additional information on advocacy.

In the aftermath of the earthquake that struck Haiti, we expect that Florida will receive evacuees from this tragic event. Additionally, we have families already living in Florida that have been affected. We have put materials up on the FASP website to help you when working with these families. NASP also has handouts available for families and educators on their website. As we move forward this year, I am confident that school psychology will continue to be a thriving profession. For this to be true, it is going to take the commitment from each and everyone to ensure that we make it there!



Attention FASP Members...

THE FLORIDA SCHOOL PSYCHOLOGIST HAS GONE GREEN!

In an effort to keep up with the efforts being made nationwide to be environmentally conscientious, we are proud to announce that the

FASP Newsletter is "Going Green"!

This means that our Newsletter will no longer be distributed in hard-copy format, only in electronic format.

We sincerely hope you will support us in this most important effort to do our part for the environment and supply us with your most current email address so that we may provide you with pertinent information in the future!

Please email Adrienne Avallone, (faspmembership@gmail.com), FASP Membership Chair, with your updated information.





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



Carney, Melissa
 Escalada, Gillian
 Mendoza, Karol
 Frey, Michelle
 Swain, Mariana
 Donk, Kerrie
 Hurd, Heather
 Des Jardins, Paul
 Celauro, Alyson
 Dominguez, Stephanie
 Miller, Rebekah
 Porter, Nicole
 Lorenzo-Luaces, Enrique
 Rolle, Vernicka
 Salas, Jessica
 Motzenbecker, Tara
 Arnold, Ruth
 Shafer, Alicia
 Maresco, Joseph
 Duong, Cheryl
 Cuppett, Christine
 Mansur, Sabella
 Louis-Charles, Yannick
 Callahan, Angell
 Witbart, Lauren

Alt, Meredith
 Keenan, Meaghan
 Judkins, Michelle
 Etherton, Caitlin
 Taormina, Rochelle
 Gooden, Britney
 Tamayo, Yulia
 Rivera, Joan
 Willkens, Becky
 Walsh, Audra
 Koesy, Alyssa
 Smith, Lindsey
 Goen, Akiko
 Boehman, Brian
 Pisani, Cara
 Stacy, Christina
 Rodriguez, Jeanette
 Valero, Susan
 Nelson, Jennifer
 Harvey, Breanna
 Cimino, Emily
 Hannan, Melanie
 Cine, Josiane
 Humphrey, Mary Lisa

Johnson, Claire
 Ponder, April
 Palladino, Leah
 Barajas, Rossana
 Bianculli, Jennifer
 Marichal, Christopher
 Kittinger, Alyssa
 Dawkins, Kahlilah
 Carnicom, Crystal
 Welsh, Jill
 Dodson, Kirk
 Hasson, Lisa
 Wissert, Anne
 Riviere, Brandy
 Hildebrand, Denise
 Grapin, Sally
 Peet, Bevin
 Jones, Erika
 Henry, Lori
 McVay, Lunilda
 Kawa, Caitlin
 Cristiano-Czaja, Jennifer
 Clapper, Evonne
 Karle, Jessica
 Fields, Chalandra

Kennard, Amanda
 Roche, Kirsten
 Brown, Kelly
 Taylor, Brittnee
 Garcia, Mairene
 Chisholm, Tracy
 Barnes, Tiffanie
 Clark, Margaret
 Bateman, Lisa
 McIntyre, Jasmine
 Crone, Melissa
 Vara, Carolina
 Langsam, Leah
 Leino, Amber
 Porter, Cheryl
 Rosen, Eric
 Bois, Vanessa
 Steif, Jesse
 Schneider, Kenneth
 Kummer, Melissa
 Worton, Shannon
 Hargrett, Chana
 Oconnell, Erin
 Jayanne, Roggenbaum



*****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.



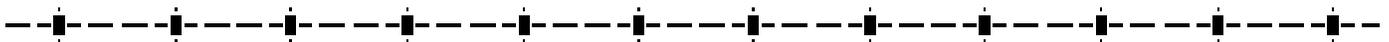


Greetings FASP Student Members from Your 2010 Student Delegate

My name is Troy Loker. I am currently a 4th year Ph. D. graduate student at the University of South Florida. I am currently in the process of internship applications and getting ready for my first interviews as many of you are as well. I hope you found the FASP internship guide useful and benefited from FASP's recommendation for the standardized internship process. While I do not know how challenging a less uniform process must have been in the past, I do believe that having so many districts follow the same basic timeline and process makes this stressful time much more manageable. Make sure to take time before your interview s to think back through all your experiences, come up with concrete examples you feel comfortable discussing, be prepared to discuss ways you would improve upon how you worked on a specific case to show your reflective practice, and be ready to ask questions about the internship site. It is just as important to get the information you need to discover whether or not the district is a good match for you as it is for them to determine if you are a good fit for them. If you are a NASP member, you may want to look over their Student Fact Sheet resources for some other great tips. If you are not, now is as good a time as ever to join and gain access to all these resources!

I also want to extend an invitation to all students to please contact me (tloker@mail.usf.edu) with any concerns, issues, or suggestions you might have regarding your graduate student experience, FASP, or school psychology issues in general. How do you think we can improve as an organization? How can I help advocate for you? Please let me know. It is my hope that in 2010 we can build greater student-to-student communication within our FASP membership in order to share ideas and build our support systems to extend beyond those in our own training programs. I am also interested in building interest in school psychology within undergraduate programs, so if anyone has had experience with this or would like to be involved in such an effort, please contact me.

Good luck on sticking to your thesis or dissertation time table, balancing your workload and personal life, acquiring IRB approval, administering your first standardized assessment battery, consulting with a resistant school teacher, or any other of the many new tasks and experiences you will come across this spring semester!



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.

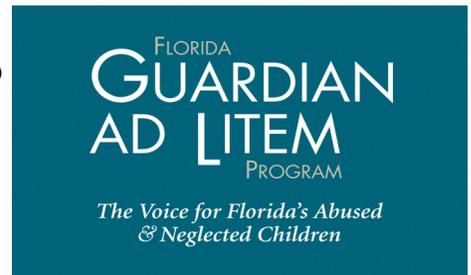
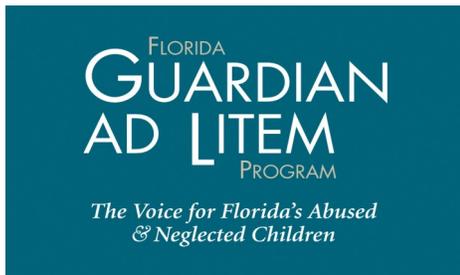
Throughout the state, over 7,000 children are in need of a Guardian ad Litem volunteer. Volunteer Guardians are friends, neighbors and co-workers who make a difference in as little as 4-6 hours per month. The Guardian talks with the child's family, physician, teacher and others. The Guardian gathers 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





CONTINUING EDUCATION INFORMATION

Greetings FASP members and Happy New Year!!
This is a reminder that with 2010 comes new requirements regarding NCSP renewal.

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

To find out when your NCSP expires:

Go to <http://www.nasponline.org/>

1. Log-In

Click on “View My Account”

To encourage high quality Continuing Professional Development (CPD), the NCSP Board instituted two new CPD content standards that took effect in 2009 and 2010 respectively.

1. Training in Ethics and Professional Practices - January 2009. NCSP credentials due for renewal in January 2009 and beyond, requires the completion of 3 hours of professional development in ethics or professional practices.

2. Training from a NASP or APA Approved Provider - January 2010. NCSPs whose renewal will occur in January 2010 and beyond must obtain one-third (25) of their continuing professional development credits through a NASP- or APA-Approved Provider.

The NASP-Approved Provider system was created to assist school psychologists in obtaining quality professional development. NASP Approved Providers must demonstrate that their offerings align with NASP standards, are provided by qualified professionals, and are intended to enhance professional competencies, skills or knowledge.

FASP is a NASP Approved Provider (#1029) – and 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 CEU Coordinator

geoffrey.freebern@yahoo.com

WANTED:

Outstanding and Inspiring School Psychologists

Be on the lookout for outstanding and inspiring school psychologists!

They can be lurking anywhere: working in your school district, implementing innovative programs, going above and beyond the call of duty to meet the needs of Florida’s children or inspiring the school psychology staff working in their district.

These outstanding psychologists can even be found in graduate programs. If you see these school psychologists, report them immediately to the proper authorities - nominate them for a FASP AWARD! Stay tuned for future news flashes about the FASP “Most Wanted List” and the nomination process.





Congratulations!



In the event you were not able to attend the Awards Ceremony at this year's Annual Conference, FASP would like to share the following

2009 Award Winners

LEGISLATIVE LEGACY AWARD FOR DISTINGUISHED SERVICE TO CHILDREN

Senator Eleanor Sobel

FASP OUTSTANDING LEGISLATOR

Senator Stephen R. Wise

SCHOOL PSYCHOLOGIST OF THE YEAR

Pam Abrams, Orange County Public Schools

OUTSTANDING ADMINISTRATOR OF THE YEAR

Laurence B. Ruble Collier County Public Schools

INNOVATIVE PROGRAM IN THE PRACTICE OF SCHOOL PSYCHOLOGY AWARD

Professional Development Program for School Psychologists
District School Board of Pasco County

OUTSTANDING SERVICE DELIVERY IN THE PRACTICE OF SCHOOL PSYCHOLOGY AWARD

Behavior RTI Support System for Hillsborough County Public Schools Functional Assessment Consultant Team (F.A.C.T.)

FAYE HENDERSON EXEMPLARY LEADERSHIP AWARD FOR MINORITY GRADUATE STUDENTS

Susan Chanderbhan-Forde University of South Florida

GRADUATE STUDIES AWARD - ENTRY LEVEL

Nicole M. Kojkowski Florida International University

GRADUATE STUDIES AWARD - DOCTORAL LEVEL

Michael Sulkowski-University of Florida



**Mark Neely:
Winner of the NASP Government and Professional
Relations (GPR) Certificate of Appreciation.**



NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
4340 East West Highway, Suite 402
Bethesda, MD 20814

*Enhancing the mental health and
educational competence of all children.*

Phone: 301-657-0270
Fax: 301-657-0275 • TTY: 301-657-4155
Web: www.nasponline.org

Dear Mr. Neely,

Congratulations! The National Association of School Psychologists has selected you as a recipient of the 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. Further, these individuals have worked to support the NASP mission and its goals through state and national government and professional advocacy activities. You were nominated for this award by Sarah Valley-Gray, on behalf of the Executive Council of the Florida Association of School Psychologists (FASP). NASP and the GPR Committee sincerely appreciate all of the work, effort, and time that you offer towards supporting the legislative and advocacy initiatives of the organization. The leadership and advocacy efforts you have demonstrated in Florida are impressive. Your efforts as Chair of the FASP MLA Task Force to generate participation in opposition to the APA MLA proposal helped secure significant 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. You have been influential in building your state's grassroots network and worked to improve the advocacy knowledge of your leaders and members. Your local advocacy also helped during the recent budget cut discussions in FL where school administrators became more aware of the value of the services provided by school psychologists. Overall, your work is exemplary and precisely the type of advocacy that this award seeks to honor.

We invite you to attend the annual convention of the National Association of School Psychologists in Chicago, IL to receive this award. The NASP Awards Ceremony and Reception will be held Wednesday, March 3, 2010 from 6-8:00pm in Grand Ballroom F—Gold Level (East Tower), Hyatt Regency Chicago, 151 E. Wacker Dr., Chicago, IL 60601. If you plan to attend this reception in person, please contact me at 301-657-0270 by February 15, 2010. If you are not able to attend this reception, your award will be presented to you at a later date by representatives of FASP.

Thank you for your advocacy efforts supporting children and their families.

Sincerely,

Stacy K. Skalski, Ph.D.
Director of Public Policy
sskalski@naspsweb.org

Brent Duncan, Ph.D.
Chair, GPR Committee
Brent.Duncan@humboldt.edu

John Kelly, Ph.D.
Co-Chair, GPR Committee
jkellypsyc@aol.com



NASP Selected Debbie Johnston as a recipient of the 2009-2010 Government and Professional Relations Outstanding Advocate Award.



This award is given to an individual or group 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.



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Enhancing the mental health and educational competence of all children.

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Web: www.nasponline.org

Dear Ms. Johnston,

Congratulations! The National Association of School Psychologists has selected you as a recipient of the 2009-2010 Government and Professional Relations Outstanding Advocate Award. This award is given to an individual or group 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. You were nominated for this award by the Florida Association of School Psychologists. Specifically, the selection committee was impressed with the leadership and advocacy you have shown in the areas of bullying prevention and making schools a safer place for all children. Your dedication and determination have led to the passage of the Jeffrey Johnston Stand Up for All Students Act, a bill that will protect thousands of vulnerable children. We are recognizing you for this award based upon your courage and dedication to make schools a safer place for all children.

We invite you to attend the annual convention of the National Association of School Psychologists in Chicago, IL to receive this award. The NASP Awards Ceremony and Reception will be held Wednesday, March 3, 2010 from 6-8:00pm in Grand Ballroom F—Gold Level (East Tower), Hyatt Regency Chicago, 151 E. Wacker Dr., Chicago, IL 60601. If you plan to attend this reception in person, please contact me at 301-657-0270 by February 15, 2010. If you are not able to attend this reception, your award will be presented to you at a later date by representatives of the Florida Association of School Psychologists.

Thank you for your advocacy efforts supporting children and their families.

Sincerely,

Stacy K. Skalski, Ph.D.
Director of Public Policy
sskalski@naspweb.org

Brent Duncan, Ph.D.
Chair, GPR Committee
Brent.Duncan@humboldt.edu

John Kelly, Ph.D.
Co-Chair, GPR Committee
jkellypsyc@aol.com



NASP ELECTION
RESULTS ARE IN!!!



CONGRATULATIONS TO PHIL LAZARUS: NASP PRESIDENT-ELECT!



Attention FASP Southeast Region Members!

Hi, my name is Kim Berryhill and I am proud to be your new
FASP Southeast Regional Representative.

I have proudly served as the FASP Membership chair for the past 5 years. Throughout my term as a Regional Representative, I would like to serve as a liaison between the FASP Executive Board and members of FASP in order to facilitate better communication within the Southeast region (Broward, Indian River, Martin, Okeechobee, Palm Beach, and St. Lucie counties).

I am currently looking for ideas for a regional workshop (topics, speakers). I have received several ideas so far. Most members are asking for a workshop on ASD, RtI and the state rules for eligibility, or determining E/BD using RtI). Please contact me if you have any additional ideas or suggestions.

In order to communicate better with our members, FASP would like to have a section in the Newsletter to "spotlight" what the districts are doing with RtI (ideas/strategies/groups that work).

If you have anything that you would like to submit or have other ideas for additional submissions, please feel free to email me.

Thanks!

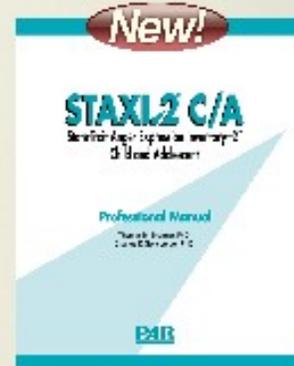
I am looking forward to hearing from you!

Kim Berryhill
Kimmber89@aol.com
Cell: 561-542-3088





Assess the Degree to Which a Child's or an Adolescent's Anger Is an Experiential State or a Set of Personality Traits...



Based on the widely used measure of anger, the STAXI-2 C/A is unique in its ability to assess both state and trait anger along with anger expression and control.

State-Trait Anger Expression Inventory-2™ Child and Adolescent (STAXI-2™ C/A)

Thomas M. Brunner, PhD and Charles D. Spielberger, PhD

Measuring how children and adolescents express and control their angry feelings is essential to understanding and predicting aggressive behavior. Based on the adult version of the instrument, the new STAXI-2 C/A is sensitive to the developmental aspects of anger and distinguishes temporary anger states from more trait-like or enduring conditions. It may be used as part of the diagnostic process, as a tool for monitoring the long-term effects anger may have on children and adolescents, or as a complement to threat assessment measures and procedures in a variety of settings. Written at a 4th-grade reading level, this 35-item self-report is tailored for use by children and adolescents ages 9-18 years and takes only 10 minutes to administer.

- Assesses the degree to which a child reacts only to specific negative events or more generally responds to diverse environmental events.
- Assesses a child's habitual anger coping style as either externalizing or internalizing.
- Complements risk assessment measures by helping you to determine the degree to which a child's personality includes accumulated anger due to a highly internalizing style.
- Enhances the ability to assess and diagnose the spectrum of conditions in which anger intensity as an emotional state is important (e.g., bipolar disorder, intermittent explosive disorder, reactive attachment disorder, oppositional defiant disorder, posttraumatic stress disorder).
- Assists in the determination of whether key aspects of a child's anger profile may be related to problems with his or her health status.
- Provides valid pre- and post-assessments of anger for children and adolescents who are undergoing anger management treatment.

For more information on the STAXI-2 C/A, visit www.parinc.com.

Creating Connections. Changing Lives.

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Working with Families: Parental Deployment and the Issues Faced by their Adolescents

Mary Wilcox

Florida State University

President Obama's recent announcement that the United States will send an additional 30,000 troops to Afghanistan and Iraq strengthens the need for school psychologists to be aware of the many issues faced by military families. These men and women deployed overseas leave behind spouses and children who are forced to deal with the uncertainty of their loved one's well-being and must adapt to a vastly different family dynamic. While much research has been dedicated to the reintegration of soldiers in to civilian life, studies exploring the issues faced by their families, before, during, and after the soldier's deployment has been more scarce. Particularly of interest to those working in education are the issues faced by adolescents who have a parent deployed during times of war. In their article, Huebner, Mancini, Wilcox, Grass, & Grass (2007) explore the idea of uncertainty and ambiguity of parental deployment on youths through the use of focus groups. Similarly, Mmari, Roche, Sudhinaraset, & Blum (2009) enlist the use of focus groups to explore the consequences of deployment on adolescents, but they go beyond the scope of the previous research to identify helpful coping mechanisms for youths and their remaining parent. Additionally, Harrison and Vannest (2008) use previous research to help identify how educators can assist children of reservists who are currently deployed overseas.

A consensus among researchers is that having a parent deployed can cause an adolescent to have higher levels of anxiety, stress, and depression, as well as engaging in externalizing behaviors (Huebner et al., 2007; Mmari et al., 2009; Harrison & Vannest, 2008). Mmari et al. (2009) determined that youths find it more helpful to discuss their feelings with peers who can relate to how it feels to have a parent deployed than with guidance counselors who may not be able to truly identify with their situation. While this information is helpful for educational environments that have a large concentration of active duty military families, Harrison and Vannest (2008) discuss how children of reservists may feel isolated as they may be the only child at the school dealing with a deployed parent. The authors identify numerous helpful supports for these children at the school and class level. For a reservist child, for example, it may be helpful to encourage them to express their feelings about having a deployed parent through poetry or journals in class or pair the child up with a buddy from a different school who has a deployed parent (Harrison & Vannest, 2008).

(Continued on page 13)



(Continued from page 12)

While the adolescent may experience a significant increase in anxiety and depression during the deployment, researchers have found that the reintegration of the deployed soldier into the family can be more difficult for the youth than the actual deployment period itself (Mmari, et al., 2009). In the focus groups, youths indicated that they take up new roles and responsibilities, experience new things while their parent is away, and find it difficult to talk with their returning parent (Huebner et al., 2007; Mmari et al., 2009). As a result, Harrison and Vannest (2008) suggest that educators should enlist support for the student until six months after the family is reunited. Furthermore, Heubner, Mancini, Bowen, & Orthner (2009) suggest that, particularly for reservist families who live in an area without a military presence, community support is essential. This support can come from a variety of sources whether it come from schools, civic groups, or other community establishments. Interestingly, Mmari et al. (2009) found that parents and school personnel are concerned that children with a deployed parent are often the victims of bullies due to increased opposition to the Iraq War. It is important for educators to realize that, in addition to the individual stress caused by having an absent parent, adolescents are often experiencing social retributions as well.

Research on the impact of deployment of reservists on their children is severely lacking. As Harrison and Vannest (2008) suggest, National Guard members and reservists are continually being deployed, yet studies on families that identify themselves as non-military are much more rare than those of active duty. Reservist families usually live in a civilian setting and therefore are not associated with the military lifestyle and resources to help them cope are not as readily available. It is necessary to explore the unique issues faced by those children in areas without a military presence. Additionally, it is essential to evaluate recommended educational supports for children of deployed military. While Harrison and Vannest (2008) offer many examples of interventions, they supplied no evidence to support that their suggestions were indeed helpful. Perhaps most importantly, teachers and school personnel, located near and away from military bases, need to learn counseling skills and intervention methods that will most effectively help students deal with the uncertainties and stress associated with deployment.

While these findings have revealed that many youths are negatively impacted by their parent's deployment, it is essential to remember that every child is unique and that it would be improper to just assume behavior or emotional issues are due to their parent's deployment. While the focus groups were useful in exploring different issues concerning parents, school personnel, and youths, it is important to recognize that group mentality can occur so focus groups may not have been the most ideal way to collect data. Youths, in particular, may have felt more pressure to censor their discussions or may have been influenced by their peers to respond in a certain manner.

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Among the research articles, it was found that a very high predictor of a youth's coping ability is their remaining parent's capacity for dealing with their spouse's absence and ability to maintain a family structure (Huebner et al., 2007; Mmari et al., 2009; Harrison & Vannest, 2008). This information is important because it may be necessary to refer the remaining parent to counseling services that may be helpful for them and their child. As school psychologists, it is imperative to recognize the unique needs of the children of deployed soldiers and be acutely aware of how their emotions and behaviors may be a result of family dynamics. Many students are not receiving the proper services they need because their learning or behavior issues are considered temporary and due to their parent's deployment. On the other hand, many students are being referred for services they do not need, like learning disability or ADHD referrals, because their issues may only be temporary and due to their parent's deployment status (Harrison and Vannest, 2008). It is important, as school psychologist, to be aware if a child's parent is deployed to determine whether the issues they are facing in school may be attributed to their family situation or some alternate reason.

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FASP INTERNSHIP STANDARDIZATION PROCESS 2010



For the last several years, the Florida Association of School Psychologists (FASP) has recommended guidelines to standardize the application, interview, and selection of school psychology interns in the state of Florida. The success of this process depends upon the cooperation of the districts which offer internship training programs as well as the faculty and students in school psychology training programs.

The following dates have been designated for the 2010 Internship process:

January 2010 Prospective interns submit applications and/or letters of interest to the districts no later than January 30th

February 2010 District representatives interview prospective interns no later than February 26th

March 2010 Match Process

Monday, March 8th, 2010: Call Day

Supervisors of Psychological Services (or their designees) will offer positions to prospective interns via telephone call no earlier than 8:00 a.m., and no later than 10:00 a.m., Eastern Standard Time, Monday, March 8th, 2010. Students who have been offered an internship slot have until 3:30 p.m. on March 8th to notify the district(s) of their decision to accept or to decline an offer. If a student fails to notify the district of their decision at this time, they will forfeit their offer.

Tuesday, March 9th and Wednesday, March 10th, 2010 Call Days II & III

Supervisors of Psychological Services (or their designees) will repeat the process as specified above until all positions have been filled. On each day, students will have until 3:30 p.m. to accept or decline the offer(s). Failure to notify the district making the offer by that time will constitute a forfeit of the offer.

Thursday, March 11th, 2010

Districts that have not secured interns for all available internship slots by Thursday March 10th, 2010 may advertise those openings via the FASP Trainer's listserv by emailing this information to Dr. Phil Lazarus at philaz1@aol.com. Students who have not yet accepted an internship will be encouraged to apply to those districts that have remaining openings.

We thank you very much for your participation in and adherence to this process, and we look forward to receiving your feedback following the implementation of the above guidelines. Please confirm your receipt of this email and your intention to comply with the proposed guidelines by emailing Mary Alice Myers at mmyers@volusia.k.12.fl.us if you are a district supervisor and Phil Lazarus at philaz1@aol.com if you are university supervisor.

Mark Neely
FASP President

Phil Lazarus
Training & Credentialing

Mary Alice Myers
Administration & Supervision

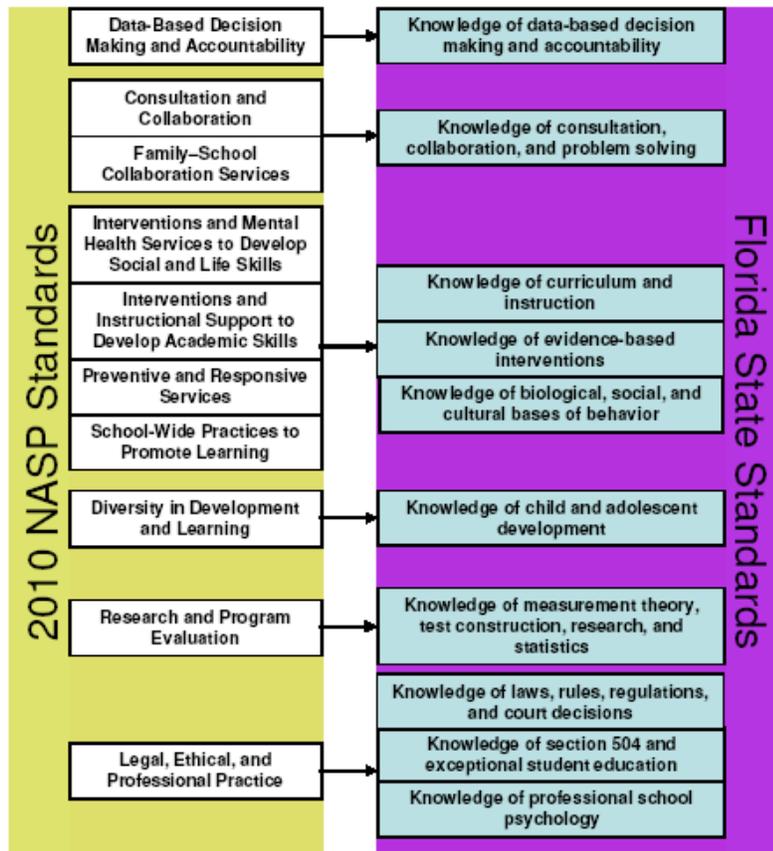


FASP’s Professional Development Blueprint By Patti Vickers, FASP Professional Development Committee Chair

In order to ensure that we are meeting the professional development needs of FASP members, a subcommittee of Executive Board members has been charged with developing a Professional Development Blueprint. The subcommittee met during the last Executive Board meeting to determine the direction that we would take to develop this plan. It was decided that we needed to begin by developing a Framework for what types of training should be provided. The consensus of the subcommittee was that we needed to align NASP’s Standards for Graduate Education/Preparation with Florida’s Accomplished Practices for Teacher Education. Over the past several months, we have been deciding how best to combine these two documents to ensure that all of the competencies are addressed. We have developed a PD Framework which we feel is an excellent document that addresses all the required components (see below). Our next step will be to create an Implementation Plan that will guide all of FASP’s professional development offerings through regional workshops, annual conferences, and summer institutes. We hope to have the Implementation Plan document completed this year.

If you have any suggestions for the subcommittee, please contact Patti Vickers at Vickers@cfl.rr.com. I wish to thank the Executive Board members who have spent (and will continue to spend) countless hours on these tasks: Mark Neely, Brad Underhill, Josh Lutz, Monica Murray, Gene Cash, Bill Donelson, Clark Dorman, Geoff Freebern, Alberto Gamarro, and Cindy Vines. Please thank your colleagues for their dedication to our profession the next time you see them!

FASP Professional Development Plan: Framework





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.

You Can't Miss It!



Miami Hilton Downtown – 1601 Biscayne Blvd
305.374.0000



The Preparation of Entry-level Abilities in Specialist-degree School Psychologists: A Professional Community's Effort

Thomas Oakland
University of Florida

The preparation of specialist-degree school psychologists follows a remarkable process—one in Florida that involves more than a thousand support personnel. Aspiring students enter school psychology programs with varying backgrounds. Most are very young, in their early twenties. Many flash freshly minted undergraduate degrees—often in subjects other than psychology. Most never have experienced full-time employment—a condition clearly observable in the less than laudable work ethic of some students.

Fewer have been employed as professionals and thus know little about the personal and professional dedication and sacrifice required to hold oneself out as a professional. Although students generally are committed to work with children and youth in schools, their prior experiences working with them typically are meager. In addition, their knowledge of the institution of public education typically rests on their personal experiences. Thus, they know little about the laws, ethics, programs, policies, and politics associated with providing school-based services.

Those engaged in the preparation of specialist-level degree seekers face a formidable challenge. Within a somewhat brief three year period, they must foster entry-level abilities in neophytes who typically are young, may have little background in psychology, may not have worked professionally or in other ways full-time, and display rudimentary knowledge of foundation skills in school psychology.

Professionals engaged in this endeavor are expected to help foster the attainment of important immediate and forthcoming goals. These include students' ability to acquire foundation knowledge while working successfully in practicum settings, then their ability to assume important professional services during their internship years, and finally their ability to pass state and national exams in order to become credentialed and licensed. These efforts require a professional community, including professors, practicum supervisors, directors of school psychology services, internship supervisors, and state associations.

The Role Of Universities - During their first two years, students enrolled full-time will take courses that largely are dictated by state and national agencies. Requirements forced on school psychology programs by the Florida Department of Education, Southern Association of Colleges and Schools, National Council for the Accreditation of Teacher Education, National Association of School Psychologists, and the American Psychological Association provide little wiggle room to tailor a school psychology program in light of faculty or student interests. Belt-tightening policies at universities further restrict program options.

Program coursework typically blends both academic and professional course experiences. Foundation academic courses include three or more in assessment together with others in development, learning, personality and psychopathology, and statistics. Professional courses include those on the history and systems of school psychology, counseling, consultation, as well as laws and ethics.

The Role of Practicum Supervisors - School psychology programs recognize the value of involving students in applied activities as early as possible. Some programs are fortunate to establish a partnership with area school districts. For example, the school psychology program at the University of Florida relies heavily on supervision of school psychologists working in Alachua, Bradford, Marion, Putnam, and Union counties as well as the University's Multidisciplinary Training Program. Volunteer psychologists and school psychologists provide invaluable and uncompensated services to students by allowing them first to shadow them and, as their skills progress, to assume additional professional responsibilities. This work enables students to become acclimated to public education and learn how to conduct meaningful work. Some students realize school psychology will not provide what they want in life and thus seek other pastures.

School-based supervised practices, although invaluable, also have their limitations. For example, school psychology programs often prepare students in advanced assessment methods, consultation, group and individual counseling, and to work with children who display high and low incidence disabilities. However, students may find school-based practicum opportunities do not allow them to practice all their newfound skills. Additionally, state and federal laws and administrative policy increasingly dictate school psychological services. In short, only those services mandated by policy formed by those who occupy higher administrative authority may be provided. This restriction teaches students a valuable lesson: school psychology is quickly becoming the handmaiden of public policy.

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The Role of Directors of School Psychology Services and Internship Supervisors - School psychology students have two additional important mentors—school districts that provide third year internship experiences and internship supervisors. Florida is blessed by having a number of school districts that provide excellent school psychology services and internship supervisors who willingly assume responsibility for developing third-year students into entry-level professionals. The student's first two years provided foundation skills, abilities, and attitudes. The internship year provides capstone experiences that contribute to the development of deeper and richer professional skills, abilities, and attitudes. Importantly, these experiences also typically enhance the student's self-confidence and desire to remain in the specialty.

The Role of the Florida Association of School Psychologists - We in Florida also are fortunate to have inherited a strong and vibrant professional association. The impact of the Florida Association of School Psychologists (FASP) on the academic and professional development of school psychology students also is invaluable. Students who attend its conventions become prepared to assume a broader professional roles by both attending and contributing to convention programs. The number of programs lead by students is amazing.

FASP also provides an important arena in which those involved in the preparation of school psychologists meet to review their collective efforts. Professors, directors of school psychology services, and internship supervisors confer annually to discuss mutual interests. This form of collaboration is essential to the attainment of their mutual goal: to prepare school psychology students for entry-level practice.

Directors of school psychology services as well as those who provide internship supervision were asked at the October 2009 FASP conference to identify qualities interning students should be able to display. They identified the following ten qualities.

Interning students should be

- able to focus on the needs of individual students as well as the broader needs of the school system;
- able analyze data, be knowledgeable of progress monitoring methods, and be engaged in problem solving processes-- qualities that fall under the banner of implementing RTI;
- knowledgeable of school improvement methods;
- engaged in activities that contribute to the mental health of the school;
- proficient in writing professional reports, preferably those that infuse progress monitoring data;
- engaged in activities that promote their knowledge and use of curricula, especially those that address special needs;
- knowledgeable of behavior analysis, including applied behavioral analysis;
- comfortable conferring with teachers and making oral presentations;
- knowledgeable of research-validated methods; and
- knowledgeable of commonly used terminology, including acronyms and abbreviations.

Our success in transforming neophytes into entry-level practitioners within a brief three-year period requires those engaged in the five training components—professors, practicum supervisors, directors of school psychology programs, internship supervisors, and the FASP—to focus their attention on specific program goals. The ten desired qualities identified during the 2009 FASP conference help establish this focus.

Thus, when the trainers of school psychologists are asked to stand to be recognized, we see many faces: the professors who provide foundation knowledge and skills and help supervise subsequent experiences, practicum supervisors who early shape this knowledge and skills into professional practices, directors of school psychology services who work diligently to help ensure professional standards are achieved at the district level, and internship supervisors who serve as skillful and experienced craftsmen through their nine-month personal and professional involvement that rounds out the student's preparation. In short, efforts to prepare school psychologists require a professional community.



A Free Educational Forum Open to the Public
Limited Seating - Register Now at www.harmonyinstitute.org
Children on a Seesaw: Balancing Nature & Science in Young Lives
 April 17, 2010 at 4:00 P.M. in Harmony, Osceola County, Florida

Listen to top professionals from the CDC, Purdue, FSU, Nemours, FIT and the Cincinnati Zoo.

PRESENTED BY:



MODERATOR
 Judy Wall, MD
 Medical Director
 Nemours Children's Clinic



Speaker:
 Dr. Alan Beck, Sc.D.,
 Center for the Human Animal Bond
 Purdue University



Speaker:
 David E. Cook, Ph.D.,
 Head, Dept. of Science & Math Education
 Florida Institute of Technology



Speaker:
 Anjaneyulu Krothapalli, Ph.D.,
 Director of the Solar Research Center
 Florida State University



Speaker:
 Duncan Lester, Ed.D.
 Associate Director
 Green Chimney's Children's Services



Speaker:
 Thane Maynard
 Executive Director
 Cincinnati Zoo and Botanical Gardens



Speaker:
 Arthur M. Wendel, MD, MPH
 Medical Officer
 Centers for Disease Control & Prevention
 National Center for Environmental Health

As children are encouraged to pursue interests in science but their exposure to the natural world is limited, learn how nature and science can be paired for their health and education benefits.



FOR MORE INFORMATION OR TO PRE-REGISTER FOR THE FORUM VISIT WWW.HARMONYINSTITUTE.ORG



DON'T MISS the 7th Annual Dark Sky Festival from 6pm-11pm following the forum. This family-friendly festival provides the public with an introduction to the marvels of astronomy and the importance of protecting dark skies - not just for astronomy purposes, but also for the values that darkness provides to area wildlife. Harmony, America's first Dark Sky Development of Distinction recognized by the International Dark Sky Association, is located southeast of Orlando and west of Melbourne.

For more information regarding the Dark Sky Festival visit the website at www.darkskyfestival.com



FASP Legislative Chair, Joshua Lutz

Dear FASP members, the 2010 legislative session is near and as always, FASP is standing by and is ready to work for you to ensure that legislation is enacted not only to protect the children in our state, but also to protect our profession. While our lobbyists are actively monitoring all activity in Tallahassee the most effective and important way to make gains with legislators is by meeting with them personally and expressing our views to them. While many members write letters and call their Senators or Representatives, the value of a handshake and a few minutes “on the Hill” is hard to replace. I invite you all to join FASP during the annual training of the Council for Exceptional Education in Schools (CEES). This yearly event is your opportunity to visit with your congressional representatives, discuss the FASP legislative platform, and make a difference. In addition, you will have the opportunity to help us present various awards to outstanding legislators for their efforts in promoting education and mental health for children during the 2009 session.

You are all cordially invited to attend the CEES Spring Training March 21-23, 2010 in Tallahassee! Many issues related to exceptional students and their families are slated for discussion during the 2010 Session.

Hotel reservations should be made ASAP directly with the CABOT LODGE-THOMASVILLE ROAD; 1653 RAYMOND DIEHL ROAD; TALLAHASSEE, FL 32308; Phone: **(850)386-7500**. **Mention CEES to receive the discounted rate of \$99/night (includes complimentary breakfast and happy hour)**. (You may also stay at a hotel of your choice – contact me if you need roommates or wish to explore other lodging arrangements.)

There is no registration fee for the training, but I need to know who plans to attend so that I can arrange to correct number of materials. To register for the training, simply email your name and contact info to me to jalutz74@gmail.com.

If you have questions or need additional information, please contact me. A preliminary agenda appears below; please note that the agenda is very flexible. Looking forward to seeing you in Tallahassee!!

Joshua Lutz
FASP Legislative Chair

Preliminary Agenda - CEES Spring Training

Sunday, March 21

6-8 p.m. Opening Session
Overview of Guiding Principles
Review of Policy Making Process

Monday, March 22

8:00-8:30 – Registration
8:30 –11:30 General Session
Welcome and Participant Introduction
Update by state policy makers of current issues
Review of current budget proposals
11:30-1:00 Lunch (on your own)
1:00-4:00 General Session
Review of proposed legislation
4:00 – 5:00 Special Awards Presentation

Tuesday, March 23

8:00- 9:00 Review of issues
9:00 – 3:00 Attend committee meetings and related sessions with policy makers



Dear FASP Members, the list below indicates legislative bills of interest to FASP that have been filed for consideration in the upcoming 2010 Florida Legislative Session. Bills in the House of Representatives are identified with the prefix HB. Senate bills are identified as SB. In order for a bill to make it to the governor's desk, identical forms must be passed in both the House and Senate. If a companion bill in the other House is filed, you will see the bill number listed (as well as other related bills). At this time, our lobbyists are monitoring these bills and will be keeping me (and you) informed of any/all movement. If you have a particular opinion or concern with any of these bills, bills not listed, or any other legislative issues please contact me directly at jalutz74@gmail.com Thank you in advance for your continued legislative support.

Joshua Lutz, Ed.S., NCSP
FASP Legislative Chair

FASP 2010 Bill Report

January 25, 2010

HB 0031 - Relating to Public Education, Drake

Public Education: Authorizes district school boards to permit delivery of inspirational message at noncompulsory high school event; provides purpose. Effective Date: July 1, 2010

HB 0045 - Relating to Use of Prescribed Pancreatic Enzyme Supplements, Renuart

Use of Prescribed Pancreatic Enzyme Supplements: Authorizes certain K-12 students to use prescribed pancreatic enzyme supplements under certain circumstances; requires State Board of Education to adopt rules; provides for indemnification. Effective Date: July 1, 2010; **Identical** [SB 0166](#) Relating to Prescribed Pancreatic Enzyme Supplements/Use

HB 0055 - Relating to District School Board Policies and Procedures, Reed

District School Board Policies and Procedures: Provides legislative intent to recognize student academic achievement; encourages each district school board to adopt policies & procedures that provide for annual "Academic [Scholarship](#) Signing Day." Effective Date: July 1, 2010 ; **Identical** [SB 0206](#) Relating to District School Board Policies and Procedures

HB 0059 - Relating to Athletic Coaches, Gibbons

Athletic Coaches: Requires independent sanctioning authority of youth athletic team to screen background of current & prospective coaches through designated state & federal sex offender registries; requires disqualification of coach appearing on registry; requires written notice to disqualified coach; provides rebuttable presumption that sanctioning authority did not negligently authorize coach for purposes of civil action for an intentional tort relating to alleged sexual misconduct by coach if authority complied with screening & disqualification requirements; encourages independent sanctioning authorities for youth athletic teams to participate in specified screening system. Effective Date: July 1, 2010; **Compare** [SB 0150](#) Relating to Sports Coaches/Criminal History Records Checks

HB 0061 - Relating to High School Graduation, Fresen

High School Graduation: Requires that students be advised of availability of certain [courses](#); provides credit requirements for high school graduation with standard [diploma](#) beginning with students entering grade 9 in 2011-2012 school year & students entering grade 9 in 2013-2014 school year; deletes provisions relating to general requirements for high school graduation to conform to changes made by act; provides for accommodations for students with disabilities for purposes of graduation; authorizes award of standard high school diploma to certain honorably discharged veterans; requires passing scores on grade 10 FCAT to meet grade-level proficiency. Effective Date: July 1, 2010; **Compare** [HB 0473](#) Relating to Public School Education, [SB 1154](#) Relating to Public School Education

HB 0081 - Relating to Use, Prevention, and Reduction of Seclusion and Restraint on Students with Disabilities in Public Schools, Hukill

Use, Prevention, and Reduction of Seclusion and Restraint on Students with Disabilities in Public Schools: Provides that manual physical restraint shall be used only in emergency when there is imminent risk of serious injury or death to student or others; provides restrictions on use of manual physical restraint; prohibits use of manual physical restraint by school personnel who are not trained & certified to use district-approved methods for applying restraint techniques; prohibits school personnel from placing student in seclusion; provides requirements for use of time-out; requires school to prepare incident report after occasion of student restraint; requires development & revision of school district policies & procedures. Effective Date: July 1, 2010

HB 0093 - Relating to Cost and Benefit Analysis of Legislation, Crisafulli

Cost and Benefit Analysis of Legislation: Authorizes legislative leadership to request special impact sessions of Revenue Estimating Conference to consider cost & benefit analysis of legislation; establishes timeframes; requires Office of Economic & Demographic Research & other principals to develop protocols & procedures; requires report & utilization of protocols & procedures until affirmatively revoked. Effective Date: upon becoming a law; **Compare** [HB 0121](#) Relating to Economic and Demographic Research, **Identical** [SB 1178](#) Relating to Cost and Benefit Analysis of Legislation

HB 0105 - Relating to Civics Education, McBurney

Civics Education: Designates act "Justice Sandra Day O'Connor Civics Education Act"; provides requirement that reading portion of language arts curriculum include civics education content for all grade levels; provides requirements for civics education course that student must successfully complete for middle grades promotion; requires administration of end-of-course assessment in civics education as field test at middle school level; provides requirements for course grade & course credit; requires inclusion of civics education end-of-course assessment data in determining school grades. Effective Date: July 1, 2010; **Similar** [SB 1096](#) Relating to Middle School Civics Education Assessment

HB 0117 - Relating to Childhood Vaccinations, Ambler

Childhood Vaccinations: Revises requirements for administration of certain vaccines required for school entry; requires licensed health care providers to provide certain vaccine information statements to parents, legal guardians, & legal representatives before administration of certain vaccines to children; requires health care providers to obtain signed statements from parents, legal guardians, & legal representatives documenting that vaccine information statements are provided; specifies required contents of signed statements; requires health care providers to record batch & lot number of each vaccine on signed statements; requires health care providers to maintain certain records; provides for application of act to certain vaccine information statements; authorizes use of single signed statement for administration of multiple vaccines under certain circumstances. Effective Date: July 1, 2010; **Similar** [SB 0222](#) Relating to Childhood Vaccinations

**HB 0119 - Relating to Sexual Offenders and Predators, Glorioso**

Sexual Offenders and Predators: Prohibits loitering or prowling by certain offenders within specified distance of places where children regularly congregate; prohibits certain actions toward child at public park or playground by certain offenders; prohibits presence of certain offenders at or on grounds of child care facility or pre-K through 12 school without notice & supervision; provides exceptions; revises provisions relating to reporting requirements for sexual offenders & predators who are in transient status; preempts certain local ordinances relating to residency limitations & provides exceptions; revises provisions relating to residence reporting requirements for sexual offenders & predators; revises provisions relating to polygraph examinations; provides additional restrictions for certain conditional releasees, probationers, or community controllees who have committed sexual offenses against minors under age of 16. Effective Date: July 1, 2010; **Similar** [SB 1284](#) Relating to Sexual Offenders and Predators

SB 0120 - Relating to Florida Comprehensive Assessment Test, Bullard (L)

Florida Comprehensive Assessment Test [SPSC]; Removes the requirement that a district school board adopt policies for meeting class size maximums which allow a student to graduate from high school if the student passes the grade 10 FCAT. Removes the requirements that a student earn a passing score on the FCAT or alternative assessment to graduate from high school, etc. EFFECTIVE DATE: 07/01/2010; **Compare** [HB 0209](#) Relating to Student Assessment in the Public Schools, [SB 0420](#) Relating to Student Assessment/Public Schools/FCAT, [HB 0473](#) Relating to Public School Education, [SB 1154](#) Relating to Public School Education

SB 0124 - Relating to School Entry Requirements/Swimming Life Skills, Bullard (L)

School Entry Requirements/Swimming Life Skills [SPSC]; Requires that children who enter public or private schools in the state present evidence of having completed a class in swimming life skills conducted by a certified instructor. Provides for certain exemptions from the requirement. Amends specified provisions relating to student and parent rights and requirements for private schools, etc. EFFECTIVE DATE: 07/01/2010.

SB 0160 - Relating to Sales Tax Exemption/Books/Clothing/School Supplies, Baker

Sales Tax Exemption/Books/Clothing/School Supplies [WPSC]; Specifies a period during which the sale of books, clothing, and school supplies is exempt from the tax on sales, use, and other transactions. Provides definitions and exceptions. Authorizes the DOR to adopt rules. APPROPRIATION: \$251,317. EFFECTIVE DATE: Upon becoming law; **Compare** [HB 0597](#) Relating to Tax on Sales, Use, and Other Transactions, **Similar** [HB 0469](#) Relating to Tax on Sales, Use, and Other Transactions, [HB 0483](#) Relating to Tax on Sales, Use, and Other Transactions, [SB 0514](#) Relating to Sales Tax Exemption/Books/Clothing/Supplies

SB 0166 - Relating to Prescribed Pancreatic Enzyme Supplements/Use, Wise

Prescribed Pancreatic Enzyme Supplements/Use [SPSC]; Authorizes certain K-12 students to use prescribed pancreatic enzyme supplements under certain circumstances. Requires the State Board of Education to adopt rules. Provides for indemnification. EFFECTIVE DATE: 07/01/2010.

Identical [HB 0045](#) Relating to Use of Prescribed Pancreatic Enzyme Supplements

HB 0169 - Relating to Education in Public Schools Concerning Human Sexuality, Fitzgerald

Education in Public Schools Concerning Human Sexuality: Creates "Florida Healthy Teens Act"; requires public schools that provide certain information or programs to students concerning human sexuality to provide information that meets specified criteria; authorizes parents or guardians to seek review of school's compliance & provides for corrective actions; provides for exemption from certain teaching. Effective Date: July 1, 2010

HB 0193 - Relating to Health Education, Jones (M)

Health Education: Provides for mandatory one-half credit in health education, independent of physical education credit requirement, for high school students; provides waiver for students who request to take & successfully complete health education assessment developed by DOE; reduces number of credits in elective courses. Effective Date: July 1, 2010; **Identical** [SB 0478](#) Relating to High School Graduation Requirements/Health Ed.

SB 0206 - Relating to District School Board Policies and Procedures, Hill

District School Board Policies and Procedures [SPSC]; Provides legislative intent to recognize student academic achievement. Encourages each district school board to adopt policies and procedures that provide for an annual "Academic Scholarship Signing Day." EFFECTIVE DATE: 07/01/2010; **Identical** [HB 0055](#) Relating to District School Board Policies and Procedures

HB 0209 - Relating to Student Assessment in the Public Schools, Bullard (D)

Student Assessment in the Public Schools: Terminates administration of FCAT to students in grades 9 through 12; requires PSAT/NMSQT to replace grade 10 FCAT for purposes of measuring student's knowledge & skills; requires students to take PSAT/NMSQT in grade 10 & earn passing scores to qualify for standard high school diploma; requires State Board of Education to designate passing scores; requires use of student performance on PSAT/NMSQT for school grading purposes; provides for application beginning with students entering grade 9 in 2011-2012 school year. Effective Date: July 1, 2010; **Compare** [SB 0120](#) Relating to Florida Comprehensive Assessment Test, [HB 0473](#) Relating to Public School Education, [SB 1154](#) Relating to Public School Education, **Identical** [SB 0420](#) Relating to Student Assessment/Public Schools/FCAT

HB 0221 - Relating to Driving Safety, Williams (A)

Driving Safety: Creates "Ronshay Dugans Act"; designates Drowsy Driving Prevention Week; encourages DHSMV & DOT to educate law enforcement community & public about relationship between fatigue & driving performance; restricts use of mobile telecommunications devices by school bus drivers; provides exceptions & penalties. Effective Date: upon becoming a law; **Compare** [HB 0041](#) Relating to Use of an Electronic Wireless Communications Device While Driving, [HB 0323](#) Relating to Use of an Electronic Communications Device While Driving, [SB 0324](#) Relating to Motor Vehicle Operators/Text Messaging, [SB 0326](#) Relating to Public Transportation Operators/Text Messaging, [SB 0328](#) Relating to State Uniform Traffic Control/Texting Prohibited, [HB 0333](#) Relating to Use of Cellular Telephones, [SB 0374](#) Relating to State Uniform Traffic Control/Prohibits Texting, [SB 0418](#) Relating to Cell Phones/Motor Vehicle Operators/School Zones, [SB 0448](#) Relating to Electronic Wireless Communications Device/Driving, [SB 0608](#) Relating to Cellular Telephones/Use While Driving, [HB 0687](#) Relating to Cellular Telephone Use, [SB 0934](#) Relating to Wireless Communications Devices in Motor Vehicles, **Identical** [SB 1144](#) Relating to Driving Safety

SB 0224 - Relating to Student Statewide Assessments/Religious Holidays, Ring

Student Statewide Assessments/Religious Holidays [SPSC]; Revises provisions relating to the schedule for administering comprehensive statewide assessments. Provides that a comprehensive statewide assessment may be administered the week before the week of April 15 if a religious holiday occurs during that week. EFFECTIVE DATE: 07/01/2010; **Identical** [HB 0231](#) Relating to Statewide Assessments

**HB 0231 - Relating to Statewide Assessments, Kiar**

Statewide Assessments: Revises provisions relating to schedule for administering comprehensive statewide assessments to provide exception with respect to certain religious holidays. Effective Date: July 1, 2010; **Identical** [SB 0224](#) Relating to Student Statewide Assessments/Religious Holidays

HB 0349 - Relating to School Food Services, Porth

School Food Services: Provides that district school board policies for operation of school food service programs include requirement that schools provide & post nutritional information for daily meals; requires each school district with summer nutrition program to provide such information. Effective Date: July 1, 2011; **Similar** [SB 0794](#) Relating to School Food Services/Nutritional Awareness

HB 0383 - Relating to Voluntary Prekindergarten Education Program, Long

Voluntary Prekindergarten Education Program: Provides that prekindergarten instructors in school-year prekindergarten programs delivered by private providers & public schools must meet new professional credentialing requirements beginning July 1, 2013; repeals provisions relating to aspirational goals for professional credentials of prekindergarten instructors. Effective Date: July 1, 2013; **Similar** [SB 0848](#) Relating to Voluntary Prekindergarten Education Program

SB 0418 - Relating to Cell Phones/Motor Vehicle Operators/School Zones, Bullard (L)

Cell Phones/Motor Vehicle Operators/School Zones [CPSC]; Prohibits the use of a cellular telephone while operating a motor vehicle in a school zone. Provides an enhanced penalty. EFFECTIVE DATE: 07/01/2010; **Compare** [HB 0221](#) Relating to Driving Safety, [SB 0244](#) Relating to Heather's Law/Cellular Telephone Use in Vehicles, [HB 0333](#) Relating to Use of Cellular Telephones, [SB 0522](#) Relating to Electronic Wireless Communications Device/Driving, [SB 0592](#) Relating to Motor Vehicle Operators/Electronic Handheld Device, [SB 0608](#) Relating to Cellular Telephones/Use While Driving, [SB 1144](#) Relating to Driving Safety, **Identical** [HB 0687](#) Relating to Cellular Telephone Use

SB 0420 - Relating to Student Assessment/Public Schools/FCAT, Bullard (L)

Student Assessment/Public Schools/FCAT [SPSC]; Terminates the administration of the Florida Comprehensive Assessment Test (FCAT) to students in grades 9 through 12. Requires the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to replace the grade 10 FCAT for purposes of measuring a student's knowledge and skills. Requires students to earn passing scores on the PSAT/NMSQT to qualify for a standard high school diploma, etc. EFFECTIVE DATE: 07/01/2010; **Compare** [SB 0120](#) Relating to Florida Comprehensive Assessment Test, [HB 0473](#) Relating to Public School Education, [SB 1154](#) Relating to Public School Education, **Identical** [HB 0209](#) Relating to Student Assessment in the Public Schools

SB 0434 - Relating to Suicide Prevention Education, Sobel

Suicide Prevention Education [SPSC]; Requires that district school boards provide access to educational resources regarding suicide prevention to all instructional and administrative personnel. Provides for school personnel who choose to participate in suicide prevention training to receive in-service credit hours. Requires that each district school board determine the amount of such credit. EFFECTIVE DATE: 07/01/2010.

HB 0439 - Relating to Disability Awareness, Scionti

Disability Awareness: Requires district school boards to provide disability history & awareness instruction in K-12 public schools; requires certification of individuals delivering instruction; requires Governor's Commission on Disabilities to initiate study on disability awareness training, to be conducted by private non-profit entity, & oversee statewide disability awareness training provider & certification program; provides for payment of fees; requires commission to promote disability awareness training in all public entities in state. Effective Date: upon becoming a law

HB 0443 - Relating to Interpreters and Translators, Heller

Interpreters and Translators: Requires Florida School for Deaf & Blind to designate entity to issue credentials to interpreters & transliterators who provide services for persons who are deaf or hard of hearing; requires person who provides interpreting or transliterating services to possess credential issued under act; requires that credentialing entity establish Interpreters for Deaf & Hard of Hearing Advisory Board. Effective Date: July 1, 2010; **Identical** [SB 0980](#) Relating to Interpreters and Translators

HB 0467 - Relating to Public K-12 Education, Jones (M)

Public K-12 Education: Provides that comprehensive health education curriculum shall include component on teen dating violence & abuse for students in grades 7-12; requires district school boards to adopt & implement dating violence & abuse policy; requires DOE to develop model policy; requires school personnel training. Effective Date: July 1, 2010; **Identical** [SB 0642](#) Relating to Public K-12 Education/Teen Dating Violence & Abuse

HB 0473 - Relating to Public School Education, Bullard (D)

Revises statewide student assessment program beginning with 2014-2015 school year; discontinues use of FCAT; requires use of subject area assessments in grades 3 to 5, subject area assessments & end-of-course examinations in grades 6 to 12, & diagnostic assessments in grades 6, 8, & 10; revises high school graduation requirements to include measure of overall academic performance; revises credit requirements in mathematics & science; revises basis for determining school grades & school improvement ratings; revises comprehensive program for student progression; revises Florida School Recognition Program; provides for public school assessment & accountability alignment committee to develop standards & procedures for revised assessment systems. Effective : July 1, 2014; **Compare** [HB 0061](#) Relating to High School Graduation, [SB 0120](#) Relating to Florida Comprehensive Assessment Test, [HB 0209](#), Relating to Student Assessment in the Public Schools, [SB 0420](#) Relating to Student Assessment/Public Schools/FCAT, **Similar** [SB 1154](#) Relating to Public School Education

SB 0478 - Relating to High School Graduation Requirements/Health Ed., Sobel

High School Graduation Requirements/Health Ed. [SPSC]; Provides for a mandatory 1/2 credit in health education, independent of physical education credit requirements, for high school students. Provides a waiver for students who request to take and successfully complete a health education assessment developed by the Department of Education. Reduces the number of credits in elective courses. Effective: 07/01/2010; **Identical** [HB 0193](#) Relating to Health Education

SB 0514 - Relating to Sales Tax Exemption/Books/Clothing/School Supplies, Fasano

Sales Tax Exemption/Books/Clothing/School Supplies [WPSC]; Specifies a period during which the sale of books, clothing, and school supplies is exempt from the sales, use, and other transactions tax. Provides definitions and exceptions. Authorizes the Department of Revenue to adopt rules. EFFECTIVE DATE: Upon becoming law; **Compare** [HB 0597](#) Relating to Tax on Sales, Use, and Other Transactions, **Similar** [SB 0160](#) Relating to Sales Tax Exemption/Books/Clothing/School Supplies, [HB 0483](#) Relating to Tax on Sales, Use, and Other Transactions, **Identical** [HB 0469](#) Relating to Tax on Sales, Use, and Other Transactions

SB 0524 - Relating to Student Voter Education, Fasano

Student Voter Education [SPSC]; Provides for a voter education program. Requires that each district school board and county supervisor of elections jointly provide the program for high school students who are eligible to register or preregister to vote. Requires that such education consist of a mandatory presentation made by the supervisor of elections to public high school students who are eligible to register or preregister to vote, etc. Effective Date: 07/01/2010;

Identical [HB 0407](#) Relating to Student Voter Education

**SB 0534 - Relating to Virtual Schools, Altman**

Virtual Schools [WPSC]; Provides that a virtual school operated by an approved provider under s. 1002.45, F.S., may be a charter school for purposes of s. 1002.33, F.S. Provides that the virtual school is not subject to certain provisions pertaining to facilities or student transportation. Effective Date: 07/01/2010.

HB 0599 - Relating to Public School Transportation, Nelson

Public School Transportation: Authorizes district school boards to designate & use certain elementary schools as transportation hubs; provides for district school board policies that authorize private advertisements on school buses; provides for payment of advertisement fee & use of fee; requires State Board of Education rules relating to display of advertisements; revises provisions relating to hazardous walking conditions & requirements for funding transportation of students. Effective Date: July 1, 2010

HB 0603 - Relating to Notification of School Personnel, Soto

Notification of School Personnel: Requires that specified school personnel be notified when child of any age is formally charged by state attorney with felony or delinquent act that would be felony if committed by adult. Effective Date: July 1, 2010

Compare [SB 1058](#) Relating to Notification of School Personnel/Child Felony

SB 0642 - Relating to Public K-12 Education/Teen Dating Violence & Abuse, Smith

Public K-12 Education/Teen Dating Violence & Abuse [SPSC]; Provides that comprehensive health education taught in the public schools shall include a component on teen dating violence and abuse for students in grades 7 through 12. Requires district school boards to adopt and implement a dating violence and abuse policy. Provides policy requirements. Requires the Department of Education to develop a model policy. Requires school personnel training. EFFECTIVE DATE: 07/01/2010; **Identical** [HB 0467](#) Relating to Public K-12 Education

SB 0696 - Relating to Mental Health and Substance Abuse Treatment, Storms

Mental Health and Substance Abuse Treatment [SPSC]; Expresses the legislative intent to revise laws relating to mental health and substance abuse treatment. EFFECTIVE DATE: 07/01/2010.

SB 0720 - Relating to Persons with Disabilities, Storms

Persons with Disabilities [SPSC]; Expresses the legislative intent to revise laws relating to persons with disabilities. EFFECTIVE DATE: 07/01/2010.

SB 0738 - Relating to Class Size Limits In Public Schools/Repeals, Bennett

Class Size Limits In Public Schools/Repeal; Proposes an amendment to the State Constitution to repeal the class size limits.

SB 0772 - Relating to Physical Education, Constantine

Physical Education [SPSC]; Clarifies provisions requiring that a school district notify a student's parent regarding certain options available to the student as an alternative to participation in physical education. EFFECTIVE DATE: 07/01/2010.

SB 0848 - Relating to Voluntary Prekindergarten Education Program, Rich

Voluntary Prekindergarten Education Program [SPSC]; Provides that prekindergarten instructors in school-year prekindergarten programs delivered by private providers and public schools must meet new professional credentialing requirements beginning July 1, 2013. Deletes provisions relating to alternate educational credentials, to conform. Repeals a specified provision relating to aspirational goals for the professional credentials of prekindergarten instructors, etc. EFFECTIVE DATE: 07/01/2010; **Similar** [HB 0383](#) Relating to Voluntary Prekindergarten Education Program

SB 0896 - Relating to Students with Diabetes, Peadar, Jr.

Students with Diabetes [SPSC]; Requires the DOH to develop guidelines for the training of diabetes personnel. Requires each district school board and the governing body of each private/charter school to provide training to a minimum number of school employees. Prohibits a school district from restricting the assignment of a student who has diabetes to a particular school. Effective: 07/01/2010; **Compare** [HB 0747](#) Relating to Care of Public School Students with Diabetes

SB 0940 - Relating to School Attendance/Withdrawing from School, Wilson

School Attendance/Withdrawing from School; Requires that a student who is withdrawing from school be assigned a counselor or other school personnel to provide educational information until the student is 18 years of age. Requires that 9th grade students in their second semester and students who are withdrawing from school receive detailed instruction regarding the effects of withdrawing from high school without graduating and certain available options.

SB 0976 - Relating to Public School Students/Grades 1-3/Reading, Wilson

Public School Students/Grades 1-3/Reading; Requires that students who are enrolled in a public elementary school and reading below grade level be placed into an intensive reading lab. Provides for oversight of the progress of students assigned to a reading lab. Encourages the principal of a school where reading labs are required to solicit donations to secure instructional materials. Specifies requirements for training teachers to teach reading. Effective Date: 07/01/2010.

SB 1058 - Relating to Notification of School Personnel/Child Felony, Aronberg

Notification of School Personnel/Child Felony [SPSC]; Requires that specified school personnel be notified when a child of any age is formally charged by a state attorney with a felony or a delinquent act that would be a felony if committed by an adult. EFFECTIVE: 07/01/2010; **Compare** [HB 0603](#) Relating to Notification of School Personnel

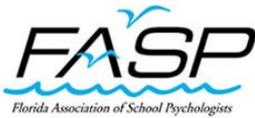
SB 1110 - Relating to School Speed Zones, Wilson

School Speed Zones; Creates the "Shaye Patrick Martin Safety Act." Provides for transitional speed areas before and after the slowest established speed limit within a school zone. Requires the installation of vehicle speed cameras in school zones to record an image of the driver and the license plate of a motor vehicle exceeding a speed limit within the school zone. Provides penalties for violation of a speed limit within a school zone, etc. EFFECTIVE DATE: 07/01/2010.

Identical [HB 0475](#) Relating to School Speed Zones

SB 1154 - Relating to Public School Education, Gelber

Public School Education; Amends specified provisions relating to discontinuance of administration of the Florida Comprehensive Assessment Test (FCAT), to conform to changes made by the act. Deletes requirement that district school boards establish policies for intensive reading and mathematics intervention courses in high school. Provides for intervention services. Revises general requirements for high school graduation, etc. EFFECTIVE DATE: Upon becoming law except as otherwise provided; **Compare** [HB 0061](#) Relating to High School Graduation, [SB 0120](#) Relating to Florida Comprehensive Assessment Test, [HB 0209](#) Relating to Student Assessment in the Public Schools, [SB 0420](#) Relating to Student Assessment/Public Schools/FCAT, **Similar** [HB 0473](#) Relating to Public School Education



FASP 2010



Advertising and Sponsorship Opportunities

Advertising Rates (a la carte)

FASP Newsletters – 3 issued annually

	<u>Full Page</u>	<u>½ page</u>	<u>¼ page</u>
1 issue Newsletter Ad	\$100	\$50	\$25
2 issues Newsletter Ad	\$175	\$100	\$50
3 issues Newsletter Ad	\$250	\$150	\$100

FASP Annual Conference and Summer Institute Programs

	<u>Full Page</u>	<u>½ page</u>	<u>¼ page</u>
Annual Conference Program	\$500	\$300	\$150
Summer Institute Program	\$250	\$125	\$75
Both Events	\$650	\$350	\$200
Conference Program Back Cover	\$2000		

FASP Website and Email Advertisements

Annual - \$1000 6 month - \$600 3 month - \$400 1 month - \$ 200

Job Listing (non - educational agency) - \$100/month

FASP FLASH (monthly email to members) - 1 month ad - \$100.00

FASP Annual Conference and Summer Institute Trade Shows

Discounts available for multiple tables or sponsorship of FASP events

	Non-Member	FASP Member Rate
Annual Conference Table	\$375	\$250
Summer Institute Table	\$250	\$150
Both Events	\$ 500 (save\$125)	\$300 (save \$100)



ADVERTISING PACKAGES

PLATINUM - \$2000.00 (save \$500) – Includes Trade Shows

Includes Full Page Ads for Conference program, Summer Institute Program, and all 3 newsletters, one year website ad and one tradeshow table at the Summer and Fall Events.

GOLD - \$875 (save \$125)

Includes Full Page Ads for Conference program, Summer Institute Program, and all 3 newsletters

SILVER - \$500 (Save \$75)

Includes 1/2 Page Ads for Conference program, Summer Institute Program, and all 3 newsletters

BRONZE - \$275 (Save \$50)

Includes 1/4 Page Ads for Conference program, Summer Institute Program, and all 3 newsletters

FASP ANNUAL FALL CONFERENCE SPONSORSHIP OPPORTUNITIES

PLATINUM SPONSORSHIP

Annual Conference Welcome Reception - \$20,000 (5 available at \$4000 each)

Co-Sponsor this event and receive

- ✦ Preferential Promotion at the Event
- ✦ Complimentary Annual Conference Trade Show Tables (3)
- ✦ Complimentary Full Page Ad in Annual Conference Program

Full \$20,000 sponsorship earns all of the above, Platinum Advertising Package and Conference Program Back Cover

GOLD SPONSORSHIP

- * Annual Conference President's Party \$1,250 (4 available)
- * Annual Conference Student Reception - \$1000 (2 available)
- * Full Day Coffee Break - \$1500 (4 available)
- * Featured CEU presenter (speaker's cost)

Sponsor and receive the following:

Preferential promotion at the Event; 1 Trade Show Table; 1/2 Page Ad in the Conference Program

SILVER SPONSORSHIP

- * Partial Day Coffee Break - \$500 (up to 12 available)

Sponsor and receive the following:

Preferential promotion at the Event; 1 Trade Show Table or 1/4 Page Ad



FASP ANNUAL SUMMER INSTITUTE SPONSORSHIP OPPORTUNITIES

Summer Institute Welcome Reception - \$10,000 (4 available at \$2500 each)
Co-Sponsor this event and receive
✦ Preferential Promotion at the Event
✦ Complimentary Summer Institute Trade Show Tables (2)
✦ Complimentary Full Page Ad in Summer Institute Program

Full Day Coffee Break - \$1500 (4 available)
Sponsor and receive the following:
Preferential promotion at the Event
1 Trade Show Table
1/2 Page Ad in the Summer Institute Program

Partial Day Coffee Break - \$500 (up to 12 available)
Sponsor and receive the following:
Preferential promotion at the Event
1 Trade Show Table or ¼ page ad



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FASP 2010 Advertising and Trade Show Order Form

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Circle all that apply below

ADVERTISEMENTS

Newsletter Ad: # of issues _____	<u>Full Page</u>	<u>1/2 Page</u>	<u>1/4 page</u>	
Annual Conference Ad:	<u>Full Page</u>	<u>1/2 Page</u>	<u>1/4 page</u>	
Summer Institute Ad:	<u>Full Page</u>	<u>1/2 Page</u>	<u>1/4 page</u>	
Both Events Ad.	<u>Full Page</u>	<u>1/2 Page</u>	<u>1/4 page</u>	
Website Ad:	<u>Annual</u>	<u>6 month</u>	<u>3 month</u>	<u>1 month</u>

TRADE SHOWS

	Non Member	FASP Member
Annual Conference Table	\$375	\$250
Summer Institute Table	\$250	\$150
Both Events	\$500	\$300

ADVERTISING PACKAGES

Platinum: \$2000.00	Gold: \$875.00	Silver: \$500	Bronze: \$275
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**** CALL TO INQUIRE ABOUT SPONSORSHIPS AND DISCOUNT PACKAGES****

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FASP ANNUAL CONFERENCE 2009 RECAP



Left: Osceola Supervisor, Linda Callahan, smiling studiously!



Above: Volusia County Supervisor, Mary Alice Meyers, on her way to a workshop!

Right: Andy Nott enjoying the conference coffee break.



Right: President Mark Neely posing for the paparazzi.



Left: Conference Trade Show



Left: CEU Sign-in is an Important Job!



Above: Dr. Phil Lazarus, NASP President Elect, at the FASP Registration Desk



FASP ANNUAL CONFERENCE 2009 RECAP



Left: Hectic times at the FASP registration desk!



Above: Conference Chair Madness!

Right: Monica Murray and Jim Spratt at the jewelry table!



Left: Past-Presidents Brad Underhill and Josh Lutz



Above: NASP President Patti Harrison keynote presentation.

Right: FASP Job Fair Excitement!



Left: Pam Abrams, FASP School Psychologist of the Year!



Above: Graduate Award Winner, Nicole Kojkowski,



The Florida Association of School Psychologists

Presents

The 2010 Summer Institute

Corrected Dates:

Wednesday July 21 – Saturday July 24, 2010

RtI . . . Beyond the Basics into Practice

Topics include "RtI at the Secondary Level" with Dr. Mark Shinn, National Louis University, "Effective Teaming and Data Analysis" with Dr. Heather George, Florida PBS Project, and "Technical Assistance on the SLD Rule" with Dr. David Wheeler, Florida Student Support Services Project



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Online registration for the 2010 Summer Institute will be available on the FASP website at www.fasp.org soon.





MOTION SUMMARIES - FASP EXECUTIVE BOARD MEETING
October 2009



Motion #1 - Move to accept the 2009- 2010 FASP Executive Board as printed.

President: Mark Neely
President Elect: Monica Murray
Immediate Past President: Brad Underhill
Secretary: Gail Patterson
Treasurer: Amy Endsley
East Central Representative: Cindy Vines
Northwest Representative: Melissa Taylor-Krueger
Northeast Representative: Freda Reid
South Representative: Kat Norona
Southeast Representative: Kim Berryhill
Southwest Representative: Phyllis Walters
West Central Representative: Roxanna Santos
Administration and Supervision: Mary Alice Myers
Awards: Annette Hicks
CE Credit Coordinator: Geoff Freebern
2010 Conference Chair: Alberto Gamarra
Michelle Robertson-Shepard
Cultural and Linguistic Diversity: Monica Murray
DOE Consultant: David Wheeler
Ethics and Standards of Practice: Freda Reid
Historian: Sherry Scott
Legislative: Joshua Lutz
Membership: Adrienne Avallone
NASP Delegate: Sarah Valley-Gray
Newsletter: Jennifer Valentine, Julia Berlin
Planning and Development: Bill Donelson
Private Practice: Debbie Davidson
Professional Development: Patti Vickers
Public Policy and Information: Joshua Lutz
Registrar: Kelly Low
Research: Rance Harbor
Technology/Communications: Michelle Robertson-Shepard
Training and Credentialing: Phil Lazarus
Children's Services: Gene Cash
Interest Group Chair: Terry Vaccaro
Student Delegate: Troy Loker
Low Incident: Terry Vaccaro
Problem-Solving/ Response to Intervention: Clark Dorman
Additional Contacts (Not Executive Board Members) FASP
Lobbyist: Cerra Consulting Group (Bob and John Cerra)
Motion by, Neely; Second by Lutz
Discussion- Neely reads the list
Motion passed

Motion #2 - Move to rescind Motion #9 from the July 2009 Executive Board Meeting.
Motion by Lutz; Second by Cash
Discussion- It is not necessary to rescind the motion.
Motion WITHDRAWN

Motion #3 -Move to accept the following changes to the FASP Bylaws and present them to the membership at the 2009 Annual Business Meeting
Article II: Sect. 1: D: Honorary Member: Add the following "All recipients of the Willard Nelson Lifetime Achievement Award are given honorary membership."
Motion by Lutz; Second by Vickers
Discussion-Cash recused himself from this vote.
Motion passed

Motion #4 Move to accept the July 2009 FASP Executive Board Meeting minutes as printed.
Motion by Low; Second by Lutz
Motion passes

Motion # 5-Move to co-sponsor "Mental Health Issues Across the Developmental Spectrum" with UWF in February 2010. FASP registration fees to be determined by current PPP and associated group rates.
Moved by Krueger; Second by Lutz
Discussion
Motion passed

Motion # 6-Motion to approve the members of the Ethics and Standards of Practice Committee for 2009-2010 as:
Freda Reid, Chair
Gene Cash, Phil Lazarus, Kathy Leighton, Josh Lutz, Tom Oakland, Bob Templeton,
Motion by Leighton, Second by Gamarra
Motion Passed

Motion #7- Move to approve the following students' access to the FASP membership database for research purposes. Attached are the names of the researchers, their affiliation, and the title of their proposal. The vote will approve the three proposals listed below.
Study 1: Rachell Santos, Graduate Student, Barry University
Title: A Comparison Between the Roles and Functions of School Psychologists in the United States and the Dominican Republic

Study 2: Selena C. Bavaro, Graduate Student, Barry University
Title: Attitudes of Florida School Psychologists Toward Rule 6A-6.03018, Florida administrative Code (F.A.C.), Exceptional Education Eligibility for Students with Specific Learning Disabilities

Study 3: Laura Cruz, Graduate Student, Florida State University
Title: Self Perceptions of Competency in Evaluating and Serving Students with Autism Spectrum Disorders: A Survey of School Psychologists
Motion by Harbor; Second by Gamarra
Motion Passed

