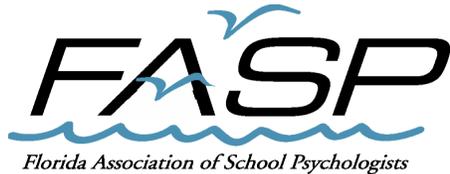


The Florida School Psychologist

The Newsletter of the Florida Association of School Psychologists



Volume 40 Number 3

Fall 2014

Adrienne L. Avallone and Kurt Wasser, Co-Chairs



President's Message

Geoffrey Freebern

Greetings Fellow FASP Members, FASP Friends, and FASP Friends & Members to be:

It is hard to believe that we are nearing the 2014 Annual Conference, and especially nearing the end my presidential term (T-minus 44 days, 11-hours, 13 mins, and 20 seconds as of the writing of this message – not that I'm counting =:->)

Actually, it has been a positively great experience serving as president of this great association, which consists of even greater members! With regard to members, as of the writing of this message, FASP is at the 484 member mark. That is encouraging as we typically have a significant up-tick in member renewals during this time as we roll out the push for attending the 41st Annual Conference at the Hyatt Regency Sarasota (Nov. 5th-8th). We actually have a good chance of reaching our goal of having 700 members by the end of 2014.

So far this year, FASP has offered the following high-quality professional development activities: a Northwest (NW) Regional workshop on the WIPPSI-IV and Pearson's Q-Interactive system; the Summer Institute on the topics of *Use of the WJ-IV for Comprehensive Evaluations of Struggling Readers*, *The Science of Executive Functioning: New Data, New Ideas, & the New Comprehensive Executive Functioning Inventory (CEFI)*, and *CHC & Rtl: Applying Theory within an MTSS Framework*; a Southwest (SW) Regional / Applied Behavior Analysis committee sponsored workshop titled *From Defiant to Compliant: Supporting Youth with Challenging Behaviors*. These professional development activities were well received by the attendees. The experience was made even better by the use of the Wild Apricot system for a smooth registration and renewal process.

The use of Wild Apricot should enhance the FASP member experience significantly. This new service should make membership renewals and registering for professional development activities seamless. Payments will be processed immediately and members shall receive confirmation and a receipt immediately. Of course there were some minor "glitches" during the SI registration but nothing a little "e-Spackle" couldn't fix. The next major test of the new system will be registering for the upcoming, biggest event of the year...



The FASP 41st Annual Conference - **Facilitating Academic, Social/Behavioral & Psychological Success for ALL Students** will be **November 5th – 8th 2014** at the Hyatt Regency (Sarasota). Our Keynote speaker will be the Executive Director of NASP – Susan Gorin. Featured Presenters include Dr. Shannon Suldo (*Addressing Mental Health across the Tiers*), Dr. Matt Burns (*Hands-on Strategies for Instruction and Intervention: Improving Essential Math Skills*), Dr. Milton Dehn (*Working Memory and Academic Learning: Interventions and Effective Instruction*), Dr. George McCloskey (*Effective Interventions for Children and Adolescents Exhibiting Academic Disengagement and Behavior Problems & The Neuropsychology of Emotions and Interventions for Emotional Difficulties*), and Dr. Stephen Feifer (*The Neuropsychology of Reading Disorders: Diagnosis and Interventions*).

Hopefully you will be able to attend. Some fun social and charitable events are also scheduled. It should be a Great “Faspy” time.

In addition to all the fun & games involved with planning the Professional Development activities, FASP has also been hard at work doing other things including:

- Revitalizing the Interest Groups committee by bringing Dr. Lola Heverly back to the board. Be looking for the first Interest Group activity in years to be held at the Annual Conference!
- Brought back FASP merchandise – www.fasp.spreadshirt.com
User ID: FASPshop Password: purchase
- Developed and shared FASP Position Statements regarding Internship Compensation and the proposed FLDOE rule change regarding the 60-day timeline for initial evaluations. These position statements can be found at www.fasp.org/Main/FASP_Publications.html
- FASP also partnered with Multiview Inc., to bring in advertising revenue utilizing the FASP.org website. The added revenue will help pay for the continued use of the FASP.org page and the Wild Apricot service.
- FASP continues to add resources to our website as well - make sure to check out: www.fasp.org/Main/Students.html , www.fasp.org/Main/Educators.html and www.fasp.org/Main/Families.html

FASP is always looking for new leaders. Please consider getting involved with the Executive Board by serving on one of the FASP committees or even being a committee chair. Some may think that I am trying to recruit people because “misery loves company”, but that would only be partially correct. I’m also trying to bring “fresh legs” into the game. As long as there are schools, there will always be a need for School Psychological services. It seems like there is a greater need now more than ever – so the ‘fresher’ the legs the better our profession will be equipped to improve the lives of children and families of Florida.

Until next time – Think Positive, Be Positive, Act Positive,
Geoffrey D. Freebern, NCSP
FASP President 2013-2014



TABLE OF CONTENTS

President’s Message.....1

Executive Board Members.....2

FASP Membership Renewal Update.....6

Annual Conference Update.....8

ABA FASP is On the Move.....24

2014 FASP Award Nominations.....26

2015 FASP Internship Procedures28

Message from NASP delegate.....30

FASP’s Student Services Partners.....33

Paper on Fl. DOE Proposed 60 day Rule34

The New DSM-5 and Interventions for ASD: What School Psychologists Need to Know.....36



Conflict Resolution Collaborative
Tampa, Florida

Family Mediation Certification Training

October 23, 24, 25, 30, 31 & November 1, 2014
February 12, 13, 14, 19, 20 & 21, 2015
Primary Trainer: Gregory Firestone, Ph.D.

Circuit Civil Mediation Certification Training

November 7, 8, 9, 15 & 16, 2014
March 20, 21, 22, 28 & 29, 2015
Primary Trainer: James Williams, Esq.

Parenting Coordination Training

January 15, 16 & 17, 2015
Primary Trainer: Debra Carter, Ph.D.

Dependency Mediation Certification Training

April 23, 24, 25, 30 and May 1 & 2, 2015
Primary Trainer: Gregory Firestone, Ph.D.

— CEU’s for Mental Health —

For information and registration

visit www.crc.usf.edu or call toll free 800-852-5362

USF is an Equal Opportunity/Equal Access/Affirmative Action Institution.

MEDIATION
TRAINING



executive board

FASP OFFICERS (ELECTED)

2013-2014

President
Geoff Freebern
geoffrey.freebern@gmail.com

President-Elect
Troy Loker
tloker@gmail.com

Immediate Past President
Rance Harbor
drharbor@ranceharbor.com

Secretary
Susan Valero
faspsecretary1314@gmail.com

Treasurer
Jessica Nease White
fasp_treasurer2014@gmail.com

Northeast Representative
Freda Reid
fmr@bellsouth.net

Northwest Representative
Sharon Bartels-Wheelless
SWheelless@cox.net

East Central Representative
Michele Paymer
mpaymerfaspeast@gmail.com

West Central Representative
Juliana Stolz
faspwestcentral@gmail.com

South Representative
Joan Kappus
joanv2@yahoo.com

Southeast Representative
Marcela Lemos
lemosmr1@gmail.com

Southwest Representative
Jana Csenger
fapsouthwest@gmail.com

Liasion Positions (Non Appointed)

Children's Services Fund Inc.
Sarah Valley Gray
vallevor@gmail.com

DOE Consultant
David Wheeler
wheeler@usf.edu

FASP Political Committee
Kurt Wasser
wasserk@bellsouth.net

NASP Delegate
Bill Donelson
donelson_bill@comcast.net

FASP Lobbyists
Bob Cerra
bobcerra@comcast.net
John Cerra
cerraj@comcast.net





standing committees

Administration & Supervision

Mary Alice Myers
mamnsb@hotmail.com

Awards

Patti Vickers pvickers@cfl.rr.com

Bylaws

Rance Harbor
drharbor@ranceharbor.com

CE Credit Coordinator

Amanda "Mandy" Leach
amandaleach84@gmail.com

Conference 2014

Denise Dorsey
ddorsey3@gmail.com
Amy Vance
alv325@mindspring.com

Diversity

Monica Andrea Oganés
monica@monicaoganes.com

Ethics & Standards of Practice

Freda Reid
fmr@bellsouth.net

Membership

Kim Berryhill
faspmembership@gmail.com

Newsletter

Kurt Wasser
wasserk@bellsouth.net
Adrienne Avallone
aaqators@comcast.net

Planning & Development

Bob Templeton
benbobbart@aol.com

Private Practice

Ralph E. "Gene" Cash
GCash1@aol.com

Professional Development

Patti Vickers & Freda Reid

Public Policy & Professional Relations

Ralph E. "Gene" Cash
GCash1@aol.com

Registrar

Lisa Perez FASPRegistrar1@gmail.com

Research

Huijun Li
huijun.li@famu.edu

Student Delegates

Omega Russel (USF)
Jessica Vasquez (USF)
FASPStudentDelegates@gmail.com

Technology & Communications

Michelle Robertson-Shephard
fasptechcom@gmail.com

Training & Credentialing

Diana Joyce
dioyce@coe.ufl.edu

special committees

Historian

Nick Cutro
cutro@nova.edu

Public & Media Relations

Nikki Sutton-Tyler
fasppublicandmediarelations@gmail.com

Applied Behavior Analysis

Denise Dorsey
ddorsey3@gmail.com

School Neuropsychology

Monica Andrea Oganés
monica@monicaoganes.com





FROM THE MEMBERSHIP CHAIR



WHY SHOULD I JOIN/RENEW FASP MEMBERSHIP???? HERE ARE SOME REASONS WHY.....

MEMBER BENEFITS

PROFESSIONAL DEVELOPMENT

FASP members have the opportunity to obtain Continuing Education credits, increase their professional skill development and obtain discounted rates to FASP sponsored workshops, the [Summer Institute](#) and the [Annual Conference](#).

INFORMATION AND PUBLICATIONS

FASP keeps you informed of critical issues to school psychologists via *The Florida School Psychologist* [newsletter](#), the FASP Flash email newsletter, and the FASP website. These sources provide current information within the profession including information about upcoming events, professional best practices, State and National news, accomplishments of members, and new or updated products and publications relevant to school psychology. Our [FASP President](#) and [NASP delegate](#) give information from the national level by their attendance at leadership meetings and frequent communication with other state leaders and the NASP leadership. The FASP membership directory offers you the opportunity to contact fellow school psychologists around the state.

LEGISLATIVE AND REGULATORY REPRESENTATION

FASP monitors and sponsors legislation that can have a great impact on school psychologists. Our FASP lobbyist represents you and your professional interests before the State Legislature. FASP also provides liaisons with various State Departments, Boards and Commissions. The [Public Policy & Professional Relations](#) Chair makes available frequent legislative updates to keep members informed of critical issues that have an impact on school psychology and services to children.



MEMBER BENEFITS

PUBLIC AWARENESS

FASP Public & Media Relations efforts are designed to promote understanding and support for the profession of school psychology. FASP works to target information to specific groups and audiences including legislators, media representatives, school administrators, parents, and teachers about the profession of school psychology's valuable contribution to the educational process and to mental health services. Join our collective voice professional concerns and dissemination of information.

LEADERSHIP OPPORTUNITIES

FASP encourages members to become involved as an Executive Board Member. While serving as a board member you have the opportunity to learn many new skills and you can earn Continuing Education credit toward your NCSP.

EMPLOYMENT OPPORTUNITIES

The FASP Flash and website announces current positions available and every year at our annual conference, a job fair allows members to meet prospective employers and to obtain information about possible job opportunities.

RECOGNIZE EXEMPLARY SERVICE

FASP provides awards for the School Psychologist of the year, the Outstanding Administrator of the year, Outstanding Legislator of the year, and awards Graduate Studies. FASP also recognizes Innovative Programs that have made a difference for children. Periodically, FASP recognizes members who have made a significant contribution to the field via the Willard Nelson Lifetime Achievement Award.

RESEARCH

FASP conducts, supports, and disseminates results of pertinent research to promote the delivery of state-of-the-art school psychological services. FASP awards grants biannually to support research by FASP members.

HISTORICAL INFORMATION

FASP has archives of many of the FASP documents produced over the years maintained by the Historian.

CHILDREN'S SERVICES FUND (CSFI)

FASP provides members with the opportunity to participate in our charitable organization. The Children's Services Fund provides grants to bring needed services to Florida's children. As a member of the Children's Services Fund, FASP members can apply for grants to help children in need.

*****JOIN/RENEW NOW by going to the FASP website (www.fasp.org)**

FASP Members: Do you need to update your contact information - email address, phone number, mailing address? Please contact the membership chair(s) with your current information (faspmembership@gmail.com).



**Facilitating Academic,
Social/Behavioral & Psychological
Success for ALL Students**



Wednesday Night Events

5:00 - 5:45 PM - SOCIAL HOUR

- ◆ Take a daybreak from your day.
You have earned it!
- ◆ Relax, socialize, and enjoy some light snacks just outside the Salon.
- ◆ Cash bar available.



6:00 - 7:00 PM - AWARDS CELEBRATION!

- ◆ Come to the Salon to celebrate the accomplishments of students, colleagues, and professionals throughout Florida.
- ◆ Get inspired and support your friends!

7:00 - 10:00 PM - BOATHOUSE - WELCOME ABOARD PARTY

- ◆ Join your friends and colleagues in the Boathouse for conversation, entertainment & delectable heavy hors d'oeuvres.
- ◆ Let the fun continue! Cash bar available.





FASP 41st Annual Conference

Registration... Easy as 1, 2, 3...

Follow links at FASP.org to registration page.

Enter your email (where you receive FASP emails).

Select Registration package & pay!

Registration Tip:

Our new registration system will recognize you when you enter your email address and will show registration options available to you. Member rates will only appear to members. To become a member or renew, visit us at fasp.org and select "Join FASP".

Check payments:

Complete your online registration and mail your check to our Treasurer with a printed invoice. Additional instructions and mail-to address available at registration.

***FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS.**

POSTER PRESENTATIONS

Be a Part of the *System* with STEM
L. Hillard

Common misconceptions and facts about school shooters: What do we know?
D. Weiss & M. Mourad,

Does training impact advocacy efforts?: An exploration of the efficacy of public policy advocacy training
J. Lyons, S. Webster, B. Friedman, & G. Cash

Effects of School Climate and Gender on Academic Achievement
M. Horowitz, E. Ney, & J. Aviles

Internalizing Behaviors in Chinese Adoptions: Examining Pre-adoption and Post-adoption Factors
D. Powers

MTSS & Intensive Intervention: Improving Reading Gains for ALL Learners
L. Patrusky

Roadmap to a Smooth College Transition: A Psychoeducational Group for High School Seniors with ADHD
S. Smith, S. Diers, D. Vetro, & S. Margeson

Social-Emotional Strengths and Academic Outcomes in Kindergarten Students
B. Bander, J. Ogg, S. Suldo, & R. Dedrick

The Effects of Ethnic Immigrants Coping Strategies on Academic Outcomes
A. Pooch, K. Dixon & S. Colon

The Effects of Music as an Intervention for Children with Attention Deficit Hyperactivity Disorder
M. Maloy

Trend in Traumatic Brain Injury Research in School Psychology Journals
S. Smith & A. Canto



Facilitating Academic, Social/Behavioral & Psychological Success for ALL Students

CONFERENCE AT A GLANCE

Tuesday, November 4

Finance Committee Meeting.....	9:00am – 11:30pm
Executive Board Meeting.....	1:00pm – 7:00pm
Conference Registration.....	7:00pm – 8:00pm

Wednesday, November 5

Conference Registration.....	7:30am – 4:30pm
Breakout Sessions.....	9:00am – 4:50pm

Wednesday Morning CE Sessions

- State & National Legislative Update (Cash, Caproni, Cerra, Bush, Lyons & Webster)..... 9:00am - 11:50am
- An Introduction to the Wechsler Intelligence Scale for Children – 5th Edition (Kjer & Maglione).....9:00am - 11:50am
- Managing the “Slippery Slope” of Ethical Dilemmas (Pita & Pepe).....9:00am - 11:50am
- The Boy Who Could See Letters But Not Words (Vuai).....9:00am - 11:50am
- Mindfulness Breathing in School: It’s Effects on Learning & Behavior (O’Brien).....,9:00am - 9:50am
- Revealing the Matrix: ACT Goes to School (Carlyon).....10:00am - 11:50am

Job & Internship Fair.....11:00am – 11:50am

Welcome & Keynote Speaker.....1:00pm – 2:50pm

Wednesday Afternoon CE Sessions

- Assessment, Intervention & Outcome Monitoring of Adolescent Psychopathology (Harbor).....3:00pm - 4:50pm
- MTSS: Three Florida District Models (Beaulieu, Heck, Scott, Brinkley & Finlayson-Rahming).....3:00pm – 4:50pm
- What’s new with the WJIV (Camp).....3:00pm – 4:50pm
- Adverse Childhood Exp. & the Need for Trauma-Sensitive Schools (Lazarus, Ossa, Joyas & Costa).....3:00pm – 3:50pm
- Habit reversal Therapy for the Treatment of Tic & Tourette’s Disorder (Flores, Hancock-Smith, Parekh).....4:00pm – 4:50pm

Social Hour.....5:00pm – 5:45pm

Awards Celebration & Welcome Aboard Party.....5:45pm – 10:00pm

Thursday, November 6

Yoga for CSFI.....	7:00am – 7:45am
Conference Registration.....	7:30am – 4:30pm
Breakout Sessions.....	8:00am – 4:50pm



Thursday Morning CE Sessions

- FDOE Update (Wheeler).....8:00am - 9:50am
- Keeping the Psychology in School Psychology (Berghauser).....8:00am - 10:50am
- Comprehensive Achievement Assessment with an MTSS Framework: An Intro to the KTEA-3 (Kjer & Maglione).....8:00am - 10:50am
- Bullying Among Young Children Raised by their Grandparents (Edwards).....8:00am - 8:50am
- Anger Management Training: What they DIDN'T Teach You In Graduate School (Harbor).....9:00am - 10:50am
- Best Practices in Assessment & Intervention for Students with Autism Spectrum Disorders (Mann).....9:00am - 10:50am

FASP Annual Business Meeting.....11:00am – 11:50am

Thursday Afternoon CE Sessions

- Styles of Interaction in Cognitive Therapy with Adolescents: An Interactive Workshop (Raffaele Mendez, Frank & Stone).....1:00pm – 3:50pm
 - ASD & ELL Pre-K Best Assessment Practice & Intervention Recommendations (Chiesa, Maglione & Kjer).....1:00pm – 2:50pm
 - Understanding Challenges for Children and Youth of Lesbian & Gay Parented Families (Flores & Hancock-Smith).....1:00pm - 1:50pm
 - ABA Panel Discussion.....1:00pm – 1:50pm
 - Behavior Coaching 101 (Huffman, Renaker & Terilli).....2:00pm – 3:50pm
 - Understanding & Measuring Anger in School Aged Youth: From Assessment to Treatment Plan (DiGuseppe).....2:00pm – 4:50pm
 - Using a Multi-Tier Framework to Increase Social Supports in Schools (Lazarus).....2:00pm – 2:50pm
 - ADHD, Sleep & Other Epidemics (Eisenberg).....3:00pm – 4:50pm
 - Counseling & Psychotherapy in Schools: The Evidence & The Practicality (Cash & Alfonso).....3:00pm – 3:50pm
- *Denotes Type 2 CE for BACB Certification – Additional offerings MAY BE provided on Wednesday*

Student Social at St. Armands Circle.....5:00pm

President’s Party.....7:30pm - 11:00pm

Friday, November 1

Zumba for CSFL.....7:00am – 7:45am

Conference Registration.....7:30am - 8:30am & 11:45am - 1:00pm

Featured Morning CE Presentations.....8:30am – 11:30am

- Evidence-Based Memory Interventions for Students with Learning Problems – Milton Dehn
- School Based Mental Health Services Across the Tiers – Shannon Suldo

Featured Afternoon CE Presentations.....1:00pm – 4:00pm

- Effective Interventions for Students Exhibiting Academic Disengagement and Behavior Problems – George McCloskey
- Practical/Hands on Strategies for Interventions to Improve Math Skills – Matthew Burns

Saturday, November 2

Conference Registration.....7:00am - 8:15am

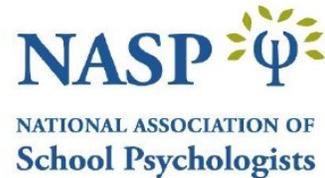
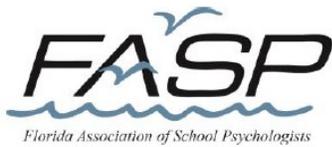
Featured CE Presentations.....8:30am – 11:30am

- Children’s Emotions from a Neuropsychological Perspective – George McCloskey
- The Neuropsychology of Reading Disorders: Diagnosis and Intervention – Steven Fiefer

FASP Children’s Services Fund Charity Auction.....Wednesday & Thursday 9:00am – 5:00pm



Facilitating Academic,
Social/Behavioral & Psychological
Success for ALL Students



Helping Children Thrive • In School • At Home • In Life

Keynote Speaker

Susan Gorin, NASP Executive Director

Susan Gorin is NASP Executive Director, the chief staff officer employed by the association. Her job is to direct the office staff, represent NASP in various forums, and serve as a non-voting, ex-officio member of the various governance and workgroups of NASP.

Susan has been NASP executive director for 21 years after spending 19 years on the staff of the Council for Exceptional Children. Her BS is in special education for students with emotional and behavioral disabilities from Boston University, and her MA is in social foundations of education from University of Virginia. She is a Certified Association Executive.

FASP welcomes Susan Gorin to share a Keynote Address during our General Session in Sarasota, FL on Wednesday, November 5th 2014 at 1:00 PM. While Susan is based out of DC, her family enjoys a second home within Sarasota County on the elegant tropical setting of Longboat Key, FL.

Thank you Susan for spending the day with us in Florida on Nov. 5. We proudly extend a warm FASP and Sarasota County homecoming!



Support



2014 School Supply Drive

- **WHAT:** School Supplies (*get them while they are cheap!!!*)
- **WHEN:** 41st Annual Conference – November 5th – 8th
- **WHERE:** Hyatt Sarasota – Ringling Room
- **WHY:** Each year, CSFI adopts a school in need in the area of our Annual Conference location. All donations will be presented to the adopted school during the Annual conference.

School supplies can be dropped off in the Ringling Room at the Hyatt Sarasota, Wednesday November 5th from 8-5 and Thursday November 6th until 12:00 noon.

Annual Charity Auction

- **WHAT:** Auction Donations for Silent Auction
- **WHEN:** 41st Annual Conference – November 5th – 8th
- **WHERE:** Hyatt Sarasota – Ringling Room
- **WHY:** CSFI fundraiser

Any items (gift cards, certificates for vacations, trips, activities, books, jewelry, etc.) you would like to donate to the auction can be brought to the Annual Conference.

Contact Sarah Valley-Gray at valleygr@nova.edu or Gene Casha at gcasha1@aol.com for further information.

YOGA Class

- **WHAT:** Yoga Class (bring your mat)
- **WHEN:** Thursday, November 6th 7:00 am
- **WHERE:** 41st Annual Conference, Hyatt Sarasota Outside – Palm Terrace
- **WHY:** Fundraiser - \$10.00 suggested donation
- **WHO:** Yoga will be taught by an instructor from a local Yoga Studio



*Fitness classes are weather permitting.
CSFI donations are non-refundable.*

Zumba Class

- **WHAT:** Zumba Class
- **WHEN:** Friday, November 7th 7:00 am
- **WHERE:** 41st Annual Conference, Hyatt Sarasota Outside – Palm Terrace
- **WHY:** Fundraiser - \$10.00 suggested donation
- **WHO:** Zumba will be taught by Delia Crowder – FASP Member

*Fitness classes are weather permitting.
CSFI donations are non-refundable.*



Charity Auction

Each year CSFI holds an annual auction to raise money for needy, school-aged children and their families in the state of Florida. Since its inception, CSFI has distributed over \$100,000 in grants. Come support CSFI's efforts and bid on astonishing prizes.

Date: Wednesday,
November 5
Thursday, November 6

Time: 9:00 AM-
5:00 PM



SUPPORT CSEI





WEDNESDAY WORKSHOPS – AT A GLANCE

Location/Room	9:00 – 9:50	10:00 – 10:50	11:00 – 11:50
Salon A	A Continuum of Persistence: Low-Income Students' Perceptions of Postsecondary Success Z. Ganuza	Common Intervention Times: Intensifying Reading Interventions beyond the Reading Block J. Hunkins & D. McAlmont	
Salon B	Parent-Child Interaction Therapy: An evidence-based intervention for disruptive behaviors in early childhood S. Hinojosa, K. Knap, D. Powers, K. Armstrong & N. Hofmann	PBS Coaching: Building Systems Level Capacity & Increasing Implementation Fidelity D. Davis	
Salon C	How to Prepare for your School Psychology Internship R. Said		Ladies' Empowerment Group-Building Skills and Boosting Selves D. Berghauser
Salon D	State & National Legislative Update G. Cash, P. Caproni, J. Cerra, A. Bush, J. Lyons & S. Webster (3 CEs)		
Salon E	An Introduction to the Wechsler Intelligence Scale for Children – 5 th Edition M. Kjer & D. Maglione (3 CEs)		
Salon F	A Districtwide Team Approach to Crisis Intervention T. Glasscock, M. Donahue, A. Rapinesi, E. Carrington & C. Kucukbutros	Assessment of Students with Low-Incidence Disabilities S. Huffman, M. Kelleher, A. Reed & P. Terilli	
Salon G	Teenage Girls with ADHD – Proactive Steps to Turn Turmoil into Smooth Sailing M. Richey	Introducing Insight: A DVD-Administered Cognitive Test Based on CHC Theory K. Metz (2 CEs)	
Salon H	Managing the "Slippery Slope" of Ethical Dilemmas M. Pita & R. Pepe (3 CEs)		
Florida Room	Mindfulness Breathing in Schools: It's Effects on Learning & Behavior H. O'Brien (1 CE)	Revealing the Matrix: ACT Goes to School W. Carlyon (2 CEs)	
Tropics AB	The Boy Who Could See Letters But Not Words J. Vuai (3 CE's)		
Longboat/Lido	Prevnting School Exclusion: Implications of Recent Research for School Based Practice L. Raffaele Mendez, A. Mattison, J. Connolly & L. Bonilla		Concussion Management: The Role of the School Psychologist J. Garofano, C. Lynn, & K. Bradley-Klug
Siesta/Casey	Working with Visually Impaired Children in the Classroom A. Catuogno, K. Trainor, T. Bland & S. Valley-Gray	Applying Interpersonal Psychotherapy to Persistent Depressive Disorder A. Newman, S. Worton, S. Valley-Gray & G. Cash	
Ringling Room	CSFI Auction		
Boathouse	Job/Internship Fair		

*FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS



WEDNESDAY WORKSHOPS - AT A GLANCE

Location/Room	1:00 – 2:50	3:00 – 3:50	4:00 – 4:50	
Salon A	GENERAL SESSION Welcome Keynote Speaker Salons ABGH		PAWS Mentor Pgrm. A Review of Title 1 Elem. Initiative K. Trimble	SOCIAL HOUR 5:00 – 5:45 WELCOME ABOARD & AWARDS CELEBRATION 6:00– 6:45 Salons ABGH & 7:00 – 10:00 Boathouse
Salon B			MTSS: How to Guide Teams to Ask the Right Questions M. Bonevento, D. Caron, T. Dottin, S. Eassa, G. Ern & L. Hillard	
Salon C		Assessment, Intervention & Outcome Monitoring of Adolescent Psychopathology R. Harbor (2 CEs)		
Salon D		Adverse Childhood Exp. & the Need for Trauma-Sensitive Schools P. Lazarus, N. Ossa, Y. Joyas, & A. Costa (1CE)	Habit Reversal Therapy for the Treatment of Tic & Tourette's Disorder C. Flores, A. Hancock-Smith, & N. Parekh (1 CE)	
Salon E		Multitiered Systems of Support (MTSS): Three Florida District Models D. Joyce Beaulieu, S. Heck, C. Scott, J. Brinkley & N. Finlayson-Rahming (2 CEs)		
Salon F		What's New with the WJIV M. Camp (2 CEs)		
Salon G			K Transition Practices: A Review of Practices, Limitations & Recomm. for Students J. Fletcher & A. Waguespack	
Salon H			Collaborative Exp. in Designing & Implementing a School District & Comm. Based Mental Health & Wellness Conference D. Ramos, M. Kane, K. Berryhill, S. Bernstein & J. Eassa	
Florida Room		Strategies that Build School & Child Welfare Partnerships to Improve Advocacy, Collaboration & Student Outcomes J. Maxwell, A. Vance & K. Graydon		
Tropics A		Getting Drafted into the Real World: A Psychoed. Curriculum for High School Student Athletes J. Burko, E. Valler, C. Forshier & J. Belle		
Tropics B		Applying CBT to Persistent Depressive Disorder S. Worton, A. Newman, G. Cash, S. Valley-Gray		
Longboat/Lido		Building Resilience in High School Students: An Interactive Workshop J. Pryce, A. Alfonso, D. Gardini, J. Driscoll, S. Mikhail & P. Caproni		
Siesta/Casey		Contemporary Issues in School Psych. & Education B. Zaboski II, E. Kenney, K. Marsh, P. Mendoza, A. Schrack, B. Ubaldini & E. Colon	Learning through Play T. Smith Bonahue, K. Kemple, E. Kenney, J. Hyun Oh, & S. Smith	
Ringling Room		CSFI Auction		

***FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS**



THURSDAY WORKSHOPS – AT A GLANCE

Location/Room	8:00 - 8:50	9:00 – 9:50	10:00 – 10:50	11:00 – 11:50
Salon A	Universal Approaches for Identifying Secondary Students with Anxiety & Depression B. Hearon, S. Suldo, J.Connolly, A. Mattison, J.Wang, & N. Hoffman			FASP BUSINESS MEETING Salons ABGH
Salon B	FDOE Update D. Wheeler (2 CEs)			
Salon C	Bullying among Young Children Raised by their Grandparents O. Edwards (1 CE)	Anger Management Training: What they DIDN'T Teach You In Graduate School R. Harbor (2 CEs)		
Salon D	Keeping the Psychology in School Psychology G. Cash & D. Berghauer (3 CEs)			
Salon E	Comprehensive Achievement Assessment within an MTSS Framework: An Introduction to the Kaufman Test of Educational Achievement – 3 rd Edition (KTEA-3) M. Kjer & D. Maglione (3 CEs)			
Salon F		Best Practices in Assessment and Intervention for Students with Autism Spectrum Disorders A.Mann (2 CEs & Type 2 CEs for BACB Certificants)		
Salon G	Structured Prob. Solving & Dec.-Making for Students with Disabilities B. Hardcastle & K. Justice			
Salon H	Helping Youth Develop Emotion Regulation Skills: Practical Strategies for Schools L. Rafaelle Mendez, C. Randle, R. Omduff, & Y. Hin Lam			
Florida Room	The Effects of Passport to Peace on Behavior & Academics J. Armand & E. Ney	PBIS in St. Lucie County – The Long & Winding Road D. Kinkade, S. Becker, M. Bonevento, C. Majorossy, R. O'Neill, K. Tromblay, & S. Welby		
Tropics A	Hospital to School Transition for Cancer Survivors: Implications and Practices C. Poitevien, E. Klinepeter, C. Wilson, & D. Joyce	Using easyCBM Benchmark Assessments to Predict Performance on Rdng FCAT 2.0 M. Gillard	What does it Take to Succeed in AP & IB?: Student, Parent, and Teacher Perspectives S. Suldo, E. Shaunessy-Dedrick, B. Hearon, J. Wang, & N. Hofmann	
Tropics B	Evidence-Based Interventions for Promoting Numeracy Skills in Early Childhood C. Lindahl, M. McCullough, C.Lynn, & K. Bradley-Klug	The Youth Health Resiliency Scale: Development and App. for Students with Chronic Health Conditions C. Lynn, K. Bradley-Klug, K. Jeffries DeLoatche, C. Lynn, E. Shaffer-Hudkins, & J. Montgomery	Introduction to Cross-Battery Assessment B. Nelson, C. Forshier, & E. Valler	
Longboat/Lido	Literacy Assessment Measures Utilized in Out-of- School Time Programs – A Review of the Literature M. Fraser, C. Salinas, M. Solomon, & A. Waguespack	Educational Inclusion of Students with Significant Disabilities: Why and How? E. Klinepeter, A. Scafidi, B. Thomas, & T. Smith-Bonahue	Can't Do/Won't Do Assessment: A Review of the Literature C. Salinas, M. Fraser, & A. Waguespack	
Siesta/Casey	The Efficacy of Behavioral Consultation and Implication of the PAX Good Beh. Game M. Crisp, A. Paige Blankenship, S. Lewis, & K. Schmidt	Facilitating Academic Success for Students with Central Auditory Processing Disorder L. Patrusky & T. Wenzel	Nonsuicidal Self-Injurious Behaviors in Youth A.Ellis, K. Kurtz, & O. Edwards	
Ringling Room	CSFI Auction			

***FASP RESERVES THE RIGHT TO CHANGE PRESENTATION TIMES AND LOCATIONS.**



THURSDAY WORKSHOPS – AT A GLANCE

Location/Room	1:00 - 1:50	2:00 – 2:50	3:00 – 3:50	4:00 – 4:50
Salon A	The DSM-5: Implications for School Psychology B. Srivastava & G. Cash	Behavior Coaching 101 S. Huffman, D. Renaker, & P. Terilli (Type 2 Credit for BACB Certificants)		Evidence-Based Classwide Behavior Prevention Strat. C. Barclay, A. Mattison, M. McCullough, & J. Ogg
Salon B	10 Strategies Proven to Inspire and Engage EVERY Student H. Magleby	Reality Check on Fidelity Checks: Addressing Barriers & Improving Intervention Delivery T. Loker, E. Cardenas, & D. Davis	Creating a Customized and User-Friendly District Early Warning System A. Brundage, C. Morris, A. VanName Larsen, & C. Hutingar	
Salon E	Styles of Interaction in Cognitive Therapy with Adolescents: An Interactive Workshop L. Raffaele Mendez, M. Frank, & B. Stone (3 CEs)			Check and Connect: Impl.an Evidence Based Mentoring Program in a Large Urban Sch. District B. Lazega
Salon F	Understanding Challenges for Children and Youth of Lesbian & Gay Parented Families C. Flores & A. Hancock-Smith (1 CE)	Understanding and Measuring Anger in School Aged Youth: From Assessment to Treatment Plan R. DiGiuseppe (3 CEs)		
Salon G	ASD & ELL Pre-K- Best Assessment Practice & Intervention Recommendations A.Chiesa, D. Maglione, & M. Kjer (2 CEs)		ADHD, Sleep Disorders, & Other Epidemics I. Eisenberg (2 CEs)	
Salon H	Improving Elem. School Children’s Happiness through a Classwide Positive Psych. Int. B. Bander, S.Suldo, B. Hearon, M. McCullough, J. Garofano, S. Yin Tan, & G. Lam	Using a Multi Tier Framework to Increase Social Support in Schools P. Lazarus(1 CE)	Counseling & Psychotherapy in Schools: The Evidence & the Practicality G. Cash & A. Alfonso(1 CE)	Traumatic Brain Injury & Schools: The Experiences of FL Sch. Psychs. B. Srivastava & S. Valley-Gray
Florida Room	District Action Planning/Problem Solving Process (DAPPS): Integrating Academic and Behavioral Supports at the District Level C. Dorman, B. Hardcastle, S. Voorhees, & T. Hill		Redesigning a Tier 3 System Across State, Districts, & Schools B. Gaunt & R. Iovannone	RTI Versus the Discrep. Model: An Exam. of Elig. Status of Students E. Anderson, R. Troutman, S. Thomas, R. Bassett, & D. Hildebrand
Tropics A	School Psych. Consultative Model for Teachers of Children with Autism K. Tromblay, S. Welby, D. Diamond, R. Loepp, M. Benson & N. Bernhard	Academic enablers: What they are and why we should care S. Hinojosa, C. Barclay, D. Maynard, N. Hofmann, & J. Ogg	Stress and Coping Among HS Students in College-Level Classes B. Hearon, S. Suldo, E. Shaunessy-Dedrick, & R. Dedrick	Implementation of MTSS: Perspectives of Elementary Level School Psychologists S. Little & A. Little
Tropics B	Dropout Prevention: Evaluating Risks and Consequences, Facilitating Prevention Efforts O. Soutullo, K. Kraul, T. Molina, & T. Smith-Bonahue	Low Incidence Disorders: Understanding Cerebral Palsy and Spina Bifida K. Trainor, A. Catuogno, & S. Valley-Gray		Interest Group Forum
Longboat/Lido	Past Presidents Forum	University Trainers Forum	Student Ambassadors Forum	
Siesta/Casey	ABA Panel Discussion K. Austin, B. Brock, W. Carlyon, K. Richter (1 Type 2 CE for BACB Cert.)	District Supervisors Forum	University Trainers & District Supervisors Forum	
Tropics Pre-Function	Poster Presentations			
Ringling Room	CSFI Auction			



Facilitating Academic,
Social/Behavioral & Psychological
Success for ALL Students

Get Social with

FASP

Wednesday

“Social Hour”
5:00 – 5:45

Share some snacks and enjoy the cash bar after a great day of learning

Awards Celebration
6:00 – 6:45
Ballroom South

Celebrate the accomplishments of students and colleagues from around the state

7:00 – 10:00
Welcome Aboard Party
Boathouse

Join us in the Boathouse for heavy hors d'oeuvres and cocktails. Catch up with old friends and meet new ones.

Thursday

The Great FASpy Gala
7:30 – 11:00
Ballroom South



Put on our best 1920's attire and “enjoy a little party.” Delicious food, music and fun will be had by all as we dance the night away and celebrate the newly elected FASP President, Dr. Troy Loker

Friday

Relax and enjoy a beautiful view of the sunset on an evening cruise. Contact Susan Valero for details at faspsecretary1314@gmail.com



Hop on the free hotel shuttle and take a short ride to St. Armand's Circle for shopping, dinner and fun with friends.

Head to Lido Beach and watch the sunset or take a relaxing stroll on the beach.

Saturday

SCHOOL SPIRIT DAY

SHOW YOUR SUPPORT FOR YOUR GRADUATE SCHOOL. WEAR YOUR FAVORITE T-SHIRT OR GAME DAY GEAR



-  \$145 SINGLE/DOUBLE OCCUPANCY RATE
-  FREE PARKING
-  SMALL REFRIGERATOR IN ALL ROOMS
-  VIEW OF SARASOTA BAY OR MARINA
-  BEACH SHUTTLE



MAKE YOUR RESERVATION NOW!!!!

[HTTPS://RESWEB.PASSKEY.COM/GO/FLASSNPSYC](https://resweb.passkey.com/go/flassnpsyc)



FRIDAY'S FEATURED PRESENTERS

Morning

Milton Dehn

Evidence-Based Memory Interventions for Students with Learning Problems

The purpose of this workshop is to help school psychologists increase their expertise in memory interventions. The workshop will begin with a review of memory systems and processes, with emphasis on the memory functions of the prefrontal cortex and the hippocampus. Tier 1 interventions will focus on methods for reducing cognitive load in the classroom and on instructional approaches that support long-term memory. Tier 2 interventions will focus on brain-based working memory training, mnemonics, and other long-term memory strategies that students can use independently. Tier 3 interventions will focus on accommodations and special applications for students with severe memory impairments.

Shannon Suldo

School Based Mental Health Services Across the Tiers

The purpose of this presentation is to illustrate empirical links between students' mental health and academic success, then describe best practices in promoting students mental health through a multi-tiered system of supports. Topics include the following: evidence-based rationale for school mental health services; specification of district personnel responsible for providing mental health services; how to define student success; a multi-tiered framework for school mental health that includes universal (Tier 1), targeted (Tier 2), indicated/individual (Tier 3), and crisis services; social-emotional assessment procedures to identify students in need of additional mental health services; and identification of current alignment between one's current school mental health services and best practice service recommendations at each tier.

Afternoon

George McCloskey

Effective Interventions for Students Exhibiting Academic Disengagement and Behavior Problems

This presentation will describe techniques for working with students exhibiting academic disengagement and/or behavior problems. Elements include motivational interviewing, an executive functions-oriented FBA, cognitive behavior therapy and instruction of school staff on ways to cue student strategy use. A case study that applies this procedure will be presented along with progress monitoring and outcome data. Participants will learn how to apply these techniques to address the challenges presented by students at-risk of school failure.

Matthew Burns

Practical/Hands on Strategies for Interventions to Improve Math Skills

Math proficiency is becoming increasingly important for school and career success. This interactive presentation will demonstrate easy-to-implement math interventions across all tiers of a multi-tiered system of support. We will emphasize interventions for the most at-risk students.



SATURDAY'S FEATURED PRESENTERS

George McCloskey

Children's Emotions from a Neuropsychological Perspective

This presentation will discuss the practical implications of the current research in the neurosciences on the development, expression and self-regulation of emotions during childhood. Emphasis will be placed on 1) specific techniques that some early childhood educational programs use to help develop healthy forms of emotional expression and emotional self-regulation and 2) cognitive and dialectical behavior therapy interventions focused on helping students improve self-regulation of emotions.

Steven Fiefer

The Neuropsychology of Reading Disorders: Diagnosis and Intervention

This workshop will examine reading from a brain-based educational perspective, and classify developmental reading disorders into four distinct subtypes. There will be a discussion matching each reading subtype with scores of evidence-based interventions. The use of neuropsychological assessment addressing multiple cognitive constructs including phonological processing, working memory, executive functioning, and orthography will be discussed as the primary means to both assess and remediate learning disorders in children. Lastly, the *90 minute dyslexia* evaluation will be featured as a means for practitioners to craft their own reading assessment battery from the most innovative tests on the market.



Everything you've wanted in an achievement battery...



We are proud to present the **Academic Achievement Battery™ (AAB™)** to you. With a Screening Form and a Comprehensive Form, the ability to choose paper or digital stimuli, and a price that will easily fit your budget, the AAB gives you exactly what you need to confidently evaluate achievement.

The AAB requires no certification or intensive preparation to administer—simply open your AAB kit and review the materials, and you will be ready to begin.

The Comprehensive Form assesses performance in the areas of achievement defined by the Individuals with Disabilities Education Act; the AAB Screening Form assesses basic academic skills including reading, spelling, mathematical calculation, and written composition.

Order the AAB now to take advantage of special introductory pricing!

Visit www.parinc.com or call **1.800.331.8378** to order today.

**Receive 10% off—plus free shipping—when
you place your order at the FASP Annual Conference!***
Visit the PAR booth to learn more.

*Offer cannot be combined with other offers or promotions or applied to prior orders.



GET A CLEARER PICTURE.

Some things become more powerful together. Pearson is expanding and linking proven assessments to provide clearer, more actionable identification of learning disabilities—to help children become successful learners.

KTEA™-3: Available June 2014

WISC®-V: Available Fall 2014

Save 10% with pre-publication pricing on KTEA-3 and WISC-V. Visit PearsonClinical.com or call 800.627.7271 to order now.



Faster, clearer, even more powerful. Watch for expanded content on Q-interactive®, Pearson's innovative digital system.

Now available on Q-interactive:
WIAT®-III

Coming Fall 2014:
WISC®-V
KTEA™-3

**Introducing your new
Pearson Assessment Consultant for Florida:
Daniella Maglione, Ed.S.
Daniella.maglione@pearson.com
800.627.7271 ext 26-2267**

800.627.7271 | | PearsonClinical.com

*10% KTEA-3 discount is available for educational institutions and is valid through May 31, 2014. See code 036. 10% WISC-V discount is available for educational institutions and is valid through September 30, 2014. See code 037 for details on this offer. © 2014 Pearson Education, Inc. or its affiliate(s). All rights reserved. Always Learning, KTEA-3, Q-interactive, Wechsler Intelligence Scale for Children, WIAT-3, WISC-V, Pearson, the logo for the said Pearson companies, or the U.S. and/or other countries, of Pearson Education, Inc., or its affiliate(s). 3371 02/14



ABA FASP is on the Move
Submitted by Denise Dorsey, BCBA
ABA Committee Chair

Check out our new *ABA FASP* Facebook page (<https://www.facebook.com/ABAFASP>), developed by Dr. Angela Mann. **Another Reason to Attend the 41st FASP Annual Conference**

This year, in addition to the Presidential Strands that are happening at our 41st Annual Conference, we will also be offering Behavioral Strands. We are still working out the details of this, but we do know that we have at least 5 hours of Type 2 CEs for School Psychologists/ Behavior Analysts on Thursday, November 6, 2014.



For those of you who have a special interest in Applied Behavior Analysis, we have workshops that will be of interest to you (as well as to our other participants) on both Wednesday and Thursday.

On Wednesday, November 5, 2014, Dr. Bill Carlyon will be presenting *Revealing the Matrix: ACT Goes to School* at 10:00

am. This workshop focuses on Acceptance and Commitment Therapy, which takes its roots in Applied Behavior Analysis. In the afternoon we're offering "*Habit Reversal Therapy for the Treatment of Tic & Tourette's Disorder*" at 4:00 pm, by Dr. Cindi Flores, Dr. Analiese Hancock-Smith, and Natasha Parekh. This presentation will provide information on the front-line treatment using Habit Reversal to inform interventions using evidenced-based methods.

Standard CEs will be provided for the workshops by Dr. Carlyon and Dr. Flores et al. (We do not have an ACE Provider to provide Type 2 CEs for behavior analysts on Wednesday, but we are still looking. If we succeed, we will be able to offer Type 2 CEs for both workshops in addition to the regular CEs that are already planned.)

On Thursday, we have 3 workshops that will be eligible for Type 2 CEs for BACB Certificants:

- Best Practices in Assessment and Intervention for Students with Autism Spectrum Disorders (10:00 am to 11:50 am).
- ABA Panel Discussion (1:00 pm to 1:50 pm).
- Behavior Coaching 101 (2:00 pm to 2:50).

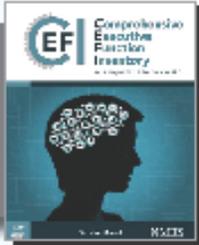
The *Best Practices in Assessment and Intervention for Students with Autism Spectrum* by Dr. Angela Mann will offer both Type 2 CEs for behavior analysts as well as CEs for School Psychologists and others.

We are continuing to evaluate our workshop presentations for more possibilities. We will keep you posted on additional workshops that will provide you with behavioral tools you can take back to your schools. We are also hoping to provide you with additional opportunities to earn Type 2 CEs. Be sure to follow us on Facebook. We are ABA FASP. Looking forward to seeing you at the 41st FASP Annual Conference!



Comprehensive Executive Function Inventory

James A. Naglieri, Ph.D. & Sara Goldstein, Ph.D.



Executive Function Scores You Can Trust!

The most representative nationally normed behavior rating scale of executive function.

The CEFI™ provides a comprehensive evaluation of executive function strengths and weaknesses in youth aged 5 to 18 years.

- **Accurate Results:** Normative samples are within 1% of U.S. Census targets for an accurate representation of the U.S. population.
- **Easy to Understand Reports:** Generate three types of dynamic reports including a Comparative Report by comparing results from multiple rater forms (Parent, Teacher, and Self).

- **Strategies for Intervention:** Utilize the CEFI's nine scales to pinpoint targets for intervention.
 - **Save Time:** Assess, score, and report from anywhere with the safe and secure MHS Online Assessment Center.



MHS.com/CEFI

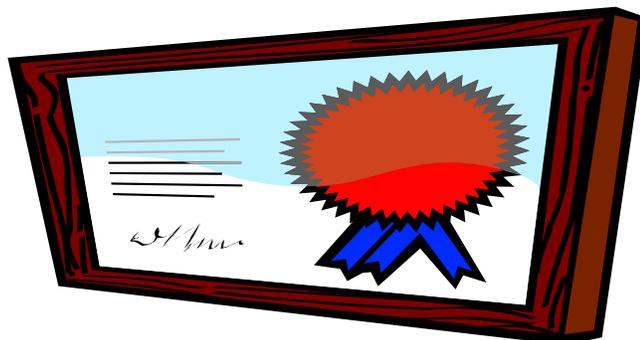
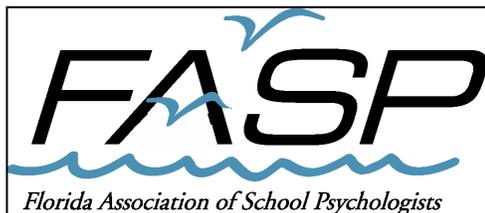


Multi-Health Systems Inc.
USA Tel: 1.800.456.3003 / CAN Tel: 1.800.268.6011
mhs.com • customerservice@mhs.com





FASP 2014 Award Nominees
Submitted by Patti Vickers, FASP Awards Chair



School Psychologist of the Year

Maritza Gallardo-Cooper, Palm Beach County Schools.

Jorge Garcia, Miami-Dade County Schools.

Daniella Maglione, Hillsborough County Schools.

Gary Matloff, Broward County Schools.

School Psychologist of the Year - Early Career

Amanda "Mandy" Leach, Polk County Schools.

Outstanding Administrator of the Year

Theresa Padro-Morel, Palm Beach County.

Graduate Studies Award - Entry (Ed.S) Level

Jerry Armand, Barry University

Tiffany Griffin, Florida International University

Christy Lindahl, University of South Florida

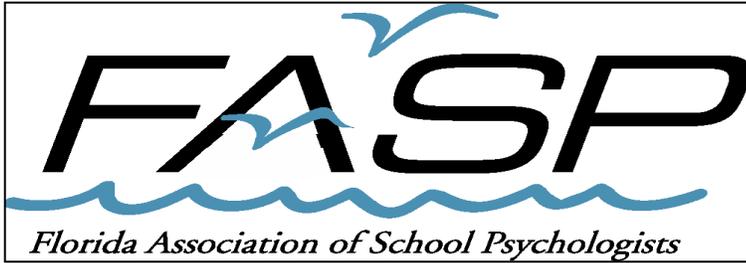
Kristopher Kraul, University of Florida

Graduate Studies Award, Doctoral Level

Sara Hinojosa, University of South Florida

Kendall Jeffries DeLoatche, University of South Florida

Rachel Roth, University of South Florida



Faye Henderson Exemplary Leadership Award for Minority Students

Amira Mattison, University of South Florida

Janise Parker, University of South Florida

Nominees will be honored at the FASP Annual Conference Awards Celebration to be held on Wednesday November 5, 2014 at 6:00 PM at the Hyatt Regency Sarasota.

Congratulations



**KEEP
CALM
AND
BUY FASP
MERCHANDISE**

www.fasp.spreadshirt.com

username: FASPshop

password: purchase



2015 FASP Internship Match Dates for Graduate Students

*Submitted by Training & Credentialing - Diana Joyce-Beaulieu, Committee Chair and
Administration & Supervision – Mary Alice Myers, Committee Chair*

Last year, FASP achieved a 100% match rate for all in-state graduate students seeking internship placements in Florida school districts. We anticipate another successful year of internship matches with numerous opportunities to work with our talented and dedicated Florida School Psychologists. The application and match day timeline is:

January 2015 - Prospective interns submit applications to districts by January 31st.

February 2015 - District representatives interview prospective interns by February 28th.

March 2nd, 2015 - Match Call Day: Supervisors of Psychological Services will offer positions to prospective interns via telephone no earlier than 8:00 am.

March 3rd & March 4th, 2015: Call Days II & III: Supervisors of Psychological Services will continue calls until all positions have been filled.

March 5th, 2015: Districts that have not secured interns for all available internship slots may advertise those openings via the FASP Trainer’s listserv. Students who have not yet accepted an internship will be encouraged to apply to those districts that have remaining openings.

Detailed information on the internship match standardization process is available at:

http://www.fasp.org/Standing_Committees/Training_Credentialing.html

Additionally, an updated listing of 2015 internship openings will be posted in November 2014.



**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 HAS GONE GREEN!

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

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

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



Two Teams Are Better Than One

The Southwest Region and the ABA Committee joined forces on August 22, 2014 to provide 3 hours of training for local school psychologists and behavior analysts. Dr. Angela Mann, PhD, BCBA, presented on the topic, “*From Defiant to Compliant: Supporting Youth with Challenging Behavior,*” to a dedicated and enthusiastic crowd at Keiser University, Ft Meyers, Florida.

Said one participant, “Excellent speaker, important topic! I wish more teachers, paraeducators, guidance counselors, and behavior specialists got this training! Loved it!” Another participant commented, “Gave current needed information that can be easily used in schools. Thanks for presenting such practical information.” When asked to suggest topics for further workshops, one participant requested, “More of Dr. Mann.”

The 3 hours went by very quickly due to the subject matter and the presentation style. A quick scan of the auditorium found the participants engaged and focused throughout the presentation.

Our Keiser University host, Peter Borghese, PhD, was gracious not only with providing space, but with providing delectable snacks, bottled water, and coffee. There was no chance of going hungry.

Why all the excitement? The material was interesting, practical, and useful. Dr. Mann’s presentation style was very natural, entertaining, and fun.

If you had to miss this presentation, do not worry. The ABA Committee is looking into the possibility of co-sponsoring this workshop with another FASP region early 2015. Stay tuned. You may be able to win Free Registration. Follow ABA FASP on Facebook. Details will be coming soon!

Denise Dorsey, ABA Committee Chair
Jana Csenger, Southwest Regional Representative



NEWS FROM YOUR NASP DELEGATE!

Bill Donelson

I'm pleased to bring you a synopsis of the latest news, resources, research, and reports from various NASP communications.

MEMBER MATTERS

Social Justice and Social–Emotional Learning

Encompassing many prevention programs which draw from mental health, public health, and juvenile justice perspectives, social–emotional learning competencies are increasingly embraced at all levels as a priority in the classroom.

<http://www.nasponline.org/publications/cq/43/1/social-justice.aspx>

Service Delivery to Homeless Students

The number of homeless students in the United States is at an all-time high, and these students face formidable barriers to accessing academic and behavioral supports. This article explores the legal and practical options for school psychologists to help an extremely vulnerable portion of the student population.

<http://www.nasponline.org/publications/cq/43/1/homeless-children.aspx>

NASP FEATURES

School Psychology Awareness Week

School Psychology Awareness Week is November 10–14, and NASP has developed great resources to support your efforts, including a brand new wristband and accompanying activities designed to give you a flexible tool to teach gratitude in your school.

<http://www.nasponline.org/communications/spaw/index.aspx>

POLICY UPDATES

Why the JJDP A Still Matters

40 years ago, the Juvenile Justice and Delinquency Prevention Act was enacted to reform the treatment of juveniles and the methods used to address their infractions. Marie N. Williams of the Coalition for Juvenile Justice describes how this legislation has evolved with new understanding and developments, and why it must continue to do so today.

<http://jjie.org/op-ed-why-the-jjdp-a-still-matters>

RESEARCH BITES

Evaluating an Intervention That Teaches Gratitude



A study in the latest issue of School Psychology Review evaluates an intervention designed to promote gratitude in children. After participating in 5 weeks of interventions, children expressed gratitude behaviorally and exhibited positive effects on their well-being.

<http://www.nasponline.org/publications/spr/abstract.aspx?ID=3980>

RESOURCE BANK

Get the new edition of the professional staple, Best Practices in School Psychology, on sale now in the NASP store.

<http://www.nasponline.org/publications/booksproducts/N1405.aspx>

DSM-5 and School Psychology: Disruptive Mood Dysregulation Disorder

<http://www.nasponline.org/publications/cq/43/1/dsm-5.aspx>

Appropriate Academic Supports to Meet the Needs of All Students http://www.nasponline.org/about_nasp/positionpapers/AppropriateAcademicSupport.pdf

Supporting and Educating Traumatized Children <http://www.nasponline.org/resources/podcasts/podcast.aspx?id=153>

Advancing Intervention Research in School Psychology <http://www.nasponline.org/publications/spr/abstract.aspx?ID=3248>

See more than 1,000 jobs just for school psychologists in the NASP Career Center.

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

NEWS & NOTABLES

Advocating for Improved Access

NASP's Kelly Vaillancourt issues a call to action to make comprehensive mental health services a priority at all policy levels.

<http://careforyourmind.org/national-association-of-school-psychologists-issues-call-to-action/#more-1352>

PLANNING AHEAD

Register early for the Florida NASP Convention!

Register by November 12, 2014, to take advantage of early registration savings and be entered to win a \$500 Visa gift card!

<http://www.nasponline.org/conventions/2015/>



Performance You Can See & Hear

Exclusively from  MHS

CONNERS CPT 3™

Conners Continuous
Performance Test 3™

MHS.com/CPT3

Now
Available!



CONNERS CATA™

Conners Continuous
Auditory Test of Attention™

MHS.com/CATA

Evaluate attention disorders and neurological functioning with the **Conners Continuous Performance Tests**, now with both visual and auditory attention assessments.

- A comprehensive evaluation with the introduction of an auditory attention test
- Easy interpretation with new reports offering clear visuals & summaries
- Trusted results with the most representative CPT normative samples collected
- Diagnostic confidence with a refined measurement of attention & new scores



Multi-Health Systems Inc.

USA Tel: 1.800.456.3003 / CAN Tel: 1.800.268.6011
mhs.com • customerservice@mhs.com

Available Early 2015



CONNERS
K-CPT 2™



For Ages
4 to 7

Pre-order & save up to \$150
MHS.com/KCPT2



FASP’s Student Services Partners

Student Services professionals include school nurses, school counselors, school social workers, and school psychologists. These professionals are dedicated to providing supports for all students and the school community to maximize engagement and learning. Each discipline brings essential expertise to team-based, data-driven planning and problem solving with educators, families, and other agencies. United, we integrate our efforts into a single comprehensive, multi-tiered system of supports. For resources and information about FASP’s student services professional partners, you may be interested in the following sites:

[Florida Association of School Nurses](#)

[Florida School Health Association](#)

[Florida School Counselor Association](#)

[Florida Association of School Social Workers](#)

[Florida Association of Student Services Administrators](#)

[Student Support Services Project](#)



*Geoffrey Freebern, President
Troy Loker, President-Elect
Susan Valero, Secretary
Jessica Nease White, Treasurer*

Position Paper on Florida DOE Proposed 60-Day Rule Change

The Florida Association of School Psychologists (FASP) would like to express several concerns and recommendations regarding the proposed rule change which would require that evaluations be completed within 60 calendar days, not taking into account school breaks, vacations, absences, etc. We suspect that this may be because of a perception expressed by some that it takes too long to get services for their children. If this is the case, it is important to consider that all students who have been deemed to be at risk for school-related difficulties are eligible to begin receiving evidence-based interventions and regular progress-monitoring **immediately** within a school's Multi-tiered System of Supports (MTSS) framework. These tiered intervention supports are provided at a level of intensity that matches a student's needs but are not dependent on the completion of a psychoeducational evaluation. For many students, these interventions often significantly improve learning and behavioral outcomes and can eliminate the need for further psychoeducational evaluations or for special education. This is not only a more efficient and timely method of providing services, but for many students it can also eliminate the stigma and negative outcomes associated with being labeled as a child with a disability.

When it is determined that a student must have a psychoeducational evaluation, 99% of students in Florida have been evaluated within 60 school days of receipt of parental consent. Moreover, evidence-based interventions take time to implement. Rule 6A-6.0331 of the Florida Administrative Code (FAC) specifically refers to the implementation of interventions for a **period of time sufficient to determine effectiveness**. Consideration of a specific learning disability (SLD), which, based on the Annual Report to Congress constitutes 66% of special education placements (USDOE, 2013, p. 43) and the vast majority of evaluations for a suspected disability, also specifies that the parent be provided with data-based documentation of **repeated** measures of achievement at **reasonable** intervals. The proposed rule change would likely limit a child's ability to show that they are making adequate progress with appropriately targeted interventions and cause eligibility teams to make decisions based on incomplete data. In addition, the consideration of SLD requires that patterns of absences be evaluated as an exclusionary factor. While winter holidays, spring breaks, and summer breaks do not constitute what is typically considered an absence, they do constitute an absence from core instruction and targeted interventions. For students with other needs besides SLD (e.g., social-emotional) schools also are responsible for data-based decision making. In the example of emotional behavioral disabilities this may involve implementation of behavioral interventions or counseling strategies and acquiring outcome measures across multiple weeks to determine intervention efficacy. Premature placement decisions without adequate data also are likely to have a disproportionately negative impact on children from diverse backgrounds, as data indicate that they are already over-identified and placed in the most restrictive settings across many disability categories (USDOE, 2013, p. 48).

School districts are required to institute policies that support a comprehensive service delivery model so that they can effectively and efficiently impact all students. Maximizing school resources enhances the school's continuum of supports and improves overall school health and safety, climate, positive behavior and discipline, mental health, and academic



performance. The decision to restrict evaluation timelines from 60 student attended school days to 60 calendar days would forcibly constrain the ability of districts to provide a full range of comprehensive services that are essential to improving the success of all students within a school and not just the few who require a psychoeducational evaluation.

Effective student evaluations are dependent upon school-based observations and response to intervention data. A shift from student attendance days to calendar days would limit opportunities to conduct evaluations of students in the regular school setting. This change would result in inequitable evaluations simply based on the time of year a student was identified to be evaluated. For example, the opportunity to observe, to test, and to gather updated response to intervention data for an evaluation opened in late May could be less than a handful of school days, while an evaluation opened in early January could be up to 40 school days. Students are not in school year round, and school psychologists are also not 12 month employees in most districts.

On the average across the state, there is only one school psychologist for every 1940 students (FDOE, 2012), which is significantly less than the one to 500-700 ratio recommended by the National Association of School Psychologists (NASP). Reducing the number of days allowed for an evaluation would place further stress on district personnel resources and finances and prevent the provision of many of the other critical services schools and school psychologists could provide.

As a result, FASP strongly urges the Florida State Board of Education not to modify the existing timeline. If the timeline is modified, we recommend that funds be provided to districts to hire additional school psychologists and other personnel to support the evaluations.

References

U.S. Department of Education, Office of Special Education Programs (2013). 35th Annual report to congress, on the implementation of the Individuals with Disabilities Education Act. Retrieved from <http://www.ed.gov/about/reports/annual/osep>

Position Paper on Florida DOE Proposed 60-Day Rule Change adopted by FASP September 2014

