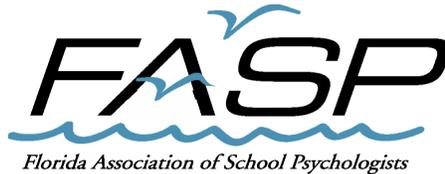


# *The Florida School Psychologist*

The Newsletter of the Florida Association of School Psychologists



Volume 40 Number 2

Summer 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 mid-way point of 2014 already! We must be having some fun because time sure is flying! (Or maybe I'm just getting older and it is getting harder to remember which day it is?? I'll go with the first one).

At the time of the writing of this message, FASP is over the 640 member mark as we roll out the push for membership renewal! It is my hope that we will continue the positive growth in membership and, by June 2015, we will get over the 700-mark (something that my GRE scores failed to do).

As you should have heard by now, in an attempt to positively impact the excitement involving FASP, as well as a way to maintain our membership base, we have created a new [2-year FASP membership category](#). By choosing the 2-year membership (2014-2015 & 2015-2016), each member could save up to \$20-off of membership fees. To take advantage of this limited time offer, you must join or renew prior to June 30, 2014.

As an added bonus for choosing this 2-year membership plan, you will also receive an exclusive and DEEPLY discounted deal for your 2014 Annual Conference registration--only \$100 for Wednesday and Thursday of the conference (Nov. 5th & 6th 2014). That's a \$50 savings from our regular pre-registration member rate. This conference discount is non-refundable and non-transferable, and two-year members must pre-register for the Annual Conference by October 22, 2014 in order to use this exclusive discounted rate.

FASP understands that it is not always easy getting away from work in order to attend professional development activities. We also understand that you have other options to choose from when continuing your professional development. This is especially true during the year when NASP comes to town (Feb. 17th-20th 2015 Walt Disney World Swan & Dolphin Resort, Orlando, FL). By thinking ahead, and with some creative planning, perhaps you can take advantage of attending both FASP & NASP. Please keep these dates and professional development activities in mind:



The [FASP Summer Institute Retool & Refresh](#) will be July 9th-11th 2014 at the Sawgrass Resort (Ponte Vedra, FL.). Our Featured Presenters will be Dr. Nancy Mather (Use of the WJ-IV for Comprehensive Evaluations of Struggling Readers); Dr. Sam Goldstein (The Science of Executive Functioning: New Data, New Ideas, & the New Comprehensive Executive Functioning Inventory (CEFI)); and Dr. Maggie Kjer (CHC & RtI: Applying Theory within an MTSS Framework). This professional development activity will help us move ahead of the curve on two important fronts. On the first front, the Summer Institute will help us to “Retool” our repertoire of assessment skills and our ability to develop specialized instruction and tailored interventions matched to students’ individual abilities and skills. Updates and recent research have advanced our field with revised and more contemporary assessment tools and practices, and FASP strives to bring us all the latest information. It is FASP’s aim to be a premiere and consistent source for timely and essential professional development that meets the needs of our daily practice. On the second front, attending the Summer Institute will help us “Refresh” our mind, energy, and enthusiasm for our profession. Nothing recharges our batteries like the opportunity to reconnect and network with other Florida school psychologists through both the professional learning setting and through the social events and times for relaxation. Enjoying the incredible ambiance and amenities of the Sawgrass Marriott Golf Resort & Spa is vital to the Summer Institute experience.

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 Featured Presenters will be 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).

The **NASP 2015 Annual Convention** at the Walt Disney World Swan & Dolphin Resort: Student Success: Mental Health Matters will be Feb. 17 -20th, 2015.

The **FASP 2015 Summer Institute will be July 15th - 17th** at the Waldorf Astoria, Naples, FL.

As you should also know by now, FASP has moved into the 21<sup>st</sup> century with the purchase of an online membership and registration database – a service called Wild Apricot. This will hopefully improve the FASP member experience significantly. This new service should make membership renewals and registering for professional development activities seamless. Payments should be processed immediately and members should receive confirmation and a receipt immediately. Other state school psychology associations use Wild Apricot and they have been very happy with the service. Of course, with the implementation of any new technology, there may be a few “bugs” to deal with. These should be minor in comparison to the prehistoric-size bugs FASP has dealt with in the past when membership and registration were all completed by hand. FASP appreciates your patience during this time of transition.

Hopefully the members of FASP can feel the excitement in the air! The 2014 Executive Board members sure do appear excited about the changes we are rolling out! I checked – it does seem to be real excitement and not just the need to use the restroom! =:->)

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.....6

FASP Membership Renewal Update.....8

Annual Conference Update.....10

ABA FASP is On the Move.....15

Call for 2014 Award Nominations.....16

Distinguished Honors, Awards, & Achievements in School Psychology.....18

FASP Internship Match System Places 100% of Graduate Students.....20

Summer Institute 2014: Retool & Refresh.....21

FDOE Update: New Certification Requirement for Renewal of Professional Certificate.....29

Professional Advocacy Update from Your President-Elect.....31

Template Letter to Supervisors/Administrators.....32

FASP Mission, Strategic Objectives, and Strategic Plan.....33

FASP’s Student Services Partners.....37

The New DSM-5 and Interventions for ASD: What School Psychologists Need to Know.....38



MEDIATION TRAINING

## Conflict Resolution Collaborative

Tampa, Florida

// **Family Mediation Certification Training**

June 19, 20, 21, 26, 27 & 28, 2014  
 October 23, 24, 25, 30, 31 & November 1, 2014  
**Primary Trainer: Gregory Firestone, Ph.D.**

// **Circuit Civil Mediation Certification Training**

August 15, 16, 17, 23 & 24, 2014  
**Primary Trainer: James Williams, Esq.**

// **Parenting Coordination Training**

August 21, 22 & 23, 2014  
**Primary Trainer: Debra Carter, Ph.D.**

// **Appellate Mediation Certification Training**

September 12, 2014  
**Primary Trainer: Gregory Firestone, Ph.D.**

— CEU’s for Mental Health —

For information and registration  
 visit [www.crc.usf.edu](http://www.crc.usf.edu) or call toll free 800-852-5362  
 USF is an Equal Opportunity/Equal Access/Affirmative Action Institution.



That was then.



This is now.

# Now the choice is perfectly clear.

**VAS<sup>™</sup>-E** Vocabulary Assessment Scales<sup>™</sup>-Expressive

**VAS<sup>™</sup>-R** Vocabulary Assessment Scales<sup>™</sup>-Receptive

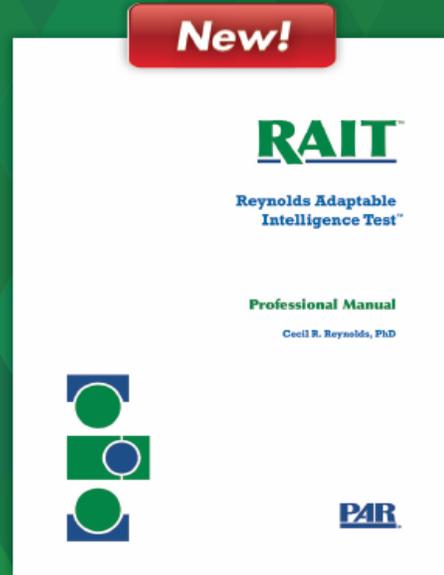
The **Vocabulary Assessment Scales<sup>™</sup>-Expressive (VAS<sup>™</sup>-E)** and **Vocabulary Assessment Scales<sup>™</sup>-Receptive (VAS<sup>™</sup>-R)** present full-color photographs—instead of line drawings—to measure the breadth of an individual’s vocabulary and oral language development throughout the lifespan.

- **Choose between digital and paper stimuli.** The VAS stimulus books are available digitally, for use on your tablet, or on paper, for traditional administration.
- **Evaluate with greater ecological validity.** Full-color photographs provide the highest degree of realism possible.
- **Obtain an enhanced skill assessment.** Composite and discrepancy scores enhance your ability to interpret expressive and receptive scores.
- **Monitor effectiveness of interventions.** Reliable change scores enable you to measure growth over time and in response to targeted interventions.
- **Assess throughout the lifespan.** Offering both age- and grade-based norms, the VAS-E and VAS-R are suitable for evaluating individuals ages 2.5 to 95 years in clinical, school, and occupational and industrial settings.



Looking for a comprehensive intelligence measure that is...

- ✓ Reliable,
- ✓ Time efficient,
- ✓ Cost effective,
- ✓ Up-to-date,
- ✓ Easy to administer and score?



## Look no further!

The new **Reynolds Adaptable Intelligence Test™ (RAIT™)** is a rapid measure of crystallized, fluid, and quantitative intelligence designed for individual or group administration.

Available June 2014 on

**PARiConnect™**  
*Assessment at the speed of life®*

Call 1.800.331.8378 or [www.parinc.com](http://www.parinc.com) to order today!

Creating Connections. Changing Lives.

**PAR** • 1.800.331.8378 • [www.parinc.com](http://www.parinc.com)



executive board

FASP OFFICERS (ELECTED)

2013-2014

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

President-Elect  
Troy Loker  
[tloker@gmail.com](mailto:tloker@gmail.com)

Immediate Past President  
Rance Harbor  
[drharbor@ranceharbor.com](mailto:drharbor@ranceharbor.com)

Secretary  
Susan Valero  
[faspsecretary1314@gmail.com](mailto:faspsecretary1314@gmail.com)

Treasurer  
Jessica Nease White  
[fasp\\_treasurer2014@gmail.com](mailto:fasp_treasurer2014@gmail.com)

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

Northwest Representative  
Sharon Bartels-Wheelless  
[SWheelless@cox.net](mailto:SWheelless@cox.net)

East Central Representative  
Michele Paymer  
[mpaymerfaspeast@gmail.com](mailto:mpaymerfaspeast@gmail.com)

West Central Representative  
Juliana Stolz  
[faspwestcentral@gmail.com](mailto:faspwestcentral@gmail.com)

South Representative  
Joan Kappus  
[joanv2@yahoo.com](mailto:joanv2@yahoo.com)

Southeast Representative  
Marcela Lemos  
[lemosmr1@gmail.com](mailto:lemosmr1@gmail.com)

Southwest Representative  
Jana Csenger  
[fapsouthwest@gmail.com](mailto:fapsouthwest@gmail.com)

Liasion Positions (Non Appointed)

Children's Services Fund Inc.  
Sarah Valley Gray  
[vallevor@gmail.com](mailto:vallevor@gmail.com)

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

FASP Political Committee  
Kurt Wasser  
[wasserk@bellsouth.net](mailto:wasserk@bellsouth.net)

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

FASP Lobbyists  
Bob Cerra  
[bobcerra@comcast.net](mailto:bobcerra@comcast.net)  
John Cerra  
[cerraj@comcast.net](mailto:cerraj@comcast.net)





standing committees

Administration & Supervision
Mary Alice Myers
<a href="mailto:mamnsb@hotmail.com">mamnsb@hotmail.com</a>
Awards
Patti Vickers
<a href="mailto:pvickers@cfl.rr.com">pvickers@cfl.rr.com</a>
Bylaws
Rance Harbor
<a href="mailto:drharbor@ranceharbor.com">drharbor@ranceharbor.com</a>
CE Credit Coordinator
Amanda "Mandy" Leach
<a href="mailto:amandaleach84@gmail.com">amandaleach84@gmail.com</a>
Conference 2014
Denise Dorsey
<a href="mailto:ddorsey3@gmail.com">ddorsey3@gmail.com</a>
Amy Vance
<a href="mailto:alv325@mindspring.com">alv325@mindspring.com</a>
Diversity
Monica Andrea Oganés
<a href="mailto:monica@monicaoganes.com">monica@monicaoganes.com</a>
Ethics & Standards of Practice
Freda Reid
<a href="mailto:fmr@bellsouth.net">fmr@bellsouth.net</a>
Membership
Kim Berryhill
<a href="mailto:faspmembership@gmail.com">faspmembership@gmail.com</a>
Newsletter
Kurt Wasser
<a href="mailto:wasserk@bellsouth.net">wasserk@bellsouth.net</a>
Adrienne Avallone
<a href="mailto:aaqators@comcast.net">aaqators@comcast.net</a>
Planning & Development
Bob Templeton
<a href="mailto:benbobbart@aol.com">benbobbart@aol.com</a>
Private Practice
Ralph E. "Gene" Cash
<a href="mailto:GCash1@aol.com">GCash1@aol.com</a>
Professional Development
Patti Vickers & Freda Reid

Public Policy & Professional Relations
Ralph E. "Gene" Cash
<a href="mailto:GCash1@aol.com">GCash1@aol.com</a>
Registrar
Lisa Perez
<a href="mailto:FASPPRegistrar1@gmail.com">FASPPRegistrar1@gmail.com</a>
Research
Huijun Li
<a href="mailto:huijun.li@famu.edu">huijun.li@famu.edu</a>
Student Delegates
Omega Russel (USF)
Jessica Vasquez (USF)
<a href="mailto:FASPSStudentDelegates@gmail.com">FASPSStudentDelegates@gmail.com</a>
Technology & Communications
Michelle Robertson-Shephard
<a href="mailto:fasptechcom@gmail.com">fasptechcom@gmail.com</a>
Training & Credentialing
Diana Joyce
<a href="mailto:dioyce@coe.ufl.edu">dioyce@coe.ufl.edu</a>

special committees

Historian
Nick Cutro
<a href="mailto:cutro@nova.edu">cutro@nova.edu</a>
Public & Media Relations
Nikki Sutton-Tyler
<a href="mailto:fasppublicandmediarelations@gmail.com">fasppublicandmediarelations@gmail.com</a>
Applied Behavior Analysis
Denise Dorsey
<a href="mailto:ddorsey3@gmail.com">ddorsey3@gmail.com</a>
School Neuropsychology
Monica Andrea Oganés
<a href="mailto:monica@monicaoganes.com">monica@monicaoganes.com</a>





### FASP MEMBERSHIP RENEWAL

FASP is excited to announce some GREAT savings for our membership this year. We are offering a two-year membership option with savings at each membership level and on FASP's biggest annual event. You could save up to \$20-off of your membership fees by selecting our two-year membership option (valid for July 1, 2014 to June 30, 2016). To take advantage of this limited time offer, you **must join or renew prior to June 30, 2014.**



As an added bonus for choosing this two-year membership option, you will also receive an exclusive and DEEPLY discounted deal for your 2014 Annual Conference registration - ONLY \$100 registration fee for Wednesday and Thursday of the conference (November 5th and 6th)! That's a **\$50 savings from our regular member pre-registration rate.** This conference discount is non-refundable and non-transferable. Two-year members taking advantage of the 2014 Annual Conference discount **MUST pre-register for the Annual Conference by October 22, 2014** to apply this exclusive discounted rate.

**RENEWING MEMBERS:** If you would like to take advantage of this opportunity, please make sure to click the "Change Membership Level" button and select the Regular Member (2-year) option after you login to your account.

**RENWING IS QUICK & EASY!**

**DON'T DELAY...RENEW ONLINE TODAY!**



### 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](mailto:faspmembership@gmail.com)), FASP Membership Chair, with your updated information.



# Comprehensive Executive Function Inventory

Just A. Naglieri, Ph.D. & Sam 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).



[MHS.com/CEFI](http://MHS.com/CEFI)

- **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.



**Multi-Health Systems Inc.**

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





# 41<sup>st</sup> Annual Conference

November 5<sup>th</sup> – 8<sup>th</sup>, 2014

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

**Join us at the 2014 FASP Annual Conference.**

This will be a FANTASTIC 4 days of professional development opportunities.

Friday & Saturday Featured Presenters will include **Shannon Suldo, George McCloskey, Matt Burns, Milton Dehn and Steven Fiefer.** Presentation topics will include research based interventions for Memory, Academic Disengagement, Behavioral Challenges, Reading, Math, Mental Health and SO MUCH MORE.

**Get a \$50 discount for the Annual Conference with your 2 year membership renewal!!!**

*Follow conference updates at [www.fasp.org](http://www.fasp.org) and on our Facebook Page!!*



# Hyatt Regency Sarasota

- 🍌 \$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)



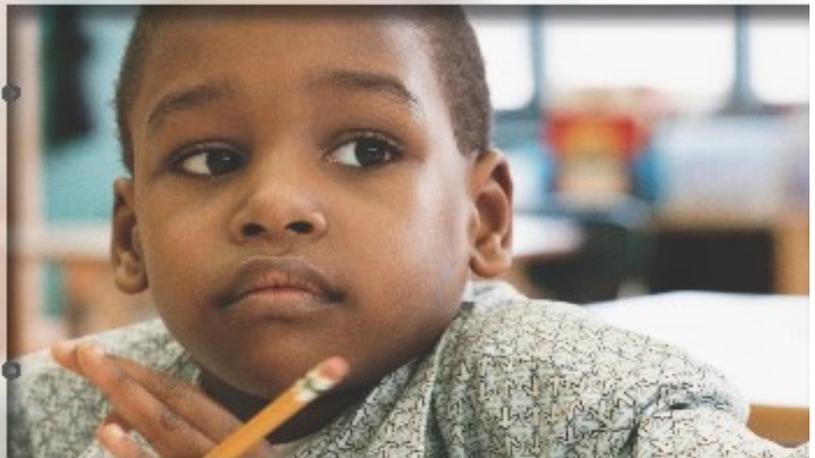
# GET A CLEARER PICTURE.

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](http://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](mailto:Daniella.maglione@pearson.com)  
800.627.7271 ext 26-2267**

800.627.7271 | | [PearsonClinical.com](http://PearsonClinical.com)

\*10% KTEA-3 discount is available through May 31, 2014. For details, see [www.pearson.com](http://www.pearson.com). \*\*10% WISC-V discount is available through September 30, 2014. For details, see [www.pearson.com](http://www.pearson.com). © 2014 Pearson Education, Inc. All rights reserved. KTEA-3, WISC-V, WIAT-III, Q-Interactive, Pearson Intelligence Scale for Children, and Pearson Clinical are trademarks of Pearson Education, Inc., or its affiliates. 327 0274



**Access a wide range of MHS Assessments on a secure, easy to use website.**

**Time to Assess and Score**

Method	Time
Handscore	8 hrs & 20 min
Software	2 hrs & 5 min
Online	Only 25 min

\*Administering and scoring time. HandScore is a MHS product. © 2013 MHS Inc.

**The MHS Online Assessment Center** provides busy professionals the ability to administer, score and generate reports on a wide range of MHS assessments, with just a click of a button.

All you need to get started is access to a computer, tablet, or smartphone with the internet. Generate full reports without delay through automated scoring with no data entry or software uploads.

This means more time with your clients and less time waiting for information to be entered.

- **Safe & Secure**  
Meets and exceeds HIPPA, FERPA, and PIPEDA requirements.
- **Save Time**  
Fast, easy, and accurate administration with automated scoring.
- **Tailored Organization**  
Data can be customized to how you work.



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

**FREE TRIAL** Sign up at  
[MHS.com/onlineassessments](http://MHS.com/onlineassessments)



# Coming October 2014...

**The Academic Achievement Battery™ (AAB™)  
will redefine the way you measure achievement**



A complete assessment of an individual's academic skills, the AAB offers composite scores for Basic Reading, Reading Comprehension, Listening Comprehension, Expressive Communication, Written Expression, Mathematical Calculation, Mathematical Reasoning, and an overall total achievement composite.

Offering four subtests, The Screening Form assesses Letter/Word Reading, Spelling, and Mathematical Calculation with an optional Written Composition subtest.



## **The AAB offers unmatched flexibility and value.**

Developed to be your most trusted achievement assessment, the AAB gives you options that fit your assessment needs. Whether you choose to administer with paper-and-pencil or using a digital stimulus book, score by hand, or interpret via our innovative PARiConnect testing platform, the AAB offers you everything you need, but lets you choose exactly how you want to use it.

**To learn more about the AAB, visit [www.parinc.com](http://www.parinc.com).**



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

Check out our new *ABA FASP* Facebook page (<https://www.facebook.com/ABAFASP>), developed by Dr. Angela Mann. It has been designed to keep you informed and up to date on training opportunities, new developments in ABA, and current happenings. Be sure to visit us, **Like** us, and let us know how we can meet your needs. Our plan is to provide you with information, resources, and training to enhance your behavioral skills in working with students throughout the state of Florida. We are hoping that by having a Facebook page, we will increase our capacity to reach out to School Psychologists with an interest in Applied Behavior Analysis.



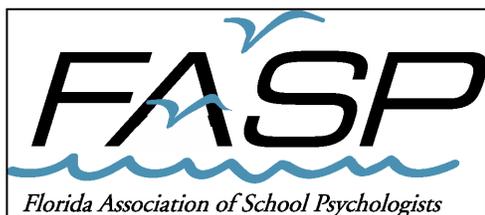
We are continuing to explore sites for additional training that will be of interest to School Psychologists and Behavior Analysts. Our FASP Southwest Regional Representative is doing double duty as an ABA Committee Member as well as a Regional Rep. We are currently in the

midst of working on the logistics of sponsoring a professional development activity in the not too distant future. Stay tuned for details on the location, presenter, topic and time. What we can tell you about this workshop is that it is *not* to be missed! Our plan, as always, is to provide CEs to School Psychologists and Type 2 CEs to Behavior Analysts. Some fortunate people will be able to get both types of CEs in a single workshop!

One of the ongoing intentions of the FASP ABA Committee has been to find out how many School Psychologists are Behavior Analysts. We still don't have that precise information, but we recently cross checked our membership with the Behavior Analyst Certification Board (BACB). What we discovered is that very few School Psychologists/Behavior Analysts are currently FASP Members. Our recent count was less than 10 in the entire state of Florida. (The actual number was 9). That means that the majority of Behavior Analysts working in school districts as School Psychologists are not members of our organization. This news comes as a major disappointment since FASP has a great deal to offer Behavior Analysts, and Behavior Analysts have a great deal to offer FASP.

Some of our FASP Members/Behavior Analysts are currently working on becoming ACE Providers. Information on who can apply for this, and an application form can be found on the BACB site: <http://www.bacb.com/index.php?page=100165#ceu-1>. The major benefit of becoming an ACE Provider is being able to provide Type 2 CEs for Behavior Analysts. One of the continuing education venues that the ABA Committee is actively promoting is the formation of Journal Clubs throughout the state. This is a way of getting together with like-minded colleagues and discussing current behavior analytic research articles, such as from the Journal of Applied Behavior Analysis (JABA). It's more than a book club for Behavior Analysts. Journal Clubs are a fun way of expanding your behavioral repertoire, learning useful information, and walking away with Type 2 CEs. More information on Journal Clubs can be found at the following link: [http://www.bacb.com/newsletter/BACB\\_Newsletter\\_12-12.pdf](http://www.bacb.com/newsletter/BACB_Newsletter_12-12.pdf).

On a final note, don't forget, our email address is [abafasp@gmail.com](mailto:abafasp@gmail.com). Please email us on how we can continue to work on bridging the gap between behavior analysis and school psychology.



Each year, FASP recognizes outstanding professionals in the field of school psychology and in the related field of school administration. Below are the descriptions of the different awards that FASP will be presenting at our Annual Conference this November in Sarasota. Please note that we have a new Award category this year, **FASP School Psychologist of the Year – Early Career**. We are very excited about this award as it is our opportunity to acknowledge and thank those who are new to school psychology for their current and future contributions to the field and to the children of Florida.

We respectfully request that you submit nominations for the following award categories using the nomination form below:

**School Psychologist of the Year**

This award recognizes an outstanding school psychologist in our state who exemplifies professional responsibility, growth and leadership

**School Psychologist of the Year – Early Career**

This award recognizes and outstanding school psychologist in our state in his or her first five years of employment following graduation who exemplifies professional responsibility, growth and leadership

**Outstanding Administrator of the Year**

This award recognizes an outstanding administrator who supports the professional practice of school psychology in Florida. Eligible candidates include school psychology administrators, ESE administrators, school principals, Student Services directors, county level supervisory staff members, district superintendents, etc.

**Graduate Studies Award – Entry Level (Ed.S. Level)**

This award recognizes an outstanding school psychology student in a school psychology Ed.S. training programs in the state of Florida and is given to those who seek an Ed.S. as their terminal degree

**Graduate Studies Award – Doctoral Level**

This award recognizes an outstanding school psychology student in a school psychology doctoral training programs in the state of Florida

**Faye Henderson Exemplary Leadership Award for Minority Students**

This award recognizes an outstanding minority school psychology student in a school psychology training program in the state of Florida

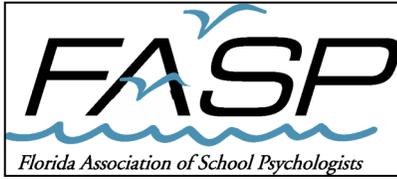
**Outstanding Service Delivery in the Practice of School Psychology**

This award recognizes a school psychology department, administrative area, region, or unit that demonstrates a high level of sustained excellence in developing an ongoing traditional or non-traditional program of general service delivery to meet the varied needs of their clientele

**Innovative Program in the Practice of School Psychology**

This award recognizes a specific new, non-traditional program or approach designed to address a particular or unique need of a district, student or teacher population





**2014 Awards Nomination Form**  
Please circle or highlight one Award submission  
(Reproduce this form as needed)

- School Psychologist of the Year
- NEW CATEGORY** – School Psychologist of the Year – Early Career
- Outstanding Administrator of the Year
- Graduate Studies Award – Entry Level (Ed.S. Level)
- Graduate Studies Award – Doctoral Level
- Faye Henderson Exemplary Leadership Award for Minority Students
- Outstanding Service Delivery in the Practice of School Psychology
- Innovative Program in the Practice of School Psychology

Person or Program being nominated: \_\_\_\_\_  
 Email address of nominee: \_\_\_\_\_  
 District: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Please state briefly why you feel this nomination is appropriate: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Name of Nominator(s): \_\_\_\_\_ Position: \_\_\_\_\_  
 Nominator address: \_\_\_\_\_  
 Office/cell number: \_\_\_\_\_ Email address: \_\_\_\_\_

Please mail, fax or email nominations to: Patti Vickers, Awards Chair  
 4211 Settlers Court  
 St. Cloud, FL 34772  
[pvickers@cfl.rr.com](mailto:pvickers@cfl.rr.com)  
 Fax#: 407-870-4879

---

**ALL NOMINATIONS MUST BE RECEIVED BY  
 JUNE 30, 2014**



Distinguished Honors, Awards, & Achievements in School  
Psychology

By: Nikki Sutton-Tyler  
Public & Media Relations Chair

FASP wishes to highlight special recognitions, honors, awards, or achievements earned by esteemed current and former Executive Board members for their hard work and dedication to the field of school psychology.

**Dr. Huijun Li**, Research Committee Chair of the Florida Association of School Psychologists, was recently awarded the Researcher of the Year Award, the most prestigious research award given to a faculty member at the Florida Agricultural & Mechanical University (FAMU).

Dr. Li is an Assistant Professor at the Department of Psychology, College of Social Science, Arts, and Humanities, at FAMU. Dr. Li has been actively engaged in research and scholarly activities and professional services. In collaboration with colleagues from the department, other colleges and institutions, she has successfully obtained numerous research grant awards from National Institute of Health, Department of Education, and other professional organizations (PIs, Multiple PIs, and CO-PIs on four of them). The grants total about \$1.5 million. Dr. Li's research program encompass psychosocial factors such as culture specific beliefs about causes of mental illness, stigma, religious beliefs, and racial identity contributing to illness development and progression among individuals from diverse backgrounds. She serves on the Editorial Board of Asian Journal of Psychiatry and Editorial Advisory Board of Psychology in the Schools. She also serves as program reviewer of National Association of School Psychologists. Dr. Li actively contributes to local community services by providing presentations and workshops on youth mental health. Since she joined FAMU, Dr. Li has been actively involved in a research information dissemination effort in collaboration with colleagues in and out of the department. Since 2012, Dr. Li has had seven journal publications (four full-length journal articles and three editorials) on peer reviewed professional journals, three book chapters, and one translated book (from English to Chinese). She also made nine collaborative national and international professional presentations. Furthermore, Dr. Li mentors undergraduate and graduate students in their preparation for Student Research Conferences and theses. Dr. Li's research accomplishment and services have been featured in Diversity Issues in Higher Education, FAMU Rattler Nation, FAMU-TV 20, and Tallahassee WTXL ABC news.

**Freda Reid, NCSP**, Duval County School Psychologist, recently received The Lifetime Achievement Award for Children's Mental Health Awareness presented by Youth M.O.V.E. Jacksonville. Youth M.O.V.E. is a youth led organization devoted to improving services and systems that support positive growth and development by uniting the voices of individuals who have lived experience in various systems including mental health, juvenile justice, education, and child welfare. In the Jacksonville area, Youth M.O.V.E. Jacksonville is affiliated with the Jacksonville System of Care Initiative and Mental Health America of Northeast Florida. Freda's award was presented at The Ripple Effect Children's Mental Health Awareness Awards and Banquet. Freda years of work as Duval County Public School's District Crisis Advisor, as well as her mentoring and assistance to children and families, were all highlighted as part of her significant lifetime achievements in the greater Jacksonville area. Freda has been a leader at the state level for many years, including serving as FASP President in 2003. Following her term as President, Freda continued her service on the FASP Executive Board as the FASP Ethics and Standards of Practice Committee Chair for the past 10 consecutive years and as the FASP Northeast Regional Representative for the past 5 years. Moreover, she volunteered to co-chair the Professional Development committee this past year after the position became vacant in January. Freda has also been an adjunct professor at Florida State College at Jacksonville for the past 25 years, teaching various courses in psychology, sociology, human growth and development and human relations.



**Dr. Jackie Collins Robinson**, former Research Committee Chair of the Florida Association of School Psychologists, is the 2014 senior faculty recipient of the Innovative Teaching Award sponsored by the University Faculty Development Center at Florida A & M University (FAMU). This award highlights faculty members who demonstrate a commitment to student success through outstanding and innovative instruction at FAMU.

Dr. Robinson is licensed by the state of Florida as a psychologist and as a school psychologist. She received a master’s degree in school psychology from the University of West Florida and a Ph.D. in clinical psychology from Florida State University. She has many years of experience in the field having worked in the school system as a school psychologist, in psychiatric clinics and hospitals, and in private practice providing school, clinical and forensic services. She has held a teaching position in the Department of Psychology since 2003. In the department, she advises students in the school psychology Ed.S. program, teaches graduate and undergraduate courses, coordinates the graduate internship program, and does research in the areas of social/cultural factors that influence exercise behavior, mental health literacy, and risks for psychosis. Dr. Robinson uses flipped classroom strategies which include the use of technologies such as elluminate, camtasia, polleverywhere, clickers and other activity driven instruction.

**Dr. Sarah Valley-Gray**, President of the Children’s Services Fund, Inc., recently earned the American Board of Professional Psychology board certification which qualifies her as an advanced practitioner in the area of school psychology.

Dr. Valley-Gray is Associate Professor, Director of the doctoral program in school psychology, and Director of Continuing Education and Special Projects at the Center for Psychological Studies (CPS) at Nova Southeastern University (NSU). Sarah has served on the Training and Credentialing Committee on the Executive Board of the Florida Association of School Psychologists (FASP) since 2001. In that role, she initiated and obtained consensus from graduate educators and supervisors of school psychological services across the state of Florida on the standardization of the application, interview, and selection process for school psychology interns as well as the development of an Internship Guide describing each program within the state. Sarah is currently completing her final term as the Secretary of the National Association of School Psychologists (NASP) and previously served as the Florida Delegate to the NASP Delegate Assembly. Appointed to the NASP Early Career Workgroup, she has worked with her colleagues to develop a survey investigating access to supervision among newly graduated school psychologists to ensure that they are able to meet the 2010 NASP Standards. As a member of the Early Career Committee of the Graduate Education Workgroup, she has worked with her colleagues to develop technical assistance papers on teaching and is planning a workshop to prepare new graduates, as well as seasoned professionals, for the role of faculty member. She has served as a NASP Program Reviewer and has completed Accreditation Site Visitor Training for the American Psychological Association. She is currently working with colleagues on a project initiated by the Council of Directors of School Psychology Programs (CDSPP) on a survey to evaluate the competencies within school psychology deemed most important to professional practice. Finally, she is investigating the efficacy of the use of standardized patients as a technique to assess beginning competency among graduate students in the areas of interviewing and assessment.

We look forward to recognizing others who are honored for the amazing work done to enhance the education and mental health well-being of children and families in communities across the state of Florida. Furthermore, we also want to note any achievements earned. Congratulations to our Executive Board members who have proven that school psychologists truly make a significant impact in the lives of others!



### FASP Internship Match System Places 100% of Graduate Students

*Training & Credentialing - FASP Committee Report, Submitted by Diana Joyce Beaulieu, Committee Chair*

Thanks to the efforts of all of our wonderful school district leaders and Dr. Mary Alice Myers, all of the applicants participating in the FASP internship match system received placements. Of the 67 counties in Florida, 28 offered internships for a total of 90 positions. Specialization training rotations for interns included bilingual and neuropsychological assessment, low-incidence disabilities intervention, cognitive-behavioral therapy, early childhood assessment, and RtI/MTSS systems-level leadership training. The range of school programs and settings included charter schools, E/BD centers, alternative education programs, and intensive spectrum services. All of the sites offered supervision by certified School Psychologists while most positions will also be provided supervision by licensed Psychologists and/or School Psychologists. On behalf of the Florida Trainers, we would like to thank the district and internship supervisors for their dedication in providing high-quality internship experiences for our future school psychologists.

## **THE CHILDREN’S MOVEMENT OF FLORIDA**

FASP is proud to support and partner with **The Children’s Movement of Florida** (<http://childrensmovementflorida.org/>),

a citizen-led, non-partisan movement to educate political, business, and civic leaders – and all parents of the state – about the urgent need to make the well-being and education of our infants, toddlers, and all other children Florida's highest priority.

Their mission is not about raising taxes, but rather about raising children. Florida's children deserve to be our first priority when deciding how the state's resources are spent.

We want to strongly encourage every school psychologist in Florida to join this movement because it speaks to the very core of our profession - **CHILDREN!!!**

Please go to the website at <http://childrensmovementflorida.org/>.





*"I love going to FASP! It gives me time to learn something new and interact with other school psychs. It is rejuvenating!"*

-Kristen, FASP Member

**July 9-11, 2014**  
**Sawgrass Marriott**  
**1000 PGA Tour Blvd**  
**Ponte Vedra, FL 32082**  
**[sawgrassmarriott.com](http://sawgrassmarriott.com)**



- Special FASP Negotiated Discounts, including:
  - Guestrooms at only \$149 a night when booked NO LATER THAN June 18th at 3:00 PM deadline
  - FREE self-parking
  - 50% off guestroom internet
  - 10% off Resort Spa services
  - 10% off outlet dining
  - 10% off Golf
- Access and transportation to the beautiful Cabana Beach Club
- 24 hour access to onsite Health Club
- 63 acres of beautifully landscaped trees, lagoons, waterfalls and views to the green fairways
- Named 2013 Golf Resort of the Year by the International Association of Golf Tour Operators
- 25,000-sqft luxury spa featuring 19 private treatment rooms with massage therapy, hydrotherapy, reflexology, body treatments wraps, and skincare services.

*“One of the things that I particularly enjoy at FASP activities is the sense of togetherness, membership, and professional identity that the conferences helped me develop”*

*-Michelle, FASP Member*

Dear School Psychologists,  
Click the Play Button & Learn How to Get



FASP’s Summer Institute 2014 *Retool & Refresh* is designed to help us move ahead of the curve on two important fronts. On the first front, the Summer Institute will help us to “Retool” our repertoire of assessment skills and our ability to develop specialized instruction and tailored interventions matched to students’ individual abilities and skills. Updates and recent research have advanced our field with revised and more contemporary assessment tools and practices, and FASP strives to bring us all the latest information. It is FASP’s aim to be a premiere and consistent source for timely and essential professional development that meets the needs of our daily practice.

On the second front, attending the Summer Institute will help us “Refresh” our mind, energy, and enthusiasm for our profession. Nothing recharges our batteries like the opportunity to reconnect and network with other Florida school psychologists through both the professional learning setting and through the social events and times for relaxation. Enjoying the incredible ambiance and amenities of the Sawgrass Marriott Golf Resort & Spa is vital to the Summer Institute experience.

The “R&R” combination that FASP strives to bring to every participant is a recipe for replenishing our professional toolbox and our spirits. School psychologists deserve such a retreat not only for our hard work throughout the 2013-2014 school year, but also as a way to gear us up for all the Back to School endeavors that will soon follow.

Whether you bring your family and loved ones along to enjoy this summer escape, or you travel on your own to meet your FASP family upon arrival, we can hardly wait to learn and unwind with you this summer!

**BOOK YOUR HOTEL RESERVATIONS TODAY!**

**CALL 1-800-457-4653** (mention your reservation is for the Florida Association of School Psychologist’s Summer Institute)

or **BOOK ONLINE**

**<https://resweb.passkey.com/go/flsummerinstitute2014>**



## SCHEDULE OF EVENTS

### TUESDAY

July 8, 2014 1:00 PM—8:00 PM Executive Board Meeting

### WEDNESDAY

July 9, 2014 8:00 AM—12:00 PM Executive Board Meeting

8:00 AM—12:00 PM Registration Open

12:30 PM—5:00 PM Welcome to SI 2014 & Nancy Mather

5:30 PM—7:30 PM Welcome Reception

### THURSDAY

July 10, 2014 8:00 AM—12:00 PM Registration Open

8:30 AM—12:30 PM Sam Goldstein

5:30 PM —7:30 PM *FASP Fun*—“Game Night” @ Alice & Pete’s Pub

### FRIDAY

July 11, 2014 8:00 AM—12:00 PM Registration Open

8:30 AM—12:30 PM Maggie Kjer

2:30 PM—5:30 PM *FASP Fun*—“Beach Day” @ Cabana Beach Club





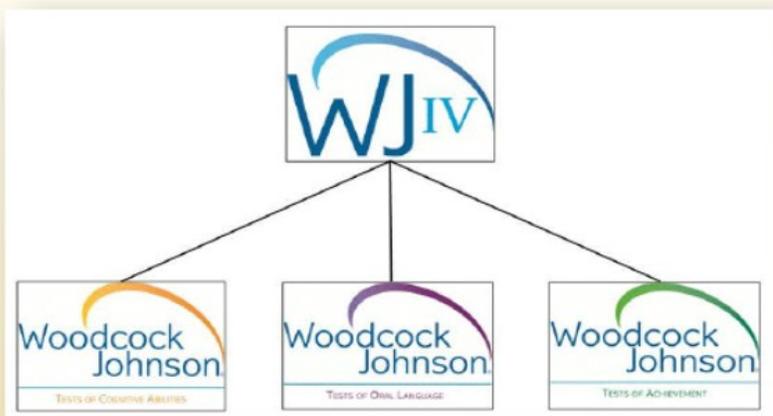
*Nancy Mather, Ph.D.*

Nancy Mather, Ph.D. is a Professor at the University of Arizona in the Department of Disability and Psycho-educational Studies. She has served as a learning disabilities teacher, a diagnostician, a university professor, and an educational consultant. Dr. Mather is a co-author of the *Woodcock-Johnson Tests of Cognitive Abilities*, *Tests of Oral Language*, and *Tests of Achievement* (4<sup>th</sup> edition). She is also co-author of numerous books, including *Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management* and *Evidence-based Interventions for Students with Learning and Behavioral Challenges*, and *Evidence-based Academic Interventions*.



### Use of the WJ-IV for Comprehensive Evaluations of Struggling Readers

In this session, the presenter will explain the unique and contemporary features of the new WJ-IV that can improve the comprehensiveness of our evaluations for students suspected of specific learning disabilities (SLD) in the area of reading. The relevance and importance of assessing strengths and weaknesses in performance as part of a comprehensive evaluation will be discussed, as well as how the identification of specific processing deficits contribute to accurate evaluation recommendations. A case study will be used to illustrate the main interpretative features.



### Learning Objectives:

Participants of this session will:

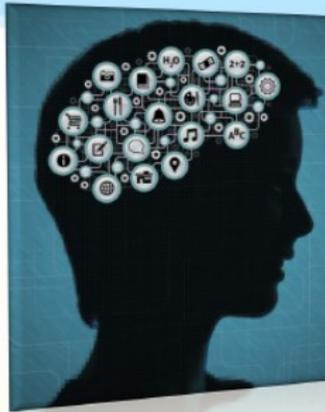
- be able to identify the tests and clusters that are most useful for evaluations of students suspected of having reading disabilities
- increase understanding of the use and interpretation of the WJ-IV discrepancy and variation procedures for evaluation of students suspected of having reading disabilities
- increase understanding of how certain processing weaknesses (e.g., phonological processing, orthographic processing, processing speed) can contribute to a child’s difficulty with reading





**Sam Goldstein, Ph.D.**

Sam Goldstein, Ph.D. is an Assistant Clinical Instructor at the University of Utah School of Medicine and on staff at the University Neuropsychiatric Institute. He is the co-author of the Comprehensive Executive Functioning Inventory (CEFI), co-editor of the *Handbook of Executive Functioning*, Editor-in-Chief of the *Journal of Attention Disorders*, and Contributing Editor to *Attention Magazine*. In total, Dr. Goldstein has authored forty trade and science texts, six psychological tests, as well as over fifty science based book chapters and peer reviewed research articles.



**The Science of Executive Functioning: New Data, New Ideas, & the New Comprehensive Executive Functioning Inventory (CEFI)**

In this presentation, Dr. Goldstein will provide an overview the of historical and current theories and definitions of executive functioning (EF), discuss the most current research reflecting the core issues that comprise these hypothesized functions, review behaviors considered characteristic of EF as well as current diagnostic protocols. The presentation will include a discussion of data from the largest epidemiological/standardization sample completed thus far, examining EF in the general population of children. These data, as well as data from other research sources, demonstrate a science based foundation for appreciating the components of executive functioning. The presentation will provide an emphasis and theoretical framework for understanding EF in light of intellectual achievement and neuropsychological functioning. Emphasis will be placed on the CEFI, the first nationally standardized norm referenced instrument designed to identify executive functioning in youth two through eighteen years of age. The presentation will conclude with an overview of current treatment strategies, modalities and future challenges.

**Learning Objectives**

This workshop is designed to help participants:

- learn about the historical, theoretical history of executive function as a major force in the evolution of the human species.
- learn about current theories of executive function and their relationship to the clinical assessment of children with learning, emotional, behavioral, and developmental disorders.
- integrate information from a diagnostic questionnaire and test instruments to evaluate executive function in the context of a clinical evaluation
- learn about current theories and strategies to modify and improve executive function and thereby reduce daily functional impairment while increasing learning and positive behaviors





**Maggie Kjer, Ph.D.**

Maggie Kjer, Ph.D. is the Southeastern/Southwestern Regional Manager for Pearson and serves as Georgia's Pearson Assessment Consultant, specializing in the Clinical Assessment Area. She has been a consultant with Pearson Assessments/AGS for 14 years. Dr. Kjer earned her Ph.D. in Education with a specialization in Training and Performance Improvement from Capella University. Maggie's teaching career spans over 25 years and she has taught in Europe and Asia, as well as in the United States. She is certified as a teacher of math, reading and special education as well as an Administer of Special Education.

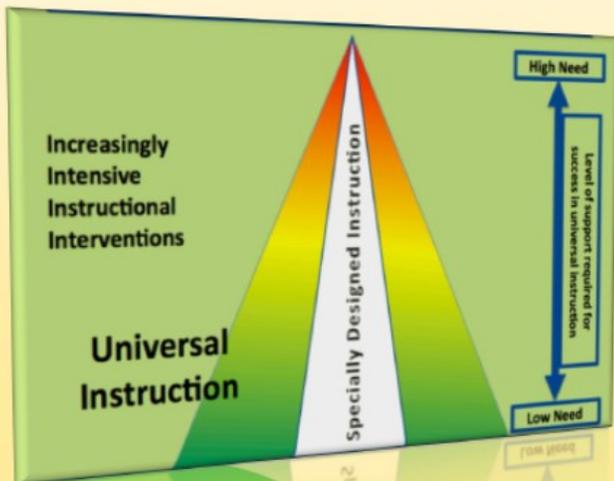


**CHC & Rtl: Applying Theory within an MTSS Framework**

This half day workshop will provide attendees with a brief overview of CHC Theory, covering discussion points from lead researchers including Flanagan, McGrew, and Naglieri, as well as a sample case for review. The presenter will familiarize participants with methods to apply CHC Theory to ability and achievement assessment results using Flanagan's 'Consistency Method'. A variety of Pearson subtest results will be presented (WISC-IV and WISC-V, KTEA-II and KTEA-3, KABC-II, DAS-II) to demonstrate CHC theory in practice within the MTSS framework. The presenters will provide a tool to participants that will aid them in aligning instruction and interventions with broad and narrow ability results for students with disabilities. Technology will be used to gain feedback and promote engaging discussions at several points during the presentation.

**Learning Objectives**

- Participants will become familiar with CHC Theory applications within a MTSS.
- Using assessment results from a sample case, participants will be able to interpret the student's strengths and weaknesses based on CHC Theory and make recommendations for specially designed instruction within an MTSS framework.
- Participants will learn to select interventions that align with students' broad and narrow ability results.





# Summer Institute 2014

## Retool & Refresh

July 9<sup>th</sup> to 17<sup>th</sup>

For Automated Online Registration, please visit:  
[http://fasp.org/Events/Summer\\_Institute.html](http://fasp.org/Events/Summer_Institute.html)

ONLINE PRE-REGISTRATION DEADLINE: June 25, 2014  
MAIL-IN PRE-REGISTRATION POSTMARKED DEADLINE: June 25, 2014

Please complete and return form with check/money order payable to FASP or with your credit card information. Unpaid purchase orders cannot be accepted for payment. Written requests for refunds (less \$10 processing fee) will be honored if received by the Registrar and postmarked no later than July 02, 2014. At any time, FASP members who registered and cannot attend may request a credit voucher redeemable, within one year, toward registration fees at future FASP events.

NAME (PLEASE PRINT): \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_ STATE: \_\_\_\_\_

ZIP: \_\_\_\_\_ TELEPHONE (Primary): \_\_\_\_\_ (Secondary): \_\_\_\_\_

EMAIL: \_\_\_\_\_ LICENSE #: \_\_\_\_\_

PAYMENT METHOD (Circle one): CHECK/MONEY ORDER    CREDIT CARD\* (Visa, AMEX & MasterCard accepted.)

\*Note: Credit card payments will be collected via Paypal invoice. Please include a valid email address above.

Select Registration Fee (Check One):

	<u>Early Registration</u>	<u>On-Site Registration</u>
	on or before 6/25/2014	
FASP Member	<input type="checkbox"/> \$150	<input type="checkbox"/> \$175
Non Member	<input type="checkbox"/> \$275	<input type="checkbox"/> \$300
Student	<input type="checkbox"/> \$45	<input type="checkbox"/> \$65

Member rates apply for members of FASP, the Student Services Coalition, and out-of-state NASP members. For member rates to be applied, dues must be current with the appropriate organization. A receipt will be available on-site.

**Mail Registration to:**  
Lisa Perez, FASP Registrar  
13100 Heather Moss Dr. #807  
Orlando, Florida 32837

**For Workshop Information, contact:**  
Summer Institute Committee  
FASPsummerInstitute@gmail.com

\*FASP is approved by the Florida Department of Health Division of Medical Quality Assurance to offer CE's toward licensure for continuing education offerings. CE's are available for Licensed School Psychologists and Licensed Psychologists (CE Provider #50-693); and Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling (BAP-174). FASP is approved by the National Association of School Psychologists to offer continuing education for school psychologists. FASP maintains responsibility for the program (NASP Approved Provider #1029). As always, there will be strict adherence to sign-in and sign-out procedures to allow us to maintain our status as CE Providers.

Registration Form



*See you soon,  
Ponte Vedra, FL!*



Share Your Plans to Attend With Your Peers!  
**CLICK HERE to JOIN OUR  
FASP SI 2014 EVENT PAGE**



**FDOE Update: New Certification Requirement for Renewal of Professional Certificate (Senate Bill 1108)**

David Wheeler, School Psychology Consultant, USF/BEESS

The 2013 Florida Legislature passed Senate Bill 1108, an act of legislation relating to exceptional student education <http://www.flsenate.gov/Session/Bill/2013/1108/BillText/er/pdf>. Among the multiple provisions of this legislation, is the requirement that educators earn continuing education credits in teaching students with disabilities for renewal of a professional certificate. The statutory language added to section 1012.585(3)(e), F.S., states that, *Beginning July 1, 2014, an applicant for renewal of a professional certificate must earn a minimum of one college credit or the equivalent in-service points in the area of instruction for teaching students with disabilities. The requirement in this paragraph may not add to the total hours required by the department for continuing education or in-service training.*

The Bureau of Exceptional Education and Student Services (BEESS) published technical assistance regarding implementation of SB 1108, including a Question & Answer document, posted on the BEESS website at <http://www.fldoe.org/ese/>. The following questions and answers are excerpts from the BEESS *Questions and Answers Regarding Implementation of SB 1108* document relating to the “instruction for teaching students with disabilities” renewal requirement:

***Will this renewal requirement apply to professional certificates expiring on June 30, 2014?***

This requirement depends on when the application is submitted for renewal of the professional certificate. The credit in teaching students with disabilities will not be required for educators who submit applications to renew their professional certificates prior to July 1, 2014. However, an applicant whose certificate expires on June 30, 2014, who submits application for late renewal on or after July 1, 2014, will be expected to have satisfied the requirement for credit in teaching students with disabilities.

***When and how will this renewal requirement apply to professional certificates expiring after June 30, 2014?***

Details on the timeline for satisfying this renewal requirement for certificates expiring after June 30, 2014, have not yet been determined. They will be based upon the State Board of Education’s revision of the renewal rule and the department’s implementation guidance.

***What type of inservice activities and courses will satisfy this requirement?***

Acceptable inservice activities and courses have not yet been determined. They will be based upon the State Board of Education’s revision of the renewal rule and the department’s implementation guidance.

***Does this renewal requirement apply to all professional certificates covering any subject?***

Any exceptions will be addressed through the State Board of Education’s rule revision process.

***How many credits or inservice points in teaching students with disabilities are required?***

The legislation requires one semester hour of college credit, which is equivalent to 20 inservice points.

***How may the credit earned be applied toward fulfillment of renewal requirements?***

Renewal credit earned in ESE may be applied toward fulfillment of renewal requirements of any subject specialization area issued on the professional certificate.

***Is this a one-time renewal requirement or will this credit be required for every future professional certificate renewal cycle?***

The new credit requirement applies to future professional certificate renewal cycles unless this provision of law is amended by the legislature.

The statutory changes required that State Board of Education Rule 6A-4.0051, Renewal and Reinstatement of a Professional Certificate, be amended.



The text of the proposed changes to Rule 6A-5.0051 was published in the Florida Administrative Register (FAR) on December 23, 2013 at [https://www.flrules.org/gateway/notice\\_Files.asp?ID=13970830](https://www.flrules.org/gateway/notice_Files.asp?ID=13970830) and approved by the State Board of Education on January 21, 2014. The new language in Rule 6A-4.0051 states that:

1. The renewal of a professional certificate requires the applicant to earn 1 college credit or 20 in-service points in the instruction of students with disabilities during the last validity period of the certificate to be renewed.
2. An educator may earn acceptable credit for training in any certification area related to the instruction of students with disabilities.
3. National Board Certification in an exceptional needs specialist subject area will satisfy the requirement for the instruction of students with disabilities.
4. Any educator applying for reinstatement after July 1, 2014, must meet the instruction of students with disabilities requirement.

Some additional questions of relevance for school psychologists:

***What is the implication of SB 1108 and SBE Rule 6A-4.0051 for school psychologists?***

School psychologists will need to earn 20 in-service points or 1 college credit in the instruction of students with disabilities during the 5-year validity period in order to renew their school psychology certification in Florida.

***Will trainings provided by FASP meet the “instruction in students with disabilities” requirement?***

Yes, depending on the nature of the training, the professional development criteria established by each district, and FDOE implementation guidance. Although the Department of Education has not developed additional implementation guidance, it is likely that “instruction in students with disabilities” will be broadly interpreted to include academic and behavioral assessments and interventions for students with disabilities. Trainings that target students with disabilities and/or specific disability categories (e.g., EBD, ASD, SLD) will presumably satisfy this requirement. Consistent with current practice, school psychologists will need to submit outside in-service points for approval by the district.

***What are additional provisions of SB 1108 of relevance for school psychologists?***

First, SB 1108 requires that parents and staff sign a form after any meeting with school personnel indicating whether school personnel discouraged the parents from inviting an adult of their choice to the meeting (sample forms are provided on the BEESS website). Second, SB 1108 adds to IDEA consent requirements, the requirement that parental consent be obtained prior to providing instruction state standards access points curriculum (i.e., special diploma) or prior to placing a student in an exceptional education center (required forms are posted on the BEESS website). A third provision, is the requirement that private instructional personnel (e.g., therapists, licensed clinical social workers, licensed psychologists) be permitted to observe, collaborate with instructional personnel, and provide services for students with disabilities in the educational setting. Additional information relating to these and other provisions is addressed in the *Q & A* document.

***Where can I find additional information about SB 1108?***

The Bureau of Exceptional Education and Student Services (BEESS) has posted technical assistance documents pertaining to SB 1108 at the BEESS website, <http://www.fldoe.org/ese/>.

New information and implementation guidance will be posted on the BEESS web page and communicated in the BEESS Weekly Memo. The Florida Education Association (FEA) has posted a flowchart and a [Frequently Asked Questions](#) document to help educators understand the renewal requirements at <http://feaweb.org/recertification-ese>.

The Florida Department of Education publishes an overview of all education-related legislation that is passed during the session at the conclusion of each legislative session. The *2013 Legislative Review*, which summarizes education-related legislation passed during the 2013 Legislative session, is posted at <http://www.fldoe.org/GR/>. For those interested in following bills filed during the 2014 Session, visit <http://www.myfloridahouse.com/Sections/Bills/bills.aspx> or <http://www.flsenate.gov/Session/Bills>.



## A Professional Advocacy Update from Your President-Elect

Troy Loker, Ph.D.



My year as President-Elect has been truly exciting, particularly in collaborating with the Summer Institute committee, Annual Conference Committee, and Professional Growth Workgroup. We keep our members in mind at each decision point and are striving to bring a continuum of workshops that meet our diverse and current professional needs. Knowing that we have several updated assessment instruments on the horizon and knowing we continue to have an increased focus on MTSS and school-based mental health, we have strategically coordinated our featured workshops to target these skill areas for Florida's school psychologists.

Nevertheless, I know that none of our planning will make a difference if our members are unable to participate in our professional development opportunities. For that reason, we have put forth a concerted effort to advocate on your behalf. Your President and I have written letters that have been sent directly to district supervisors with information about our upcoming Summer Institute and Annual Conference to encourage their support and provision of Temporary Duty Leave Days (e.g, TDEs, TDAs). We have also reached out to university trainers to encourage their support of student attendance at our Summer Institute, an event that historically has had low student participation. It is our hope that everyone who would like to attend a FASP event would first of all be allowed to attend, but also we would like for individuals to be valued for their initiative to bring outside professional development experiences into their schools, districts, and graduate training.

To help our members advocate for their own professional development, we have also developed a helpful letter template that was modeled after a version from NASP. This template can be adapted by you and shared with a building principal or district administrator in your efforts to show the benefits of participating in FASP activities. The more participation we have, the more we are able to build a strong sense of professional identity and community. Conferences become even more meaningful when we have the opportunity to engage in rich conversations with diverse peers about our common barriers, our breakthrough successes, and other lessons learned regarding how we bring research and theory into practice. Please consider joining FASP's efforts in your professional advocacy and spend time with us this coming year.

(see page 32 for template)



[Today's Date]

Dear [Your Supervisor's / Administrator's First Name],

In order to ensure that I am providing [Your School or District's Name] and our students with the most up-to-date, evidence-based psychological services, I would like to attend the Florida Association of School Psychologists' 2014 Annual Conference, taking place November 5<sup>th</sup> to 8<sup>th</sup> in Sarasota, FL. As

Florida's largest annual gathering of school psychologists, the conference is an important professional development opportunity. It offers more than 70 sessions and workshops over four days that will provide me with skills and strategies to improve the quality of services that our students receive.

By attending the FASP 2014 Annual Convention I will be able to:

- ⇒Attend sessions that will help me address issues that our district is facing.
- ⇒Learn strategies and techniques tied to the comprehensive conference theme: *Facilitating Academic, Social/behavioral, and Psychological Success for ALL Students.*
- ⇒Collaborate with professionals from around the state to learn what is working in their schools.
- ⇒See innovative products and services offered by top education companies in the exhibit hall.

This conference is an enormous value for the money. As a FASP member, I can attend the 4 days of the conference for \$270 if registered by October 22. Additional costs would include hotel, transportation, and meals, which I have estimated at [Insert Estimate].

It is critical that I take advantage of this opportunity to ensure I am providing the most effective services to improve success for all students across Tiers 1, 2, and 3 of our MTSS. If granted the opportunity, I return to our district with important information that benefits individual students and our district. I will be equipped to provide professional development to district colleagues on current best practices in school psychology.

If you have any questions about the conference or my proposal, please let me know. You can also find additional details on the convention at [http://fasp.org/Events/Annual\\_Conference.html](http://fasp.org/Events/Annual_Conference.html)

Sincerely,  
[Your Name]





**MISSION, STRATEGIC OBJECTIVES, AND STRATEGIC PLAN OF THE  
FLORIDA ASSOCIATION OF SCHOOL PSYCHOLOGISTS**

**MISSION**

The mission of the Florida Association of School Psychologists is to promote and to advocate for the mental health and educational development of Florida’s children, youth, and families and to advance school psychology in the state of Florida for the benefit of all students.

**STRATEGIC OBJECTIVES**

1. Promote the provision of the full range of school psychological services to all children, youth, families, and school personnel through role expansion, diversification of service delivery settings, integrated service delivery, and public policy advocacy.
2. Develop and enhance educational opportunities through graduate, post-graduate, and continuing education to enable school psychologists to provide a full range of services.
3. Support the membership with resources that facilitate organizational and educational efficacy and accountability through provision of a full range of psychological services.
4. Respond to the diverse needs of the membership and increase membership as well as member engagement.
5. Demonstrate the effectiveness of school psychology to parents, the school community, policy makers, and the general public with emphasis on student outcomes.
6. Increase diversity in school psychology and in the leadership of the association.
7. Advocate for increased diversity among school district leadership who supervise school psychologists.
8. Promote activities and programs that provide effective services in areas of student need.
9. Advocate for increased numbers of school psychologists in order to support schools and to promote positive mental health and educational outcomes for all students.
10. Collaborate with other professional associations and agencies to ensure effective, comprehensive services to all students and their families.
11. Attract and retain highly qualified individuals to the field of school psychology.
12. Advocate for school psychology supervisors to be credentialed school psychologists.



## STRATEGIC PLAN

In order to carry out the mission of FASP, the following five major goals with related strategic objectives were approved by the FASP Executive Board (Strategic Plan adopted February 2014)

### I. PROFESSIONAL COMPETENCY/DEVELOPMENT

**FASP will strive to ensure that current and future school psychologists have and maintain competencies, skills, and ethical behavior required to support the diverse strengths and needs of children, families, and schools.**

- A. Ensure that professional development activities are consistent with current goals of NASP.
- B. Ensure that the FASP Professional Development Plan include all of the NASP domains of practice.
- C. Ensure that professional development opportunities are consistent with NASP standards and the NASP Model for Comprehensive Services.
- D. Provide professional development in areas of state and federal initiatives and mandates.
- E. Provide opportunities for mentoring, enhancement of professional skills, and idea sharing.
- F. Facilitate sharing of best practices among districts and individual practitioners.
- G. Provide ongoing support and mentoring to encourage research and best practices.
- H. Establish strategies for sharing and promoting research.
- I. Provide professional development activities on cultural competency, tolerance, social justice, diversity, and other relevant issues.
- J. Provide professional development activities that emphasize the connection between school psychology competencies and positive student outcomes.
- K. Encourage and support school psychologists to serve as supervisors of students who are completing practicum and internship placements, and support incentives for doing so.

### II. ADVOCACY

**FASP will advocate for effective evidence-based and innovative educational and mental health services.**

- A. Promote increased support for comprehensive school psychological services.
- B. Promote the nationally recommended ratio of school psychologists to students of no greater than 1:500-700 (depending on demands of the setting) in Florida.
- C. Promote adequate funding to ensure a full range of school psychological services.
- D. Foster increased impact on mental health services and educational programs through participation in key coalitions/liasons.
- E. Increase involvement of school psychologists in public policy advocacy at local, state, and federal levels.
- F. Increase numbers of school psychologists and school psychology students who receive training in advocacy.



- G. Develop and promote and share position statements on major issues of concern to school psychology.
- H. Ensure an active legislative agenda on behalf of children, schools, families, and school psychologists.
- I. Increase knowledge of the practice of school psychology and career possibilities among diverse groups.
- J. Broaden and more effectively disseminate the FASP Legislative Platform.
- K. Advocate for fair and equitable practices and policies.
- L. Advocate for compliance with the FASP Internship Standardization procedures.
- M. Advocate for offering stipends for all candidates completing the internship experience.
- N. Promote collaboration with other student services and allied professional associations.

### III. OPERATIONAL EXCELLENCE

**FASP will have an infrastructure and plan for allocation of resources ensuring effective and responsive services to all constituents.**

- A. Increase efficiency of executive board functioning.
- B. Ensure continuity within the organization to achieve long term goals and objectives
- C. Develop and maintain procedures to ensure continuity in leadership transitions
- D. Maintain necessary levels of external support to maximize efficiency of operation
- E. Review and update the mission, strategic objectives, strategic plan, policies, and procedures of the association on a regular basis.
- F. Ensure that committee and workgroup objectives are accomplished within expected timelines.
- G. Maintain and foster non-discriminatory and inclusive practices within the organization.
- H. Maintain, monitor, and improve FASP membership and leadership satisfaction.
- I. Ensure that board members and workgroup/committee chairs exercise initiative in carrying out the strategic plan as well as presidential priorities and charges.
- J. Create and maintain procedures for recruitment and development of association leaders.
- K. Improve the quality of leadership training and functioning.
- L. Increase diversity in leadership and membership composition.
- M. Maintain and improve relationships among FASP leaders and external support services.
- N. Maintain effective, ethical, and fiscally sound practices in formulating contractual relationships.
- O. Review contracts and support services to ensure that the relationships are in FASP's best interest.
- P. Develop, maintain, and update all FASP communications regularly to ensure that they are accessible, efficient, engaging, and of maximum value to constituents.
- Q. Ensure that leaders have access to technology needed to fulfill the demands of their positions and the Strategic Plan of the association.
- R. Maintain and adhere to financial policies which ensure the fiscal health of the association.
- S. Grow, advance, and diversify revenue streams on a long-term basis.



#### IV. MEMBER OUTREACH AND SUPPORT

**FASP will retain and attract new and diverse members to the association and provide member services which enhance value to the membership.**

- A. Increase new members in each membership category.
- B. Increase the rate at which members renew their membership.
- C. Increase member satisfaction with the association.
- D. Increase number of members-only benefits.
- E. Increase number of students who transition to full membership.
- F. Advance the ability of members to reach their professional goals.
- G. Advocate for the interests of the members of FASP through legislative, public policy, and outreach efforts.
- H. Provide affordable and accessible continuing education opportunities for members across professional domains.
- I. Respond efficiently and effectively to expressed professional needs of the members.
- J. Provide support to students, interns, and early career school psychologists as they transition to professional employment within the field.
- K. Build diversity and variety of membership to include culturally and linguistically diverse individuals of rural, suburban, and urban populations; age, gender, and racial diversity; generational diversity; religious diversity; political diversity, etc.
- L. Ensure that members are aware of the Strategic Plan as well as board operations and outcomes.

#### V. EXTERNAL RELATIONS AND COMMUNICATION:

**FASP will promote the work of school psychologists and be recognized for value, influence, and excellence by key stakeholders, policy makers, and the general public.**

- A. Develop and maintain quality informational resource materials for public dissemination.
- B. Share expertise through presentations and publications to key stakeholders.
- C. Provide to other organizations, associations, and school districts the highest quality supportive services to facilitate functioning.
- D. Gain public recognition from other groups by providing exemplary information, involvement, and collaboration.
- E. Maintain a high quality web site that is informative, responsive, interesting, and accessible to members and other constituents.
- F. Maintain high quality publications that are timely and meet the professional needs of the membership.
- G. Demonstrate effectiveness of school psychology to families, school systems, communities, and public policy makers with emphasis on student outcomes.



## 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](#)



**The New DSM-5 and Interventions for Autism Spectrum Disorder**  
*What School Psychologists Need to Know*

Christopher Poitevien, Adrienne Sloan, and Diana Joyce Beaulieu  
School Psychology Program  
University of Florida

The prevalence rates of Autism Spectrum Disorder (ASD) are reported to have steadily increased both nationally and internationally over recent years (now 1% of population). At this time the reasons for the increasing rate are unclear and some experts have credited greater awareness and better defined DSM criteria. ASD is currently diagnosed across cultures, social-economic circumstances and genders although it is four times more often diagnosed in males than females. The causes of ASD remain elusive; however, genetic mutation has been identified in up to 15% of families with multigenerational ASD. This article will first provide a brief overview of the new Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) criteria for Autism Spectrum Disorder (ASD) and then review several school-based interventions.

**DSM-5 Criteria for Autism Spectrum Disorder**

In the DSM-5, Autistic Disorder, Asperger’s Disorder and Pervasive Developmental Disorder are consolidated under Autism Spectrum Disorder (American Psychiatric Association [APA], 2013). Symptoms fall into two categories, social communication and restrictive repetitive behaviors or interests. Examples of social communication and social interaction deficits include lack of reciprocity in conversation, reduced sharing with others, failure to initiate interactions, poor nonverbal communication (e.g., eye contact, use of gestures, facial expression), and difficulty understanding social relationships (e.g., making friends or imaginary play). Examples of restricted repetitive behaviors or interests include lining up toys, flipping objects, echolalia, strict adherence to routines, rigid thinking patterns, fixated interests with abnormal intensity, and over or under-reactivity to sensory input (e.g., lights, smell, and sound). In addition to the documentation of symptoms, professionals are also required to note the severity level (i.e., Level 1 – requiring support; Level 2 – requiring substantial support, and Level 3- requiring very substantial support). A table of specific behavioral descriptors for each level is provided in the DSM-5. It is noted that 70% of children may have a comorbid mental health disorder and up to 40% may present with two or more



comorbidities. The levels of ASD severity are somewhat similar to a school's multi-tiered systems of support model in that increasing levels of need are warranted ranging from differentiated instruction within an inclusion model to individualized intensive and long-term supports that may require specialized programming. Additionally, to meet DSM-5 criteria for Autism Spectrum Disorder the symptoms must present during the early development years (usually evident between 12-24 months of age), cause significant impairment, and not be better explained by intellectual disability. ASD also must be differentially diagnosed from other disorders such as Rett Syndrome, Selective Mutism, Stereotypic Movement Disorder, Attention Deficit/Hyperactivity Disorder (ADHD), and Schizophrenia (APA, 2013).

### **Effective Interventions for Autism Spectrum Disorder**

Given the pervasive nature of Autism Spectrum Disorder symptoms and the impact on daily communication and interactions, school-based interventions can have significant impact. Fortunately, there are a number of research-based instructional and social support techniques that can be effective. Generally visual cuing strategies are helpful to children with ASD as they facilitate communication, serve as clues or reminders, help systematize interactions, and can lessen the anxiety evoked by demands for verbal responses. Examples of visual cue techniques may include iconic schedules that provide sequential pictures of the day's routine, choice boards that require the children to select among a limited number of options, and calendars. Initially, children may be taught to respond through eye gaze, then pointing, and later required to voice a word or phrase in order to obtain the desired item or activity.

A number of behavioral modification techniques are also helpful including positive reinforcement schedules (e.g., token economy), chaining complex behaviors together, and rewarding successive approximations of a desired behavior until it is shaped. The following section reviews several more structured intervention strategies.

**Picture Exchange Communication System (PECS):** The Picture Exchange Communication System (PECS) is an intervention used for children with ASD with moderate to severe communication deficits (Flippin, Reszka, & Watson, 2010). PECS uses the theories of generalization, reinforcement and shaping from Applied Behavior Analysis (ABA) to teach children effective ways to communicate utilizing visual cues. Because PECS strategies are relatively easy to implement, School Psychologists may wish to consider including parents or guardians in the initial training so the techniques can also be applied at home (Flippin et al., 2010).

There are six primary stages of PECS training defined in the *PECS Training Manual* (Frost & Bondy, 2002). The first stage consists of the child giving a single picture to an adult or communication partner in exchange for a desired item, such as a ball. The adult then gives the child the desired item while stating its name (e.g. ball). For example, if a student wants to eat a snack, the student picks the corresponding picture



and presents it to the teacher. Initially, it can take time to introduce this system to the student; the teacher needs to physically prompt the student to use PECS. To do this, the teacher may briefly obstruct the student's access to a desired object. Over time, the use of physical blocking is faded out. The second stage involves the incorporation of a communication book, where numerous pictures, often laminated and adhered with Velcro are provided for a child to use in exchange for desired items or activities. Distance between the child and communicator is increased to make the child travel to purposefully request the item. The third stage teaches the child to discriminate between two pictures or distinguish between a desired and undesired item.

The fourth stage incorporates a sentence starter, such as "I want", and then teaches the child to build upon that starter with other pictures. This allows the child to begin making picture sentences, along with learning the corresponding verbal sentence. The fifth stage has the communicator ask a verbal prompt such as "What do you want?" and then uses a gesture to the "I want" picture. Over time the delay between the verbal prompt and gesture prompt is decreased so the child only needs the verbal prompt to answer the question. The sixth and final stage involves the child communicating with their partner via picture sentences when a verbal question is asked of them. PECS has been shown to improve communication behavior (Cihak, Smith, Cornett, & Coleman, 2012) and even lead to speech development in nonverbal children with ASD (Flippin et al., 2010).

**Video Modeling:** Video modeling is a widely used teaching tool for children with ASD and has been shown to teach a number of functional skills including engagement and self-awareness at a rapid pace (Charlop, Dennis, Carpenter, & Greenberg, 2010; Tereshko, MacDonald, & Ahearn, 2010). As an example, a video is created that depicts a child engaging with another child in an appropriate way, such as playing a game. The video is shown repeatedly to give the child time to understand and imitate actions. The core behavioral theory of video modeling is repeated observation, which then leads to generalization by the child (Tereshko et al. 2010). Video *self*-modeling involves the same concepts as video modeling; except the child receiving the intervention becomes the model in the video. Videos of the child are then edited to only show the appropriate actions without any of the prompts that may have been required from adults to coach the behaviors in the video. Thus, the child only views himself/herself performing the appropriate act (Gelbar, Anderson, McCarthy, & Buggey, 2012). Video modeling can be incorporated in a school setting and at home with the use of technological devices such as smart phones, iPads or personal computers.

**Joint Attention and Symbolic Play/Engagement and Regulation (JASP/ER):** The JASP/ER intervention is primarily used with pre-school age children with ASD, and focuses on teaching joint attention skills, play skills, and engagement to increase overall communication skills (Goods, Ishijima, Chang, & Kasari, 2013). There is not a standardized intervention as it involves allowing children to play in natural settings (e.g., recess) and then structuring initial interactions between children coupled with purposefully reinforcing any peer engagement during play. The child must be reinforced for initiating appropriate interaction behaviors, and must be given ample structured opportunities to initiate joint attention (Lawton &



**Teacher Interaction Procedure:** Teacher Interaction Procedure focuses on teaching social skills to children and adolescents with ASD. This intervention has been shown to be effective in group settings (Leaf, Dotson, Oppenheim, Sheldon, & Sherman, 2010), or one-on-one settings. During the intervention the teacher will describe a skill, explain how and why it is used, and give a rationale for why the child should use it (Leaf et al., 2010). Then the teacher describes situations where the skill can be used and models the skill for the participant. The teacher will also divide the skill into parts so the participant can follow steps to initiate the skill. Once knowledge of the skill is acquired the teacher will role play with the participant using the skill (Leaf et al., 2010). For example, the teacher might explain the proper behavior when meeting someone new, and describe proper steps to take when first meeting someone. Meeting a new acquaintance might elicit verbal behaviors such as saying hello, or gestural behaviors like hand shaking or waving. The teacher would then break down this chain of behaviors into steps and practice these actions with the child until self-initiation occurs.

**Social Stories:** Social Stories involves reading short stories that describe a particular behavior or action that is particularly confusing to a child with ASD (Gray & Garand, 1993; Schneider & Goldstein, 2010). The stories have very direct sentences and use affirmative language to directly relay the message to the child reading. The stories also come in pictorial form so children who have yet to learn to read can use them (Schneider & Goldstein, 2010). However, these stories were initially created for children with high-functioning ASD and therefore may be most effective with children with Level 1 severity of ASD (Schneider & Goldstein, 2010). There are a number of resources available to teachers and parents to easily create social stories around common issues (e.g., making friends) that also can be individualized for the child (e.g., including his/her name for characters). Printable social stories materials are available free of charge at the following websites:

- Center for Autism and Related Disabilities: <http://www.centerforautism.com>
- Watson Institute: <http://www.thewatsoninstitute>
- Cory's Recovery: <http://www.machkovich.com/Cory/AutismRecovery/SocialStories/>

**Priming:** Another way to improve the social skills of a student with autism is to provide opportunities to practice these skills before they are actually needed, or priming. A way to do this is to have the student practice a social activity before they are to engage in it with others. For example, if the student is to participate in an outdoor game during physical education class, they are afforded the opportunity to practice the game before hand, as well as learn the rules of the game. These practice sessions should be enjoyable to the student, and studies have shown that this can improve a student's social skills and can provide an opportunity to reinforce positive behaviors that should be exhibited during the game. While the student is practicing the game, these positive behaviors can be reinforced, increasing the chances these behaviors will be exhibited later (Koegel, et al., 2011).



**Peer Mediated Interaction:** This method of intervention incorporates preplanned peer involvement in the classroom. Initially, the teacher instructs “typically developing peers how to model and prompt targeted social skills” (Koegel, et al., 2011). For example, during a group activity, a typically developing student can be instructed to model to the child with autism how to take turns, how to follow the rules of the game, how to show appropriate behaviors during the game, and how to show appropriate behavior if they do not win. The technique may also utilize slightly older students (e.g., teacher helpers from 1-2 grades higher). This ability to teach multiple social skills from a model that is less intimidating than an adult is an advantage of the intervention. A number of studies have shown this intervention to be effective in schools, particularly in an inclusion classroom (Koegel, et al., 2011).

Academic achievement for children with ASD is a complex process. Even those with a mild level of impairment can be significantly impacted by difficulties with language and attending to instruction. Frequently teachers and staff must use multiple intervention strategies concurrently to target multiple deficit areas that impede academic functioning. The expertise School Psychologists have in behavior analysis, assessment, and intervention design can enhance educational and social adjustment outcomes that will serve these children and families for a lifetime. Although this article was not intended to provide a comprehensive review of ASD interventions, the strategies noted can be important techniques for teachers and families.

#### References

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- Charlop, M. H., Dennis, B., Carpenter, M. H., & Greenberg, A. L. (2010). Teaching socially expressive behaviors to children with autism through video modeling. *Education and Treatment of Children, 33*, 371–393.
- Cihak, D. F., Smith, C. C., Cornett, A., & Coleman, M. (2012). The use of video modeling with the picture exchange communication system to increase independent communicative initiations in preschoolers with autism and developmental delays. *Focus on Autism and other Developmental Disabilities, 27*(1), 3-11.
- Flippin, M., Reszka, S., & Watson, L. R. (2010). Effectiveness of the Picture Exchange Communication System (PECS) on communication and speech for children with autism spectrum disorders: A meta-analysis. *American Journal of Speech-Language Pathology, 19*(2), 178-195.
- Frost, L., & Bondy, A. (2002). *PECS training manual*. Newark, DE: Pyramid Educational Consultants.
- Gelbar, N. W., Anderson, C., McCarthy, S., & Bugghey, T. (2012). Video self-modeling as an intervention strategy for individuals with autism spectrum disorders. *Psychology in the Schools, 49*(1), 15-22.



- Goods, K., Ishijima, E., Chang, Y., & Kasari, C. (2013). Preschool based JASPER intervention in minimally verbal children with autism: Pilot RCT. *Journal of Autism and Developmental Disorders*, 43(5), 1050-1056.
- Gray, C. A., & Garand, J. D. (1993). Social Stories: Improving responses of students with autism with accurate social information. *Focus on Autistic Behavior*, 8(1), 1-10.
- Koegel, L., Matos-Fredeeen, R., Lang, R., & Koegel, R. (2011). Interventions for children with autism spectrum disorders in inclusive school settings. *Cognitive and Behavioral Practice*.
- Lawton, K., & Kasari, C. (2012). Teacher-implemented joint attention intervention: Pilot randomized controlled study for preschoolers with autism. *Journal of Consulting and Clinical Psychology*, 80(4), 687-693.
- Leaf, J. B., Dotson, W. H., Oppeneheim, M. L., Sheldon, J. B., & Sherman, J. A. (2010). The effectiveness of a group teaching interaction procedure for teaching social skills to young children with a pervasive developmental disorder. *Research in Autism Spectrum Disorders*, 4(2), 186-198.
- Schneider, N., & Goldstein, H. (2010). Using social stories and visual schedules to improve socially appropriate behaviors in children with autism. *Journal of Positive Behavior Interventions*, 12(3), 149-160.
- Storch, E. A., Arnold, E. B., Lewin, A. B., Nadeau, J. M., Jones, A. M., De Nadai, A. S., & ... Murphy, T. K. (2013). The effect of cognitive-behavioral therapy versus treatment as usual for anxiety in children with autism spectrum disorders: A randomized, controlled trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52(2), 132-142.
- Tereshko, L., MacDonald, R., & Ahearn, W. H. (2010). Strategies for teaching children with autism to imitate response chains using video modeling. *Research in Autism Spectrum Disorders*, 4(3), 479-489.

