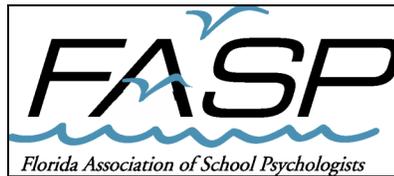


# *The Florida School Psychologist*

The Newsletter of the Florida Association of School Psychologists



Volume 39 Number 4

Summer 2013

Adrienne L. Avallone and Kurt Wasser, Co-Chairs

Special Thanks to: Jennilee Abolafia and

Christine S Iocomb



## *President's Message*

**Dr. Rance Harbor**

Like most of you, as a School Psychologist, I always seem to be busy doing something. In this modern era of education we seldom have time for reflection. Yet School Psychology is a discipline of service that presents new challenges each year- a discipline that warrants reflection of our past actions, thoughts, goals, aspirations, and focus. This is a year in which I accomplished many goals, and although I felt I grew professionally and provided quality services to those I served, I also thought that I did not accomplish as much as I would have liked. One new process that many of us experienced this year was the EET model for evaluating our performance. This process brought mixed reactions to many of us. The demand for accountability and documentation has risen to a new level, while the expectations of the services we provide also increased. We are cognizant to the fact that educational policy is often written by individuals not aware of the intricacies of teaching or the numerous variables that are involved in a child's ability to learn. There remain too many individuals that still insist on measuring the success of education primarily on tangible products that in their eyes directly relate to academic achievement. The mental health services we provide that are seldom included in the algorithm developed to measure our success, the success of the teachers we support, or the success of the students we serve. FCAT scores and school grades are printed on the newspaper headlines and are sometimes the lead story on the evening news, but seldom is the impact of mental health on the students' progress or outcome shared in that story.

We must not only continue to educate and train ourselves to provide mental health services, but also seek ways to educate the uniformed so this need is made aware to those that choose the resources that are used to educate our children and youth- a need that School Psychologists can provide. I was taught in my graduate training program, and have always practiced, that in addition to working with the teachers and families in our schools there also had to be a collaborative effort that involved working with the school's Guidance Counselors, Social Workers, and School Nurses. Only as a collaborative team can we be successful.

Continues on page 3



# FASP Executive Board

## Elected Officers

### PRESIDENT

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### IMMEDIATE PAST PRESIDENT

Joseph Jackson  
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### PRESIDENT-ELECT

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## Regional Representatives

### NORTHWEST (Region 1)

Sharon Bartels-Wheelless  
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Freda Reid  
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### EAST CENTRAL (Region 3)

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

### WEST CENTRAL (Region 4)

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### SOUTHEAST (Region 6)

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## Special Committees

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### PROBLEM SOLVING/ RESPONSE TO INTERVENTION

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### CHILDREN'S ADVOCACY

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### SCHOOL NEUROPSYCHOLOGY

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### PUBLIC AND MEDIA RELATIONS

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### Standing Committees

#### ADMINISTRATION & SUPERVISION

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## Liaison Positions

### NASP DELEGATE

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### DOE CONSULTANT

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### CHILDREN'S SERVICES FUND

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(Continued from page 1)

The FASP Public Policy & Professional Relations Committee worked non-stop this session to help keep you and I informed of pertinent information that was developing and to let us know how we could help. We give our thanks to the individuals on this committee, and others within our membership, who did such a great job this year with this difficult task. I also thank each of you that supported our efforts and helped shaped the laws that emerged.

In a few weeks most of us will pack away our protocols, observation logs, and data walls to prepare for our summer break. I encourage each of you to reflect on your success this year and give yourself the praise you deserve, regardless of if it was recorded on a rubric or not. I also encourage each of you to take advantage of the presentations at this year's Summer Institute in Palm Beach. We have several great trainers that will provide us with skills to help us meet both the academic and mental health challenges we will inevitably face. I look forward to seeing each of you there in July and hope we can share stories of our successes and challenges as we prepare to provide services to the students, families, teachers, and school administrators in our state.

Thanks for all you do!  
**Rance Harbor**  
**FASP President 2012-13**





**FASP**  
★ *2013* ★  
**PRESENTS**

*Summer  
Institute*

*School Psychologists' Role in the Lives of  
21<sup>st</sup> Century Learners*  
**JULY 10-12, 2013**



# FASP SUMMER INSTITUTE

Florida Association of School Psychologists

July 10-12, 2013

The Ritz-Carlton,  
Palm Beach  
100 South Ocean  
Boulevard  
Manalapan, FL  
33462  
Phone:  
561.533.6000  
Fax:  
561.588.4555



## The Florida Association of School Psychologists

### School Psychologists' Role in the Lives of 21<sup>st</sup> Century Learners

The Ritz-Carlton, Palm Beach hotel offers seven acres of lush tropical gardens and an exclusive beach for the ideal destination of a romantic weekend or a family getaway. Hotel features: oceanfront views, rejuvenating spa, two outdoor pools, beachfront dining, the AquaNuts Ritz Kids facility and Coast Teens Lounge, a 3,000-square-foot oceanfront terrace with evening fire pit and so much more.

This year our group rate is \$155 a night (plus applicable taxes) and overnight valet parking is \$14 a day. The reduced room rate will be available until June 18, 2013. Please contact the hotel at 1-800-241-3333 and state that you will be attending the FASP Summer Institute.

#### About Our Speakers

##### Elvira C. Medina-Pekofsky, NCSP

Elvira is a bilingual Nationally Certified School Psychologist with close to 30 years of experience in New York and Florida. She has a BA in Elementary Education from the University of Puerto Rico, and both an MS in Educational Psychology and a Certificate of Advanced Graduate Studies in School Psychology from the State University of New York in Albany. She has worked as a building level school psychologist, completing standardized, curriculum-based,

formative, and culturally responsive assessments, as well as conducting functional assessments, positive behavior planning, social skills and acculturation trainings, and teaching parenting classes. As a district ESE Team member (NY) and RtI/MTSS coach (FL), she collaborated with school teams in problem solving processes, applying data-based and standard-based school turnaround practices. She has attended state trainings on best practices for Multi-tiered Systems of Support and the implementation of Common Core State Standards.

Elvira enjoys supervising interns as well as training and mentoring colleagues in the comprehensive practice of school psychology. She is the current Secretary of the Florida Association of School Psychologists (FASP). This year Elvira was recognized by her peers as the Orange County School Psychologist of the Year and by FASP as a recipient of the Presidential Award. Her greatest accomplishment is to be the mom of a loving special needs child who keeps teaching her humility, patience, and the importance of engaging in collaborative and productive problem solving.



FASP SUMMER INSTITUTE JULY 10-12, 2013

### Speakers Continued

**Donald Meichenbaum, Ph.D.**

Donald Meichenbaum, Ph.D. is Distinguished Professor Emeritus, from the University of Waterloo in Ontario, Canada from which he took early retirement 17 years ago to become Research Director of the Melissa Institute for Violence Prevention in Miami ([www.melissainstitute.org](http://www.melissainstitute.org)). He is one of the founders of Cognitive Behavior Therapy and in a survey of clinicians. Dr. Meichenbaum was voted "one of the 10 most influential psychotherapists of the 20th century." He recently received a Lifetime Achievement Award from the Clinical Division of the American Psychological Association. Dr. Meichenbaum has published extensively, his books include "Nurturing Independent Learners", and most recently, "Roadmap to Resilience" ([www.roadmaptoresilience.org](http://www.roadmaptoresilience.org)).

### Ralph Eugene (Gene) Cash, Ph. D.

Ralph Eugene (Gene) Cash is a Florida licensed psychologist and a Nationally Certified School Psychologist (NCSP). After graduating from the University of Tennessee with high honors and as a member of Phi Beta Kappa, he received a full fellowship to attend graduate school in psychology at New York University (NYU). He earned both his master's degree and Ph.D. in school psychology from NYU after serving two years in the US Army, a one year externship at Bellevue Psychiatric Hospital, and a year's internship as well as a subsequent year of supervised experience in a community mental health center and parochial schools in Brooklyn. Gene moved to Florida in 1976, where he worked for the



## Schedule of Events



<b>Tuesday July 9, 2013</b>	1:00 – 8:00 pm	FASP Executive Board Meeting
<b>Wednesday July 10, 2013</b>	8:00 am – 12:00 pm	FASP Executive Board Meeting
	8:00 am – 12:00 pm	Registration Open
	12:30 – 5:00 pm	Elvira C. Medina-Pekofsky, NCSP
<b>Thursday July 11, 2013</b>	5:30 – 7:30 pm	Welcome Reception
	8:00 am – 12:00 pm	Registration Open
	8:00 am – 12:00 pm	Dr. Don Meichenbaum
	1:00 – 3:00 pm	Dr. Gene Cash
<b>Friday July 12, 2013</b>	3:15 – 5:15 pm	Dr. Gene Cash
	8:00 am – 12:00 pm	Registration Open
	8:30 am – 12:30 pm	Dr. Amy Reschly



Broward County Public Schools as a school psychologist for three years and as an administrator for a year. He was in private practice full-time from 1980 to 2003 and now handles the administration of that practice, emphasizing comprehensive psychoeducational and child custody evaluations as well as other educationally related forensic work. Currently he is a professor at the Nova Southeastern University (NSU) Center for Psychological Studies, at which he was named "Specialist Professor of the Year" two consecutive years, and he is the director of the NSU School Psychology Assessment and Consultation Center (SPACC). He is a past president, Public Policy and Professional Relations Committee chair, and member of the Ethics Committee of the Florida Association of School Psychologists

(FASP) and has served on the FASP Executive Board for more than 30 years. He is co-founder, past president and current treasurer of the FASP Children's Services Fund, Inc., FASP's charity arm; a member of the Florida Suicide Prevention Coordinating Council; a past president of the National Association of School Psychologists (NASP); a former Florida representative to the NASP Delegate Assembly; a former Southeast Regional Delegate Representative to the NASP Executive Council; and current chair of the NASP Assistance to States Committee. Gene is a two-time recipient of the NASP Government and Professional Relations Committee Certificate of Appreciation for his advocacy work and is one of the few recipients of FASP's Willard Nelson Lifetime Achievement Award.



FASP SUMMERINSTITUTE JULY 10-12, 2013

### Wednesday Presentation - July 10<sup>th</sup> (12:30 to 5:00 pm)

#### Elvira C. Medina-Pekofsky, NCSP

Promoting Learning Gains in the Age of Common Core Standards

Florida is one of the states committed to implementing the Common Core State Standards by the year 2014-2015. These rigorous standards will present a challenge for many of our students and teachers, as the focus shifts to big ideas, key concepts, and habits of mind that require increased depth of knowledge, critical thinking, full command of academic language, and intentional application of the learned skills. School psychologists can facilitate and promote student learning by identifying cognitive processing and academic skills needed to successfully participate and progress within this demanding standard-based framework.

**Learning Goals:**

By the end of this session, participants will be able to:

- describe standard-based instruction in terms of what students need to know and be able to do
- identify instructional strategies that facilitate the acquisition of academic concepts and skills embedded in the Common Core Standards
- plan multi-tiered systems of support that promote mastery of essential academic language and critical thinking skills required for success in the Age of Common Core Standards.



### Speakers Continued

#### Amy Reschly

Amy L. Reschly is an associate professor and director of the School Psychology Program at the University of Georgia. She completed her graduate work in school psychology at the University of Minnesota and her internship in the Minneapolis Public Schools. Areas of expertise include engagement and dropout prevention; working with families and schools to promote student success; and, Curriculum-Based Measurement (CBM) and Problem-Solving. Dr. Reschly previously served as an associate editor of School Psychology Quarterly and is on the editorial boards of the Journal of School Psychology, Journal of Early Intervention, and Journal of Psychoeducational Assessment. She and Dr Sandra Christenson have co-edited two volumes, the Handbook of School-Family Partnerships and the Handbook of Research on Student Engagement.

### Thursday Morning Presentation – July 11<sup>th</sup> (8:00 am – 12:00 pm)

#### Donald Meichenbaum, Ph.D.

How to treat students with aggressive disruptive behaviors and ways to bolster resilience in high-risk students: The role of the school psychologist.

This workshop is divided into two parts. The initial presentation will consider how aggressive disruptive behavior develops and the implications for both prevention and treatment interventions. A Case Conceptualization Model will be provided that informs assessment and evidence-based treatment decision-making. It will highlight ways to increase the likelihood of generalization and maintenance of training effects in a gender-sensitive manner. This portion of the presentation concludes with a TO DO LIST for school psychologists on ways to reduce aggressive behaviors.

The second part of the presentation will examine specific ways to bolster resilience in "high-risk" students who have experienced traumatic events

which are often compounded by living in poverty. Interventions that can be characterized as "TOP DOWN" versus "BOTTOM-UP" will be considered.

**Learning Objectives:**

1. describe how aggressive behavior develops in a gender-sensitive manner and enumerate the implications for both prevention and treatment interventions, avoiding programs that can exacerbate aggressive behaviors;
2. use a Case Conceptualization Model that informs assessment and treatment decision-making;
3. implement intervention guidelines designed to enhance treatment generalization;
4. implement specific ways to bolster resilience in "high-risk" students using both evidence-based manualized treatment approaches ("TOP-DOWN") and naturally-occurring behavior-influence procedures (so-called "KERNELS") using a 'BOTTOMS-UP' intervention approach.



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### Thursday Afternoon Presentation – July 11<sup>th</sup> (1:00 to 3:00 pm)

**Gene Cash, Ph.D.**

Do We Always Hurt the Ones We Love?

This presentation, which is designed to meet Florida re-licensure requirements for domestic violence continuing education, defines terms, specifies the scope of the problem, explores the effects on children and adolescents, discusses some of the consequences for neuropsychological functioning and mental health, and presents the costs to society. In addition, risk factors, common tactics, indicators of abusive relationships, and key intervention issues are covered.

**Learning Objectives:**

As a result of attendance at this presentation, participants will be able to

1. Describe the scope of domestic violence (DV) nationally,

2. Discuss the effects of DV on children and adolescents,
3. List at least 3 effects of exposure to DV on the developing brain,
4. Quantify the annual financial costs of DV,
5. List at least 5 risk factors for perpetrating DV,
6. Describe at least 5 common tactics used by DV perpetrators,
7. Discuss common indications of an abusive relationship,
8. Articulate the mental health effects of DV,
9. Describe at least 5 characteristics of a safety plan for victims, and
10. Discuss effective intervention strategies.

### Thursday Afternoon Presentation – July 11<sup>th</sup> (3:15 to 5:15 pm)

**Gene Cash, Ph.D.**

Medical Error Reduction Training For Behavioral Health Care Providers

This two-hour training is required for licensure renewal for behavioral health care providers and essentially involves components that will enable the participants to respond to issues involving medical error reduction as it relates to the practice of behavioral health care. Through presentation and discussion of the concepts of root-cause analysis, error reduction and prevention, and reporting standards, the participants will gain additional skills that will enhance client safety and well-being.

**Learning Objectives:**

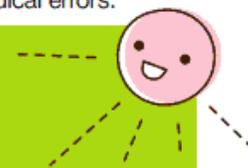
1. Sensitize participants to the scope and impact of medical errors.
2. Participants will be able to define terminology associated with medical error reduction.
3. Participants will demonstrate understanding of root cause analysis related to error in behavioral health care.
4. Participants will identify specific safeguards to reduce error potential across a variety of behavioral health care settings
5. Participants will demonstrate understanding of reporting and documentation responsibilities related to the commission of medical errors.

### Friday Presentation – July 12<sup>th</sup> from 8:30 am - 12:30 pm

**Amy Reschly, Ph.D.**

Student Engagement: Research and Interventions

School psychologists have long been aware of the importance of academic engaged time for understanding students' learning difficulties and as a target of intervention efforts. In the last 25 years, however, the construct of student engagement has grown to include aspects of students' emotion, cognition, and behavior. Engagement is clearly associated with important outcomes of interest, such as achievement, high school completion, and post-secondary success, and is a construct that resonates with educators. Session attendees will learn a) a comprehensive model of student engagement that is aligned with the NASP Model for Comprehensive and Integrated School Psychological Services, b) commonly used methods and instruments for assessing student engagement, and c) interventions to enhance student engagement. The role of student engagement in Early Warning Systems will also be addressed.





FASP SUMMER INSTITUTE JULY 10-12, 2013

# Registration Form

## FASP 2013 Summer Institute – July 10, 2013 – July 12, 2013 School Psychologists' Role in the Lives of 21<sup>st</sup> Century Learners

Mail-in registration to be eligible for discounted fee must be postmarked by **June 26<sup>th</sup>, 2013**. Return form with check or money order payable to FASP or provide credit card information. Unpaid purchase orders cannot be accepted for payment. Written requests for refunds (less \$10 processing fee) will be honored if received by the Registrar and postmarked no later than **July 03, 2013**. 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: (Print) \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_  
 Email: \_\_\_\_\_ License # \_\_\_\_\_  
 Credit Cards accepted: Visa, MasterCard, and AmericanExpress (additional \$5 processing fee).  
 Card #: \_\_\_\_\_  
 Expiration Date: \_\_\_\_\_  
 Signature (as name appears on card) \_\_\_\_\_

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

Postmarked by **06/26/2013** for discounted fee:

For speakers Medina-Pekofsky, Meichenbaum, and Reschly (July10-12, 2013)

<b>Early Registration Fees</b>	<b>On-Site Registration Fees</b>
<input type="checkbox"/> Regular FASP Member \$ 150	<input type="checkbox"/> Regular FASP Member \$ 175
<input type="checkbox"/> Student FASP Member \$ 45	<input type="checkbox"/> Student FASP Member \$ 65
<input type="checkbox"/> Non-Member \$ 275	<input type="checkbox"/> Non-Member \$ 300

Thursday, July 11<sup>th</sup> workshop Featuring Dr. Gene Cash

Medical Errors OR  Domestic Violence – please check your choice

<b>Early Registration Fees</b>	<b>On-Site Registration Fees</b>
<input type="checkbox"/> Regular FASP Member \$ 30	<input type="checkbox"/> Regular FASP Member \$ 40
<input type="checkbox"/> Student FASP Member \$ 20	<input type="checkbox"/> Student FASP Member \$ 25
<input type="checkbox"/> Non-Member \$ 60	<input type="checkbox"/> Non-Member \$ 70

Medical Errors AND Domestic Violence

<b>Early Registration Fees</b>	<b>On-Site Registration Fees</b>
<input type="checkbox"/> Regular FASP Member \$ 50	<input type="checkbox"/> Regular FASP Member \$ 70
<input type="checkbox"/> Student FASP Member \$ 20	<input type="checkbox"/> Student FASP Member \$ 25
<input type="checkbox"/> Non-Member \$ 110	<input type="checkbox"/> Non-Member \$ 130

Mail Registration to:  
Brad Underhill, FASP Registrar  
4813 Belle Chase Circle  
Tampa, FL 33634  
[bf\\_hill@yahoo.com](mailto:bf_hill@yahoo.com)

For Workshop Information  
Contact Mark Neely at:  
[mneely@cfl.rr.com](mailto:mneely@cfl.rr.com)  
407.421.6785

FASP is approved by the Florida Department of Health Division of Medical Quality Assurance to offer CEs toward licensure for continuing education offerings. CEs are available for Licensed School Psychologists and Licensed Psychologists (CE Provider # 50-693); and Mental Health Counselors, Marriage and Family Therapists, and Clinical Social Workers (BAP-174). FASP is also a NASP Approved Provider (#1029). As always, there will be strict adherence to sign-in and sign-out procedures to allow us to maintain our status as CE Providers. Four (4) CEs will be offered on July 10<sup>th</sup>. Up to eight (8) CEs will be offered on July 11<sup>th</sup>. Four (4) CEs will be offered on July 12<sup>th</sup>.



# 2013-2014 Membership Application

\*Membership year runs from: July 1st, 2013 to June 30th, 2014

**PLEASE PRINT**

Name: \_\_\_\_\_  
(First Name) (Last Name) (Maiden Name)

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

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_ License/Certification #: \_\_\_\_\_

Primary Email: \_\_\_\_\_

Additional Email\*: \_\_\_\_\_

\* FASP may need to contact you during summer and school holidays.

\_\_\_\_ **Joining** FASP for the 1st time **OR** \_\_\_\_ Renewing Membership  
\_\_\_\_ Check here if all information is same as last year

\* Please place a check on the line if you do NOT wish to allow students in school psychology programs to have access to your contact information for research purposes \_\_\_\_\_

\* Please place a check on the line if you do NOT wish to share your contact information on the Members Only section of the FASP website \_\_\_\_\_

\* Please place a check on the line if you do NOT wish to share your information with test/book publishers and/or educational organizations \_\_\_\_\_

Employer: \_\_\_\_\_ County of Employment: \_\_\_\_\_

Language Fluency: \_\_\_\_\_ Are you a member of NASP? \_\_\_\_ **YES OR NO**

**FOR STUDENTS ONLY:**

I am currently a student enrolled in a school psychology program \_\_\_\_ **YES OR NO**

I attend: \_\_\_\_\_ (college name)

Program Director/Internship Supervisor's signature is required for student rate: \_\_\_\_\_  
(Signature of Supervisor)

**Role:** (Check all that apply)

- \_\_\_\_ 1. School Psychologist
- \_\_\_\_ 2. Bilingual School Psychologist
- \_\_\_\_ 3. Supervisor
- \_\_\_\_ 4. Administrator
- \_\_\_\_ 5. Trainer/Educator
- \_\_\_\_ 6. Clinical Psychologist
- \_\_\_\_ 7. Counselor
- \_\_\_\_ 8. Consultant
- \_\_\_\_ 9. Other: \_\_\_\_\_

**Employment:**

- 10. \_\_\_\_ Public School
- 11. \_\_\_\_ Private School
- 12. \_\_\_\_ Residential Institution
- 13. \_\_\_\_ Private Practice
- 14. \_\_\_\_ Mental Healthy Agency
- 15. \_\_\_\_ College/University
- 16. \_\_\_\_ Other: \_\_\_\_\_

**Ages Served:**

- 17. \_\_\_\_ Preschool
- 18. \_\_\_\_ Elementary School
- 19. \_\_\_\_ Middle School
- 20. \_\_\_\_ High School
- 21. \_\_\_\_ Post-Secondary
- 22. \_\_\_\_ ALL OF THE ABOVE (or combo)

Check as many **FASP Interest Groups** as you wish to belong :

- \_\_\_\_ 1. Crisis Intervention
- \_\_\_\_ 2. Organizational Change
- \_\_\_\_ 3. Social and Emotional
- \_\_\_\_ 4. Private Practice/Alternative Setting
- \_\_\_\_ 5. Low Incidence Handicaps
- \_\_\_\_ 6. Cultural and Linguistic Diversity
- \_\_\_\_ 7. Neuropsychology
- \_\_\_\_ 8. Computer Technology
- \_\_\_\_ 9. Early Childhood
- \_\_\_\_ 10. Retired School Psychologists



**Membership Categories:**

**Regular Member:** Those eligible for regular membership are those who are certified or licensed by the state of Florida as a school psychologist, are nationally certified as an NCSP or are primarily engaged in training of school psychologists at an accredited college or university.

**Past Presidents:** Exemptions from dues are limited to three years after their presidency year.

**Transition Member:** \*\* Those eligible for transition membership are those who have graduated from a School Psychology program and held Student membership the previous year. Transition members would be eligible for half the regular dues and the status would be valid for one year.

**Student Member:** Those eligible for student membership are those who are actively engaged half time or more in a formal school psychology program, at a regionally accredited college or university, and who currently are not employed as a school psychologist. Annual certification/verification of student status is required. This certification/verification shall be completed by the student's program director on this form.

**Associate Regular/Associate Student Member:** Those eligible for associate membership are those who do not meet eligibility requirements for any of the preceding categories of membership, but who are interested in or associated with the field of school psychology. Those living/working outside Florida pay ten dollars less than regular member. Verification of student status is required. This certification/verification shall be completed by the student's program director on this form.

**Retired Member:** Those eligible for retired membership are those who have held regular membership in FASP for 5 years and have retired from remunerative employment in school psychology or related services. I certify that I meet the criteria for retired status.

\_\_\_\_\_ (signature)

*\*Please note that 75% of your membership dues paid to FASP, Inc. are non tax-deductible due to the Association's involvement in lobbying and political activity attempting to influence legislation.*

**Please check the FASP Membership Category for which you are applying:**

- \_\_\_ \$80.00 Past President (see note above for exemption)
- \_\_\_ \$80.00 Regular Member (living/working in FL)
- \_\_\_ \$80.00 Associate Regular Member (living/working in FL)
- \_\_\_ \$70.00 Regular Member (living/working **outside FL**)
- \_\_\_ \$70.00 Associate Regular Member (living/working **outside FL**)
- \_\_\_ \$40.00 Transition Member\* (**NEW**)
- \_\_\_ \$30.00 Retired Member
- \_\_\_ \$20.00 Student Member (**verification required**)
- \_\_\_ \$20.00 Associate Student Member (**verification required**)

**Please check the CSFI (Children Services Fund) level for which you would like to contribute:**

- \_\_\_ \$50.00+ Big Green Apple
- \_\_\_ \$30.00 Golden Apple
- \_\_\_ \$20.00 Red Apple
- \_\_\_ \$10.00 Green Apple
- \_\_\_ \$5.00 Apple Blossom
- \_\_\_ None at this time

**TOTAL amount due with this application**

\$ \_\_\_\_\_

Please make check or money order payable to **FASP** or provide your credit card information (we accept **MasterCard** and **Visa**). Unpaid purchase orders are not acceptable for dues payments.

**Credit Card Information:**

- \_\_\_ **Visa** OR \_\_\_ **MasterCard**
- \_\_\_ **AMEX** \*additional \$5.00 charge

\_\_\_\_\_  
(13 or 16 digit credit card number)

\_\_\_\_\_/\_\_\_\_\_  
(Month/Year of Expiration)

\_\_\_\_\_  
Signature as name appears on card

**Please check the CCE Membership Category to which you would like to apply:**

The Committee of Continuous Existence (CCE) is a form of a Political Action Committee (PAC). This committee constitutes a way for FASP to contribute to individuals seeking any political office and supports legislation that benefits children and/or school psychology.

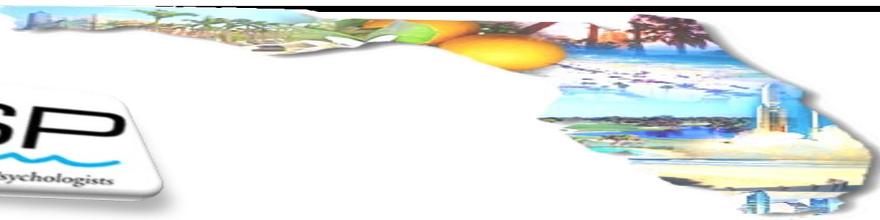
- \_\_\_ \$15.00 Bronze Member
- \_\_\_ \$16.00 to \$50.00 Silver Member
- \_\_\_ \$51.00 to \$100.00 Gold Member
- \_\_\_ \$101.00 to \$500.00 Platinum Member
- \_\_\_ \$501.00 or more Diamond Member

By signing below, you affirm the information provided in this application is accurate and that you meet the eligibility requirements for the membership category requested. Further, you agree to abide by the Ethics and Standards of Practice for FASP and NASP.

\_\_\_\_\_  
Signature Date Signed



**Please send completed form to:**  
**Kathy Leighton or**  
**Suzan Mason**  
**FASP Membership Chairs**  
**faspmembership@gmail.com**



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

**High quality professional development and CE opportunities**

⇒ **24 different CE presentations** during Wed. & Thur. breakout sessions —**more than any other year** in FASP’s history

⇒ For the **first time ever**, FASP provided **BCaBA and BCBA professionals Type 2 CE Credits** at the 2012 Annual Conference

⇒ Submitted for renewal and secured NASP Approved Provider Status

⇒ Connection to [online CE Credit](#) opportunities

⇒ **Highly respected and expert presenters** featured at 2012’s Summer Institute and Annual Conference, including Stevan Kukic, George McCloskey, Rebecca Sarlo, Jeffrey Sprague, Monica Verra-Tirado, Eric Tridas, Tim Vollmer, Gena Barnhill, Richard Marshall, Andy Nott, Ray Miltenberger, Gene Cash, and Steven Feifer!

**Advocacy efforts during 2013**

⇒ A complete UPDATE to [FASP Internship Standardization Process](#) & [Internship Guide](#) to support Florida’s graduate students and the future of our profession

⇒ Collaboration with the [Children’s Movement of Florida](#)

⇒ Increased communication and representation with key groups in the state, such as [Florida Association of Student Services Administrators](#) (FASSA), [Florida Association of School Administrators](#) (FASA), to ensure the voice of FL’s school psychologists are heard

⇒ Promotion of [position paper](#), **advocating for school psychologists’ role in enhancing student outcomes & supporting Florida’s schools and families**

⇒ Increased resources for working with [all forms of Florida’s diverse populations](#), including those who differ on the basis of race, ethnicity, national origin, language, gender, disability, sexual orientation, gender identity/expression, developmental level, chronic illness, cognitive capabilities, religion, and socioeconomic status.

**Increased communication on the issues, best practices, & resources**

⇒ [The Florida School Psychologist newsletter](#), FASP Flash email blasts, [Face-book](#), email updates from Regional Reps and Student Delegates, and an ever growing and updated [FASP.org!](#)

• [FASP awards](#) recognizing exemplary service and contributions

**Fighting for Youth!  
Fighting for You!**

**What Can  
You Do To  
Support the  
Work of  
FASP?**

**JOIN or RE-  
NEW [ONLINE](#)**

**Florida Association of School Psychologists**

- Rance Harbor, President
- Joe Jackson, Past President
- Geoffrey Freebern, President Elect
- Elvira Medina-Pekofsky, Secretary
- Amy Endsley, Treasurer

For Questions About Membership Dues or Benefits, Please Contact our Membership Co-Chairs, Kathy Leighton ([leighton12@aol.com](mailto:leighton12@aol.com)) & Susan Mason [ma-sons@martin.k12.fl.us](mailto:ma-sons@martin.k12.fl.us)



Greetings Fellow FASP Members and Friends:

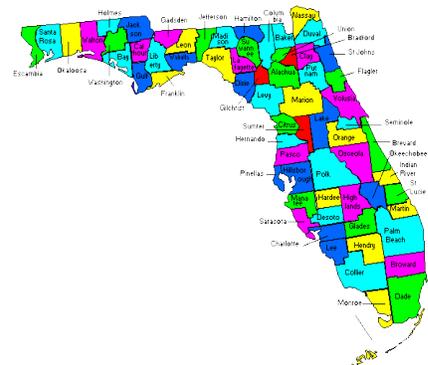
This message is about some upcoming professional development activities.

Year	FASP Summer Institute	FASP Annual Conference	NASP Annual Conference
2013	Ritz-Carlton, Palm Beach July 10 <sup>th</sup> -12 <sup>th</sup>	OMNI, Champions Gate Oct. 30 <sup>th</sup> -Nov. 2 <sup>nd</sup>	Seattle, WA. Feb. 12 <sup>th</sup> -15 <sup>th</sup>
2014	Sawgrass Marriott, Ponte Vedra Beach July 9 <sup>th</sup> -11 <sup>th</sup>	TBD	Washington, DC Feb. 18 <sup>th</sup> -20 <sup>th</sup>
2015	TBD	OMNI, Champions Gate Oct. 28 <sup>th</sup> - 31 <sup>st</sup>	Orlando, FL Feb. 17 <sup>th</sup> -20 <sup>th</sup>

Please note that the 2015 OMNI contract is the last contract of the “Multi-Year Contracts” signed back in 2009. We completely understand that many of our members do not like it (an understatement) when the conference dates include Halloween. We are unable to change the dates since the contracts have been agreed upon and signed. The Executive Board will do it’s very best to avoid scheduling future conferences around Halloween. Just be forewarned that future conferences may overlap with Election Day and/or Veteran’s Day, but thankfully we won’t overlap with Thanksgiving =:->)

**Geoffrey Freebern, NCSP**

**FASP President-Elect**





**KIM BERRYHILL,**  
**FASP SOUTHEAST REGIONAL REPRESENTATIVE**  
**(Broward, Palm Beach, Martin, St. Lucie, Indian River, Okeechobee)**

**Current News in the Southeast Region:**

**FASP's "Monthly Recognition of Excellence" March 2013**

**I would like to congratulate the following nominees for the March 2013 Monthly Recognition of Excellence!**

**BROWARD: CRYSTAL EVANS**

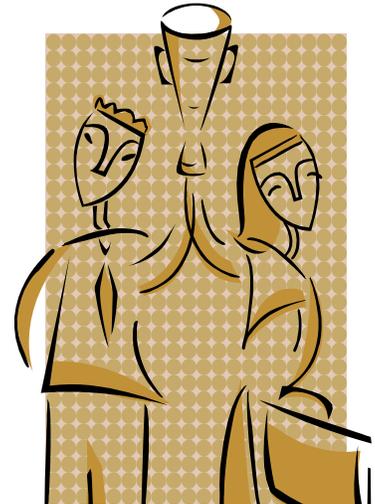
I'd like to nominate Crystal Evans as the school psychologist worthy of the recognition. She is a FASP member. I came to know about her accomplishments when submitting articles for the ESE newsletter in our district. She has ongoing communications with the staff and has requested a grant to get the school wide behavior plan started and continued at her school. I think the fact that she continues to monitor the program by gathering feedback from staff is awesome!

**BROWARD: BARBARA DIAZ**

I would like to nominate Barbara Diaz. Barbara's dedication and contribution towards the assessment of Bilingual students for Broward County is extraordinary. She has trained many psychologists in the assessment of bilingual students and enthusiastically took up the role of continuing the Bilingual Learning community upon the retirement of Diane Wilen. She is a well respected and admired leader in the area of bilingual assessments for Broward County. Professionally, she actively participates in the Florida Association of School Psychologists and attends the conferences in order to obtain the most current information. Barbara promotes combining new ideas and strategies with best practices in ESOL in order to improve our effectiveness in evaluating ELL students.

**PALM BEACH: KIM BERRYHILL**

I would like to nominate Kim Berryhill. Ms. Berryhill is the consummate professional. Ms. Berryhill is a member of our department's Best Practices Committee. At each meeting, she positively contributes to the discuss process of the group and always helps to brings things to a resolution or consensus. In addition to holding the position of SE Regional Representative for FASP, Ms. Berryhill has recently been elected as President -Elect of the Palm Beach Association of School Psychologists (PBASP). This is a position that she has held in the past and was surely re-elected because of her organizational skills and commitment. Currently, Ms. Berryhill is supervising a practicum student completing university requirements. By also supervising school psychology interns in the past, Ms. Berryhill always enjoys teaching, training, and promoting the profession by working with students.



Have a wonderful summer! See you at the FASP Summer Institute that will be in our region!!



## THE ETHICS CORNER



by Freda M. Reid, Chair FASP Ethics and Standards of Practice Committee

Are you “Slip Sliding Down the Ethical Slope” because of lack of knowledge? The headlines are ripe with examples of unethical behavior by corporations, politicians, government officials and even educators. Behaving ethically can be challenging. What would you do if your best friend asks you to test their child for the gifted program? After all, the child knows you and you are their God Parent. Just as with the law, ignorance is no excuse.

Webster defines ethics as: “The principles of conduct governing an individual or a group.” By joining FASP you have agreed to abide by the Code of Ethics of the organization. However, do you know what you have agreed to or even where to find a copy of FASP’s Ethics and Standards of Practice?

The FASP Professional Conduct Manual can be found under Publications on the FASP website. Your FASP Ethics and Standards of Practice Committee is available to answer questions and/or assist you in this area. Please feel free to contact any of the following Committee members and/or submit general questions to be answered in “The Ethics Corner”:

Ralph E. “Gene” Cash  
[gcash1@aol.com](mailto:gcash1@aol.com)

Susan Hatcher  
[susaque2010@gmail.com](mailto:susaque2010@gmail.com)

Philip Lazarus  
[philaz1@aol.com](mailto:philaz1@aol.com)

Andy Pham  
[avpham@fiu.edu](mailto:avpham@fiu.edu)

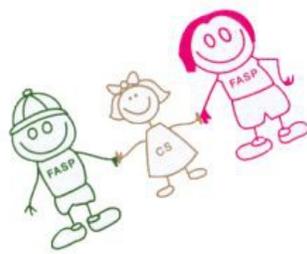
Jackie C. Robinson  
[Jackie.robinson@famu.edu](mailto:Jackie.robinson@famu.edu)

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

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



## CSFI Update



“We make a living by what we get, but we make a life by what we give!” (W. Churchill)

Please join the FASP Children's Services Fund, Inc. (CSFI) for a silent auction at this year's FASP Summer Institute (SI) at the Ritz-Carlton in Manalapan, July 10-12. CSFI, conceived by FASP, was founded in August of 1999 and became a tax exempt, 501© (3) charitable organization, in February of 2000. The mission of the FASP CSFI is to provide direct and indirect services that promote the educational and psychological well-being of Florida's needy children and families. The goal of the silent auction is to raise money to provide emergency grants to needy families of school-aged children and planned grants available to school psychologists and other professionals throughout Florida to help meet the needs of the children they serve.

Over the past year, CSFI has distributed \$9,125 in emergency and planned grant funds to support families in need across the state. Please consider contributing to CSFI by donating to the cause or by bringing items to the SI to be auctioned off at the silent auction. Some auction items that will be available include jewelry, sports memorabilia, stays at vacation hotels, and gift cards. Ideally, items should be easy to transport given that people will be traveling from all over the state. We will also be selling CSFI logo merchandise at the Summer Institute.

The auction and merchandise sales will be held from Wednesday, July 10 to Friday, July 12 during the continuing education events at the SI. All proceeds will benefit CSFI. Come join us and show your support!

Feel free to contact Sarah Valley-Gray ([valleygr@nova.edu](mailto:valleygr@nova.edu)) or Gene Cash ([gcash1@aol.com](mailto:gcash1@aol.com)) if you have any questions about the auction, donations, or CSFI. Thank you for your support!

Please consider donating and encouraging others to donate whatever amount you and they can afford to CSFI. Visit the FASP CSFI website [http://www.fasp.org/Liaison\\_Positions/](http://www.fasp.org/Liaison_Positions/)



## 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!!!**

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The *i*'s have it.

### Introducing PARiConnect.

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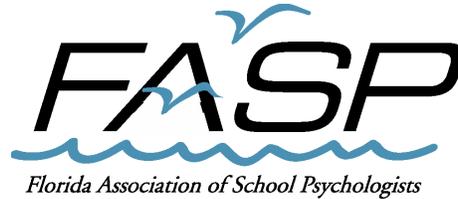
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**There has been an important change in how all Chapter 490 (licensed psychologists and licensed school psychologists) as well as Chapter 491 (mental health counselors, clinical social workers, and marriage and family therapists) must report continuing education (CE) credits to renew their licenses.**

**The Change.** Medical Quality Assurance (MQA) will now review your continuing education records automatically in CE Broker when you renew your license. If your records are up-to-date in CE Broker, you will be able to renew your professional license as usual without interruption. If not, you will be prompted to report your hours to CE Broker before you will be allowed to renew.

**How this affects you.** Taking a CE course from a non-Florida provider (including NASP and APA) means that you will not be allowed to renew your license unless those credits are reported directly to CE Broker. Since non-Florida providers are not required to report these credits on your behalf, you will need an account with CE Broker. There are three account options but the basic account is free and allows you to self-report your non-FASP courses and view your course history. You will be responsible for posting every non-FASP CE you earn into CE Broker; keeping a paper trail of certificates will no longer be satisfactory.

**Be ahead of the game.** MQA will make an announcement in January, but FASP wants you to have a head start.

**Remember:** FASP reports your continuing education directly to CE Broker. Other CE providers may not. You can count on FASP to ensure timely reporting of the credits you earn through us! To sign up for a free CE Broker account use this link -[https://www.cebroke.com/public/pb\\_enter\\_license\\_number.aspx?Type=BASIC\\_ACCOUNT\\_REGISTRATION](https://www.cebroke.com/public/pb_enter_license_number.aspx?Type=BASIC_ACCOUNT_REGISTRATION)

### **\$25,000 to professors who inspire!**

The Elizabeth Hurlock Beckman Award Advisory Committee is currently seeking nominations for the 2013 Beckman award. The award is given to professors who inspired their former students to achieve greatness. Each recipient will receive a one-time cash award of \$25,000. Preference will be given to educators who teach or who taught in the fields of psychology, medicine, or law. In 2012, over half a million dollars was awarded to 22 professors throughout the United States. The Network has in its midst a host of inspirational professors. Get to nominating folks! <http://www.cmhnetwork.org/news/25000-to-professors-who-inspire-2>



### Spring 2013 Recipients of the FASP Monthly Recognition of Excellence Awards

Many school psychologists around the state of Florida are doing exceptional things each day to support and serve the schools, children and families with whom they work. We are happy to have an opportunity to highlight the dedication and accomplishments of some of these professionals in the form of the FASP Monthly Recognition of Excellence Awards. The following Spring Award Recipients were nominated by their administrations or fellow school psychologists as individuals who have gone above and beyond to make a positive difference in our field.

(January)

**Eileen Mateu** is the NEFASP president elect and a school psychologist in Putnam County Florida. Eileen is excellent with technology and has prepared survey results in a very professional style, has set up and maintains documents in the Dropbox (an online format for sharing photos and documents) and prepared a wonderful slide show of all of the NEFASP photos. She takes a leadership role in her district, often attending meetings with state officials in order to bring back important information to her co-workers. Susan Hatcher, who provided the nomination, said, "Eileen is always willing to lend a helping hand when there is an opportunity and goes above and beyond the call of duty!"

**Valerie Buckley** works in Duval County and chairs the ASD committee, playing an integral part in developing a comprehensive assessment protocol as well as policies and procedures related to ASD evaluations. She also is described as the "resident expert" on Traumatic Brain Injury and has co-authored several scholarly articles on this topic as it applies to the practice of School Psychology. Valerie works with the Home/Hospital and Child Find programs further broadening her extensive knowledge base in the field of school psychology. Susan Leach, who recommended her nomination, shared that Valerie "is the first person called upon by district administration when the difficulty level of a case reaches beyond the skill set of a staff psychologist. Her clinical skills are second to none and she is always a pleasure to work with."

(February)

Orange County's **Martine Bilodeau** shared that a great highlight of her early career was being asked by Faye Henderson to present some of her work as a model for staff at a school psychology back-to-school meeting. Martine now serves on the Bilingual Team, Gifted Task Force, OCASP, and SELC Crisis Team and chairs the SELC Sunshine Fund. As a bilingual psychologist, Martine consults with French/Creole families who are confused by our education system and directly works with ESOL students to assist in academic gains. Last year, Martine participated with Durrance Elementary School staff in an intensive school success group for 3<sup>rd</sup> graders at risk for double retention. Months of intensive social-emotional and academic interventions proved successful and all ten students were promoted to the 4<sup>th</sup> grade!

**Jean Pendergrass** is described as an "integral part" of the School Psychology Department in Seminole County since 1999, serving as the Lead School Psychologist since 2004. Jean had the prestigious honor of recently being awarded the Teacher of the Year for the entire ESE department for Seminole County Public Schools. Jean's list of professional duties in her position is so numerous there isn't space to recount them! In addition to her many Lead School Psychologist duties, she acts as liaison among Executive Director of ESE Support Services, District Administrations and 40 school psychologists. She has been "instrumental" in arranging high quality professional development activities for all of Central Florida and consults with assessment companies to disseminate information regarding new tests and materials available to school psychologists. Jean also serves on district planning committees, including the MTSS/Rti, Gifted and Bilingual Committees to establish policies and procedures impacting the district.



**FASP Call for Nominations!**  
**Joseph L. Jackson, Immediate Past President**  
**2013 FASP Election Candidates**  
**Joseph L. Jackson, Immediate Past President**

It is my honor and privilege to inform you of the candidates we have for the year's elections. **FASP is always looking for a few good leaders!** This year again, we have an excellent slate of candidates.

We want to thank each of the candidates for their willingness to make a difference by volunteering to serve on the Florida Association of School Psychologists' Executive Board. Our organization could not exist or function without the hours of dedication from committed individuals with serving hearts like you! The Executive Board of FASP is an **all-volunteer** body who give of their time, talent, and expertise to serve the members of our prestigious organization and the children we serve.

- President-Elect: Troy Locker brings a fresh, young and exciting element to our future.
- Northeast RR Candidate: Freda Reid continues her excellence in serving the NE as well as the entire org.
- West Central RR Candidate: Juliana Stolz hails from Pinellas County having also worked in Tennessee & Mississippi as a SP
- Southeast RR Candidate: Marcela R. Harper comes to us from Palm Beach. She has worked as a Reading Interventionist/RtI Team member and is a member of the PBASP and NASP

According to our FASP Bylaws, only those individuals who are paid up members for the 2012-2013 year are eligible to vote in this election. Elections are carried out electronically through Ballotbin\*, an online service that FASP has successfully used for the past three years, where each member receives a unique and personal ballot by email.

You should have received an email from Ballotbin concerning this year's election. Please take the time to VOTE!!!

If you have not received an email concerning the elections:

- Double check to see if you are a paid up member.
- If you need further assistance concerning your membership contact Kathy Auchter Leighton at [leighton12@aol.com](mailto:leighton12@aol.com) or Suzan Mason at [faspmembership@gmail.com](mailto:faspmembership@gmail.com).
- If you are paid up and have not received an email about the elections, please contact me ASAP at [JJACK-SONL47@gmail.com](mailto:JJACK-SONL47@gmail.com) or 786-449-4033.

Voting will be open until 3:00 p.m. on June 23rd, 2013. Please follow the instructions provided in the Ballotbin email.





\*Ballotbin is a free service to FASP organization.

Ballotbin Privacy Statement: We are firmly committed to privacy. We realize that users of this free service will want assurance that their email lists and other contact information will be kept private. Therefore, we issue a clear statement that this information is never perused, read, or distributed by Ballotbin or its employees.

Ballotbin.com site's registration form requires users to give us contact information (like their name and email address). The customer's contact information is used to contact the visitor when necessary. We also collect mailing lists which are used solely for the purpose of voter registration and authentication. Users may opt-out of receiving future mailings; see the choice/opt-out section.

Ballotbin uses an outside ad company to display ads on their site. Google assigns the ads according to its own algorithms. Ballotbin accepts political ads as they help pay for the hosting. Aside from a very few donations, the money from ads is all we have to run the site on. If you disagree with an ad, the best thing to do is click on it, then close your eyes and close the browser window. Your initial click will cost the advertiser money and eventually their campaign will run out.

Please note that the FASP Board does not endorse, nor contract with this or any other BallotBin advertisement.

The site contains links to other sites. BallotBin.com is not responsible for the privacy practices or the content of such Web sites.



John Cerra, FASP Governmental Consultant

Date: May 8, 2013

Re: 2013 FINAL Session Update

The key issues for the 2013 Regular Session centered on three key areas of public policy making. 1) The Governor made promises in the area of education of minimum teacher pay raises of \$2,500. 2) The House and Senate discussed whether and how to handle the expansion of the Medicaid Program envisioned as part of the PPACA Act. 3) The Governor, House, and Senate all agreed that there should be campaign finance reform.

The Governor set the tone for public schools when he revealed his budget and priority bills for the 2013 Session. Governor Scott set as a priority providing a \$2,500 raise for all classroom teachers, and another major promise was to secure over a billion dollar increase in education funding this year. The teacher raises include whomever the district school board approves in their local plan.

Health care turned into a major issue on the House floor when the Florida Democrats protested plans by House leadership to reject Medicaid expansion. In a procedural move, the Democrats forced the reading of all bills for multiple days on the floor of the House which caused several bill to “die” on the calendar. By the end of session, nothing had been accomplished with health care expansion, and the Democrats will ask the Governor to call for a special session to consider Medicaid expansion this summer.

One of the issues of agreement coming into the session was that extensive changes were needed to fix the campaign finance system in Florida. The bill that was passed eliminates committees of continuous existence (CCE), which means that FASP’s CCE must be eliminated or replaced by a political committee; eliminates the fundraising limit for political committees supporting candidates; and increases the contribution limit to candidate committees from \$500 to \$1,000 for candidates running for county or multi-county offices and \$3,000 for statewide offices, among several other provisions. It was clear that CCE committees had been abused in the past, particularly the cases of CCEs that were controlled by elected officials. It is not clear how simply eliminating CCEs will do anything to slow the rate of big fundraising influencing our government. Further, the new reporting requirements for these committees might make it difficult for smaller committees, like the FASP CCE, to continue to operate in the Fall of 2013. If the FASP Executive Board decides that it does not want to change the CCE to a political committee, the FASP CCE must shut down and discontinue operations.

**Public School Funding:****Base Student Funding**

The increase in the Base Student Allocation (BSA) of \$169.32 leaves the BSA \$9.98 higher than it was eight years ago, which lags far behind the rate of inflation. The BSA amount for year 2013-14 is \$3,752.30.

**ESE Guaranteed Allocation**

The ESE Guaranteed Allocation was ultimately flat funded in the 2013-14 budget. The total increase in the allocation was only \$36,696, and the total amount funded was \$947,987,428. This also fails to take inflationary pressures into account.

**Teacher Salary Allocation**

This year the legislature added \$480,000,000 to the education funding with an earmark that this funding be used for educator salary increase. Final language that was included in a separate bill gives local school boards control to negotiate how this funding is distributed, but there is a clear desire from the legislature for some performance component to be included in the plan.

**Restraint and Seclusion – Temporarily Postponed (again):**

Again there were bills filed in both the House and Senate this year attempting to broadly limit the use of restraint or seclusion. However, neither of these bills received a hearing this year. After seven years of the nearly identical bills being filed every year it is very likely that they will be back in 2014.

**Other bills:****CS/SB 284: School Emergencies – Senator Negron**

The bill requires district school board policies to list the emergency response agencies that are responsible for notifying the school district of emergencies, and requires the emergency response agencies to notify private schools in the school district of emergencies under certain circumstances. The bill also authorizes a public school to purchase and to maintain a supply of non-student-specific epinephrine auto-injectors. If the district follows a protocol as established in the bill for the use of the epinephrine pen, the district and its personnel are not liable for an injury to a student, staff, or anyone on school grounds as a result of the use of the epinephrine auto-injector.



Effective Date: July 1, 2013

**CS/CS/CS/HB 569: Florida Election Code**

Eliminates committees of continuous existence (CCE) and provides for an orderly transition process through de-certification on September 30, 2013; retains the \$250 aggregate reporting limit for former CCEs reporting “multiple uniform contributions” (formerly “member dues”) as a political committee (PC).

Modifies the current \$500 per election individual limit on contributions to *candidates* as follows: \$3,000 for statewide and Florida Supreme Court retention candidates; \$1,000 for other candidates.

Provides for unlimited contributions to PCs supporting or opposing candidates, in lieu of the current \$500/election limit.

Removes the “3-pack” exemption that allows PCs to run ads jointly endorsing three (3) or more candidates outside the scope of the contribution limits in Ch. 106, F.S.

Authorizes *county* political party executive committees to contribute an aggregate of \$50,000 to each *non-statewide* candidate, in addition to the aggregate \$50,000 that all *other* party committees may contribute.

Limits to \$25,000 political party turn backs from candidate surplus funds.

Dramatically increases the frequency of campaign finance reporting for candidates and political committees.

**CS/CS/HB 609: Bullying in the Public School System, Representative Fullwood/  
Senator Bullard**

The bill prohibits bullying or harassment with respect to computer-related activities, and provides that bullying includes cyber bullying. The bill also revises components of school district policy on bullying and harassment. This legislation will give principals and staff more latitude to stop bullying if they have been exposed to the problem online and if the problem bubbles onto school campuses.

Effective Date: July 1, 2013

**SB 1108 - Exception Education - Gardiner/Thrasher**

The bill creates some more parental involvement in Exceptional Student Education. It prohibits certain actions with respect to parent meetings with school district personnel, requires the use of parental consent forms for specified actions in a student’s individual education plan, and also encourages the collaboration of public and private instructional personnel. SB 1108 provides that a student with a disability be granted an extraordinary exemption from the administration of certain assessments under certain circumstances.

Effective Date: July 1, 2013

)

**CS/CS/HB 1355: Purchase of Firearms by Mentally Ill Persons**

The bill prohibits firearm dealers to sell firearms in Florida to persons who have been “adjudicated mentally defective” or who have been “committed to mental institution” by a court. If a person has been sent to a facility pursuant to a Baker Act, he or she must be examined by a physician, must be seen in 72 hours, and may be released unless charged with a crime. Citizens who have voluntarily admitted themselves to a mental institution are not precluded from purchasing firearms. The bill also amends the definition of “committed to a mental institution” to include people who have had an involuntary examination under a Baker Act and also have voluntarily admitted themselves for outpatient and provides requirements the patient must meet in order to retain their rights to a firearm.

Effective Date: July 1, 2013

**Looking Forward:**

This year we are not waiting to see what happens in November elections. We will not have the stress of discovering who the next leader of the state, your local government, or the “free world” will be. But early this summer and during the fall we should look to discuss the FASP 2014 Legislative Platform so we can make changes for the fall board meeting. Interim legislative committee meetings could start as early as August 2013 and would continue until the beginning of session in March 2014.

**Web-page updates:**

Thanks to Michelle Sheppard we now have a wonderfully updated FASP webpage, and one link with which you can find more legislative information is the Public Policy and Professional Relations committee page. On the webpage we will have updated news, live links on the bill list, contact information, and a lot more information. The website address: [http://fasp.org/Standing Committees/Public Policy Professional Relations.html](http://fasp.org/Standing_Committees/Public_Policy_Professional_Relations.html)

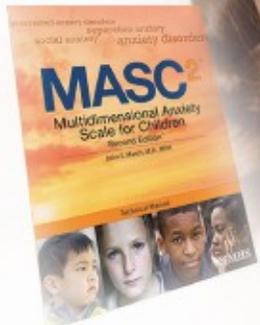
**Conclusion:**

As always both Bob Cerra and I are extremely proud to represent FASP. We would like to thank FASP’s members for being interested and involved in the legislative process. If there are any questions or concerns, please contact John Cerra at: [cerraj@comcast.net](mailto:cerraj@comcast.net).



# UnMASC Anxiety

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[Opt-in today to KidsWell's newsletter to receive up-to date information on getting involved in your community, advocacy alerts and upcoming events.](#)

To learn how to become involved, please visit [www.kidswellflorida.org](http://www.kidswellflorida.org).

We are in this together.

Dave Lawrence  
Chair  
The Children's Movement



**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 Kathy Leighton or Suzan Mason, ([faspmembership@gmail.com](mailto:faspmembership@gmail.com)), FASP Membership Chairs, with your updated information.



News from your NASP Delegate  
Bill Donelson

I would like to take this opportunity to sincerely thank the Executive Board members of FASP, the Northeast Florida Association of School Psychologists and the Palm Beach Association of School Psychologists for their generous donations to the Fairfield County Community Foundation in the name of Mary Sherlach who was so heroic in trying to protect the lives of students during the shootings at Sandy Hook Elementary. Together we collected \$500 in donations toward this worthy cause in hopes that Mary's goal, and a goal of all school psychologists - improved mental health for children and teens -is accomplished. We hope that this is particularly helpful to the families of Newtown, Connecticut as they work to recover from these tragic events.

**Renew Your NASP Membership!**

The NASP membership year ends June 30; renew your NASP membership today! <http://www.nasponline.org/membership/index.aspx> For a limited time, you can renew your NASP membership in three monthly installments.

**PROFESSIONAL DEVELOPMENT 2013 Public Policy Institute—  
Featured Speakers Howie Knoff and David Esquith**

Howie Knoff, Director of Project ACHIEVE, a school effectiveness/improvement program that has been designated a National Model Prevention Program by the U.S. Department of Health & Human Services.

David Esquith, Director of the Office of Safe and Health Students within the US Department of Education.

<http://www.nasponline.org/advocacy/ppi/2013/index.aspx> July 17–19 (3-day) or July 17–19 and 22–23 (5-day, GW graduate credit only), in Washington, DC. Participants will engage in a hands-on Capitol Hill experience and earn 12 NASP-approved CPD credits.

**Submit a Proposal for the 2014 NASP Convention in Washington, DC**

The NASP 2014 Annual Convention Call for Presentation Proposals Submission System opened on Wednesday, May 1, 2013.

<http://www.nasponline.org/conventions/2014/call-for-presentations.aspx>

For Detailed instructions on submitting a presentation proposal

[http://www.nasponline.org/conventions/2014/documents/Instructions\\_For\\_CFPP.pdf](http://www.nasponline.org/conventions/2014/documents/Instructions_For_CFPP.pdf)

We hope to see you there!!



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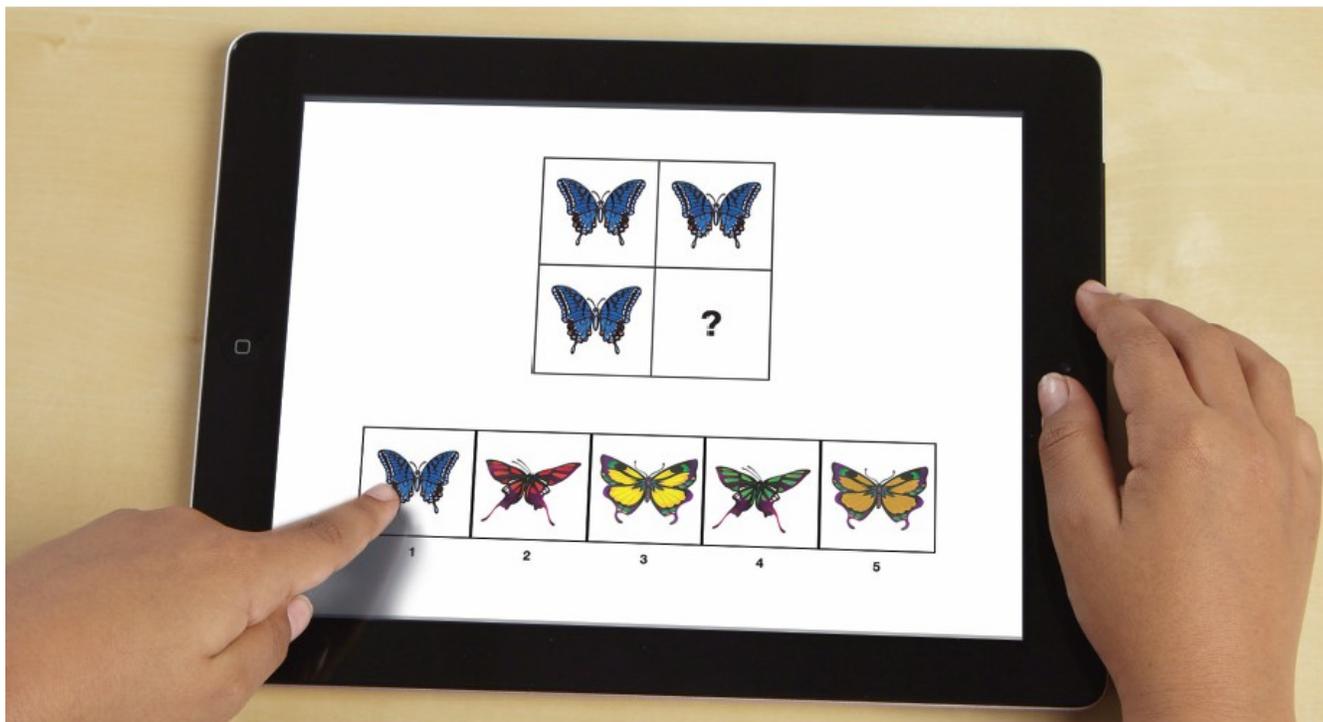
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## Read Connmigo: An Excellent Program to Help Parents Improve Their Children's Ability to Read

This information about the program "Read Connmigo" is one of many reaching out to parents to improve their children's ability to read. It is for PreK to 5<sup>th</sup> grade students. If you know anyone who has children in this age range who are bilingual English / Spanish, please forward this information to them.

The books are excellent and assist parents in sharing reading material with their children. It expands children's vocabulary in both languages. As school psychologists and members of your community, please share this information with neighbors, friends and family.

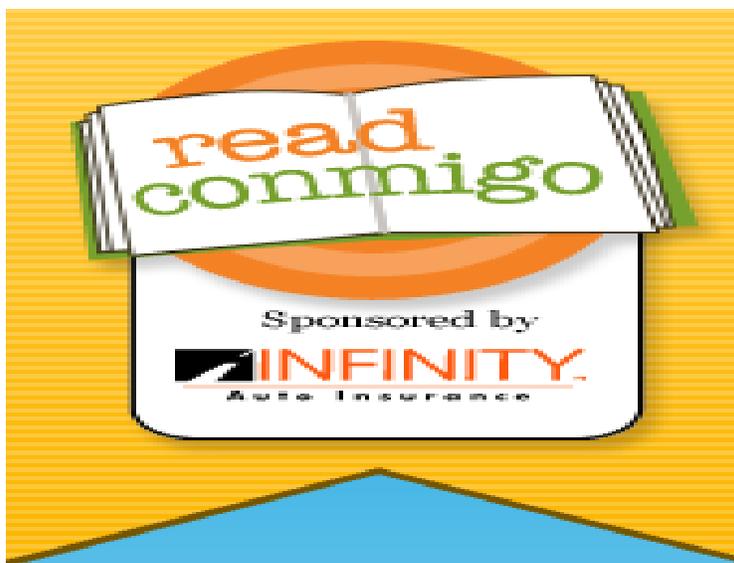
There are many parents that could use them. Friends and neighbors would just love them for their children.

Have a great summer and remember to put this information in your repertoire to share next year as well.

If you have any questions, please contact me, Joe Jackson, Immediate Past President of FASP at [JJACKSONL47@gmail.com](mailto:JJACKSONL47@gmail.com).

### Spread the Word...

And give the gift of reading to your friends and family. Share Read Connmigo with your networks using Facebook or Twitter.





## About Read Conmigo

*85% of Hispanic 4th Graders read below proficiency levels. Students who don't meet reading proficiency standards in 3rd Grade are four times more likely to drop out of school before earning a high school diploma. [source: Annie E. Casey Foundation; datacenter.KidsCount.org]*

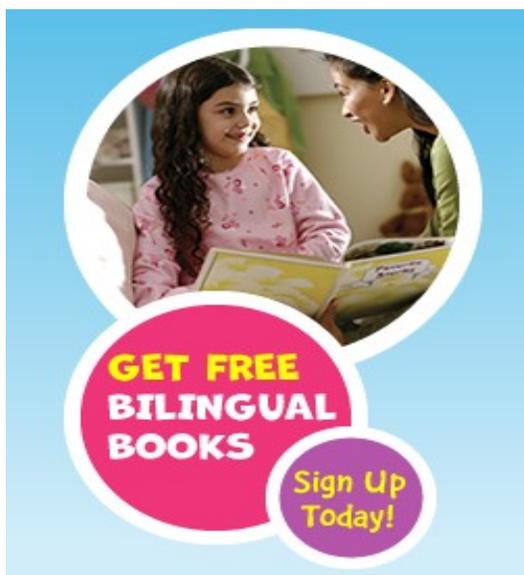
Read Conmigo, sponsored by **Infinity Auto Insurance**, is a literacy program that promotes English/Spanish bilingualism. We provide parents and teachers with unique learning tools including bilingual children's books and FREE activities, to help improve the learning environment in their home.

Infinity is proud to support Read Conmigo and help Hispanic parents turn their household environment into an educational advantage for their bilingual children.

Reading is the single most important skill a child will ever learn. Statistics show that 43 percent of adults read at or below the "Basic" level. This accounts for roughly 93 million individuals (NAAL, 2003). For the Hispanic community, the number is even higher. Read Conmigo, sponsored by Infinity Insurance, was created to help children, parents and educators develop reading and comprehension skills in both English and Spanish.

Join Read Conmigo's FREE reading program today. You will receive access to award-winning bilingual books, games and activities for the Pre-K through 5th grade children in your life. Are you a teacher? Sign up and use our library of books for your classroom. Don't miss the valuable teacher corner with activities and resources designed just for you.

The web site to sign up is: <http://www.readconmigo.org/member/signup>





## Social Networking for the School Psychologist Practitioner: Ethical Considerations and Challenges by :

Andy V. Pham, Ph.D.

Florida International University

FASP Ethics Committee

Over the past decade, social networking emerged as a great technological advancement allowing many users to digitally communicate and interact with one another. Within these emerging online environments, social networking sites, such as Facebook and Twitter, have become widely integrated into pedagogical, psycho-educational, and therapeutic efforts. Although positive aspects of social networking have been indicated, such as increased student engagement, psychologists utilizing social networking sites can create many ethical issues particularly, when used within the school setting. As a result, the use of social networking requires much discussion so it is not used in a way that damages the integrity and professionalism of school psychologists. The purpose of this article is to explain the increasing interest of social networking, as well as the ethical and legal issues as it pertains to the role of the school psychologist practitioner. A discussion regarding these implications is offered to guide school psychologists when considering developing professional social media pages in the school systems.

### **What is the Difference between Social Networking and Social Media?**

Online *social networking sites* have been defined as “web-based services that allow individuals to construct a public or semi-public profile within a system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system” (Boyd & Ellison, 2007). Social networking is described as a collective and systemic form of online communication when compared to email or instant messaging (Myers, Endres, Ruddy, & Zelikovsky, 2012). E-mail is a medium of virtual communication by transmitting information, primarily text-based messages, from one party to another. On the other hand, *social media* is a broad term that refers to websites that use collaborative virtual applications that enable the creation, exchange, and broadcasting of online user-generated content, including texts, photos, and videos (Kaplan & Haenlein, 2010). These websites may include, but are not limited to social networking sites (e.g., Facebook, MySpace, LinkedIn), publishing virtual media (e.g., Wordpress, blogs, Wikipedia), content sharing (e.g., YouTube, Flickr), web chat/discussion (e.g., Yahoo Messenger, Google Talk, Skype), microblogging (e.g., Twitter, Tumblr), livestreaming (e.g., Lifestream), and virtual worlds (e.g., Second Life).



The most commonly used social networking websites in the United States are Facebook, Twitter, and LinkedIn (Dahlstrom, de Boor, Grunwald, & Vockley, 2011). Facebook currently reports having more than one billion registered users worldwide, essentially doubling from two years ago, with 680 million monthly active users having Facebook mobile products (Facebook, 2013), with daily continual growth. Approximately 75% of adolescents in grades 7 through 12 participate in a social networking site (Froeschle, Crews, & Li, 2013); children between the ages of 2 and 11 are increasing personal internet use; and two-thirds of those who utilize the Internet visit social networks (Shallcross, 2011). Given this information, many school-aged children are using or at least familiar with social networking sites. Because many if not all social networking and media websites are multilingual, inexpensive or free, and used around the world, it provides an accessible means for individuals to communicate and send messages and media with one another.

### **The Technological Culture of Social Media**

The online environment of social networking offers a new culture that school psychologists can potentially use to disseminate information to students and parents, as well as communicate with colleagues. With specific social networking sites, such as Facebook, users can facilitate a professional communication with others by constructing a public profile, identifying a list of other users from their “friends” list with whom a connection is shared, and viewing and tracking individual connections as well as those made by others via posts made on a “wall,” which functions as a bulletin board and allows other users to post messages with each other. Besides posting and sending messages, users can post or send photos, videos, and engage in private chats or instant messaging with a specific person from their “friends” list.

Facebook allows users to create and join interest groups, as well as plan meetings or personal events that users can extend invitations. The National Association of School Psychologists (NASP) developed its own official Facebook page in 2009, and currently has over fourteen thousand followers as of March 2013. Overall, social networking sites provide a multitude of functions for individuals and organizations to communicate with one another, keep up to date on news and events and maintain social and professional connections in a relatively user-friendly format.



### **Relevant Ethical and Legal Issues**

While many see the advantages of using social media in pedagogy and counseling, school psychologists, in particular, must be aware of the ethical and legal issues pertaining to appropriate social networking usage, including potential risks when developing relationships with staff, children and families, or damaging professional credibility and certification or licensure violations. Teachers and other school personnel have been reprimanded or fired for online discretions or violations of social expectations via the Internet (Foulger, Ewbank, Kay, Popp, & Carter, 2009). Although school psychologists are entitled to their own autonomy regarding their online behavior, they need to be cautious with regard to how their private behavior may intersect with their professional work (Lannin & Scott, 2013). The National Association of School Psychologists (NASP) Principles for Professional Ethics (NASP, 2010) (hereinafter both referred to as code of ethics), are written to protect children and families, consumers of school psychological services, and the public's trust in the school psychology profession. Thus, the code of ethics often refers to professional rather than the private conduct of school psychologists. However, personal problems can negatively affect the psychologists' professional duties. Boundaries between personal and professional behavior, or between the school psychologist and client are often blurred and confusing when using social networking as a medium for communication.

Once a professional uses social networking with students, some important boundaries may be crossed. First, if a professional school psychologist observes a behavior displayed by a student online, what ethical responsibility or duty does the school psychologist have? Second, does a professional school psychologist have the legal obligation to notify parents of their child's online activities? These issues make it imperative that school psychologists to review the code of ethics and ethical decision making models before engaging in any form of social networking or online behavior. The article will address each question below with regard to ethical standards.

### **Should school psychologists use social networking sites?**

The code of ethics, does not specifically address appropriate usage of social networking or social media explicitly, but broadly discusses several important aspects of our role as school psychologists that are relevant to the posed questions. Should school psychologists use social networking sites in their school district? The code of ethics states that children have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services (NASP-PPE, I.3.4).



The code also states that school psychologists explain their professional competencies, roles, assignments, and working relationships to clients, recipients of services, and others in their work setting in a forthright and understandable manner, (NASP-PPE, III.2.1) and parents are informed of sources of support available at school and in the community (NASP-PPE, II.3.10). Additionally, the standards emphasize that school psychologists provide effective services and systems consultation by developing partnerships and networks with community service providers and agencies to provide seamless services to children and families (NASP-PPE, IV.1.1). Finally, school psychologists promote improvement in the quality of life for students, families, and school communities. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics (NASP-PPE, I.3). Thus, school psychologists have an ethical obligation to provide resources, community resources, and information to every student and parent while also educating teachers, staff, parents, and other stakeholders about the role and expected ethical behaviors of school psychologists. The author believes that a professional and informational social media page endorsed by the principal and school district can address many of the aforementioned issues.

Parents often rely on the Internet as a resource for seeking medical or mental health advice and information, the school psychologist's social media page can be used to disseminate information to parents, teachers, and students on a variety of relevant topics, such as: Describing the role of the school psychologist and general services provided at the school; Providing links to updated mental health information; Providing information on effective step-by-step homework or academic strategies; Offering details about school or local support groups or programs; Providing information on parenting tips and positive behavior support; Providing recommendations or links for books, articles, games, and community resources.

School psychologists might also post procedures for students in order to visit the school psychologist during the school day and links to relevant information which will help students improve achievement or address social-emotional concerns. Because school psychologists traditionally work with students who are receiving special education services, it is important that all information on the page should relate to activities that can be accessed by *all* students. However, a separate page or link can be provided for parents if they seek information relating to special education or mental health services. Therefore, this social media page can be described as a resource site rather than an actual "social networking" site.



In order to maintain professionalism and credibility, school psychologists should not “friend” students or parents on a personal level. Additionally, school psychologists and school staff should notify students, parents, and other stakeholders that the page is not intended to be used as a replacement for support services (Froeschle, Crews, & Li, 2013). A written informed consent document should indicate that school psychologists do not respond to emergency issues via the social media page. Additionally, “wall postings” on this social media page should either be blocked or carefully monitored to ensure only appropriate and accurate content appear publically that the school psychologist can only post. Finally, students and parents must be informed that school psychologists will not respond to issues or requests via the social media page. The purpose of the social media page is to disseminate information that can be accessible for all stakeholders, rather than communicating or providing psychological or counseling services online to students. Appropriate disclosures in student handbooks as well as on the site itself ensure all stakeholders receive informed consent regarding the nature of the school psychologist’s social media page.

When developing this professional page, the school psychologist must make certain that the content is approved by the school district and administration, and upholds district policy. The code of ethics states that school psychologists “may act as individual citizens to bring about change in a lawful manner...identify when they are speaking as private citizens rather than as school employees...and when they speak as individual professionals rather than as representatives of a professional association (NASP-PPE, IV.2.4). The code of ethics also state the student’s right to privacy (NASP-PPE, I.2), and discourages multiple relationships that diminish professional effectiveness (NASP-PPE, III.4). The issue of privacy and confidentiality is difficult to determine when considering the use of any type of social media. Does any person have a right to expect online privacy or confidentiality? The code of ethics state that “students and other clients [should] be informed of the boundaries of confidentiality at the outset of establishing a professional relationship (NASP-PPE, I.2.3). School psychologists should never post personal information about students on the social media page, but they should post information regarding the limitations of confidentiality. School psychologists must read privacy disclosures posted by social media sites such as Facebook and ensure that all stakeholders understand these limitations. School psychologists can distribute the aforementioned information in parent/student handbooks, brochures and other school-based resources.

**Does the school psychologist have any legal obligation to notify parents of their child's online activities?**

“Digital” dual relationships and parental rights and responsibilities are other important ethical situations that may arise when using social media or networking sites in schools. If a school psychologist observes an action or inappropriate post displayed by a student online, what responsibility does the school psychologist have? Also, does the school psychologist have any legal obligation to notify parents of their child's online postings or activities? The codes of ethics (NASP, 2010) states that school psychologists should avoid multiple relationships if they could reasonably be expected to impair the psychologist's professional effectiveness, lead to exploitation, or cause harm (NASP-PPE, III.1). A professional social media page creates clear boundaries where students associate the social media page with the school. Students become a member of a group when adding the page rather than becoming personal “friends” of the school psychologist. In order to promote the autonomy of the student and their right to self-determination, students should be informed that joining the school psychologist's social media page allows the school psychologist access to the student's personal information. It is imperative that students understand the difference between public and private online information, are encouraged to learn how to block personal information from disclosure, and understand that disclosed information may be shared with parents.

Because this public page can be accessible by students, teachers, parents, and other staff, those who are members of the school psychologist's pages may also be able to see other users' personal pages. All stakeholders should be informed that the school psychologist page is a public forum to share information and resources at the school. Users may not need to become members the page in order gain access to the content of the page; however, if a student or parent decides to post a comment on the page, then other members may access the poster's personal profile and information. To alleviate these dilemmas, the school psychologist should routinely screen and monitor postings to ensure only appropriate and accurate professional content appear publically. Additionally, school psychologists should avoid perusing personal online profiles of clients, (e.g., parents and students); information on the page should relate only to activities, materials, and information related to school psychology as approved by the school district. Parents, teachers, and students should also be aware and knowledgeable about how to use the privacy settings in order to display limited information to the public.



### **Engaging in Technological Competence**

Digital and social media has become a widespread cultural phenomenon, and thus school psychologists must demonstrate awareness of the culture and an understanding of the technological aspects of social networking and media. Similar to striving for cultural competence when working with children and families from culturally or linguistically diverse backgrounds, school psychologists should achieve a level of technological competence before developing their professional social media page (McMinn, Bearse, Heyne, Smithberger, & Erb, 2011). Even if one decides not to create a professional social media page, it is still important to be aware of the different technologies that students are currently accessing. Because children and adolescents are likely to use social networking and media with their peers, it may be helpful for school psychologists to understand the different social networking sites often used, even if they do not participate themselves (Myers et al., 2012).

### **Conclusion**

Social networking or media sites present a number of ethical and legal challenges when used in the school system. Some school districts discourage school psychologists or teachers from using social networking while others provide standard guidelines for ethical use (Foulger et al., 2009). However, social networking sites can provide a relatively easy means to disseminate knowledge and information about services and programs provided by the school psychologist. It allows parents to become more aware of the role of the school psychologist, become more engaged in their child's education, and promote positive mental health. Issues relating to self-disclosures, privacy, confidentiality, "digital" dual relationships and boundaries may be unavoidable, but they can be minimized if school psychologists take the necessary precautions in providing written and online informed consents to all students and parents. There are more advantages than disadvantages when it comes to using social networking in schools; however, school psychologists need to be proactive and become technologically competent in order to maintain a successful professional social media page.



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## FASP Awareness Building on Diversity Issues: Recent Data and Resources related to LGBTQ Youth

by FASP Diversity Committee Members Troy Loker, Ed.S. & Lisa Perez, Ed.S.

FASPs Cultural & Linguistic Diversity Committee recently changed its name to expand its umbrella. It is now officially the Diversity Committee. This change aligns with a broader area of diversity characteristics enumerated in various NASP Ethical Standards (i.e., actual or perceived race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics). FASP is dedicated to building awareness and knowledge with respect to all diverse populations, and the Diversity committee aims to help school psychologists understand their roles in helping to meet the needs of *all* of Florida's children and youth.

Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth are one population that are often not well understood. One national survey even indicated 14% of school-based mental health professionals do not believe lesbian, gay, bisexual, or questioning youth exist in their respective high schools (Sawyer, Porter, Lehman, Anderson, & Anderson, 2006). University-based coursework and professional development on issues related to the diversity characteristics of sexual orientation, gender-identity, and gender expression is also often limited. Nevertheless, there is a considerable amount of information about this population, their experiences in schools, and the resources that are available to support their specific needs.

Data from the Gay, Lesbian, and Straight Education Network's (GLSEN) recent national school climate survey was disaggregated by state, with over 400 Florida LGBT middle and high school students represented in its 2011 sample. Results specifically for Florida indicated 92% of LGBT youth hear homophobic remarks (e.g., "fag" or "dyke") on a regular basis (i.e., "sometimes", "often" or "frequently"; GLSEN (2013). The biased language does not only come from peers, as nearly one-third of LGBT youth reported hearing staff make negative remarks about someone's gender expression, and a quarter of LGBT students heard school staff make homophobic remarks. In terms of reported harassment based on sexual orientation, 8 out of 10 LGBT youth experienced verbal harassment in the past year, nearly 2 out of 5 were physically harassed, and 1 out of 5 were physically assaulted (e.g., kicked, injured with a weapon). Another large scale survey (not conducted in Florida) of over 36,000 7<sup>th</sup> to 12<sup>th</sup> grade students assessed more general attitudes towards lesbian and gay youth.

When participants were asked to rate how strongly they agreed with the statement “I could never stay friends with someone who told me he or she was gay or lesbian,” 35% and 38% of 7<sup>th</sup> grade females and males agreed or strongly agreed (Poteat, Espelage, & Koenig, 2009). Another statement, “I would rather attend a school where there are no gay or lesbian students,” had 30% of 12<sup>th</sup> grade males (10% of 12<sup>th</sup> grade females) agree or strongly agree. Attitudes and behaviors are stacked negatively against this population.

When LGBTQ students experience harassment, bullying, and other forms of discrimination based on sexual orientation or gender identity, data consistently evidences heightened risk of mental health problems for these students (D’Augelli et al., 2002; Friedman et al., 2006; Williams et al., 2005). Beyond well-being, data also suggests LGBTQ youth feel unsafe in their schools and have increased absenteeism to avoid that feeling (Kosciw, Diaz, & Greytak, 2008). With low social acceptance from peers, this population also reports higher levels of depression, lower self-esteem, and lower academic achievement (Bos, Sandort, Druyn, & Hakvoort, 2008).

NASP (2011), and FASP, advocate that all youth have equal opportunities to participate in and benefit from educational and mental health services within schools regardless of sexual orientation, gender identity, or gender expression. School psychologists can have both a broad reach in positively impacting school safety and a culture of respect for all students, as well as have more direct influences through individualized and culturally competent support for LGBT students. With raised awareness about the issues and access to appropriate resources, you can more effectively meet the needs of this population. A list of key resources is provided below with links for exploring further and bookmarking in your favorites.



**NASP Position Statement on LGBTQ Youth (adopted by FASP):** Outlines the range of actions schools and school psychologists can take to create safe schools for LGBTQ youth

[http://www.nasponline.org/about\\_nasp/positionpapers/LGBTQ\\_Youth.pdf](http://www.nasponline.org/about_nasp/positionpapers/LGBTQ_Youth.pdf)

**FASP Diversity Committee Homepage:** Home to broad range of resources, videos, articles, presentations, and more

[http://fasp.org/Standing\\_Committees/Diversity.html](http://fasp.org/Standing_Committees/Diversity.html)

**Florida LGBT Community Organizations:** Recently compiled list of local non-profit organizations that provide support and resources for LGBT **GLSEN Safe Space Kit:** Resource for creating safe and respectful schools for LGBTQ students

<http://www.glsen.org/cgi-bin/iowa/all/news/record/1641.html>

**Trevor Project Resource Kit:** A registered Best Practice Program for Suicide Prevention by the American Foundation for Suicide Prevention

<http://www.thetrevorproject.org/orderresourcekit>

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From the Desk of An Urban School Psychologist  
By: Lisa Perez, 2013 FASP Diversity Committee Chairperson

Blogging has become a popular way for professionals to keep up with the latest "happenings" in their field. Many school psychology blogs serve as great resources, and one in particular is authored by an urban school psychologist whose topics explore diversity: [firstyearschoolpsych.blogspot.com](http://firstyearschoolpsych.blogspot.com).

The blog's author, who wishes to remain anonymous for confidentiality of her school and students, is a third-year school psychologist that works in an urban district in New York State. Her school serves a diverse population of students from Pre-Kindergarten to 8<sup>th</sup> grade including students who are low performing and are living in high levels of poverty.

The blog discusses tough issues from the perspective of an early year school psychologist and highlights ways that the author provides support to her students. Some of the posts highlighting diversity issues include "The Tough Reality of Urban School Psychology and Making it Better", "Homeless, but not Helpless", and "Not Your Typical English Language Learner". Occasional postings of a feature called "A Day in the Life" chronicle the blog author's daily happenings as a school psychologist at an urban school. Also available is a helpful list of commonly used acronyms, making this blog accessible to those outside of the profession. The author describes her blog as informative, light-hearted, and real.

### Q&A with the author

#### Who was this blog created for?

Although most meaningful for school psychologists and other school-based professionals, I think my blog is useful for anyone who cares about the mental health and educational well-being of children. I try to touch on a wide variety of topics using plain, jargon- and acronym-free language so that I can reach as many people as possible. From parent-friendly posts about the special education process, to research and discussion on hot button issues like retention and Autism, to interview questions and information for graduate students, there's a little something for everyone!

#### What inspired you to create this blog?

The blog used to be titled "Musings of a FirstYear School Psychologist" and I intended to chronicle my comings and goings as I adjusted to "real life" outside of the classroom and internship. Since then, it has taken on a life of its own as I've grown in my position, became involved professionally at the state level, and made connections with psychologists across the country, and I love that! I try to keep my blog accessible. Sure, I write about *my* experiences and interests, but I also use it as a vehicle to link with and educate *others* about school psychology. In the end, we're all more alike than we are different.

**What is your most popular post?**

One of my most visited posts is “So You Wanted Some Interview Questions,” where I compiled the list of questions I was asked during job interviews. I’ve had a lot of positive feedback and dialogue from graduate students and others in the job market on that post.

**What is your favorite post?**

My favorite silly post is definitely “These Shoes Were Made For...” I’m a self-proclaimed shoe fiend, and despite having to deal with student crises, I wear heels every day. That post chronicled my early career through different pairs of shoes I own. My favorite meaty post is without a doubt “The Tough Reality of Urban School Psychology and Making it Better.” I wrote that post in response to a reader question, and as I did, my hands shook because I felt so strongly about what I was saying. I work with special kiddos who face unique circumstances, and it was important to me to share that with others.

**What does it mean to be an urban school psychologist?**

Urban school psychologists need to be educated regarding the unique issues that urban children face. Kiddos living in an urban setting are more likely to be exposed to broken families, loss of many kinds, violence in the community, poverty, and homelessness. These factors can have an incredible impact on a child's attendance, learning, and social-emotional functioning, so you must be highly sensitive. I'm able to interact with my students in a variety of ways to meet their diverse needs, not just the traditional special education or counseling roles of a psychologist (though I enjoy that, too). I participate alongside them in enrichment activities to broaden their knowledge base, complete community service projects to better their neighborhoods, and more. We learn from each other!

**What makes your practice at an urban school unique?**

One great thing that makes my school unique is the collaboration we have with so many public and private partners in the community. It allows us to provide many resources and opportunities for our students: a "walking school bus" so they can walk to school safely, Big Brothers & Sisters, college scholarships, quality mental health services during the school day, holiday gifts for students in PreK-3rd grade, college tutors and mentors, and more. I'm thankful that other organizations find my students as important as I do.

**What do you love most about being a school psychologist?**

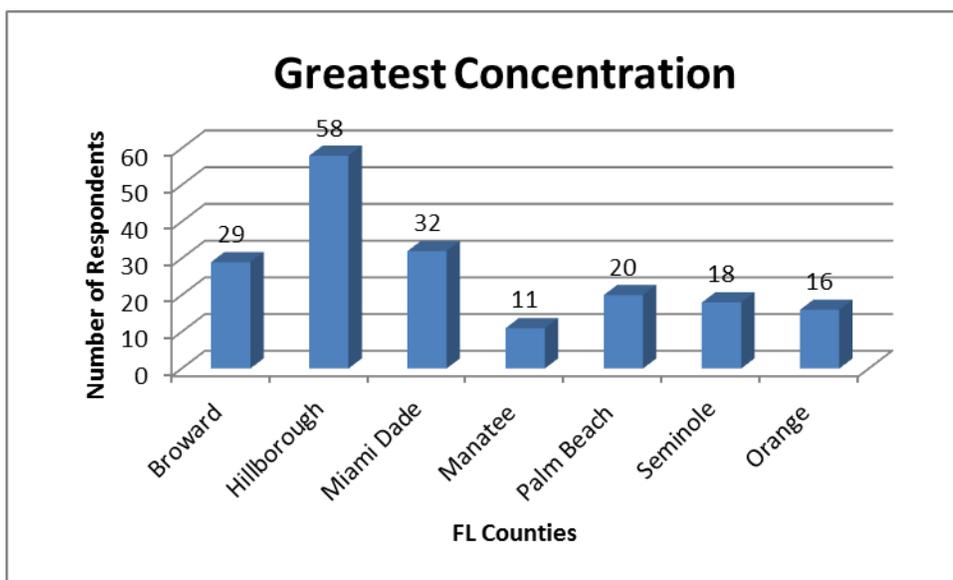
Easy! Making a difference for a kiddo. Knowing that you have been an advocate and supporter for a child is one of the best feelings in the world, especially for a child in need. There are plenty of ways to do it--making educational decisions at the Committee on Special Education table, collaborating on a knock-out behavior plan, linking a family with community services, or just "being there" with a smile and hug in the morning--and the feeling is continually and endlessly rewarding.



## And the Survey Says . . .

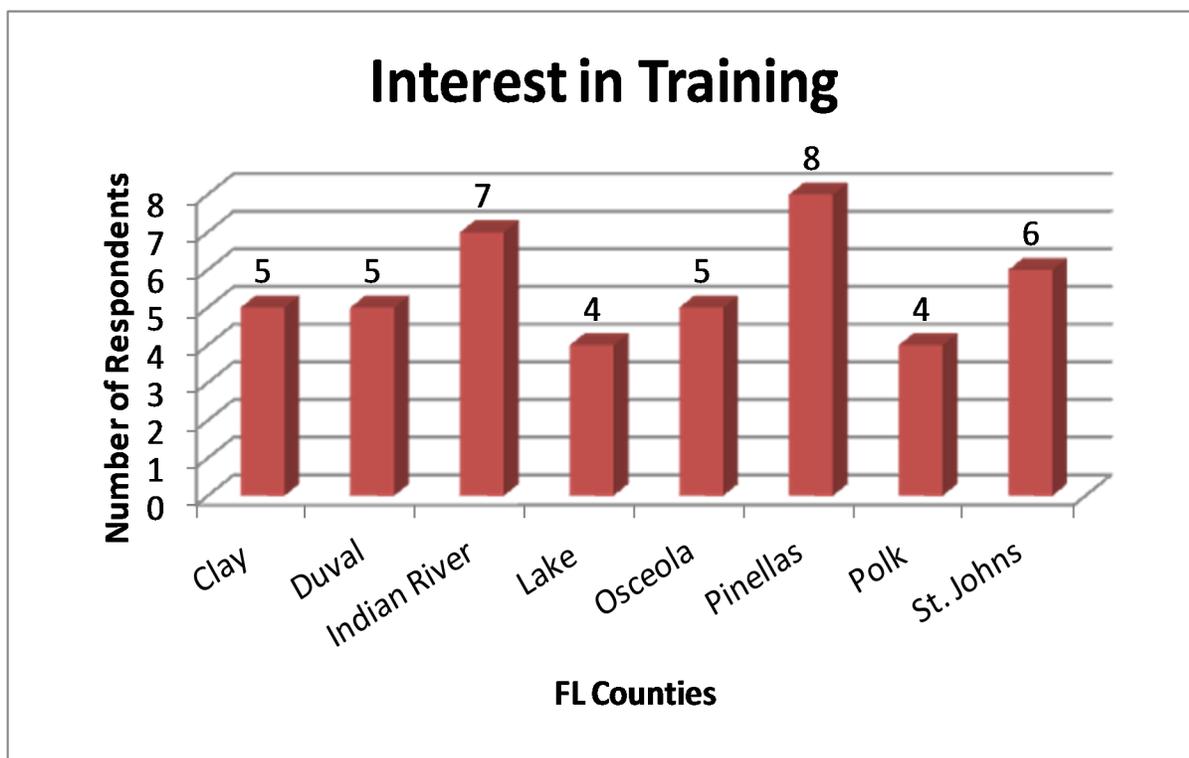
Denise Dorsey, ABA Committee Chair

Thanks to all of our members who responded to the survey posted by the ABA Committee of FASP. Prior to closing the survey, we received responses from 257 school psychologists from across the state, as well as responses from beyond the state. On the east coast (or towards the east), we have concentrated pockets of interest coming from Broward, Miami Dade, Palm Beach, Seminole, and Orange County. On the west coast, we have pockets of interest located in Hillsborough County and Manatee County.

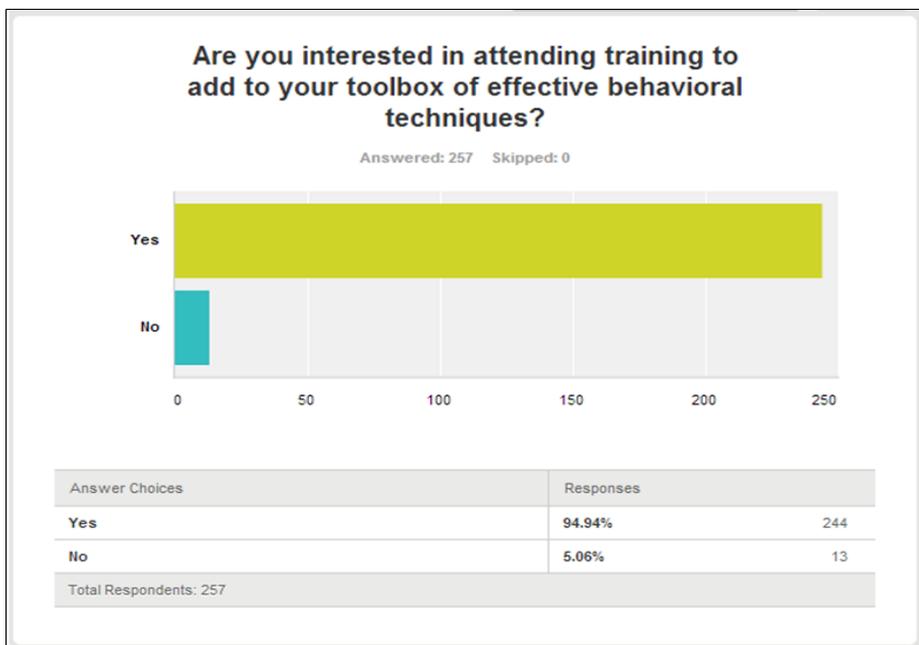


Before examining the next graph, note the change on the y axis from units of 10 to units of 1. (Data labels are provided for added clarification). When counties are combined, there may still be sufficient interest to provide training in some of these areas, especially when considering additional factors. One of these factors is that we are in the process of collaborating with local chapters of ABA to find workshop presenters who would appeal to both of our memberships (i.e., PhD in Psychology and BCBA).

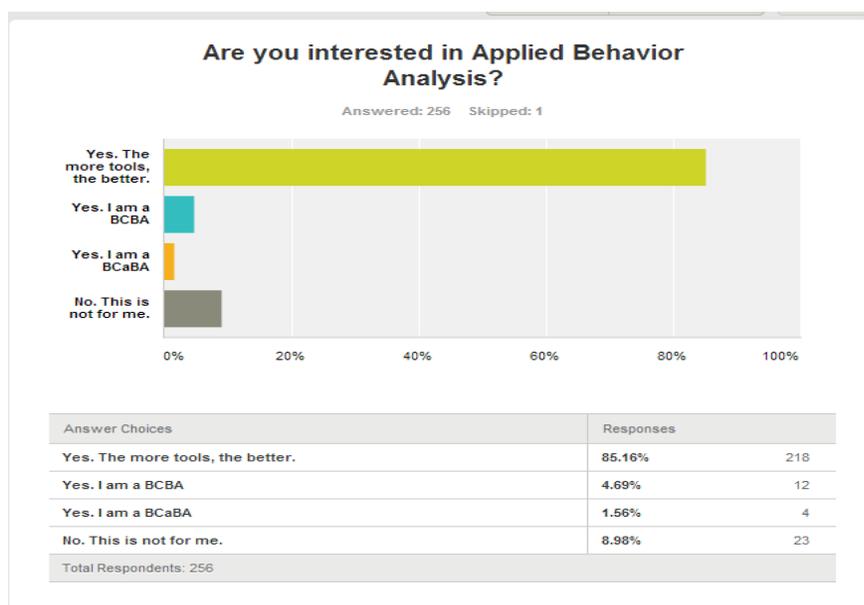
The counties below showcase smaller pockets of interest in ABA training coming from the Clay, Duvall and St. Johns' areas. Lake and Osceola County are adjacent to Orange County, which could combine to form another pocket. Pinellas and Polk are the sister counties of Hillsborough. Indian River is adjoined by four counties but the overall interest in this area is not high, based upon the number of responses we received.



The responses to our actual survey questions were overwhelmingly positive. Before we gloat too much, we have to admit that many of the people who took the 60 seconds required to respond to our survey might have been predisposed to look at ABA techniques in a favorable light. The survey says that 94.94% of our respondents are interested in attending additional training to learn behavioral techniques. 5.06% of our respondents are not interested.



When our respondents were specifically questioned regarding their interest in ABA, a total of 91.4% expressed interest. 85.16% of these respondents are school psychologists who are not Board Certified Behavior Analysts while 6.25% of the total respondents have board certification.

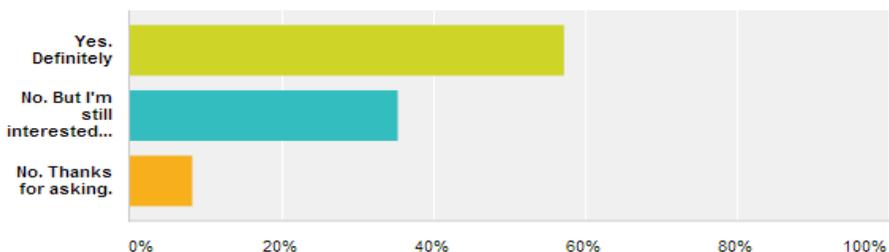


As a FASP Committee, our ABA Committee is interested in catering to the specific needs of our school psychologists and providing continuing education credit for training. 57.25% of you want CE credit while 35.25% do not really need CEs. 8.24% plan to take their interests in completely different directions.



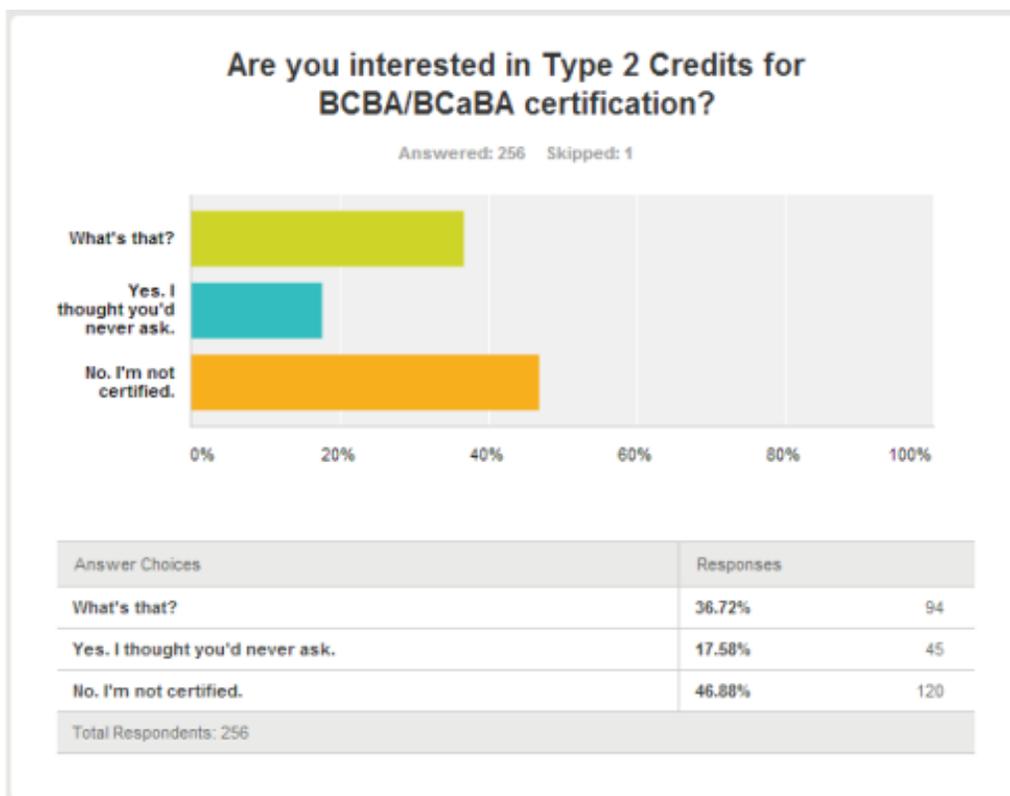
### Are you interested in obtaining CEs for school psychology licensure?

Answered: 255 Skipped: 2



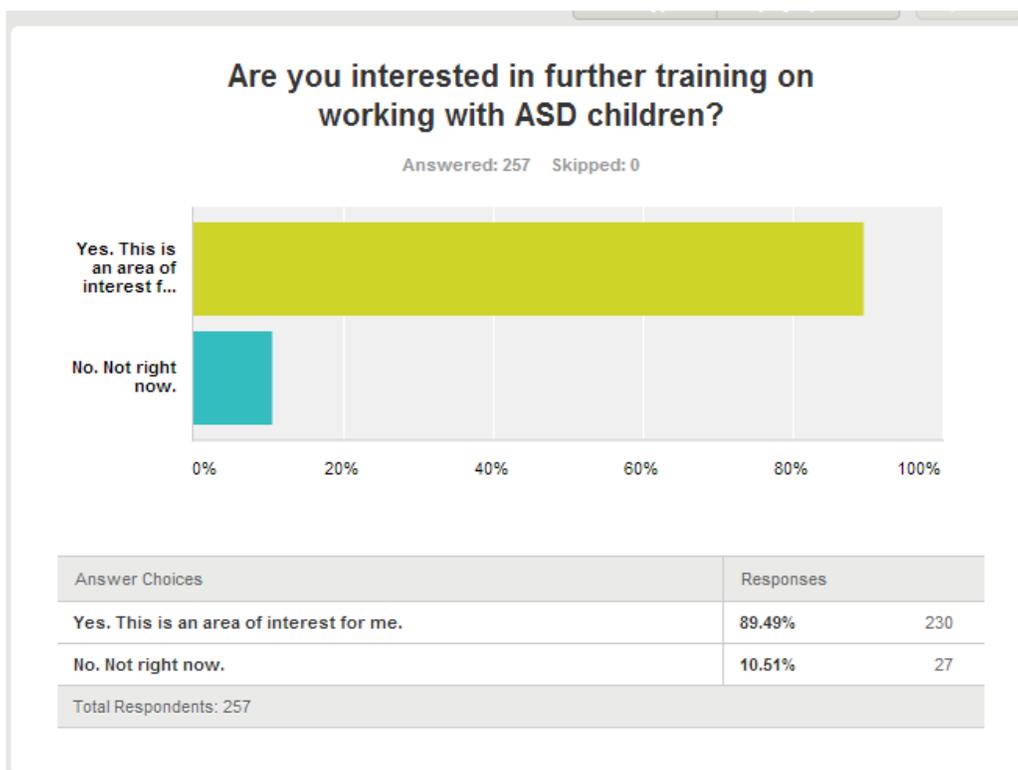
Answer Choices	Responses	
Yes. Definitely	57.25%	146
No. But I'm still interested in training.	35.29%	90
No. Thanks for asking.	8.24%	21
Total Respondents: 255		

Out of our 257 school psychologist respondents, 45 are want Type 2 Credits towards BCaBA or BCBA certification, which we will offer. 36.72% of our respondents have no clue what constitutes the certifications of Board Certified assistant Behavior Analyst (BCaBA) or Board Certified Behavior Analyst (BCBA). To answer you, “It’s a long story.” See <http://www.bacb.com/>.



Finally, the ABA Committee wanted to check on the interest of our school psychologists in working with the population of Autism Spectrum Disorders (ASD), since ABA is considered to be the most effective research-based treatment for autism. Not surprisingly, roughly 90% of our respondents are very interested in receiving additional training to work with the ASD population in our schools. Slightly over 10% are not.

As you know, many states require insurance companies to pay for treatment for those diagnosed with Autism. Florida is one of the 37 states, along with the District of Columbia, with this stipulation. More information on this requirement may be found at the following web link: <http://www.ncsl.org/issues-research/health/autism-and-insurance-coverage-state-laws.aspx>.



In conclusion, the FASP ABA Committee initiated this survey to get an estimate of the level of interest of school psychologists throughout our state in receiving additional training that focuses on behavioral techniques and ABA. We discovered that over 90% of the school psychologists who responded to our survey are interested. We are in the process of collaborating with local chapters of the Florida Association for Behavior Analysis (FABA) to make this training happen. We are excited to announce that we have several ideas for potential workshops already in the works. Stay tuned for more information about this venture of training opportunities in our next newsletter.



## Text Complexity in the Common Core State Standards

Elvira C. Medina-Pekofsky, NCSP

Imagine having dinner with your favorite teacher, the one who inspired you to consider school psychology as a career. What would your reaction be if during your lively discussions your teacher cites research supporting the assertion that school textbooks are just too easy and the expectations are not rigorous enough? Would you be surprised or would you agree? Actually, your teacher would be right!

Research indicates that since the early 1960's the level of difficulty of school texts steadily declined in average sentence length and vocabulary level, creating a "textual gap" between what high school students could proficiently comprehend and what colleges, workplaces, and the military actually expect them to independently comprehend (Williamson, 2004). It seemed that the reading ability required to be successful past high school was higher than that required to graduate from our school systems. As a result, graduating seniors were ill-prepared to transition out of high school.

Some wondered if "the apparent gap in student performance or preparedness could actually be a function of different text demands rather than purely a gap in student abilities" (Williamson, 2004, p.5). Based on this hypothesis, Williamson's research team created a scientific approach to measure reader ability and text difficulty using one single scale (Lexile® Scale) within a Lexile Framework for Reading. Using the Lexile® Scale, they determined the median Lexile of typical reading materials used at universities (1395L), community college (1295L), workplace (1260L), citizenship (1230L), military (1180L) and high school (1090L). They were amazed to find that the 95<sup>th</sup> percentile Lexile measure in high school was lower than the median Lexile of any of the postsecondary environments. They concluded that "there most likely exists a sizeable difference in the text demand placed on students as they complete high school compared to what they will face in the secondary world" (Williamson, 2004, p. 12).

Why worry about textual gaps?

Reading proficiency is reached when students systematically learn how to effectively and independently apply reading skills and strategies to derive meaning from text. When readers are presented with challenging terms, complex syntax, and unfamiliar concepts, they cannot rely on decoding or fluency skills to comprehend the message. They must efficiently identify and effectively apply appropriate reading strategies to access the message even though they may be unfamiliar with the vocabulary or content. This cognitively demanding process is only mastered when students are explicitly taught and purposefully practice "strategic reading" with increasingly complex material (Afflerbach, Pearson, & Paris, 2008). If the students are never offered the opportunity to practice strategic reading skills with increasingly challenging material, how are they supposed to get better at it? We had gradually lowered the complexity bar and provided fewer opportunities for our



students to reach strategic reading proficiency, creating the “textual gap”.

This somber realization, clearly documented by the declining performance of our students in international assessments, prompted the National Governors Association and the Council of Chief State School Officers to find a solution: The Common Core State Standards. They concluded that “being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks” (Common Core State Standards, Appendix A, page 4).

The Common Core State Standards require increased emphasis on the development of problem solving strategies and higher order comprehension skills through the interaction with authentic, content-rich, rigorous informational text. The expectation is that students will be successful with highly complex material, although it is recognized that most students’ ability to successfully read complex text will not develop in a linear fashion and that teachers will have to provide substantial scaffolding and extra support, especially for students who already struggle with the cognitive demands of less complex text. With that in mind, there are grade-by-grade specifications for increasing text complexity progressively each academic year (Reading Standard 10) and grade-specific standards to address reading comprehension ability (Reading Standards 1-9).

A Three-Part Model for Measuring Text Complexity has been adopted to help teachers determine how difficult a passage is for a particular student. The model looks at three dimensions: Qualitative, Quantitative, and Reader and Task Considerations. These are explained in detail in Appendix A of the Common Core Standards.

## Text Complexity

◆ **Text complexity is defined by:**

**Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

**Quantitative measures** – readability and other scores of text complexity often best measured by computer software.

**Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.





Quantitative measures are the formulas used to determine the readability of a text. Some formulas, such as the Flesch-Kincaid Grade Level and the Dale-Chall Readability Formula, only measure text complexity. They use word length, sentence length, and/or word frequency to assign a complexity level. The Lexile Framework for Reading by MetaMetrics, used in FAIR and the latest versions of common reading materials used in Florida, measures both text complexity and the reader's ability to manage the text complexity. It uses word frequency and sentence length to determine text complexity and then interactively matches the reader to the level of text complexity in which they are most successful. The risk with all available measures, including Lexile, is that they may underestimate the difficulty of a seemingly "simple" text that uses familiar language to convey complex or figurative messages. For that reason, teachers must take into account other qualitative factors before choosing passages for their students.

Qualitative measures include four additional factors that can't be quantified with a formula. This include: Levels of Meaning (literary text) or Purpose (informational text), Structure, Language Conventions and Clarity, and Knowledge Demands. Texts with multiple and/or implicit meanings and/or purposes are harder to understand, even though the students are able to fluently read all words and sentences. Texts with high complexity frequently include unconventional structures (literary texts), may not use chronological order of events, or may utilize complex graphics to convey information essential for the understanding of the passage. Complex texts often use unconventional language such as figurative, archaic, academic, or domain-specific vocabulary not present in conversational language. Finally, passages in which the author assumes familiarity with cultural, literary, academic, or domain specific knowledge can be extremely difficult for diverse learners who lack the pre-requisite knowledge. A sensitive teacher who knows her students well would be able to qualitatively assess a passage, beyond its readability, to determine the level of scaffolding and instructional support needed by her students in order to successfully understand the passage. Precise scaffolding is an essential key to student success with text complexity!

The last component, Reader and Task Considerations, is another essential key. Sound professional judgment is critical when matching complex texts to particular students and tasks. The teacher must consider the students' "cognitive capabilities (attention, memory, critical analytic abilities, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences" (RAND Reading Group, 2002).

In summary, current quantitative measures of text complexity are useful but imperfect. They are a good first step but must be followed by a qualitative analysis of the text and careful consideration of who the reader is and what the task requires. A text complexity analysis rubric was created to assist teachers in considering the interaction of all factors and CCR



Text Exemplars are provided at each grade level band within the Common Core Standards. Teachers are advised to anchor their selections to the increasingly rigorous text complexity grade bands aligned to the College and Career Readiness expectations:

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles®)		
Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to College and Career Readiness Expectations
K - 1	N/A	N/A
2 - 3	450 – 725	450 – 790
4 – 5	645 – 845	770 – 980
6 – 8	860 – 1010	955 – 1155
9 – 10	960 – 1115	1080 – 1305
11 – CCR	1070 – 1220	1215 - 1355

Key Considerations in Implementing Text Complexity (2012). Common Core State Standards: Countdown to Common Core, Florida Department of Education. Re-aligned by MetaMetrics for CCR Expectations.

As the nation moves to full implementation of the Common Core Standards, we must become familiar with what the students are expected to know and be able to do. The increased emphasis on Text Complexity will raise the level of cognitive demands on students in significant and lasting ways. It is recognized that some students will need extensive scaffolding and instructional support to handle the increased rigor of the reading tasks. Being familiar with measures of text complexity, exemplar texts at different levels of complexity, and research-based instructional strategies that ensure proper scaffolding and accommodations for struggling students is essential for our future practice.

Check the following links for further information:

[www.achievethecore.org](http://www.achievethecore.org)

[www.ccsso.org/Resources/Digital\\_Resources/The\\_Common\\_Core\\_State\\_Standards\\_Supporting\\_Districts\\_and\\_Teachers\\_with\\_Text\\_Complexity.html](http://www.ccsso.org/Resources/Digital_Resources/The_Common_Core_State_Standards_Supporting_Districts_and_Teachers_with_Text_Complexity.html)

[www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)



[www.hepg.org/hel/article/544](http://www.hepg.org/hel/article/544)

[www.Lexile.com](http://www.Lexile.com)

[www.nassp.org/tabid/3788/default.aspx?topic=Instructional\\_Leader\\_0112](http://www.nassp.org/tabid/3788/default.aspx?topic=Instructional_Leader_0112)

[www.nciea.org/publications/TextComplexity\\_KH05.pdf](http://www.nciea.org/publications/TextComplexity_KH05.pdf)

[http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL\\_0.pdf](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)

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Common Core State Standards: Countdown to Common Core (2012). Florida Department of Education

RAND Reading Study Group (2002). *Reading for understanding: Toward an R & D program in reading comprehension*. Santa Monica, CA: RAND

Williamson, G.L. (2004). Student readiness for post-secondary endeavors. Paper presented at the 2006 Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA

Williamson, G.L. (2006b). What is expected growth? A white paper from The Lexile Framework® for Reading. Durham, NC: MetaMetrics Inc.