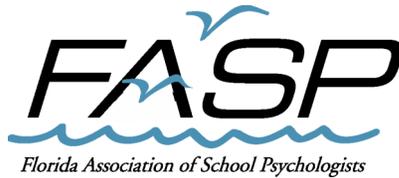


# *The Florida School Psychologist*

The Newsletter of the Florida Association of School Psychologists



Volume 39 Number 1

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Jennifer Valentine and Kristen Cunningham, Editors



1982

## *President's Message*

**Joseph Jackson**



2012

It's Friday morning, and I find myself trying to remember where 2011 went. It seems as though time passes more rapidly as we get older. Our son, who was 10 years old just a few years ago, turned 40 this past summer, and I can't believe it! My hair and beard are now white with just a few dark ones, and I can't believe it! When we reflect back on time and how it is possible that it passes so quickly, I wonder if things have really changed from 10, 20, 30 years ago.

The truth is that things are different today. I am going to date myself, but I started with the Stanford-Binet LM and the WISC. I was certified on the ITPA and could WRAT out anyone. Our reports were typed on typewriters that did not have correcting tape. Much of what we learned was on the fly because there were few school psychology training programs. Certification in school psychology did not require today's level of training or intern experience. Now we have FAIR, DIBELS, AIMSweb, mCLASS, PALS, and STAR, along with the WISC-IV and neuropsychology.

Many of us entered this highly respected and honorable profession of school psychology to make a difference, and we still do so on a daily basis when we work with problem solving teams, review school data, conduct assessments/evaluations, write reports, consult with parents, and interact with teachers, support staff, and administrators. However, the reality is that many do not value the skills we bring to the Problem Solving process. Some do not want us involved in curriculum and instruction. Some see us as a one-day phenomenon, where we are here today and gone until next week. Some have their own mind set about what a child or group of children need, and they do not want to hear anything else. As a school psychologist, sometimes it can be quite lonely, difficult, and even job threatening.

Nevertheless, despite the many adversities that we sometimes face, or may face, as school psychologists, I do feel that today, more than ever before, we need to speak with loud voices. We need to stand up and be counted! Now is the perfect opportunity to do what we do best, **Advocate for Children!** We need to speak up with pride, passion, and professionalism.

As a result of the many changes that have taken place in our field, there are many areas in which we can advocate, starting with the individual child in the problem-solving process. Through the problem-solving process, we can make sure any aspect of a child's life that is hindering learning or causing disruptive behavior is reviewed, analyzed, and has an appropriate action plan developed and monitored. Response to Intervention (RTI) is a phenomenal tool in the problem-solving process which provides structure for screening, intervention, assessment, and monitoring for all children, not just the ones who have obvious difficulties. In 2012, we need to know the problem solving and RTI procedures better than anyone else.

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# FASP Executive Board

## Elected Officers

### PRESIDENT

JOSEPH JACKSON  
[jjackson147@gmail.com](mailto:jjackson147@gmail.com)

### IMMEDIATE PAST PRESIDENT

MONICA OGANES MURRAY  
[kidneuropsych@me.com](mailto:kidneuropsych@me.com)

### PRESIDENT-ELECT

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[drharbor@ranceharbor.com](mailto:drharbor@ranceharbor.com)

### SECRETARY

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### TREASURER

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## Regional Representatives

- NORTHWEST (Region 1)**  
Sharon Bartels-Wheless  
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- NORTHEAST (Region 2)**  
Freda Reid  
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- EAST CENTRAL (Region 3)**  
Elvira Medina-Pekofsky  
[emepekosky@aol.com](mailto:emepekosky@aol.com)
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Rebecca Sarlo  
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- SOUTHEAST (Region 6)**  
Kim Berryhill  
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- SOUTH (Region 7)**  
Joan Kappus  
[jponey2@yahoo.com](mailto:jponey2@yahoo.com)

## Special Committees

- PARENT SUPPORT**  
Sharon Bartels-Wheless  
[faspregion1@gmail.com](mailto:faspregion1@gmail.com)
- HISTORIAN**  
Troy Locker  
[tlocker@gmail.com](mailto:tlocker@gmail.com)
- PROBLEM SOLVING/  
RESPONSE TO INTERVENTION**  
Rebecca Sarlo  
[sarlo@usf.edu](mailto:sarlo@usf.edu)
- CHILDREN'S ADVOCACY**  
Mark Lyon  
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- SCHOOL NEUROPSYCHOLOGY**  
Alicia Braccia  
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- PUBLIC AND MEDIA RELATIONS**  
Priscilla Jones  
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## Standing Committees

- ADMINISTRATION & SUPERVISION**  
Mary Alice Myers  
[mamnsb@hotmail.com](mailto:mamnsb@hotmail.com)
- AWARDS**  
Kurt Wasser  
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- BYLAWS**  
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Deinse Dorsey/Lisa Perez  
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- STUDENT DELEGATES**  
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- TRAINING & CREDENTIALING**  
Sarah Valley Gray  
[valleygr@nova.edu](mailto:valleygr@nova.edu)

## Additional Contacts

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Cerra Consulting Group  
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(850)-222-4428

[bobcerra@comcast.net](mailto:bobcerra@comcast.net)  
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## Liaison Positions

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

**CHILDREN'S SERVICES FUND**  
Sarah Valley Gray  
[valleygr@nova.edu](mailto:valleygr@nova.edu)

**COMMITTEE OF CONTINUOUS EXISTENCE**  
Ralph "Gene" Cash  
[gcash1@aol.com](mailto:gcash1@aol.com)

**DOE CONSULTANT**  
David Wheeler  
[wheeler@coedu.usf.edu](mailto:wheeler@coedu.usf.edu)



(continued from page 1)

We will need to speak up just to make sure that we are invited to the table, and we need to demonstrate the skills we have that can bring real value to school teams in the problem-solving process.

We can be advocates for children in our district (counties), be it for preschool education programs; early childhood literacy; or support for immigrants, foster children, disabled children, culturally or linguistically challenged, etc. The opportunities are endless.

Some of you may want to lobby on behalf of our children at the state or federal legislative levels. Help is needed in so many areas. The more the involvement, the greater the impact! FASP is very committed to addressing issues with our state legislators, and we have two outstanding lobbyists, Bob and John Cerra, who have been involved with FASP for many years. They would certainly welcome your support. We also encourage you to support NASP in its public policy and professional relations advocacy.

FASP has determined the need to make advocacy one of our highest priorities. We are seeking FASP members to be emissaries for FASP from every district in the state. We need inspired and caring professionals who are willing to serve as FASP Ambassador Advocates for all children. They will need to support the school psychologists in their districts in their daily advocacy for children. The FASP Ambassador Program will provide on-going information and skill building to improve advocacy skills. If you are interested in becoming a FASP Ambassador, please contact your Regional Representative or any FASP Executive Board Member.

For additional information regarding the FASP Ambassador Program, please contact Mark Lyon, Chair, FASP Child Advocacy Committee at [mlyon@browardschools.com](mailto:mlyon@browardschools.com).

FASP also encourages you to create professional learning communities with fellow school psychologists for support and to provide creative energy to address the many issues you face, or will face, as child advocates. We need to develop confidence in our abilities as **Child Advocates**, and we need to become known as true **Child Advocates**. We are the change agents that can truly make a difference for children, and now is the time to make our voices heard!

As I write this article, I am reminded of a quote by Oscar Wilde, “Any fool can make history, but it takes a genius to write it.” Let us write some history this year on behalf of our children!!!

Joseph Jackson  
FASP President



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





### Florida Association of School Psychologists 2012 Awards Nomination Form

Please circle or highlight only one Award per submission  
(Reproduce this form as needed)

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

Person or Program being nominated: \_\_\_\_\_ E-mail: \_\_\_\_\_

District: \_\_\_\_\_ Phone: \_\_\_\_\_

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

Please State Briefly why you feel this nomination is appropriate \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Name of Nominator(s): \_\_\_\_\_ Position: \_\_\_\_\_

Nominator's Address: \_\_\_\_\_

Office/Cell Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Please mail, fax, or E-Mail nominations to: Kurt Wasser  
Awards Chair

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

Name of Nominator(s): \_\_\_\_\_ Position: \_\_\_\_\_

**ALL NOMINATIONS MUST BE RECEIVED BY:**  
June 30, 2012



### FASP Continues "Monthly Recognition of Excellence"

Last year, FASP introduced the "**Monthly Recognition of Excellence**" as a way to acknowledge the accomplishments of our colleagues around the state. Each month, groups or individuals from the different regions will be nominated. The school psychologists must have done something to distinguish themselves. They can be school-based or private practitioners, district personnel, university faculty, students, or any combination.

Our schedule for the nominations is as follows:

- January Northeast Region
- February East Central Region
- March Southeast Region
- April South Region
- May Northwest Region
- September West Central Region
- October Southwest Region

Please look for our winners in future newsletters, on our website, or on the FASP Facebook page.



## Alina Robinson

**Orange County  
School Psychologist  
of the Year**



**East Central  
Recognition Award  
Recipient**



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

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

**• Advocacy efforts during 2011:**

- ⇒ Development of a position paper, advocating for our role in enhancing student outcomes and supporting FL schools and families
- ⇒ Fighting to prevent and restore school psychologist position cuts
- ⇒ Collaboration with the Children's Movement of Florida
- ⇒ Helping to pass suicide prevention legislation
- ⇒ Supporting the needs of Florida's graduate students by promoting and encouraging participation in the FASP Internship Standardization Process
- ⇒ Increasing resources for working with culturally, linguistically, and otherwise diverse populations, including new materials on issues related to LGBTQ youth

**• High quality professional development every year**

- ⇒ FASP Summer Institute and Annual Conference
- ⇒ New during 2011: More rigorous requirements & review process for AC presentation proposals, including emphasis on participant engagement
- ⇒ 2011 presentations by national experts—Sam Goldstein, Milt Dehn, George McLoskey, Dorothy Espelage, Kathleen Williams, & Phil Lazarus
- ⇒ Collaboration with the FL PS/Rtl Project to deliver timely skill-building workshops that assist statewide PS/Rtl implementation and evaluation
- ⇒ Connection to online CE Credit opportunities
- ⇒ New FASP Professional Development Plan Framework
- ⇒ New Connect & Collaborate: District and Regional Networking Session, introduced as an AC expansion upon the traditional job & internship fair.

**• 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 Delegate, and an ever growing and updated FASP.org!

**• FASP awards recognizing exemplary service and contributions**

- ⇒ Congrats to this 2011 winners Jane Lazarus, St. Lucie County, , Liza Arango, Brenna Hoy, Carmelo Callueng, and Christi Buell
- ⇒ NEW during 2011: Monthly Recognitions of Excellence for practitioners across the regions of FL

**• Provision of grants through the Children Services Fund**



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

**JOIN OR RENEW ONLINE TODAY!**

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



**We need your support to continue protecting the interests of Florida's school psychologists, youth, and families .**

**Dues:**

- Regular Members: \$80
- Transition Members (NEW): \$40
- Student Members: \$20
- Retired: \$30
- Associate: \$80

**Florida Association of School Psychologists**

- Joe Jackson, President
- Monica Oganis Murray, Past President
- Rance Harbor, President Elect
- Gail Patterson, Secretary
- Amy Endsley, Treasurer

For Questions About Membership Dues or Benefits, Please Contact our Membership Chair, Paula Lewis  
[sunomvs2@yahoo.com](mailto:sunomvs2@yahoo.com)



# NOVA SOUTHEASTERN UNIVERSITY



## CENTER FOR PSYCHOLOGICAL STUDIES

The Center for Psychological Studies is a leader in training, research, and service in psychology and related mental health professions. This standing enables our students to apply the latest empirically supported intervention techniques in real-world settings and engage in innovative applied research.

As a graduate student, you will work with expert clinicians and researchers at the forefront of their disciplines.

Under the supervision of our nationally renowned faculty members, students receive training in our on-campus Psychology Services Center in addition to community placements in diverse South Florida communities.

Collaborating with faculty members on research provides opportunities for students to publish and present their work at local, national, and international conferences.

### DEGREES OFFERED

- Counseling\* | M.S.
- General Psychology\* | M.S.
- Mental Health Counseling | M.S.
- School Counseling | M.S.
- School Psychology | Psy.S.
- School Psychology | Psy.D.
- Clinical Psychology | Ph.D.
- Clinical Psychology | Psy.D.

\*online

For more information, call 800-541-6682, ext. 27563 (ask-me), or (954) 262-7563; or email [gradschool@nova.edu](mailto:gradschool@nova.edu).

For a detailed description of the courses, faculty member specializations, and admissions requirements, visit our Web site at [www.cps.nova.edu](http://www.cps.nova.edu).



### Notices of Nondiscrimination and Accreditation

Nova Southeastern University admits students of any race, color, sexual orientation, and national or ethnic origin. • The Ph.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psy.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psychology Services Center Internship Program is accredited by the Commission on Accreditation of the American Psychological Association. • Questions related to the program's accredited status should be directed to the Commission on Accreditation, Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC, 20002. Phone: (202) 336-5979 / E-mail: [apacentr@apa.org](mailto:apacentr@apa.org). Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation) • Additionally, the Center for Psychological Studies sponsors the South Florida Consortium Internship program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC). • The center's master's degree programs in school counseling and specialist programs in school psychology are approved by the Florida Department of Education. The specialist program in school psychology (Psy.S.) was granted NASP recognition with conditions contingent upon accreditation for the period of January 1, 2011–December 31, 2012. • Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1666 Southern Lane, Decatur, Georgia 30855-4807, telephone number: 404-879-4581) to award associate's, bachelor's, master's, educational specialist, and doctoral degrees.



# 2011-2012 Membership Application

\* Membership year runs from: July 1st, 2011 to June 30th 2012 **Membership #:** \_\_\_\_\_

### 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:

- \_\_\_\_ Public School
- \_\_\_\_ Private School
- \_\_\_\_ Residential Institution
- \_\_\_\_ Private Practice
- \_\_\_\_ Mental Healthy Agency
- \_\_\_\_ College/University
- \_\_\_\_ Other: \_\_\_\_\_

### Ages Served:

- \_\_\_\_ Preschool
- \_\_\_\_ Elementary School
- \_\_\_\_ Middle School
- \_\_\_\_ High School
- \_\_\_\_ Post-Secondary
- \_\_\_\_ 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:** \*(NEW) 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\*\* (for students ONLY)**
- \_\_\_ 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** (No Discover/AMEX)

\_\_\_\_\_ (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

**Please send completed form to:**

**Paula Lewis  
FASP Membership Chair  
P.O. Box 1416  
Jensen Beach, FL 34958**

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



## An Interview from Your Southwest Regional Representative Jana Csenger



The new Coordinator of Psychological Services in Collier County is a long-familiar face. Dr. L. Van Hylemon started leading the department this year after serving Collier County for 29 years. His school psychologist career began 35 years ago and included work in a medical setting, with a Masters and Certificate of Advanced Study at East Carolina University. His doctorate is from the University of Central Florida in curriculum and instruction with specific application to leadership and school psychology. He also has a certificate in clinical neuropsychology from Fielding Graduate University. Dr. Hylemon agreed to answer some questions about school psychology, the department, and changes developing in the field.

### ***How has the role of school psychologists changed in 35 years?***

School psychologists used to be “test jockeys.” At least that’s how other professionals characterized us. School psychologists have evolved into being viewed as more useful for what we know rather than what we do. Our skills in data analysis, consultation and intervention planning are becoming as valuable as our testing skills. The past 10 years have been the biggest time of change; accelerated by RTI, but it was already happening. Some districts still have student quotas for testing, clinging to the traditional role. There will always be a need to evaluate students using tests that only we can give, but the emphasis of our role is more on the knowledge we bring to the table that no one else has.

### ***Describe the make-up of Psychological Services in Collier County.***

Collier County has 22 school psychologists and one coordinator. Our team serves 48 schools: 29 elementary, 10 middle, 9 high (includes one K-12). In addition, there are 12 Alternative School programs. I would characterize our department as a diverse population of distinguished service providers. We also have a Case Review/PLC Committee that meets weekly and provides peer review for members of the department. The primary focus of the CRC/PLC is to review initial evaluations for Intellectual Disability and Emotional/Behavioral Disorder. The team also takes on a consultative role to psychologists working on challenging cases. Our team includes the following specialists: Neuropsychologist (1), Bilingual Psychologists (2), Autism specialists (4), Board Certified Behavior Analyst (1), Hearing Impaired Evaluation/Intervention Planning (1), Vision Impaired Evaluation/Intervention Planning (1), Violent Threat Assessment (2), and Crisis Team Leaders (3). Eight members of our department are licensed and 10 are nationally certified.

### ***What do you see as your primary role as the Coordinator?***

My role is as a facilitator. I’ve addressed that this year by attempting to bring the department together by refining our focus on Best Practices. We have monthly meetings where BP are discussed and reviewed. NASP Best Practices are covered as well as our own district Best Practices. Our department has developed our own Best Practices in a few different areas: Assessing Students with Language Impairment, Autism Screenings, Violent Threat Assessments, and “When to give multiple IQ tests.” Most of these practices were developed before I became the coordinator, but I’m working to get them all into one place. Another part of my role is to emphasize and recognize the strengths of our department in working with others in the district and in the community at large. I’m attempting to build a firmer bridge between our department and the community. This year we initiated contact with all of our community pediatricians, neurologists and mental health practitioners who work with children and adolescents. Schools and school psychologists are the primary mental health support that most of our students will ever access. By reaching out to the community practitioners, we are trying to bring together the “village.”



***What are the biggest challenges for someone in your role, straddling the gap between administrator and school psychologist?***

It has been humbling. My biggest challenge is focusing on the big picture of our department and its place in the district vs. being a practitioner – seeing how we fit into the scheme of things but not micromanaging. Another challenge is transitioning from being a peer to evaluating my peers and maintaining objectivity in that role. I’ve worked with some of these people for 28 years and to suddenly become their supervisor is challenging.

***How do you see the school psychologist’s role evolving in the next 5 to 10 years?***

I see more emphasis on intervention planning, progress monitoring, and data analysis. As I said earlier, I think there will always be a need for evaluations that only psychologists can do. It may be limited, but it will always be there. We may become more involved in direct treatment of students such as in counseling and coordinating with outside agencies on behalf of students. Advocating for students is and will continue to be a key part of our role. I also believe we will have even more specialist areas, similar to the medical profession.

***What advice would you give to someone considering becoming a school psychologist today?***

I would advise school psychology students to choose their internships very carefully. An internship can define how they will practice school psychology. I would tell them to be sure they get experience in their interest areas for their future practice. If you want to specialize, be sure to get experiences in that area. And I would tell them to take all of the courses in neuropsychology that they can. Given all of the recent brain research, students with that knowledge will have an edge in their understanding of learning and behavior.



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

**Current News in the Southeast Region:**

**FASP AMBASSADORS:**

FASP is seeking at least one Ambassador from every school district, every school psychology training program, every student school psychology organization, every local school psychology organization, and every program supporting positive student outcomes in the state of Florida. There is no maximum number of Ambassadors per district / program / organization.

Please email Kim Berryhill @ [Kimber89@aol.com](mailto:Kimber89@aol.com) if you are interested in becoming a FASP Ambassador!

**QUESTIONS:**

What did your district do to promote School Psychology Awareness Week this past year (November 14-18, 2011)?

What topics would be of interest to you for a Southeast Regional Workshop?

Would you be interested in participating in a Southeast Region Run/Walk to promote unity among school psychologists?



**PLEASE EMAIL KIM BERRYHILL @ [KIMMBER89@AOL.COM](mailto:KIMMBER89@AOL.COM)  
WITH YOUR ANSWERS TO THESE QUESTIONS:**





## News from the Panhandle



The FASP regional workshop took place Friday, March 2, 2012, at the Gulf Coast State College in Panama City. The workshop focused on tiers II and III behavior intervention and assessment. Diana Gintner was the presenter of the workshop entitled: *RtI Model for Behavior Assessment and Intervention Using the BASC-2 Family and Social Skills Tools (SSiS and AIMSweb Behavior)*. Diana's expertise in these assessment tools was developed through her years of use in schools as a practicing school psychologist and now in her work as a Pearson consultant. This workshop provided 6 continuing education units to practitioners.

For those of you that were able to attend the FASP Annual Conference in Orlando, you already know how excellent the overall conference was. For those of you unable to attend, you missed some wonderful presenters as well as the opportunity to eat THE best tasting grilled cheese sandwich! You are in luck though, as this year's annual conference will be at the same hotel, the Omni Orlando Resort at ChampionsGate, and will continue to offer these to-die-for sandwiches as well as even better training and presentations. FASP's 39<sup>th</sup> Annual Conference will be held October 30 - November 3, 2012.

While at the annual conference, I had the opportunity to meet many more psychologists that live and work in the Northwest region of the state, including a few friendly graduate students that are looking to secure internships in our area. I am currently working to build my regional contact list by asking for assistance from at least one FASP member in each of the 18 counties that comprise the Northwest region. A big thank you to the following individuals for agreeing to be my district contacts: Brooke Tinsley in Santa Rosa County, Erik Anderson in Leon County, Felita Henry and Rita Carter in Gadsden County, John Bell in Bay County, Kelly Low in Escambia County, Marcy Dixon in Holmes County, Nell Swails in Jackson County, and Lara Edwards in Walton County. If you are interested in being my contact please, drop me a note.

In the meantime, please let me know your questions, comments, concerns, and ideas, and I will do my best to answer them and share them with the board.

Sharon Bartels-Wheelless, NCSP  
FASP Northwest Regional Representative



## STUDENT DELEGATE INTRODUCTION

Our names are Donna Berghauser and Tyla Williams, and we are the new student delegate co-chairs. We are looking forward to representing current school psychology trainees and future practitioners. In an effort to serve you and the association better, we would like to share with you our committee's goals for 2012:

- \*Establish FASP student Ambassadors from each of the state's nine school psychology programs;
- \*Facilitate communication with school psychology students through our student page on Facebook ([FASP Student Members](#));
- \*Encourage student submissions to the FASP monthly newsletter;
- \*Increase the visibility of school psychologists by contacting undergraduate programs across Florida and providing them with information relating to choosing school psychology as a career;
- \*Promote student member awareness of and participation in advocacy activities;
- \*Recruit FASP Ambassadors for the Children's Movement of Florida to promote the movement and to help the organization reach its goal of attaining 1 million supporters;
- \*Update the FASP Internship Guide by surveying students to understand the information they feel is necessary and therefore should be included within the document.

As Vince Lombardi once said, "Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work." If anyone would like to become a more active member within our professional organization and to help us accomplish our goals, please contact us at [faspstudents@gmail.com](mailto:faspstudents@gmail.com). We look forward to hearing from you and wish you luck with your upcoming semesters!

-Donna and Tyla

**NEWS FROM YOUR NASP DELEGATE**

Bill Donelson

- **NASP 2012 ELECTIONS**
- **SCHOOL PSYCHOLOGY FORUM HIGHLIGHT**
- **ADVOCACY IN ACTION**
- **FOCUS ON YOUTH SUICIDE**
- **REPORTS AND RESOURCES**
- **UPCOMING EVENTS**
- **CAREER TRACKS**

**NASP 2012 ELECTIONS**

The polls opened on January 4 at 8:00 a.m. EST. NASP members received an email announcing the election, which included the candidates' final responses to questions posed by the Nominations and Elections workgroup. All members were encouraged to go to the Elections website ([link](#)) and view more information on each of the candidates. The positions that were contested this year were: President-Elect (2012-2013 and President 2013-2014); State Delegates (2012-2015): AZ, AR, CA, CT, DC, FL, HI, KS, KY, MD, MA, NE, NV, NJ, ND, OH, UT, VA. The election continued until 5:00 p.m. EST on January 31 when the election closed.

Go to the Elections website ([link](#)) to see this year's results!

**SCHOOL PSYCHOLOGY FORUM HIGHLIGHT**

*Winter School Psychology Forum Now Available*

The winter issue of School Psychology Forum is now available online. Read "Sleep Disorder Symptoms in Children With Low-Functioning Autism ([link](#))." NASP members also have access to "Social Skills Interventions for Individuals With Autism Spectrum Disorder ([link](#))."

**ADVOCACY IN ACTION**

*ESSCP Survives Budget Cuts*

Congress recently approved the Fiscal Year 2012 Appropriations bill ([link](#)), and the Elementary and Secondary School Counseling Program was left intact! The ESSCP is the only federal program devoted to creating and expanding counseling programs in schools. ESSCP also allows schools to hire school counselors, school psychologists, and school social workers to ensure students have access to services and supports that promote optimal conditions for learning. Thanks to your advocacy efforts, funds continue to be available to help school districts create and expand counseling and mental health services as well as to hire the qualified professionals to deliver these services.

*Texas Attorney General Rules in Favor of NCSP Use*

The Texas State Attorney General (AG) has issued an opinion ([link](#)) in favor of Nationally Certified School Psychologists in Texas being able to use the NCSP credential. Currently, the Texas state statute and the psychology licensure board regulations prohibit the use of the title "psychologist" by anyone other than doctoral-level licensed psychologists. The psychology licensing board, which also regulates "Licensed Specialists in School Psychology" (the title used for school psychologists in Texas), proposed a rule this year that would permit LSSPs to use the NCSP credential. However, this proposed rule was challenged by some groups asserting that it violated the Texas statute. This opposition prompted the inquiry to the AG. The AG's opinion supports the TASP and NASP advocacy efforts, and we will continue to work toward adoption of a rule clarifying that the use of the NCSP credential is permissible.

(continued on page 14)



(continued from page 13)

### *Changes to the FERPA Regulations*

The Department of Education has released final regulations amending the Family Educational Rights and Privacy Act (FERPA) regulations ([link](#)). The changes to the FERPA regulations will improve access to data. Improved access to data will facilitate states' ability to evaluate education programs, to ensure that limited resources are invested effectively, to build upon what works and discard what does not, to increase accountability and transparency, and to contribute to a culture of innovation and continuous improvement in education.

### *Professional Advocacy Blog in the NASP Online Communities*

Read a blog about professional advocacy ([link](#)) in the NASP Online Communities by fellow NASP member and graduate student representative to the NASP Government and Professional Relations committee, Trisha Pedley.

## **FOCUS ON YOUTH SUICIDE**

A study ([abstract link](#)) published in the December issue of the Journal of Adolescent Health suggests that the suicide risks for depressed children can start much earlier than expected. As part of the ongoing study, data were collected from 18- and 19-year-olds and found that the 9% of students who said they had attempted to kill themselves had more frequent symptoms of depression than other students as early as elementary and middle school.

### *"After a Suicide" Toolkit Now Available Online*

"After a Suicide: A Toolkit for Schools" ([link](#)) is a tool developed by the American Foundation for Suicide Prevention and Suicide Prevention Resource Center. It is designed to help all schools be prepared to provide the best possible response to a tragedy that impacts individuals, families, and the whole school. The toolkit includes an overview of key considerations, general guidelines for action, dos and don'ts, templates, and sample materials, all in a format applicable to diverse populations and communities. It serves as a resource for schools facing real-time crises and, while designed specifically to address the aftermath of suicide, schools will find it useful following other deaths as well.

### *Related NASP Member Resources:*

[Preventing Youth Suicide - Tips for Parents and Educators](#)

[Times of Tragedy: Preventing Suicide in Troubled Children and Youth](#)

[Bullying and Youth Suicide: Breaking the Connection](#) from Principal Leadership

## **REPORTS AND RESOURCES**

### *Comprehensive Learning Module from the IDEA Partnership*

The IDEA Partnership is dedicated to improving outcomes for students and youth with disabilities. A [comprehensive learning module](#) has been developed to inform the field about the role and value of specialized instructional support personnel (SISP) and their role in ensuring success for all students. The SISP collection contains tools that can be used to educate various stakeholders about how to more fully utilize specialized instructional support personnel in school improvement efforts.

### *NASDSE Issues Final Blueprint for RTI Implementation*

The National Association of State Directors of Special Education (NASDSE) released the final volume in a series of three Blueprints for Implementation of Response to Intervention (RTI). This [state-level guide](#) provides a step-by-step approach for implementing RTI and taking implementation down to the [local district](#) and [school building](#) levels. These blueprints can help you consider how to contribute to the adoption of comprehensive services supporting the RTI process.



Consider activities like volunteering to serve on RTI planning and implementation committees; assisting in school-wide data collection and analysis; or sponsoring professional development training supporting implementation, consultation, or evaluation of RTI systems. Those interested in expanding traditional roles can link the activities described in these blueprints with the domains of practice articulated in the NASP Practice Model.

*Project Forum's Special Education Value-Added Performance Evaluation Systems: A State-Level Focus*

This [brief policy analysis](#) describes current special education teacher and related services provider performance evaluation systems in the states. It begins with background on methods of measuring teacher effectiveness and describes data collected through a survey of states and results regarding states' roles in performance evaluation frameworks, differentiation of these frameworks for special educators, how evaluation data are used for special educators, and recommendations from the states that responded. (Most states reported that they were too early in the development or implementation of their performance evaluation systems to provide detailed information regarding use of data or recommendations.)

*New Activities from the IRIS Center*

The IRIS Center has announced the posting of two new IRIS activities for school psychologists to use: [Behavior: Duration and Latency Recording](#) and [Behavior: Frequency and Interval Recording](#). In Behavior: Frequency and Interval Recording, you will learn more about how to collect data using both interval recording and frequency recording, two data collection systems that can help educators achieve an accurate picture of student performance in the classroom. In Behavior: Duration and Latency Recording, you will gain experience collecting data using both duration recording and latency recording, two methods instructors can use to determine whether a student's behavior is problematic and warrants intervention.

## UPCOMING EVENTS

Plan to attend the NASP 2012 Summer Conferences: <http://www.nasponline.org/conventions/summer-conferences/index.aspx>

Get concentrated skills development at the NASP 2012 Summer Conferences. You'll hear the latest breakthrough strategies delivered by nationally known experts in sessions that will help you increase your effectiveness and simplify your service delivery. Plus, get up to 18 hours of NASP-, APA-, and NBCC-approved CPD. Use your summer break to get the training you need.

<b>Denver, Colorado</b>	<b>Minneapolis, MN</b>
July 9-11, 2012	July 23-25, 2012

*17th Annual Conference on Advancing School Mental Health*

The 17th Annual Conference on Advancing School Mental Health is being held October 25-27, in Salt Lake City, Utah. The theme of this year's conference is "School Mental Health: Promoting Positive Outcomes for Students, Families, Schools, and Communities." The conference features 12 specialty tracks and offers speakers and participants numerous opportunities to network and to advance knowledge and skills related to school mental health practice, research, training, and policy. For more information, check out the website at: <http://csmh.umaryland.edu/conferences/index.html>

## CAREER TRACKS: NASP ANNOUNCES CAREER CENTER

Check out the [NASP Career Center](#). Job searching and résumé posting are free to jobseekers. Employers benefit from the flexible, cost-effective posting options.



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

FASP is proud to support and partner with  
**The Children's Movement of Florida**

(<http://childrensmovementflorida.org/>),

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



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

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

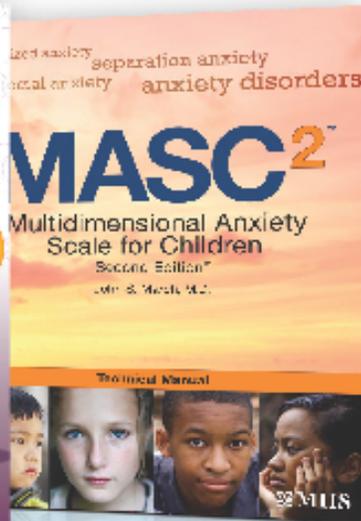
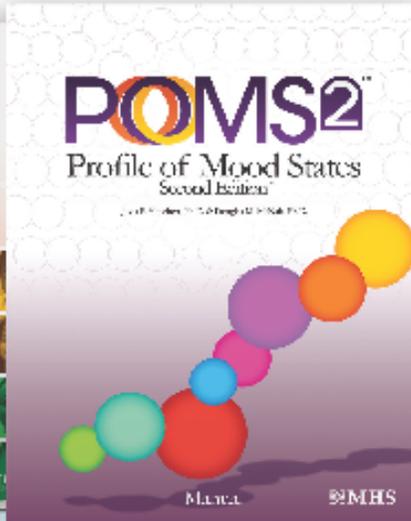
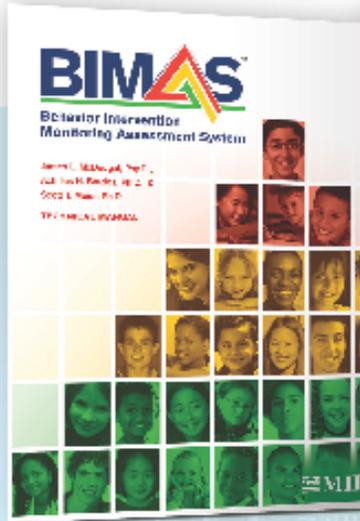
Please go to the website at <http://childrensmovementflorida.org/>.

You are in for a real treat when you view their video, "I Am Florida," found on the website at <http://childrensmovementflorida.org/media>.

We are also excited that they will be joining and sharing with us at our annual conference in November. So now is the time, get on the wagon, and let's make some noise for our children.



# New Assessments from MHS



## Behavior Intervention Monitoring Assessment System (BIMAS)™

James L. McDougal, Psy.D.,  
Achilles N. Bardos, Ph.D., &  
Scott T. Malar, Ph.D.

The BIMAS™ is a measure of behavioral, social, emotional, and academic functioning in children and adolescents ages 5 to 18 years. The BIMAS can be used for universal screening and for assessing response to intervention. It is the only commercially available measure comprised of items with demonstrated change sensitivity based on the Intervention Items Selection Rules (IISRs) model.

To find out more, visit:

[www.mhs.com/BIMAS](http://www.mhs.com/BIMAS)

## Profile of Mood States 2nd Edition™ (POMS 2)™

Julia P. Heuchart, Ph.D. &  
Douglas M. McNair, Ph.D.

A revision of the Profile of Mood States™, the POMS 2 is a comprehensive self-report measure that assesses the transient, fluctuating feelings, and enduring affect states of individuals 13 years of age and older. It has demonstrated sensitivity to change, which makes it ideal for treatment monitoring and evaluation.

To find out more, visit:

[www.mhs.com/POMS2](http://www.mhs.com/POMS2)

## Multidimensional Anxiety Scale for Children™ (MASC 2™)

John S. March, M.D.

A revision of the Multidimensional Anxiety Scale for Children, the MASC 2 assesses the presence of symptoms related to anxiety disorders in youth aged 8 to 19 years. The measure distinguishes between important anxiety symptoms and dimensions that broadband measures do not capture.

To find out more, visit:

[www.mhs.com/MASC2](http://www.mhs.com/MASC2)



TELEPHONE 1.800.456.3003  
Website: [www.mhs.com](http://www.mhs.com) • Email: [customerservice@mhs.com](mailto:customerservice@mhs.com)

**CONTINUING EDUCATION INFORMATION**

Back in August 2011, FASP, as well as licensees, received the following notice from both the Board of Psychology and the Office of School Psychology – so this applies to PY and SS licensees.

**NOTICE FROM THE BOARD OF PSYCHOLOGY REGARDING COMPLEMENTARY HOURS  
NOTICE FROM THE OFFICE OF SCHOOL PSYCHOLOGY REGARDING COMPLEMENTARY HOURS**

Please take notice that the Board of Psychology has provided clarification to CE Broker regarding the application of Rule 64B19-13.003(1)(i), Florida Administrative Code. This rule allows psychology licensees to obtain credit, under some circumstances, from providers not specifically approved by the Board but does not authorize complementary approval of providers. Based on this clarification, effective August 4, 2011, CE Broker will remove all course listings advertised as approved by the Board of Psychology through the "complementary board" provider process. Concurrently, it is requested that you adjust any promotional or other course materials to remove any reference that the psychology board has approved any such courses for psychologist licensees. Prospective providers must seek approval as described below.

**SEEKING APPROVAL AS A BOARD OF PSYCHOLOGY CONTINUING EDUCATION PROVIDER**

If a continuing education provider, approved by other MQA boards, believes that the course(s) it will offer will also benefit psychologist licensees, it may seek official approval by the Board of Psychology by submitting a continuing education provider application and paying the required fee through CE Broker. Upon submission of a complete application, the Board will review the application, along with a sample course offering, to determine whether the applicant would meet its criteria to become an approved provider. A prospective provider may reference Board of Psychology Rule 64B19-13.004, F.A.C., for additional information on submitting an application for Board approval.

Alternatively, a prospective provider may seek to become an approved provider of the American Psychological Association (APA), and list courses as a "Rule/Statute" provider for psychology licensees in CE Broker. Please visit the APA's website for more information.

Please note that psychology licensees may take continuing education courses approved by other MQA boards, where the provider has not been approved by the Board of Psychology. However, any psychology licensee selected for audit will have the burden to prove how the course(s) enhanced his or her psychological skills and/or psychological knowledge as per the Board's rule.

I received a few inquiries from concerned members, plus I had questions myself, so I contacted the Office of School Psychology and posed my questions. Following are some of the pertinent questions and answers:

1. Q. Can our members still use on-line providers (who are not officially approved by the Office of School Psych) as long as they can prove that the course applies directly to the field of school psychology?

1. A. 64B21 F.A.C. does not expressly allow for online courses. However, if the online course is offered by the APA or an APA affiliate, the course is acceptable.

2. Q. Can someone please share the rationale behind the notice/change?

2. A. There was not a change per se, more so a correction in the way the rules are interpreted. In my experience, the sources behind the rationale are compliance officers in charge of auditing, C.E. Broker's internal process, staff for DOHOSP and Board of psychology, and a few licensed psychologists. The ultimate concern is for the licensee. If the courses are approved by the appropriate Board or office, a licensee can take the course with confidence and avoid the headache of trying to prove that the course enhanced their skills or knowledge, or having to petition for a variance or waiver in order to get credit for the course. The end result is less consternation for all parties involved.

I know that many times these notices appear to be as clear as mud. If you ever have any questions or concerns, please don't hesitate to contact me. I don't mind getting my hands dirty to get to the bottom of things (as long as there is Purell® nearby)

Sincerely,

**Geoffrey D. Freebern, NCSP**  
**Nationally Certified School Psychologist**  
**Florida Licensed School Psychologist**  
**FASP CE Coordinator**  
**geoffrey.freebern@gmail.com**



## PUBLIC AND MEDIA RELATIONS



This year, FASP created a new committee entitled “Public and Media Relations.” This new committee was created to improve the service and support that we provide to all FASP members. Through this committee, we will increase FASP’s presence throughout Florida, especially in matters pertaining to school psychologists and children. The Public and Media Relations Committee will be promoting the many faces of FASP. We want to showcase many of you who are seen as leaders and heroes to the children, families, and schools that you serve. If there is an issue in your school district that you would like FASP’s support in addressing, the FASP Public and Media Relations committee is here to help you! If you have ideas about how FASP can improve its marketing, do not hesitate to contact this committee. We also currently have availability if you want to be a part of this committee. The Public and Media Relations Committee is seeking ideas for increasing school districts participation in National School Psychology Awareness Week. Feel free to share any of your success stories!



FASP is on Facebook and Yuku. On the Facebook Florida Association of School Psychologist page, post questions that you have for the Executive Board or for other members. You can even ask to join a committee! On Yuku, you can start discussions on any topic from Response to Intervention to working with culturally and linguistically diverse students, and from Marzano evaluations to working with foster students. FASP was created to be your voice and to provide you with support! We are here for you!

Interested in learning more about FASP’s exhibiting, advertising, and sponsoring options? View FASP’s 2011 prospectus to learn more.

You can reach the FASP Public and Media Relations Committee at [fasppublicandmediarelations@gmail.com](mailto:fasppublicandmediarelations@gmail.com). We look forward to hearing from you!

Priscilla Jones, PsyS, NCSP  
FASP Public and Media Relations Chair  
Florida Association of School Psychologists  
[FASPPublicandMediaRelations@gmail.com](mailto:FASPPublicandMediaRelations@gmail.com)





## Developing a School Safety Plan for Food Allergic and Asthmatic Students

Ralph E. (Gene) Cash, Ph.D., NCSP

Food allergies are fairly common and potentially lethal. To put the problem in perspective, in a school of 1,000 students, statistically 20 students will be allergic to peanuts, 17 to milk, 14 to shellfish, 10 to tree nuts, and five to fish. If an allergic student is exposed to his/her specific allergen(s), a potentially fatal anaphylactic reaction could occur. In addition, up to half of allergic/asthmatic students have been bullied by being threatened with allergen exposure. As a result, every school needs both a safety plan for medical emergencies and a bullying prevention plan in place **before** a crisis occurs.

Collaboration between the school and community is necessary to develop plans that will work for the student body and culture of each particular school. It is critical that the school principal is on board and takes leadership in plan development. The team creating the plans should be made up of all key players in the community and the school, ensuring a cultural balance that is truly representative of the students, parents, and staff. If this team reactively forms after a crisis situation involving a particular student, it would be best NOT to invite members of that family to be part of the team, because the plans must serve all students and not just one. However, the family of that student should be allowed to review the plans after they have been formulated and offer feedback.

### Who to include on your school safety plan team

School principal (or his/her designee, as long as the designee clearly represents the administration and has decision-making authority)

School nurse

Teachers (at least two who are interested in student health issues)

School counselor

School social worker

School psychologist

School cafeteria manager

Parents of food allergic/asthmatic children (representatives from at least two families)

Parents of non-allergic children (representatives from at least two families)

PTA/PTO President

Allergist

Pediatrician

Attorney (preferably a parent)

At middle and high schools, one allergic/asthmatic and one non-allergic student

The school principal can add key members in addition to those listed above

While formulating the plan, team members should incorporate all the elements of the acronym **CREATE**:

- **Collaborate** to develop the school safety plan for food allergic and asthmatic children
- **Respond** effectively to community concerns
- **Educate** all staff and students about recognizing the signs and symptoms of food allergic reactions and the critical importance of implementing appropriate interventions
- **Avoid** allergenic foods to the extent possible
- **Treat** signs of anaphylaxis immediately with epinephrine to save lives
- **Evaluate** the effectiveness of the plan regularly

### Collaborate on safety plan development

Without a multi-disciplinary planning team, which is representative of the entire school community, even the best crafted action plan will fail. Pooling knowledge of community values, expectations, and religious or culturally-based beliefs as well as the expertise of a number of different professional disciplines is likely to make a plan not only evidence-based, but also sensitive to the needs of the students and families in each individual school. The plan must also be simple and straight-forward enough for virtually any school staff member to carry it out in an emergency.



Critical steps in the plan for dealing with food anaphylaxis might be as follows:

Step #1: First responder or patient (if auto-injector is carried) administers epinephrine

Step #2: Call 911

Step #3: Inform school principal

Step #4: Retrieve individualized anaphylaxis treatment plan and call parents

Step #5: Re-administer epinephrine if condition stays the same or worsens

Step #6: Possibly administer antihistamine, if available

Step #7: Cooperate with emergency medical personnel

### **Respond to community expressions of dissatisfaction**

Although it takes many people working together to create a school-wide safety plan that can help ensure child safety, it only takes a few disaffected individuals to sabotage the effort. In many cases, problems could be avoided simply by consulting with individuals who express disagreement or concerns about the plan, although these individuals do not necessarily have to be members of the planning team. Feeling disenfranchised, unrepresented, or left out is the most common reason for anger, resentment, and undermining of action plans.

### **Educate students, staff, and parents**

Education is the key to saving lives at school. The school nurse should be a key leader of the education effort, but where a school nurse is not available, a local physician or well-prepared staff member can provide the training. The education should be for all school staff as well as for students, but the emphasis must be on educating teachers, because they generally are the first to notice a possible allergic reaction and the ones who typically must take charge. Approximately 80 percent of allergic reactions at school take place in classrooms. The perfect time to educate students is during bullying prevention education.

Some key messages to convey to all school staff:

Serious consequences —even death from anaphylaxis — usually are caused by:

- Failure to recognize the early symptoms of anaphylaxis

- Failure to follow the emergency action plan carefully

- Calling parents first before giving appropriate medication (epinephrine)

- Lack of knowledge about how to administer epinephrine

Educating the allergic student and the parents is primarily the responsibility of the allergist and the pediatrician. The school staff needs to reinforce the education process so that the child has the age-appropriate information necessary to identify a possible allergic reaction.

### **Avoid allergenic foods**

The food allergic student must be aware of situations to avoid, learn how to identify hidden food allergies, recognize that it is not primarily the responsibility of other students (or even school staff) to avoid allergic foods, and be aware that it is unlikely that other students will make his/her food allergic problem a high priority. In most cases, it's best for the food allergic child to minimize discussion of the food allergy and to avoid "wearing it on her/his sleeve." In other words, try not "to make a big deal" about having food allergies. The school facilities — the cafeteria, the classroom, and the other social areas — must have clear food content labeling. The student must learn to identify safe and unsafe foods.

### **Treat suspected anaphylaxis immediately and effectively**

Each food allergic/asthmatic child must have a "go-to" person at school, as well as two backups. The school nurse and school counselors are appropriate people for the job. The child must be allowed to leave any setting, e.g., the classroom, without asking permission to go directly to this person or to one of the backup staff members if he/she is concerned that he/she may be having an allergic reaction. Once anaphylaxis is considered, epinephrine should be administered. Epinephrine administration is the only action that can save lives during an anaphylactic reaction. The staff and student must have a key phrase that will be used to alert everyone that the child is at risk. The suggested phrase is *"I think I am having an allergic reaction. PLEASE HELP ME!"*

(continued on page 22)



(continued from page 21)

Any child experiencing suspected anaphylaxis should receive epinephrine, and then 911 should be called. When the child is mature enough to recognize that he/she is having a serious allergic reaction and has the skill necessary to self-administer epinephrine, he/she should carry an auto-injector at all times. Finding the student's specific anaphylaxis treatment plan and calling the parents can wait until the emergency care is administered. The severity of an anaphylactic reaction cannot be predicted based on severity of a past reaction or level of positivity of the allergy skin test or blood test.

While individualized anaphylaxis treatment plans at school identify the allergic child and should be part of the planning for food allergy emergencies, they should NOT be retrieved at the moment of crisis if this in any way delays the administration of epinephrine. There could be children with food allergies who are not recognized or identified to the school who experience life-threatening anaphylaxis. There may be children of "low-responder" parents who minimize or deny the presence of symptoms. Or this may be the child's first allergic reaction, as 25 percent of first reactions to peanut and tree nuts occur at school.

### **Evaluate the effectiveness of the safety plan regularly**

Once a safety plan is developed and agreed on by the team, it should be followed for all students and only modified based on the team's annual review or the school board's action (not because of one or two demanding parents). It should be reviewed and revised, if necessary, before the beginning of each school year by the existing team or a new team of similar composition. Objective data, as well as information about school community satisfaction with the plan, should be collected periodically and made available to the review team and community members.

Show the school safety plan for food allergic and asthmatic students to parents of allergic children and reassure them that this plan was carefully constructed with input from medical personnel, school staff, and parents. Likewise, assure parents that a bullying prevention program, either mandated by the district or developed by a similar team, is in place. Every school should have a **bullying prevention program** tailored to the needs of the student population and the community. There is no "one size fits all" program available.

Please note that most food allergen exposures could be prevented with measures less strict than requiring allergen- or peanut-free tables or zones in schools. Such areas frequently cause more problems than they solve. One published study, for example, showed that 85 percent of unintentional exposures among peanut-allergic children occurred at schools that prohibited peanuts.

Pro argument for banning allergic foods at school:

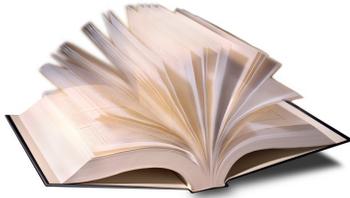
- It may reduce the potential for allergic food exposure from the environment.

Con arguments:

- Where does one draw the line? Which foods and how many will be banned?
- Banning allergens gives a false sense of security.
- Accidents occur even when foods are banned.
- Bans place burdens on unaffected families.
- Legal ramifications may result from absolute bans.

The only published controlled study about contact and inhaled peanut butter exposure showed no severe symptoms, only local skin reactions from contact in a small percentage of patients. Reported observational studies have not shown any life-threatening reactions or fatalities from skin contact with allergic foods. There have only been two serious reactions (wheezing and hives in each patient) from inhaled peanut materials. There have been no known fatalities from inhaled or skin contact with peanuts. Anaphylaxis from inhalation of allergens is more common with steam from shellfish and fish than from inhaled peanut and tree nut allergens. Most anaphylactic reactions result from ingesting food to which the individual is allergic.

Sometimes the cure can be worse than the problem. Having effective safety and bullying prevention plans in place are generally better strategies than attempting to eliminate allergens from all or parts of a school.



## CALL FOR REVIEWERS



Reviewing a book for the FASP newsletter can be a fun and rewarding experience. To express your interest, please provide your vita and highlight your areas of interest and expertise. Please also include the address where the book is to be sent. Contact the newsletter editors with your request at [bocasangel46@yahoo.com](mailto:bocasangel46@yahoo.com) and [kristie.cunningham@gmail.com](mailto:kristie.cunningham@gmail.com)

### **We are now seeking a reviewer for the following:**

*Raising Boys With ADHD: Secrets for Parenting Healthy, Happy Sons*, a paperback of 264 pages by James Forgan, Ph.D., and Mary Anne Richey (Prufrock Press, 2012).

### **Here is what has been said already:**

"Raising Boys with ADHD is a reasoned and reasonable, practical and inspirational guide for parents focused on preparing boys with ADHD to transition successfully into a happy, functional and emotionally healthy adult life. Forgan and Richey are experienced clinicians, deftly blending their knowledge of science and experience to create a practical, readable and useful guide for parents of boys with ADHD. This volume will be on my short list of books I recommend to parents of children with ADHD."

-Sam Goldstein, Ph.D., Editor-in-Chief, Journal of Attention Disorders and Co-Author, Raising Resilient Children.

"I know a lot about boys with ADHD. I have worked with hundreds of them....we raised one...and I was one. I found RAISING BOYS WITH ADHD to be filled with insights, information and information that would be extraordinarily useful for parents who are facing the daunting -- but rewarding -- job of guiding an ADHD through the shoals of boyhood. The book offers practical advice and up-to-date information on this puzzling disorder. Beyond merely defining the problems, James and Mary Anne provide solutions and strategies. This book will go a long way in enhancing your knowledge and parenting techniques. Read this book. Keep it close by. Refer to it. Re-read it. Its contents will help you to better understand the needs of your "unhappy wanderer."

- Richard D. Lavoie, M.Ed, M.A., Author, The Motivation Breakthrough, Producer, The F.A.T. City Workshop





# Child Advocacy

By **Ralph Eugene (Gene) Cash** and **Joseph L. Jackson**

*“Children are the living messages we send to a time we will not see.”  
(Neil Postman)*

**Child Advocate** refers to a range of individuals, professionals and advocacy organizations who promote the optimal development of children. An individual or organization engaging in advocacy seeks to protect children's rights (negative -rights to be free from) and (positive -rights to nurture and to enhance). The core of child advocacy is to make sure that children are allowed to develop at normal, optimal levels.

**A Child Advocate** represents or gives a voice to a child or a group of children whose concerns and interests are not being heard by:

- 
- 1** Preventing children from being harmed
  - 2** Obtaining justice for those who have already been injured in some way
  - 3** Seeking to ensure that children have access to positive influences or services which will benefit their lives, such as education, childcare and proper parenting
  - 4** Addressing health and nutrition needs and problems, such as malnutrition, vaccinations, food allergies, diabetes, overweight, etc.
  - 5** Lobbying, doing policy research, filing lawsuits and engaging in other types of policy change techniques <sup>[1]</sup>.
- 

## Child Advocates must:

- Change the odds for American children to ensure that all children have an equal chance to succeed in life
- Work together with parents, schools, communities, other advocacy partners, and elected state and local officials to be true champions for children
- Be non-partisan and always child-focused
- Fearlessly challenge the status quo in pursuit of solutions that help children thrive
- Be relentless in our drive to empower others innovatively and creatively to accomplish more and more for children who urgently need our help

*Every child matters, and children’s lives and futures are being shaped right now.*

**Child Advocates exist** in school, community, and home environments, and work on individual, group or governmental level(s) to protect and to nurture children.

- In most circumstances, mothers, fathers, family and teachers all advocate on behalf of children.
- It is well recognized that we all have the ability and responsibility to advocate on behalf of children to support and to represent the concerns of children.



## As Child Advocates:

### We will show up! We will speak up! We will reach out! We will vote!

- We will communicate directly and with respect at all times, enabling us to be transparent; to foster learning; and to create long-lasting, accountable relationships.

**All children in our nation should thrive, regardless of the socioeconomic conditions in which they are born; there should be no achievement gap between privileged and poor children.**

When caring adults stand together and speak with one voice to policy makers, students win.

One's success in life and contribution to society is significantly influenced by one's educational attainment, which is shaped by the quality of one's education from preschool through high school.

Without effective action by child-focused voices for change, adult-focused, status quo serving interest groups prevent urgently needed reforms.

On the international stage, the United Nations has long advocated on behalf of children through UNICEF, whose position on children was formulated and publicly formalized in the [Convention on the Rights of the Child](#), a summary of collective ideals and a covenant of commitments to all children on the planet.

One thing that all child advocates have in common is healthy respect for young children. All child advocates must have a respect for everyone with whom they interact, adults **and** children.

It is interesting that as the current presidential candidates debate "the future," they ignore children and issues affecting them. "The media has yet to raise questions of how candidates will work to improve the health, safety and well-being of America's children and what they propose to do with the \$374 billion in federal funding currently directed towards these ends," Charles Bruner, director of the Child and Family Policy Center and co-author of the report, said. If you have a chance, submit a question for the debates that will bring attention to the millions of children in the USA, most of whom can't vote, but need our support.



When caring adults like you and me stand together and speak with one voice to politicians, our children win. Make a difference and transform our public, charter, home and private schools!

DeVita, C.J. & Mosher-Williams, R. (Eds.) (2001). *Who speaks for America's children?* Washington, DC: The Urban Institute.

View the following videos that will get your heart and soul impassioned.

### Stand for Children - Get Results

<http://www.youtube.com/watch?v=WQSCnA7K9a4>

**Geoffrey Canada**, a social activist and educator, who since 1990, has been president and CEO of the Harlem Children's Zone in Harlem, New York.

### School - Giving our Children their Voice, part 1

<http://www.youtube.com/watch?v=8HshZ4aeNH4&feature=fvwrel>

Special education for children with language and autism spectrum disorders highlights a specific school.

### *Poem by Laura (a young youth from Texas)*

#### **A TINY CHILD**

A single life has been misused.

A tiny child has been abused.

Are we just going to sit and hide our eyes,

Or are we going to look way deep down inside?



**Autism and Asperger's:  
Two Distinct Disorders or One Disorder of Varying Symptom Severity**

**Sam Goldstein, Ph.D.  
Jack A. Naglieri, Ph.D.**

Autism has been conceptualized as a biologically determined set of behaviors occurring with varying presentation and severity that is likely the result of varying cause (for review see Goldstein, Naglieri, & Ozonoff, 2008). The disorder occurs significantly more often in boys (Smalley, Asernow, & Spence, 1988) and is found across all social classes (Gillberg & Schaumann, 1982). Recent surveys have suggested the incidence of autism in the general population may be as high as 1 per 113 (Center for Disease Control, 2007). Autism is a disorder in which individuals can present problems ranging from those that cause almost total impairment to others that allow the individual to function but not optimally. Children on the Autism Spectrum or continuum experience a wide range of developmental difficulties involving communication, socialization, thinking, cognitive skills, interests, activities and motor skills (Goldstein, Naglieri, & Ozonoff, 2008).

The Diagnostic and Statistical Manual IV – Text Revision of the American Psychiatric Association (APA, 2000) criteria include a group of Pervasive Developmental Disorders under which Autism and Asperger's are considered two distinct conditions. The criteria for Autistic Disorder include three sets of behavioral descriptions to qualify for the diagnosis. A child must show evidence of symptoms from at least two of the first set of criteria and one from each of the second and third sets of criteria. The first set of criteria features qualitative impairment and social interaction manifested by problems related to non-verbal behaviors including eye contact, facial expression, body posture and gestures of social interaction; failure to develop peer relationships appropriate to developmental level; markedly impaired sharing of emotional states or interests with others; expression of pleasure in other people's happiness and a lack of social or emotional reciprocity. The second set of criteria must reflect a qualitative impairment in communication as manifested by a delay or total lack of the development of spoken language without efforts to compensate through gesture; marked impairments in the ability to initiate or sustain conversation despite adequate speech; repetitive or stereotyped use of language or idiosyncratic language; lack of varied, spontaneous, make believe play or social imitative play appropriate for the child's developmental level. The third set of criteria involves repetitive and stereotypic patterns of behavior, restricted interests or activities including preoccupation in certain patterns of behavior that would be considered abnormal in intensity or focus; compulsive adherence to specific non-functional routines or rituals, repetitive motor mannerisms (self-stimulatory behavior), or persistent preoccupation with parts of objects. The second two sets of criteria include delay prior to the age of three in social interaction, language as used for social communication or symbolic, imaginative play.



Though considered a distinct disorder in the DSM-IV-TR, Asperger's provides criteria identical to the Autism diagnosis for qualitative impairment in social interaction and restrictive, repetitive and stereotypic patterns of behavior. There is, however, no requirement for a qualitative impairment in communication. Specifically, this diagnosis requires an absence of clinically significant delay in language, acquiring single words by two years of age and communicative phrases used by three years of age. Because of the significant overlap in the diagnoses of these two conditions, most medical and mental health professions consider Asperger's as a milder form of autism or even "high functioning autism" despite the fact that it is not delineated this way in the DSM-IV-TR. In fact, proposals for the Pervasive Developmental Disorder categories for DSM-V have recommended the elimination of the distinction between these two conditions and instead propose to refer to the combined conditions as Autism Spectrum Disorder (American Psychiatric Association, in press).

The new proposed diagnostic criteria contain four parts focusing on (1) social communication and social interaction, (2) restricted, repetitive patterns of behavior, interests and activities; (3) symptoms present in early childhood and (4) symptoms that limit and impair everyday life. This approach suggests that the distinction between these two conditions is one of symptom severity rather than symptom type as first proposed by Goldstein and Naglieri (2009). As part of a standardization process for the Autism Spectrum Rating Scales (ASRS; Goldstein & Naglieri, 2009), we obtained approximately 6,000 protocols containing parent and teacher observational reports of children in the general population as well as those with specific developmental disorders such as Autism and Asperger's and related conditions. Data were collected by 70 site coordinators throughout the United States and Canada. Efforts were made to guarantee that diagnoses were made in a standard fashion across all sites. As part of this process, a group of children with a specific diagnosis of Asperger's Disorder was collected. This study provided the opportunity to study the presence of autistic symptoms in a normative population of school children, as well as compare those diagnosed with Autism and Asperger's.

The results of our study summarized in Figure 1 (see the ASRS Manual for more details about the methods and results) allows for a comparison between a group of children diagnosed with Autism and a group diagnosed with Asperger's syndrome. The total ASRS score, three empirically derived scales, the DSM symptom score, and eight treatment scales containing behaviors specific to certain areas of functioning are shown. The ASRS T-scores are set to have a normative mean of 50 and a standard deviation of 10 based on a large representative sample of individuals in the US. Recall that a score of 60 falls at the 84<sup>th</sup> percentile and a score of 70 at the 98<sup>th</sup> percentile. As this instrument measures atypical or problematic behaviors, higher scores are indicative of a greater number of symptoms.

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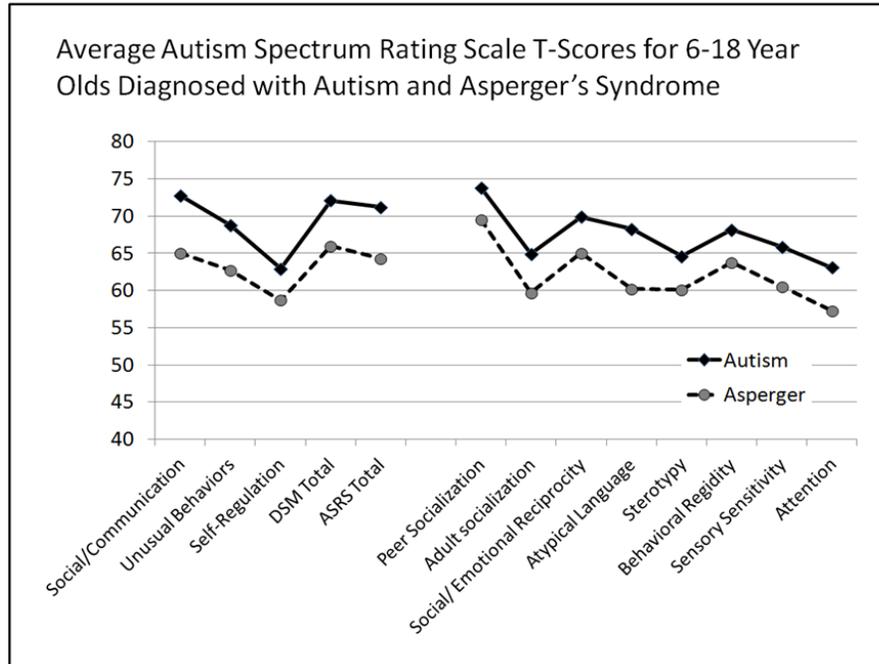
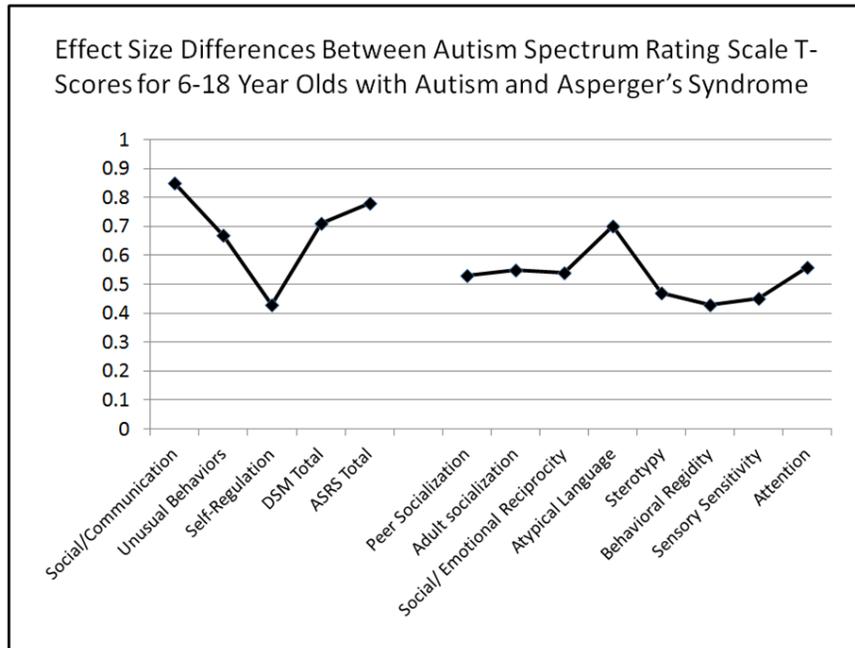


Figure 1 provides a visual means of observing the differences between children with Autism and those with Asperger's. As can be seen, the individuals with Autism and Asperger's syndrome had nearly identical profiles which do differ on elevation. Figure 2 provides a comparison of each of the ASRS mean T-scores expressed as an effect size, that is, the difference between each mean expressed in standard deviation units. In addition to all of the differences being statistically significant ( $p < .01$ ) the effect sizes ranged from a low of 0.43 (considered a small effect size) to 0.85 (considered a large effect size). The ASRS Total T-score effect size was 0.78. The largest difference was found for the ASRS Social/Communication scale. This is consistent with the current conceptualization of and diagnostic criteria for Asperger's as a condition characterized by normal early language development. These findings strongly suggest that the difference between Autism and Asperger's syndrome is *based on severity* not on a different composition of symptoms like, for example, the difference between individuals with Autism versus those with Attention Deficit Hyperactivity Disorder (see Goldstein & Naglieri, 2011).



Despite widely held belief over the past twenty years that youth with Asperger's as a condition distinct from Autism have a better life outcome than those with Autism (Klin, Sparrow, and Volkmar, 2000), the life course and adult outcome for youth currently diagnosed with Asperger's may in fact be better than those with Autism simply because their symptom profile is milder and they develop functional language at a much earlier age, typically demonstrating the ability to use language to communicate despite pragmatic problems. At this time, these data strongly support the decision by the DSM-V committee to eliminate the Asperger's and Pervasive Developmental Disorder – Not Otherwise Specified diagnoses and instead provide a single diagnosis of Autism Spectrum Disorder.

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## Early Warning Systems: Moving from Reaction to Prevention

Rebecca Sarlo, Ph.D., West Central Region Representative

*“Early learning begets later learning, and success begets later success. The later in life we try to attempt to repair early deficits, the costlier remediation becomes...”*

*--- James Heckman, 2000*

As educators, we are charged with graduating all students from high school with the essential knowledge and skills necessary for success in postsecondary education and/or high-skill, high-wage employment (ESEA, 2001). Unfortunately, the reality of high school graduation rates in Florida falls significantly short of this charge. Currently, Florida leads the nation in the percent of students who drop out of high school, and although trending slightly upward, approximately one in four students in Florida fail to obtain a high school diploma. The news is even more dismal for Florida’s minority students, with nearly 50% of Black and 40% of Hispanic students failing to graduate from high school (Education Information and Accountability Brief, 2008). The impact of non-graduates on Florida’s economy is extraordinary, both in terms of lost income, taxes, and productivity and in relation to the expenses associated with non-graduates increased involvement in the social service and criminal justice systems.

Traditionally, most of the responsibility, and blame, for high school graduation rates has been placed squarely on the shoulders of high school educators. High schools have long been targeted as the source of low graduation rates, despite the reality that high schools inherit the strengths, weaknesses, and skill gaps acquired by students while in elementary and middle schools. Although high school educational experiences clearly play a role in students’ decisions to drop out, dropping out is a gradual process, typically beginning years before a student even enters high school (Bridgeland, Dilulio, & Burke Morrison, 2006). Without a system of student supports designed to anticipate and to respond to student needs, many students show up to high school severely disengaged and quickly become off-track for graduation. It is evident that even the most effective high schools lack the capacity to respond adequately to the magnitude of student skill and engagement deficits which have been years in the making. This is especially apparent when one considers the fact that nearly half of high school dropouts leave after no more than two years of entering.

Because successful high school completion reflects the culmination of students’ educational experiences, combating Florida’s non-graduation and dropout rates will require a whole-system response. All educators will need to begin to extend their vision beyond their own grade level or course and to understand the impact of their instruction on the likelihood that their students will eventually successfully complete high school. Vertical articulation and programming between elementary, middle, and high school levels is critical to improving student graduation outcomes, as keeping all students on-track for graduation will require a collective effort and an aligned system of student supports from pre-kindergarten through 12<sup>th</sup> grade.

### The Role of Early Warning Systems

“The conventional wisdom that dropping out is a highly idiosyncratic process driven by entirely personal factors is not true for most students who leave school. Most dropouts follow identifiable pathways through the education pipeline” (Jerald, 2006, p. 3). Further, the pathways students take leading to school dropout or delayed graduation can be identified as early as 1<sup>st</sup> grade for some students and 6<sup>th</sup> grade for the majority of students, allowing for earlier and more effective intervention (Hammond, Linton, Smink, & Drew, 2007). For instance, 40% of the non-graduates in Philadelphia schools could be predicted utilizing four 6<sup>th</sup> grade risk factors— attending school less than 80 percent of time, poor behavior/conduct grade, and failing math and failing English (Balfanz and Herzog, 2006). By 9<sup>th</sup> grade, 85% of eventual dropouts can be accurately identified using readily available student data such as absenteeism, course failures, credits earned, and GPA (Allensworth, 2005).

Developing an Early Warning System (EWS) which utilizes readily available and highly predictive student academic and engagement data (e.g., absenteeism, course failure, GPA, credits, discipline) to identify at-risk students as early as possible will allow for the application of more effective prevention and early intervention services. A thorough analysis of risk indicator patterns and associated relevant information will help districts to understand the root causes of student disengagement and academic failure better. Armed with this information, districts and schools will have a higher likelihood of implementing targeted prevention and intervention services and maximizing student graduation rates.



### The Role of School Psychologists

School psychologists can serve as leaders in the development of Early Warning Systems and the intervention response which follows the identification of at-risk students. School psychologists' expertise in the areas of data triangulation and analysis, student engagement, and effective intervention design are essential for any and all school-based leadership teams working to improve student graduation outcomes. With this in mind, school psychologists are encouraged to become versed in the research related to Early Warning Systems, best practices for increasing school engagement and completion, and systems-level consultation. There are many resources available to school psychologists to accomplish this task including several relevant chapters within NASP's Best Practices in School Psychology and on the website [www.betterhighschools.org](http://www.betterhighschools.org).

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## The Spirit of Giving

Elvira C. Medina-Pekofsky, NCSP  
East Central Representative  
Florida Association of School Psychologists

The New Year offers great opportunities to teach children positive character values such as caring for others and giving in gratitude. Raising children to be compassionate and responsible community members is a priority for many of us. Being a volunteer, sharing your talents to make a difference in the lives of our less fortunate neighbors, is a great way to model the Spirit of Giving.

Developing empathy for others is essential to building strong social relationships. A toddler who is touched by the crying of a peer and spontaneously pats his back is showing empathy. By reaching out she has strengthened her self-confidence and her ability to change her immediate world. Such a simple act enhances her compassion, her motivation to face challenges, and her confidence in her own strengths to deal with difficult situations. Giving makes you stronger!

A simple way to teach empathy and gratitude is to “count your blessings” (Froh, Sefick, & Emmons, 2008). Grateful children are less likely to measure their success and happiness based on material gain; instead, they count their blessings as measures of success (Reivich, 2009). Research suggests that when adolescents record daily experiences for which they are grateful, followed by reflection and discussion of their entries, they experience increased feelings of gratitude. They appreciate what they have and selflessly share their talents. They make a difference!

We experienced the amazing Spirit of Giving in action during our Annual Conference in November, when students from several Orange County Public Schools selflessly shared their “blessings” with us. A group of Apopka High School students coached and supported their special needs peers, selflessly sharing their talents to facilitate their participation in the integrated “Guard Buddies” performances. This rare opportunity to be embraced and recognized by the community not only brings immense joy to the special needs children and their families; it actually helps to tear down social acceptance barriers and unfounded misconceptions. Young people making a difference by giving!

Other kind and selfless acts of giving kept surprising us during the week. The Lake Nona Middle School Art Club members donated beautiful original watercolors to be auctioned at the Children’s Fund Silent Auction. Their works were auctioned, along with many other donations from caring Floridians, to benefit needy children from the Grand Avenue Primary Center in downtown Orlando. Mr. Lino Rodriguez, Principal of Grand Avenue, was touched and honored, sharing his heartfelt gratitude for the collective Spirit of Giving, which allowed his poor community to enjoy food and books during Thanksgiving. What a wonderful way to show gratitude!

But we are not done yet! The Chain of Lakes Middle School Advanced Girls Choir and the Bridgewater Middle School Jazz Band also donated their time and talents to make the event memorable. They accepted the challenge with optimism and self-confidence, improving their resilience and ability to make a difference by sharing their hard work and fabulous talents. Attendees and hotel guests enjoyed their outstanding performances, which were so impeccable that guests assumed the students were professional performers hired by the hotel to entertain them!

As an organization, we must encourage and recognize when our children show positive character values such as empathy, responsible giving, and community involvement. As adults who are “blessed” with extensive professional training to support students and families in need, we must recognize and embrace opportunities to show our Spirit of Giving, especially when our involvement can change our community in meaningful ways. A wonderful example is the caring involvement of Orange County East Learning Community school psychologists and staff members, who along with their families and friends, volunteered their time and energy to participate in the “Autism Walk” fundraiser earlier this month. Their active engagement and selfless commitment shows their children and their community that they are making a difference for others in need.



Furthermore, the development of core positive values is a priority for the National Association of School Psychologists (NASP, 2009 & 2010). NASP sponsors several projects to cultivate positive character in children. Partnering with the Pepperidge Farm Company, NASP created the “Fishful Thinking Program” to promote expressions of gratitude that strengthen social relationships and increase children’s understanding of how acts of hope, self-efficacy, and social responsibility can improve their community ([www.fishfulthinking.com](http://www.fishfulthinking.com)). The “Gratitude Works Program” also encourages students to donate their time and talents to bring hope to less fortunate members of their community ([www.nasponline.org/communications/spawareness/2009\\_gratitudeworks.aspx](http://www.nasponline.org/communications/spawareness/2009_gratitudeworks.aspx)).

The New Year is a great time to examine your commitment to and support of character development in our youth and community. Would you consider joining others in the Spirit of Giving? Why not engage your family or students in exploring age-appropriate ways to share their talents with others in need of hope and support? Would you consider becoming a FASP Ambassador by volunteering your time and talents to promote the well-being of all children in Florida? Together we can make a difference! Come on now .... Let the Spirit of Giving lead you, just like these children and colleagues did ... engage with others, make connections that make a difference, share your “blessings” ... Be the change!

To become a FASP Ambassador today, contact your Regional Representative or a Board Member. We encourage you to join us in giving!



The walkers pictured on the Autism Speaks picture are: Jacob Mastrobuono, Adam Mastrobuono, Alexandria Mastrobuono, **Colleen Mastrobuono**, Cristina Wilson, Maria Pagan, **Karen Penna**, Julia Kasbohm and Patty Kasbohm. Not pictured: Nicolas and Angelo Penna. (Names in bold designate the school psychologists.)

The students pictured are the members of the Lake Nona Middle School Art Club, with their counselors Donna C. and Donna S.





## FASP INTERNSHIP STANDARDIZATION PROCESS 2012

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

In an effort to ensure consistency and fairness in this process, as well as to encourage support of our graduate education programs, the Florida Association of School Psychologists (FASP) recommends the following guidelines:

1. We are well aware of the fiscal constraints that educators are facing within our state. In an effort to support graduate students during this capstone phase of their graduate education, we encourage you to do everything possible to offer paid internship positions.
2. If you lose funding for your internship program, please inform applicants as soon as possible to allow prospective interns to take financial variables into consideration during their decision-making.
3. When selecting interns for your program, please consider the value of supporting the graduate students and the training programs within the state of Florida.
4. In order to ensure fairness in this process, it is extremely important that all districts follow the guidelines below. If your district is not willing to abide by the Internship Standardization Process guidelines, please inform Dr. Mary Alice Myers at [mamnsb@hotmail.com](mailto:mamnsb@hotmail.com) and Dr. Sarah Valley-Gray at [valleygr@gmail.com](mailto:valleygr@gmail.com), so that we can reflect this in our database.

We are currently in the process of revising the Internship Guide that is located on the Training and Credentialing portion of the FASP website: [Internship Guide](#).

### **The following dates have been designated for the 2012 internship process:**

#### **January 2012**

Prospective interns submit applications and/or letters of interest to the districts no later than January 31st.

#### **February 2012**

District representatives interview prospective interns no later than February 29<sup>th</sup>.

#### **March 2012 Match Process**

##### **Monday, March 5<sup>th</sup>, 2012: Call Day**

Supervisors of Psychological Services (or their designees) will offer positions to prospective interns via telephone no earlier than 8:00 a.m., and no later than 10:00 a.m., Eastern Standard Time, Monday, March 5th, 2012. Students who have been offered an internship slot have until 3:30 p.m. on March 5th to notify the district(s) of their decision to accept or to decline an offer. If a student fails to notify the district of his or her decision by this time, he or she will forfeit the offer.

##### **Tuesday, March 6<sup>th</sup> and Wednesday, March 7<sup>th</sup>, 2012: Call Days II & III**

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

##### **Thursday, March 8<sup>th</sup>, 2012**

Districts that have not secured interns for all available internship slots by Thursday, March 8th, 2012, may advertise those openings via the FASP Trainer's listserv by emailing this information to Dr. Sarah Valley-Gray at [valleygr@gmail.com](mailto:valleygr@gmail.com).

Students who have not yet accepted an internship will be encouraged to apply to those districts that have remaining openings. We thank you very much for your participation in and adherence to this process!

Mary Alice Myers  
Administration & Supervision Chair

Sarah Valley-Gray  
Training & Credentialing Chair

Joseph L. Jackson  
FASP President



## **FASP Participates in the Coalition for the Education of Exceptional Students (CEES) Public Policy Advocacy Training in Tallahassee**

By Ralph E. (Gene) Cash, Ph.D., NCSP  
Chair, FASP Public Policy, Government and Professional Relations Committee

The 2012 Florida Legislature is already in session. Because legislators must deal with redistricting in 2012, this session began in January instead of March. At the beginning of the session each year, CEES sponsors public policy advocacy training followed by visits to House and Senate sessions, committee meetings, and individual legislators' offices to promote the CEES and FASP Legislative Platforms and to advocate for public policies which benefit the education and mental health of children and families.

As a member of CEES, FASP has participated in the training and visits annually, but in recent years our involvement has grown. This year at least 11 students, representing the University of Florida, Florida State University, Florida A & M University, and Nova Southeastern University; approximately 10 members of the FASP Executive Board; and three school psychologists who are FASP members participated in the training and visits to the Capitol at minimal cost to FASP. The information and experiences shared during the three-day event always give participants a new, more positive, and more realistic perspective on the possibilities for influencing public policy, a perspective which inevitably makes them passionate about legislative advocacy. This is particularly true for the student attendees, who consistently report that they have become advocates for life.

Why is teaching school psychologists to be public policy advocates so important? It's because public policy drives professional functioning. We do the things we do as school psychologists because of laws and rules which specify what constitutes the practice of school psychology. In Florida, we have possibly the best non-doctoral licensing law for school psychologists in the country because FASP members advocated effectively to make it so. RTI is a potent force in education because proponents were successful in getting "response to scientific, evidence-based interventions" written into the Individuals with Disabilities Educational Improvement Act of 2004. School psychologists are so important in public schools throughout the country largely because the Education for All Handicapped Children Act of 1975 (Public Law 94-142) required evaluations of all students suspected of having a disability. The list goes on and on.

In order for FASP to be effective in its mission of promoting and advocating for the mental health and educational development of Florida's children, youth, and families, we need your help. You can get involved by getting to know your legislators and asking for their support of FASP's Legislative Platform, by contributing to the FASP Committee of Continuous Existence (CCE- our political action committee which supports political candidates who help FASP accomplish its mission), and/or by developing relationships with school board members and other policy makers in your district. For information on contributing to the FASP CCE, go to [http://www.fasp.org/PDF\\_Files/CCE/CCE\\_Member\\_App.pdf](http://www.fasp.org/PDF_Files/CCE/CCE_Member_App.pdf). For other questions about advocacy involvement, contact Gene Cash at [gcash1@aol.com](mailto:gcash1@aol.com). You can make a difference!



### FASP Outstanding Legislators Awardees

- 1999 Senator Lisa Carlton
- 2000 Representative Gustavo Barriero
- 2001 Senator Anna Cowin
- 2002 Senator Walter "Skip" Campbell
- 2003 Representative Loranne Ausley
- 2003 Representative Suzanne Kozmas
- 2004 Representative Rafael Arza
- 2005 Senator Evelyn Lynn
- 2005 Representative Eleanor Sobel
- 2006 Representative Joe Pickens
- 2007 Senator Carey Baker
- 2007 Representative Joe Pickens
- 2008 Representative Nick Thompson
- 2009 Senator Stephen Wise
- 2010 Representative Bill Heller



## 2012 Legislative Platform

### Legacy Award for Distinguished Service to Children

2009 – Senator Eleanor Sobel

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First organized in 1957, FASP is one of the largest state school psychology associations in the nation. Although the vast majority of members live, work, or attend school in Florida, FASP also has members in 16 states and four foreign countries.

The mission of the Florida Association of School Psychologists (FASP) is to promote and to advocate for the health, safety, and educational development of Florida's children, youth, and families, and to advance the profession of school psychology.

FASP Web Site: [www.fasp.org](http://www.fasp.org)



### FASP Priority Issues:

#### Provide Reasonable Access to Services for Students

##### BACKGROUND/RATIONALE

School psychologists are certified/licensed professionals with specialized training in both psychology and education. School psychologists collaborate with educators, parents, and other professionals to help children and youth succeed academically, socially, and emotionally. School psychologists have an integral role in helping schools to implement Problem-Solving and Response to Intervention (PS/RTI) Initiatives, to reduce disproportionality in Exceptional Student Education, and to draw down federal IDEA/Medicaid funds. Nationally, the recognized school psychologist to student ratio is 1 to 500-700, while in Florida the ratio of school psychologists to students is approximately 1 to 1800. Historical program cuts made to all public education in the state will make the ratio much worse unless the Legislature provides the strong leadership necessary to reverse this trend. Without access to the comprehensive services that school psychologists provide, children's academic and behavioral difficulties may go unrecognized and remain as barriers to successful learning and school completion. Furthermore, school psychological services are instrumental in helping Florida's schools to meet the high standards of No Child Left Behind (NCLB) and IDEA 2004.

##### ACTION NEEDED

Provide funding for school districts to hire additional school psychologists as a cost-effective means to improve student performance and to strengthen the quality of Florida's schools. Moving toward the nationally recommended School Psychologist to-student ratio of 1:500-700 will assist Florida in meeting the high standards of NCLB and IDEA 2004.

#### Alternatives to Retention and Social Promotion

##### BACKGROUND/RATIONALE

Retention is mandated for most children who score poorly on the Florida Comprehensive Achievement Test (FCAT) at certain grade levels. However, retention and "social promotion" are frequently discussed as the only two options for these struggling learners. Research clearly indicates that neither retention nor social promotion is an effective method for assisting children with academic difficulties. Rather, more emphasis should be placed on preventing the failure from happening and on implementing evidence-based interventions for those who are falling behind. Early identification plays a critical role in preventing school failure, as does the universal application of scientifically validated curriculum and instruction. Children who continue to struggle will require intensive, empirically-supported interventions. Retaining or socially promoting a student in the absence of these interventions is costly and ineffective.

##### ACTIONS NEEDED

Effective, evidenced-based interventions should be mandated instead of grade retention or social promotion.

#### Performance Pay

##### BACKGROUND/RATIONALE

Florida has created several performance-based/merit pay plans over the years. Other pay plans or merit programs have come and gone without providing any demonstrable results for improving student performance. Attempts to implement performance pay should be evidence-based and monitored for efficacy or a similar fate will result.

##### ACTION NEEDED

Implement proven, evidence-based strategies to increase student performance and teacher quality, including systems that reward effective teaching across all components of the school setting using multiple indicators, including a value added model and not a single measure of performance.

#### FASP Supports Legislation Which Promotes-

##### Access to a Full Continuum of School Psychological Services in Educational Settings

- ◆ Promote increased access to school psychological services for all children, not just those in special education or those in public schools.
- ◆ Promote increased access to Medicaid funding for behavioral health services.
- ◆ Ensure that all those who provide school psychological services are appropriately credentialed.
- ◆ Support continued high standards of credentialing of school psychologists by the Florida Department of Education.

##### Prevention and Intervention Services

- ◆ Implement suicide prevention programs in every Florida public and charter school.
- ◆ Replace corporal punishment in all Florida schools with interventions that have been proven effective in promoting desirable behavior.
- ◆ Increase early identification of and treatment for students' mental health problems.
- ◆ Assist students and their families with their mental health needs during difficult economic times by ensuring access to affordable mental health services.
- ◆ Provide support for families and community initiatives to promote readiness for kindergarten.
- ◆ Encourage interagency collaboration to address mental health needs of children and families.
- ◆ Give priority in funding to programs which are research-based and which demonstrably improve collaboration between parents and schools.

##### Safe Schools and Safe Communities

- ◆ Fund additional student services personnel to implement violence prevention and school safety programs in every public school.
- ◆ Form cooperative violence prevention teams which include school psychologists, school social workers, and school counselors.
- ◆ Promote constructive alternatives to external suspension and expulsion for all students.
- ◆ Provide interventions to increase school attendance and to improve graduation rates.

##### Access to School Psychological Services in the Private Sector

- ◆ Continue exceptional standards of legislative regulation of school psychologists under Chapter 490, FS, to maintain a high degree of professionalism, safety, and cost effectiveness for the public.
- ◆ Promote insurance laws which provide third party payments for school psychological services.
- ◆ Provide for licensed school psychologists to become Medicaid providers.
- ◆ Provide for licensed school psychologists to become qualified evaluators for the Department of Children and Families.
- ◆ Clarify that licensed school psychologists who have requisite training are qualified to be court appointed as child custody evaluators.
- ◆ Provide parity in insurance coverage for mental health services.



## Neuropsychological Perspective of Autism Spectrum Disorders

Andy V. Pham, Ph.D.

Florida International University

Autism Spectrum Disorder (ASD) is a complex neurodevelopmental disorder that significantly limits a child's ability to interact within his or her own social world, including home, school, and peer environments. The incidence of ASD has been increasing over the past decade, mainly due to improved diagnostic tools and the tendencies for children with ASD to be eligible for more special education services through the public schools than those with intellectual disabilities. A school psychological evaluation which provides detailed testing to pinpoint a child's unique abilities and deficits in learning and communication is helpful to identify his or her educational and therapeutic needs. Since children with ASD exhibit varying levels of functioning in cognitive, academic, language, adaptive, attention, and social domains, school psychologists can benefit from understanding the neuropsychological aspects of ASD in order to clarify differential diagnosis and treatment planning. The purpose of this article is to discuss the neuropsychological aspects of assessing children with ASD, and its' role in response to intervention (RTI).

Considering that behaviors related to ASD lie on a continuum, the severity can range from severely autistic to those characterized as high-functioning (HFA) (Semrud-Clikeman & Teeter-Ellison, 2009). Differences between individuals with Asperger's Disorder (AS) and those with HFA are not entirely clear, except that the former group primarily exhibits better language development and higher overall cognitive ability than the latter. Overall, children with ASD demonstrate difficulties in processing social information, such as poor eye contact, and problems with understanding nonverbal communication (e.g., gestures) and social reciprocity. Neurological studies found nonverbal and novel stimuli are generally processed within the right hemisphere of the brain in typically developing children and lexical aspects of language are processed within the left hemisphere (Semrud-Clikeman & Teeter-Ellison, 2009). However, children with ASD frequently utilize language to process social information and thus may utilize left hemispheric pathways rather than the right. These pathways are considered inefficient and require longer latencies to process social information effectively.

The main neuropsychological deficits associated with ASD are in social cognition, which also can lead to cognitive or language deficits. They also demonstrate varying levels of impairment in joint attention, facial processing, imitation, executive functioning, and aspects of emotional expression (Lord et al., 2006; Miller and Ozonoff, 2000). Studies of brain metabolism have found reduced neuronal activity in the frontal and temporal lobes in individuals with ASD, when given tasks that tap social cognition and perception (Castelli et al., 2002). Children with ASD also have difficulty understanding feelings and emotions



when exposed to facial expressions compared to same-aged peers. Some have suggested that these differences are likely related to difficulties with social interaction, while others hypothesized that these difficulties are due to visual-perceptual deficits.

Children with ASD may prefer specific detail-oriented processing of visual material which interferes with processing the whole picture (or the gestalt), which is known as the weak central coherence (Happé & Frith, 2006). In linguistic tasks, children with ASD often tend to pay inadequate attention to context, which may explain difficulties with reading comprehension. This may also explain why these children have difficulty with emotion identification in faces, since they focus on parts of the face rather than the whole. Although there have been many studies exploring facial recognition (e.g., Castelli, 2005; Mann & Walker, 2003), they do not provide information regarding how a child would perform in a naturalistic setting. Children encounter numerous situations where they may encounter quick changes in facial expressions in everyday experiences.

**Assessment Considerations.** When conducting an evaluation of a child with ASD, the school psychologist assesses behavior and cognitive functioning in the areas of social interaction, communication, and repetitive patterns of behavior, interests, and activities. Impairment in any of these areas of functioning can be extremely subtle to markedly apparent. School psychologists typically conduct assessment of autism based on behavioral symptoms and developmental history, since there are no typical neuropsychological test batteries that comprehensively assess social cognition. Behavioral rating scales developed specifically for this population include the Gilliam Autism Rating Scales (GARS) (Gilliam, 2006) and Autism Spectrum Rating Scales (ASRS) (Goldstein & Naglieri, 2009). These rating scales are commonly used to assess specific behaviors from parent or teacher report. However, specialized assessment can be considered to aid in identifying children with ASD, as well as their current level of cognitive, language, and social functioning. Because there is no consistent pattern of functioning for children with ASD, a comprehensive evaluation requires specialized assessment, observations of the child in a variety of settings, and a developmental history.

Several well-standardized diagnostic measures are considered to be valid and reliable to identify children with ASD: the Childhood Autism Rating Scale, Second Edition (CARS-2) (Schopler, Van Bourgondien, Wellman, & Love, 2010) the Autism Diagnostic Observation System (ADOS) (Lord, Rutter, DiLavore, & Risi, 1999) and the Autism Diagnostic Interview-Revised (ADI-R) (Rutter, Le Couteur, & Lord, 2003), with the latter two being described as “gold standard” diagnostic tools. The ADOS is particularly unique from behavioral rating forms in that the examiner provides various tasks and activities for the child to play and engage in social interaction. Specific behaviors are observed throughout the interaction to determine the presence of ASD. Both the ADOS and ADI-R can be used concurrently as they provide detailed information of the history of behaviors as well as assessment of current behaviors and skills related to social interaction, communication, and repetitive behaviors or restricted interests.

(continued on page 40)



(continued from page 39)

There has been no consistent pattern of abilities within the cognitive measures, although some have found a pattern of performance IQ being stronger than verbal IQ (Akshoomoff, 2005), while children with Asperger's Disorder (AS) show the opposite pattern (Semrud-Clikeman & Teeter-Ellison, 2009). The Leiter International Performance Scale – Revised (Leiter-R) (Roid & Miller, 1997), a nonverbal battery, can be used to assess cognitive functioning of children with severe autism, since it requires minimal verbal instruction. Because many children with low functioning autism also have an intellectual disability, assessment of adaptive behavior is also needed to determine their level of functioning regarding everyday living and social skills.

Due to their persistent challenges with communication, such as stereotyped and echolalic speech, a comprehensive language assessment should be conducted to explore both receptive and expressive language skills. In conjunction with the language assessment, the Social Communication Questionnaire (SCQ) (Rutter, Bailey, & Lord, 2003) is a useful measure to screen language development by asking parents various questions related to social communication and social functioning. For older adolescents with AS or HFA, assessment of pragmatic language and social problem-solving can be particularly useful due to their challenges with understanding social nuances. Several measures such as the Test of Pragmatic Language, Second Edition (TOPL-2) (Phelps-Terasaki & Phelps-Gunn, 1992), Test of Problem Solving, Third Edition (TOPS-3) (Huisingh, Bowers, & LoGiudice, 2005), and Test of Language Competence (TLC-E) (Wiig & Secord, 1989) are developed for this purpose.

Additionally, assessment of attention, memory, and executive functioning can also be conducted, since children with ASD demonstrate difficulties with cognitive flexibility, working memory, impulse control, response inhibition, and adapting to changes in their environment (Lord et al., 2006). Many children with ASD also have difficulty discerning the whole from its parts. Assessment measures which include copying or visual-motor integration may be particularly difficult for them (e.g., Rey-Osterrieth Complex Figure Test). Verbal memory and spatial memory have been reported as areas of difficulties although visual memory tends to be intact (Lord et al., 2006). Since symptoms of ASD can co-occur with Attention-Deficit/ Hyperactivity Disorder (ADHD), it is important to rule out any significant attentional problems for these children.

**Role in RTI.** Multi-tiered models of RTI should ensure that children with severe autistic disorders and other neurodevelopmental conditions are appropriately detected early (Decker, 2008). School psychologists should be able to detect the early warning signs of ASD in the early phases of RTI, and conduct follow-up observations to determine present level of functioning. School psychologists can provide consultation to teachers with regard to detecting warning signs of ASD and implementation of early screening procedures to ensure proper detection. Educating teachers on appropriate signs and symptoms at different age levels can help clarify referral concerns. Additionally, screening procedures which assess language, social, or adaptive behavior skills can be collected early to clarifying diagnostic decision-making if needed at Tier III.



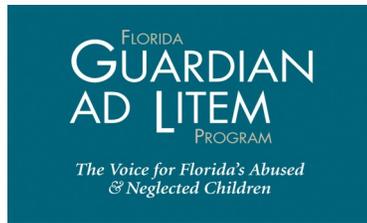
**Advocacy.** School psychologists have an important role as advocates for children to facilitate collaboration and partnerships with mental health providers in the community and medical facilities to provide intervention for children with ASD. Understanding the neuropsychological aspects of autism can aid with the assessment and development of specific treatment goals by discerning their functioning in various areas including attention, visual-motor skills, social skills, and language. It is also useful when developing and testing hypotheses for children who have significant learning, behavioral, and medical issues. Due to the complexities of behaviors associated with ASD, it is often very difficult to differentiate it from other developmental disabilities. Given the neuropsychological underpinnings of many disorders, school psychologists who have the training and understanding of neurodevelopmental disorders are in an important position to assist parents and teachers with the development of interventions in the school setting.

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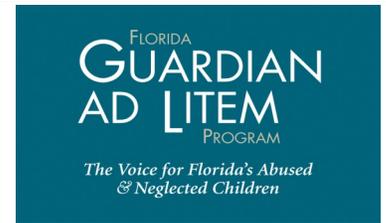
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## Florida Guardian ad Litem Program



The Florida Guardian ad Litem Program is a statewide agency that serves as a powerful voice for abused and neglected children in the court system and the community. The Guardian ad Litem Program is able to represent thousands of children with the help of volunteers. Program volunteers donate countless hours to the children they represent. A Guardian ad Litem is a volunteer appointed by the court to protect the rights and advocate for the best interests of a child involved in a court proceeding, primarily as a result of alleged abuse or neglect. The volunteer Guardian ad Litem makes independent recommendations to the court by focusing on the needs of each child. Throughout the state, over 7,000 children are in need of a Guardian ad Litem volunteer. Volunteer Guardians are friends, neighbors and co-workers who make a difference in as little as 4-6 hours per month. The Guardian talks with the child's family, physician, teacher and others. The Guardian gathers information including school records to ensure the child is receiving the necessary services and support. The Guardian becomes the voice of the child and makes independent recommendations in court communicating the best interest of the child.

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

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

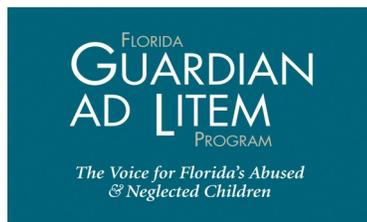
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**Florida's Heartbeats**  
**By Elvira C. Medina-Pekofsky, NCSP**  
**Culturally and Linguistically Diverse Committee**



According to the recently released Data Brief “Limited English Proficient Individuals in the United States: Number, Share, Growth, and Linguistic Diversity” (Pandya, Batalova, & McHugh, 2011), based on information collected on the 2010 US Census Bureau American Community Survey, the number of Limited English Proficient individuals living in the USA grew by 80% from 1990 to 2010. In addition, the makeup of the top five foreign languages spoken by Limited English Proficient individuals changed significantly, with additional diversity found when looking at specific metropolitan areas within states with high share of LEPs. They propose that this “Language Diversity Profile” presents complex challenges and opportunities for our communities. Do you know whose heartbeat will forge Florida’s future?

Here are some statistics to consider:

- 25.2 million, or 9% of the US population over the age of 5, are Limited English Proficient. In Florida, 2,112,000, or 8.4% of the population over 5, are Limited English Proficient
- Among the 10 top states for number and share of Limited English Proficient residents, Florida holds the fourth place; among the states where the share of Limited English Proficient meets or exceeds that national share of 8.7%, Florida is the 6<sup>th</sup>, with 11.9% of the total state population.
- Georgia and Alabama, our neighboring states, are among the top 10 states showing the highest growth in Limited English Proficient residents in a period of 20 years (1990-2010). Georgia is the third highest, showing a 378.8% growth, while Alabama is 10<sup>th</sup>, showing a 202.1% growth. Florida’s growth for the same period of time was 119.7%, above the 80% change at the national level.
- The top 10 languages spoken in the USA are Spanish (65.5%), Chinese (6.1%), Vietnamese (3.3%), Korean (2.5%), Tagalog (1.9%), Russian (1.7%), French Creole (1.3%), Arabic (1.3%), Portuguese (1.1%), and African languages (1.1%). The top five languages are spoken by 79% of all Limited English Proficient individuals.
- Florida is the most diverse state in terms of top languages spoken: Spanish (76.8%), French Creole, Vietnamese, Portuguese, and French at the state level; in contrast with Spanish (80.6%), French Creole, Portuguese, French, and Chinese in the Miami-Ft. Lauderdale-Pompano Beach region. Other metropolitan areas within the state vary significantly according to the immigration patterns in the area.

Florida’s residents also present racial and ethnic diversity. The following statements are based on data found in the US Census Bureau Quick Facts webpage: (<http://quickfacts.census.gov/qfd/sates/12000.html>)

- Florida’s total population showed an increase of 17.6% from 2000 to 2011, compared to a change of only 9.7% in the rest of the nation.
- Of the people living in the state, 21.3% were children under 18 years of age; with 17.3% being over the age of 65.
- 75% identified themselves as White, although only 57.9% reported being White of non-Hispanic descent; 22.5% identified themselves as Hispanic or Latin, above the 16.3% at the national level.
- 16% identified themselves as Black, above the 12.6% at the national level.
- 2.4% identified themselves as Asian, while less than 1% identified themselves as American Indian.
- 18.7% were foreign born, compared to 12.4% at the national level;
- While 25.8% of households spoke a home language other than English in Florida, only 19.6% of the national households reported a home language other than English.



Furthermore, consider the sobering findings of the recently published “Southeast Region: A Report Identifying and Addressing the Educational Needs” (Southeast Regional Advisory Committee, 2011). The report indicates that southeastern states (Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina) will face increasing challenges meeting diverse learners’ needs unless they receive additional assistance to customize the instruction for all these students.

The report describes Florida’s public school student population, based on 2008-2009 Common Core data, as:

- 12.5% urban, 47.3% suburban, and 40.5% rural;
- 47% White non-Hispanic, 26.1% Hispanic, 24% Black non-Hispanic, 2.6% Asian/Pacific Islander, and less than 1% American Indian; and
- 49.6% on Free or Reduced lunch, with almost 41,000 students listed as Homeless during that period, and 9.5% of the families falling below the poverty level.
- During that year, 76.6% of the schools failed to achieve Adequate Yearly Progress, the highest failure rate among the six states in the Southeast region, primarily due to the poor performance of diverse subgroups (Blacks, Hispanics, English Language Learners, Students with Disabilities, and Economically Disadvantaged students).
- 2.1% of White students, 4.7% of Black students, 3.7% of Hispanics, and 2.5% of American Indians dropout.

All these findings are meaningless unless we truly reflect on them and carefully refine our understanding of how diverse our state is. Each and every one of these diverse children has to be educated regardless of how different they are. They all look and sound different, but their hearts beat the same way. Do you know whose heartbeat will forge Florida’s future? The Regional Advisory Committee encourages us to consider several recommendations to address our educational challenges:

- Design engaging curriculum that is culturally relevant and “utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.” Then, improve the dissemination of research-based, culturally competent, and culturally relevant curriculum and pedagogy.
- Nurture the high potential of diverse students by “develop(ing) a cadre of teacher-trainers with expertise in culturally relevant gifted education practices.”
- Encourage the creation of safe learning environments for all by “provid(ing) research, guidance, and content to ensure the common core/next generation curriculum is culturally competent.”
- “Include in all materials issued by U.S. Department of Education supported centers, specific content to address culturally diverse groups that traditionally are not included in discussions of diversity, such as Lesbian/Gay/Bisexual/Transgender (LGBT) populations and students living in atypical home environments such as foster care, as well as traditionally defined groups including, but not limited to, religion, race, color, national origin, sex, and disability.”
- Create model curriculum and instructional classroom practices that address bullying of diverse students.
- Create more equitable opportunities within all schools by “promot(ing) a social justice approach to distributing financial resources based on the needs of rural and low-income communities.”

Are we ready to take the challenge? Can you tell whose heartbeat will forge Florida’s future?

#### References

Pandya, C., Batalova, J., & McHugh, M. (2011). Limited English Proficient Individuals in the United States: Number, Share, Growth, and Linguistic Diversity. Washington, DC: Migration Policy Institute.

Southeast Regional Advisory Committee (2011). Southeast Region: A Report Identifying and Addressing the Educational Needs. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education



US Census Bureau State and County Quick Facts: Florida.  
<http://quickfacts.census.gov/qfd/states/12000.html>





**Save The Date!**  
FASP 2012 Summer Institute  
July 18-21, 2012  
TradeWinds Resorts  
St. Pete Beach, FL 33706

Please check back with us soon for information regarding speakers and topics.

Information will be posted on the FASP website and sent out through the FASP Flash as it becomes available.

Mark Neely  
FASP Professional Development Chair

**Save the Date!**  
**October 30 - November 3, 2012!**

Planning is already underway  
for the 39th Annual  
FASP Conference 2012!

Expect to find the most harmonic blend  
of professional development opportunities in  
all areas of School Psychology.

The Needs Assessment Survey has been  
tabulated, and your voice has been heard. Exciting, informative, and timely  
presentations are underway, not to mention the most electrifying entertainment.

Mark your calendars.  
You won't want to miss out on FASP 2012  
at the Omni Orlando Resort at ChampionsGate!








# FASP

## Annual Conference Evaluation Summary

FASP's 2011 Annual Conference Advisory Committee

### HOW MANY REPLIED...

The conference evaluation was emailed to over 400 conference attendees.

Approximately 200 attendees opened the email, 100 recipients started the evaluation, and nearly 90% of them completed it!

Our email open rate was higher than average, based on data associated with the Education & Training industry.

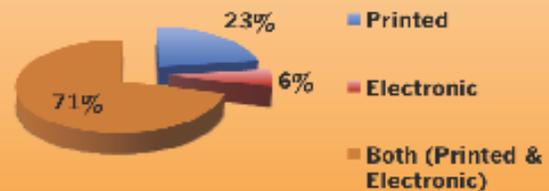
### WHAT REGIONS ARE REPRESENTED IN THE SUMMARY?

Northwest	9%
Northeast	20%
East Central	25%
West Central	24%
Southwest	2%
Southeast	17%
South	3%

### WHAT'S YOUR STATUS?

- Respondents to Evaluation...
- 72% Members
  - 20% Student Members
  - 4% Retired Members
  - 1% Transition Members
  - 3% Non-Members

### PREFERRED PROGRAM FORMAT



# Attendees REPRESENT



# THOUGHTS?

## What Did Attendees Say...

93%

Rated the Conference Overall as Average, Above Average, and Excellent!

42%

Rated the Conference Overall as EXCELLENT!

60%

Prefer Four ½ Day Featured Presentations

### Rating Averages...

Scale of 1 (Poor) to 5 (Excellent)

Conference Organization	4.47
Hotel Facilities	4.59
Registration	4.60
Conference Program	4.25
Keynote Address	4.18
Welcome Address	4.00
Tuesday/Wednesday Breakout	4.21
Annual Business Meeting	3.74
CE Credit Sessions Selection	4.32
Student Performances	4.36
Welcome Reception	4.22
Connect & Collaborate	3.53
Awards Ceremony	4.07
President's Party	4.11
Facebook Updates	4.42
Text Message Updates	3.55
Website Updates	4.09
USB Pen Drive	4.31
Trade Show Exhibitors	3.92
Conference Overall	4.19

### Featured Presentations

Milton Dehn	4.59
Barbara Ehren	3.33
Dorothy Espelage	4.62
Sam Goldstein	4.50
Florida's PS/RtI Project	2.22
Andy Nott (Med Errors)	4.56
Gene Cash (Dom Violence)	4.71

On average, respondents rated the following statements (based on a scale from 1 (Disagree) to 5 (Agree))...

I learned new information at this year's Annual Conference that will improve my skills as a school psychologist. (4.47)

I would like FASP to continue to offer a Pre or Post-Conference Institute. (4.28)

### COMMENTS

- Many positive comments...we felt the love! A few responses for example: "I think FASP is an excellent organization and is a leader in the field. Thank you FASP!" and "There was an excellent selection of CE workshops to choose from and the expertise of presenters is critical to our continued professional development."
- A few concerns were shared more than once: Conference Dates Close to Halloween, Would Like Variety with Location, Location is Expensive, Length of Conference and Professional Leave Limitations, and Audio Difficulties
- Some requests presented more than once: More Milton Dehn and Dorothy Espelage, More Time for DOE Update, More Practical Strategies, Sessions Focused on Autism Spectrum Disorders (i.e., SCERTS, ASRS, Differentiation, etc.), Comprehension and Math Strategies/Interventions, RtI (specifically tailored to school psychologists, more advanced), Grief and Loss, and Crisis Intervention

# THANK YOU!

62%

Plan to attend FASP's 39<sup>th</sup> Annual Conference in 2012!



## FASP Call for Nominations!

**Monica Oganés Murray**  
**Immediate Past President**

**FASP is looking for a few good leaders!** One of the most important responsibilities of FASP membership is to participate in the nominations and selections of the individuals that provide leadership to our organization. Through your nominations, you have the opportunity to influence the course of school psychology in Florida! This year we will elect our **President-Elect, Secretary, Treasurer-Elect, and Regional Representatives from Regions 1, 3, 5, and 7.**

The position of **President-Elect** is a three-year term beginning as President-Elect, followed by President, and ending as Immediate Past President. Duties during the three-year term include conference planning, general supervision and leadership of our association, and conduction of nominations and elections of FASP leaders.

The position of **Secretary** is a two-year term. Duties include keeping all the records for FASP and of the Executive Board, (i.e., taking minutes at board and business meetings, collecting motions, compiling Executive Board member reports, etc.).

The position of **Treasurer** is a two-year term that begins on February 1. Duties include overseeing the custody of all FASP funds, keeping financial records, monitoring the annual budget, filing the Annual Corporation Report, etc.

**Regional Representatives** serve a two-year term. Regional Representatives act as liaisons between the membership of their region and the FASP Executive Board. Regional Representatives must reside or work in the region they represent.

**Region 1 - Northwest:** Bay, Calhoun, Escambia, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Madison, Okaloosa, Santa Rosa, Taylor, Wakulla, Walton, Washington

**Region 3 - East Central:** Brevard, Lake, Orange, Osceola, Seminole, Sumter.

**Region 5 – Southwest:** Charlotte, Collier, Desoto, Glades, Hardee, Hendry, Highlands, Lee, Manatee, Sarasota.

**Region 7 - South:** Dade, Monroe.

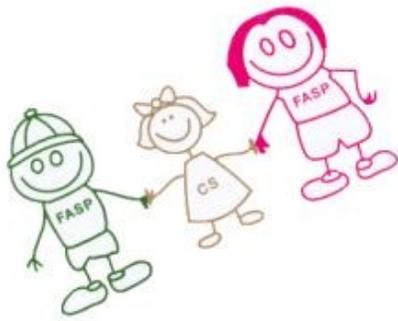
All FASP officers begin their terms at the close of the business meeting at the FASP 2012 Annual Conference.

Please contact your nominee(s) prior to submitting their name(s) to determine their willingness to serve. Self-nominations are also permitted and encouraged. Any FASP member may be nominated, however, neither student members nor associate members may become officers.

Please send your nominations including your name and contact information by mail, phone, or email to:

Monica Oganés Murray  
1969 S. Alafaya Trail, #139  
Orlando FL 32828  
(407) 482-9979  
[kidneuropsych@me.com](mailto:kidneuropsych@me.com)

**The deadline for nominations by phone, e-mail, and postmark is April 6, 2012.**



# FASP CSFI Call for Nominations

Monica Oganés Murray,  
FASP Immediate Past President

The FASP Children Service's Fund, Inc. (CSFI) is currently seeking nominations for three board positions on the upcoming CSFI Board. The board positions are two year terms and will begin at the upcoming FASP Annual Conference in November. Current CSFI Board members with the year their term expires are David Ramos (2013), Gene Cash (2012), Catherine Majorossy (2012), Rhonda Said (2013), Bob Templeton (2012), and Sarah Valley-Gray (2013).

Please contact your nominee(s) prior to submitting their name(s) to determine their willingness to serve. Self-nominations are also permitted and encouraged.

The nomination period will run until April 6th, 2012. The voting window will open shortly after and will run for 30 days. Only current CSFI members will be allowed to vote.

Please send your nominations including your name and contact information by mail, phone or email to:

Monica Oganés Murray  
1969 S. Alafaya Trail, #139  
Orlando, FL 32828  
(407) 482-9979  
[kidneuropsych@me.com](mailto:kidneuropsych@me.com)

*Children's Service Fund, Inc. (CSFI), conceived by FASP, was founded in August of 1999 and became a taxexempt, 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 purpose of Children's Services Fund Incorporated (CSFI) fundraising projects, aligned with the organization's mission, is to raise money to provide grants available to school psychologists and other professionals throughout Florida to help meet the needs of the children they serve.*

*If you would like to become a member, please go online to:*  
[http://www.fasp.org/Liaison\\_Positions/CSFI.html](http://www.fasp.org/Liaison_Positions/CSFI.html)



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## Call for Newsletter Submissions

Showcase innovative research and programming.

Highlight the accomplishments of school psychologists, teachers, school staff, and child advocates.

Inform and inspire your colleagues.

Send us your submissions to  
*The Florida School Psychologist*,  
the newsletter of FASP.

The deadline for submissions to the  
summer FASP newsletter  
is May 26th.

Submissions can be sent electronically via email to  
Jennifer Valentine ([bocasangel46@yahoo.com](mailto:bocasangel46@yahoo.com)) and  
Kristen Cunningham ([kristie.cunningham@gmail.com](mailto:kristie.cunningham@gmail.com)).





## MOTION SUMMARIES FASP EXECUTIVE BOARD MEETING (October 2011)

**Motion #1:** Move to approve the minutes from the July 2011 FASP Executive Board meeting.

Motion by Low  
Second by Reid  
Discussion: None  
Motion passed

**Motion #2:** Move to approve \$300 for Medina-Pekofsky as an honorarium for the workshop.

Motion by Reid  
Second by Cash  
Discussion: Took annual leave to present at the workshop. Contributions of others discussed.  
Motion withdrawn by both parties

**Motion #3:** Move that FASP provide free registration for Elvira Medina-Pekofsky for the 2011 FASP Annual Conference and the 2012 FASP Summer Institute in recognition of her contribution to the FASP Northeast Regional Workshop in 2011.

Motion by Reid  
Second by Cash  
Discussion: None  
Motion passed

**Motion #4:** (from closed session- Moderator Hamilton "Kip" Emery) Move that the FASP Board, minus any new board members and any board members under investigation (who left the room), accept the recommendations of the Ethics and Standards of Practice Committee (Jackie Collins Robinson and Bob Templeton) that the 2009-2010 FASP Executive Board did not act in an unethical way.

Motion by Wasser  
Second by Braccia  
Discussion: Discussion centered on issue clarification before vote was taken.  
Motion passed

**Motion #5:** Move to approve the three studies reviewed to allow the primary investigator to access the membership database.

Study 1: Rebecca Martinez, Indiana University  
Study 2: Migdalia Coubertier/Dr. Roberts, Barry University  
Study 3: Greer Davis/Dr. Frank Sansosti, Barry University

Motion by Harbor  
Second by Freebern  
Discussion: None  
Motion passed

**Motion #6:** Move for the Executive Board to designate as an Official Friend of the Children's Movement of Florida.

Motion by Cash  
Second by Jackson  
Discussion: None  
Motion passed

**Motion #7:** Move that the Ethics and Standards of Practice Committee be composed of Gene Cash, Phil Lazarus, Bob Templeton, Jackie Collins-Robinson, Susan Hatcher, and Andy Nott.

Motion by Reid  
Second by \_\_\_\_\_  
Discussion: None  
Motion passed

**Motion #8:** Move that the FASP Executive Board adopt the FASP 3-Year Plan for NASP Practice Model Implementation.

Motion by Donelson  
Second by Lazarus  
Discussion: None  
Motion passed

**Motion #9:** Move that the FASP Executive Board approve the newly elected FASP CCE Officers as Executive Director- Kurt Wasser and Member at Large South-Bob Templeton.

Motion by Cash  
Second by \_\_\_\_\_  
Discussion: None  
Motion passed

**Motion #10:** Move that the Duval Florida Association of School Psychologists (DFASP) be accepted as a FASP Affiliate.

Motion by Reid  
Second by Medina-Pekofsky  
Discussion: None  
Motion passed