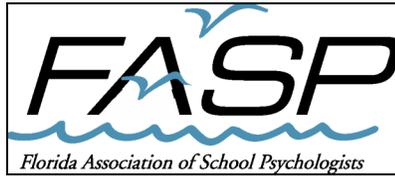


The Florida School Psychologist

The Newsletter of the Florida Association of School Psychologists



Volume 39 Number 3

Winter 2013

Adrienne L. Avallone and Kurt Wasser, Co-Chairs

Special Thanks to: Tiffany Galpern,

Jennilee Abolafia and Christine Slocomb



President's Message

Dr. Rance Harbor

This past year has been both exciting and challenging as a School Psychologist. We had a fantastic Summer Institute last year followed by a sensational annual conference. Both provided a vast array of training and learning opportunities. We have received lots of positive feedback on each of these events as well as ideas on how we can improve the upcoming opportunities we will provide this year. One of FASP's goals, and one that is close to my heart, is to assist our membership in having the opportunity to continue their professional growth by providing quality presentations and workshops in a variety of different areas. It is the only way we can keep up with the new challenges that present themselves each year. Plans are moving forward now for the Summer Institute that will be at the Ritz-Carlton in Palm Beach Florida. We will be updating the website regularly and sending you information as the speakers and events are confirmed.

One challenge we all felt this year was related to the shooting at Sandy Hook Elementary School in Newtown, Connecticut. Many of our school's administrators and teachers sought guidance from us to help insure their schools were safe and how to address the concerns of the parents, teachers, and students. I was moved by the response from our membership and the assistance of so many members from our various FASP committees. We quickly made contact with the Connecticut School Psychology Association and NASP to see what we could do to assist, and also connected with various NASP committees on attaining resources. We were then able to get the information to those that requested it and also posted it on our website for easy access to anyone who needed it. We are committed to expanding our Crisis Planning and Management page on our website (under the Resources tab). Our goal is to keep this page updated so in the advent of a crisis you will have plenty of additional resources to refer to quickly. Some of this information might be similar to that available from NASP but will also include information specific to our state whenever possible.

(Continued on page 3)



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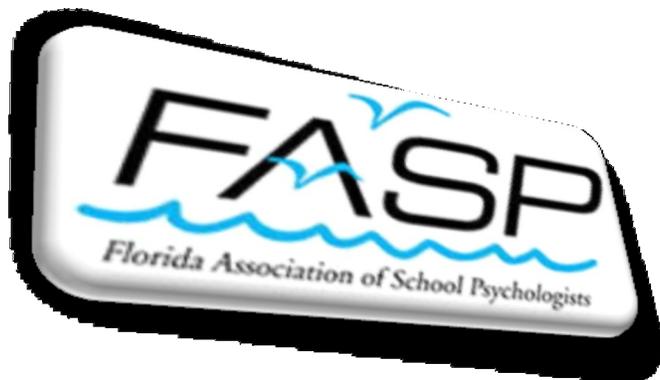


(Continued from page 1)

Another event that will soon be upon is the release of the DSM-V. There are several changes that not only impact School Psychologists in private practice, but may also have an impact on School Psychologists practicing in the schools. We are working closely with different leaders at both the state and national levels to help get answers to your questions, and provide training to help us transition to the new manual. On a similar note, the Patient Protection and Affordable Care Act (PPACAA) is quickly moving forward and this too has provisions where School Psychologists may be involved and have opportunities for a leadership role in the state. We are already in conversations with various agencies and law makers to see how we can support this legislation as it is applied in our communities around the state.

This year looks to have more great opportunities for School Psychologists as we help parents, teachers, administrators, and other agencies in the community provide quality education to our students in a safe environment that promotes learning. In my opinion there has never been a better time to be a School Psychologist! I look forward to working with you this year. Please feel free to contact me or another member of the Executive Board if you ever have a question regarding FASP or need assistance in any matter. We are here to serve.

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





How can it be? (It shouldn't be.)

More than a half-million of Florida's youngest, most vulnerable citizens do not have health insurance, making ours the state with the second highest percentage of uninsured children in the nation.

From the beginning, The Children's Movement has focused on ensuring that all Florida children have access to health care. The Movement is a partner in KidsWell Florida; that's a statewide collaboration of families, service providers, business and civic leaders joining to close gaps in public and private health insurance for children.

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

To learn how to become involved, please visit www.kidswellflorida.org.

We are in this together.

Dave Lawrence
Chair
The Children's Movement



**THE FLORIDA SCHOOL PSYCHOLOGIST
HAS GONE GREEN!**



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

FASP NEWSLETTER HAS GONE GREEN!

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

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

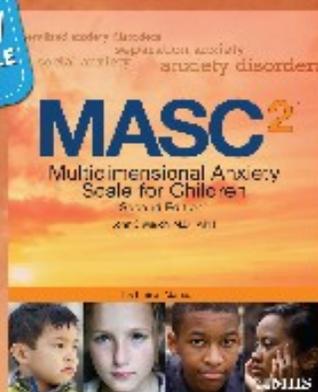
Please email Kathy Leighton or Suzan Mason, (faspmembership@gmail.com), FASP Membership Chairs, with your updated information.



ORDER TODAY!

PRE-ORDER TODAY!*

NOW AVAILABLE

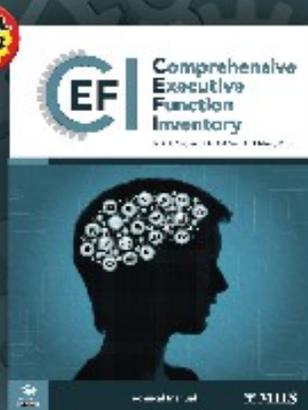


UnMASC the Many Faces of Anxiety

The Multidimensional Anxiety Scale for Children 2nd Edition™ (MASC 2™) assesses the presence of symptoms related to anxiety disorders in youth aged 8 to 19 years.

- Aids in the early identification, diagnosis, treatment planning and monitoring of anxiety-prone youth
- Assesses a broad range of emotional, physical, cognitive, and behavioral symptoms
- Generalized Anxiety Disorder (GAD) Index differentiates children with the disorder from the general population

www.mhs.com/MASC2



FALL 2012

GoN
Spanish
Available in Spanish

SPANISH español
Available in Spanish

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

Provides scores on:

- Attention • Emotion Regulation • Flexibility
- Inhibitory Control • Initiation • Organization
- Planning • Self-Monitoring • Working Memory

Normed on a sample of 3,500 youth who represent the U.S. population:

- Race/Ethnicity • Gender • Age
- Geographic Region • Parental Education

www.mhs.com/CEFI

***FREE Book Offer!**



By Jack A. Naglieri, Ph.D., & Eric B. Pickering, Ph.D., with Spanish Handouts by Talle Otero, Ph.D., & Mary Morero, Ph.D.

Pre-order any CEFI Kit and receive a FREE book, value of \$40. Offer valid until December 31, 2012.

Offers a fresh practical approach to teaching struggling students in the K-12 grades. Applying their expert knowledge of how children learn, the authors have incorporated a short questionnaire for school psychologists and 75 intervention handouts to assist teachers.



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2012-2013 Membership Application

*Membership year runs from: July 1st, 2012 to June 30th, 2013 **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:

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

Ages Served:

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

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

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



Membership Categories:

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

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

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

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

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

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

_____ (signature)

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

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

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

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

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

TOTAL amount due with this application

\$ _____

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

Credit Card Information:

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

_____ (13 or 16 digit credit card number)

___ / ___ (Month/Year of Expiration)

Signature as name appears on card

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

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

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

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

Signature Date Signed



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



Press Release

www.shire.com



SHIRE ANNOUNCES THIRD ANNUAL SCHOLARSHIP PROGRAM FOR INDIVIDUALS WITH ADHD

Philadelphia, PA, November 26, 2012 – [Shire](http://www.shire.com), a global specialty biopharmaceutical company, is pleased to announce that it has launched its 2013 ADHD Scholarship Program. The program is for individuals in the United States diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) who are pursuing higher education at a college, vocational school or technical school. Since the start of the program in 2011, Shire has announced 75 national scholarship award recipients and 10 employee award recipients. To see a full list of scholarship recipients, visit www.ShireADHDscholarship.com.

The Shire ADHD Scholarship includes a \$2,000 monetary award and offers a prepaid year of ADHD coaching services. The ADHD coaching services are provided by the [Edge Foundation](http://www.edgefoundation.org) and are intended to assist the scholarship recipient with the transition to higher education. Fifty one-time scholarships will be awarded in June 2013. The deadline to apply is March 27, 2013. For information on eligibility requirements, the scholarship application process and more, visit www.ShireADHDscholarship.com.

The scholarship program has already made an impact on past recipients and their families. Karen Peterson, the parent of a 2011 scholarship recipient, said, “I am thankful that Shire offers a scholarship and coaching services to help my child pursue higher education.”

“This scholarship allows Shire to continue to recognize and support the individuals who work hard to overcome the challenges of ADHD, and help them continue their educational pursuits,” said Mike Yasick, Senior Vice President of Shire’s Behavioral Health Business Unit.

The Shire ADHD Scholarship also includes weekly sessions with an ADHD coach from the Edge Foundation. In addition to weekly coaching sessions, ADHD coaches offer support to students via e-mail and phone to help students meet their goals. This support may be important for students transitioning to the higher education environment because they have more free time and less adult supervision.

Robert Tudisco, Executive Director of the Edge Foundation, said, “At Edge we are proud to be a part of Shire’s genuine commitment to these students. Any scholarship offers access to higher education, but this program is unique in that it offers not just access but the support that these students need.”

The Edge Foundation is a Seattle-based nonprofit organization that offers support for students with ADHD. The Edge Foundation’s primary mission is to provide access to qualified, professional coaches for students with ADHD as part of their multimodal treatment program. For more information about the Edge Foundation, visit www.edgefoundation.org.

Shire’s ADHD Scholarship Program is part of Shire’s patient centric approach that provides support to ADHD patients and their caregivers.

For further information, please contact:

Media Gwen Fisher (gfisher@shire.com) 1-484-595-9836 Charlotte Zang (czang@benchworks.com) 1-410-810-8862

(Continued on page 9)



**Notes to editors
SHIRE PLC**

Shire's strategic goal is to become the leading specialty biopharmaceutical company that focuses on meeting the needs of the specialist physician. Shire focuses its business on attention deficit hyperactivity disorder, human genetic therapies, gastrointestinal diseases and regenerative medicine as well as opportunities in other therapeutic areas to the extent they arise through acquisitions. Shire's in-licensing, merger and acquisition efforts are focused on products in specialist markets with strong intellectual property protection and global rights. Shire believes that a carefully selected and balanced portfolio of products with strategically aligned and relatively small-scale sales forces will deliver strong results. For further information on Shire, please visit the Company's website: www.shire.com

"SAFE HARBOR" STATEMENT UNDER THE PRIVATE SECURITIES LITIGATION REFORM ACT OF 1995

Statements included herein that are not historical facts are forward-looking statements. Such forward-looking statements involve a number of risks and uncertainties and are subject to change at any time. In the event such risks or uncertainties materialize, the Company's results could be materially adversely affected. The risks and uncertainties include, but are not limited to, risks associated with: the inherent uncertainty of research, development, approval, reimbursement, manufacturing and commercialization of the Company's Specialty Pharmaceuticals, Human Genetic Therapies and Regenerative Medicine products, as well as the ability to secure new products for commercialization and/or development; government regulation of the Company's products; the Company's ability to manufacture its products in sufficient quantities to meet demand; the impact of competitive therapies on the Company's products; the Company's ability to register, maintain and enforce patents and other intellectual property rights relating to its products; the Company's ability to obtain and maintain government and other third-party reimbursement for its products; and other risks and uncertainties detailed from time to time in the Company's filings with the Securities and Exchange Commission.



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SEEING THE
PERSON BEHIND
THE ADHD**



**Attention-Deficit/Hyperactivity Disorder (ADHD)
can make social situations difficult.**

Get tips, tools, and resources for managing ADHD at home,
in school, and in social situations.



ADHDandYou.com

Helpful information for those affected by ADHD



Save The Date!
FASP 2013 Summer Institute
July 10-12, 2013
The Ritz-Carlton, Palm Beach
Manalapan, Florida 33462
(561)-533-6000



We are very excited to have contracted with the Ritz-Carlton for this year's Summer Institute. We were able to negotiate a low group rate of \$155 a night (plus applicable taxes) and overnight valet parking reduced to \$14 a day. The reduced room rate will be available until June 18, 2013. Please contact the hotel at 1-800-241-3333 and state that you will be attending the FASP Summer Institute. This year, our Summer Institute will run for three days. 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



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

High quality professional development and CE opportunities

- ⇒ **24 different CE presentations** during Wed. & Thur. breakout sessions —*more than any other year* in FASP’s history
- ⇒ For the **first time ever**, FASP provided **BCaBA and BCBA professionals Type 2 CE Credits** at the 2012 Annual Conference
- ⇒ Submitted for renewal and secured NASP Approved Provider Status
- ⇒ Connection to [online CE Credit](#) opportunities
- ⇒ **Highly respected and expert presenters** featured at 2012’s Summer Institute and Annual Conference, including Stevan Kukic, George McCloskey, Rebecca Sarlo, Jeffrey Sprague, Monica Verra-Tirado, Eric Tridas, Tim Vollmer, Gena Barnhill, Richard Marshall, Andy Nott, Ray Miltenberger, Gene Cash, and Steven Feifer!

Advocacy efforts during 2012

- ⇒ A complete UPDATE to [FASP Internship Standardization Process](#) & [Internship Guide](#) to support Florida’s graduate students and the future of our profession
- ⇒ Collaboration with the [Children’s Movement of Florida](#)
- ⇒ Increased communication and representation with key groups in the state, such as [Florida Association of Student Services Administrators](#) (FASSA), [Florida Association of School Administrators](#) (FASA), to ensure the voice of FL’s school psychologists are heard
- ⇒ Promotion of [position paper](#), **advocating for school psychologists’ role in enhancing student outcomes & supporting Florida’s schools and families**
- ⇒ Increased resources for working with [all forms of Florida’s diverse populations](#), including those who differ on the basis of race, ethnicity, national origin, language, gender, disability, sexual orientation, gender identity/expression, developmental level, chronic illness, cognitive capabilities, religion, and socioeconomic status.

Increased communication on the issues, best practices, & resources

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

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

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

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

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

Florida Association of School Psychologists

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

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



FASP 2013 ANNUAL CONFERENCE Wednesday, 10/30/13– Saturday 11/2/12

FASP President-Elect, Geoff Freebern and the Conference Co-Chairs are already planning the FASP 2013 Annual Conference. It will be held at the Omni at Champions Gate .Wednesday 10/30/13 – Saturday 11/2/13.

YOUR HELP IS NEEDED!! If you would be interested in serving on any of the committees listed below, please e-mail 2103FASPCONF@gmail.com with your committee interest and contact information.

Events Planning Committee

- Responsible for planning President's Party, Welcome Reception, etc.

Hospitality Committee

- Responsible for acquiring & distributing door prizes, maintaining an information table at 2013 Conference

Program Committee

- Responsible for development of 2013 Conference program

Public Relations Committee

- Responsible for distributing information to various media outputs

Trade Show Committee

- Responsible for securing vendors and organizing trade show

Volunteer Committee

- Responsible for organizing and scheduling conference volunteers

We know that all of you are super busy serving students, but appreciate any support you can give.

Thank you in advance for your help in making 2013 the best yet.

Amy Vance & Delia Crowder
2013 Conference Co-Chairs





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

Current News in the Southeast Region:

ACCOMPLISHMENTS IN THE SOUTHEAST REGION:

• FASP’s School Psychologist of the Year 2012 Award was given to Mary Anne Richey, current school psychologist in the Southeast Region (Palm Beach County). Congratulations to Mary Anne Richey for a well-deserved honor!

• Palm Beach County school psychologists have been advocating for a supervising school psychologist position for several years. Perseverance finally paid off as a Specialist position was created during the summer of 2012. Congratulations to David Ramos as the new Specialist of ESE in Palm Beach County!

• In Broward County former Student Services Coordinator, Joaquin El-jaua was promoted to Director of Support Services. Broward School psychologists from the South Area of the county miss him as their direct supervisor but know that he continues to advocate for them and the students that they serve. Hector Troche also retired from the district at the beginning of the school year.

• Rhonda Said and Dr. Mary Claire Mucenic now directly supervise school psychologists as the new Coordinators of Student Services. Rhonda Said is the former Supervisor of Psychological Services and Social Work in Duval County before transferring to Broward in 2011. Dr. Mary Claire Mucenic has been a practicing psychologist in Broward for over ten years and was a professor at Barry University.



ATTENTION SOUTHEAST FASP MEMBERS: PLEASE EMAIL KIM BERRYHILL @ KIMBER89@AOL.COM WITH ANY DISTRICT INFORMATION THAT YOU WOULD LIKE TO SHARE WITH FASP!



TAKING LOCAL CONTROL

By Freda Reid, Northeast Regional Representative



Members of Northeast FASP (NEFASP) have been quite busy this last quarter. In December, NEFASP was a sponsor of the American Foundation for Suicide Prevention's annual "Out of Darkness Walk." Members gathered on a sunny Saturday morning at Jacksonville Beach for the walk.



NEFASP donated a book to each child of a teen parent enrolled in the Duval County School System's Teen Parent Daycare Center. Susan Hatcher and Freda Reid passed the books out at the center.

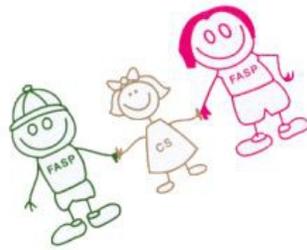


In November, Duval County School System welcomed its new Superintendent Nikolai P. Vitti, Ed.D. Dr. Vitti relocated to the First Coast from Miami, FL. Prior to being named Superintendent of DCPS, Dr. Vitti was the chief academic officer of Miami-Dade County Public Schools (M-DCPS), the fourth-largest school district in the country.

NEFASP will be conducting their second annual membership meeting and is sponsoring a full day conference for school psychologists in NE Florida on March 20. The focus will be "Meeting the Social and Emotional Needs of Children in Our Schools." Speakers scheduled include Dr. Gene Cash of Nova Southeastern University, Dr. Pam Rillstone from Jacksonville University and Dr. Ryan Butterfield with the Adolescent Suicide Awareness and Prevention Program. 6 CEU's will be available at a minimal cost. In-service points will also be awarded. For more information, email NorthEast-FASP@gmail.com



CSFI Update



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

The Florida Association of School Psychologists (FASP) Children’s Services Fund, Inc. (CSFI) recently hosted its charity auction at the FASP’s 39th Annual Conference. CSFI’s mission is to provide support to needy, school-aged children and their families in the state of Florida. However, you may not know what this actually means. Since its inception, CSFI has distributed well over \$100,000 in grants, most of them for emergency situations. The money has been used to help students and their families cope with financial crises which would otherwise have interfered with or prevented their education. Specific examples include things like house fires, deaths in the family, and hurricane damage. Some of the funds have been used to buy food for hungry families with school-aged children and to provide after-school tutoring for students who were struggling.

Recently, Kim Berryhill, a School Psychologist in Palm Beach County, shared with the CSFI executive board an inspiring story about how CSFI has helped a family:

I wanted to share this story with you and let you know what CSFI was able to do for one of our Palm Beach County families. A few weeks ago, a second grade student at one of my schools fell to the ground while walking to her class. The paramedics came to assess. Paramedics took her to the hospital where they proceeded to run a multitude of tests. A few days later, I was informed that the doctors diagnosed her as having leukemia. In a matter of a few weeks, she has lost her hair due to chemo and continues to remain in the hospital due to spiked fevers. The student's mother is a single mother of two and has a very limited income. I contacted the CSFI board and asked for a \$1,000.00 emergency grant to help the family as mom continues to struggle to make ends meet. Mom has had to take an extended period of time off of work (Wal-Mart) so that she may be with her daughter in the hospital. The CSFI board approved my request for the grant. This afternoon I went to the hospital and gave the mother a card with a \$1,000.00. She hugged me several times and told me repeatedly that she felt very blessed that angels (like CSFI) are looking out for her and her daughter.

CSFI generates funds to assist in situations like these through donations as well as the auctions at the FASP Conferences (Annual Conference and Summer Institute). More than 95 percent of all funds raised go directly to Florida’s students and families in need of assistance. The money is distributed through two types of CSFI grants. The first is considered an emergency grant for when a crisis occurs in the state of Florida and involves our school-aged children and youth and their families. The second type of grant, or a planned grant, is applied for through a CSFI member and can be used for a project to benefit children academically, socially, and/or emotionally as long as the services do not supplant those which are or should be provided by the school(s).

Please consider donating and encouraging others to donate whatever amount you and they can afford to CSFI. Visit the FASP CSFI website http://www.fasp.org/Liaison_Positions/CSFI.html in order to submit your donation today or contact Sarah Valley-Gray, CSFI President (valleygr@nova.edu) or Gene Cash, CSFI Treasurer (gcash1@aol.com).



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/>.

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.



FASP Legislative Update: Change, Change, Change

John Cerra, FASP Legislative Consultant

Starting after the November election, lots of change occurred around the state. Several new candidates won elections, and some incumbent legislators found themselves ousted from the state house. Many local changes occurred after the November election, where we saw 25% turnover in the school board ranks and many elected superintendents filling the jobs for the very first time. This means that there is a lot of education needed of both local and state officials around Florida about what school psychologists do and why they are critical to student outcomes. All politics is local so it starts with you!

As the 2013 legislative session progresses, we will be posting on the FASP website bills that are moving through the process as well as articles of interest about public policy. Members can access this information by heading to www.fasp.org and clicking on the Legislative tab. On this page you will find the 2012-2013 FASP Legislative platform, bills moving thru the 2012-13 session, a summaries link to all bills passed in the 2011-12 session, and current articles relating to Florida and the political process in Florida. Please utilize this wonderful resource; you are only a click away from finding out what is currently going on in Tallahassee. One other valuable website is the state's legislative portal which will allow you to access the House and Senate webpage. www.leg.state.fl.us. From this page you can access calendars, broadcasts of committee and chamber floor action, and all the legislators bio's so you can familiarize yourself with who is representing you in Tallahassee. In addition, go to the NASP Advocacy Action Network to send letters to your state and federal legislators (<http://capwiz.com/naspweb/home/>).



THE ETHICS CORNER

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

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

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

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

Ralph E. “Gene” Cash
gcash1@aol.com

Susan Hatcher
susaque2010@gmail.com

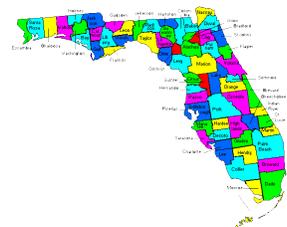
Philip Lazarus
philaz1@aol.com

Andy Pham
avpham@fiu.edu

Jackie C. Robinson
Jackie.robinson@fam.u.edu

Bob Templeton
benbobbart@aol.com

Freda M. Reid
fmr@bellsouth.net





FASP Call for Nominations!

Joseph L. Jackson, 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. We are looking for nominations of people who can bring strength, expertise and capacity to contribute to the board and committees. Through your nominations, you have the opportunity to influence the course of school psychology in Florida! This year we will elect our **President-Elect** and **Regional Representatives from Regions 2, 4, and 6.**

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 including forming a "vision" of goals to accomplish and representing FASP at various functions, and conduction of nominations and elections of FASP leaders.

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. (See section titled: FASP Regional Representative Role and Function for more details.)

Region 2- (Northeast) is comprised of the following counties: *Alachua, Baker, Bradford, Citrus, Clay, Columbia, Dixie, Duval, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Marion, Nassau, Putnam, St. Johns, Suwannee, Union, Volusia*

Region 4- (West Central) is comprised of the following counties: *Hernando, Hillsborough, Pasco, Pinellas, Polk*

Region 6 (Southeast) is comprised of the following counties: *Broward, Indian River, Martin, Okeechobee, Palm Beach, St. Lucie*

All FASP officers begin their terms at the close of the business meeting at the FASP 2013 Annual Conference.

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

Joseph L. Jackson
28447 Del Lago Way
Bonita Springs, Florida 34135
(786) 449-4033
JJACKSONL47@gmail.com

The deadline for nominations by phone, e-mail, and postmark is March 1, 2013.



What You Need to Know About Serving on the FASP Executive Board

Achieving our mission requires leadership from our volunteer board and committees. Building a strong FASP board requires that prospective board members know from the outset the opportunities and expectations that come with service on this volunteer board.

Our Mission

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

Our Strategic Objectives

1. Promote the provision of the full range of school psychological services to all children, youth, families, and school personnel through role expansion, diversification of service delivery settings, integrated service delivery, and public policy advocacy.
2. Develop and enhance educational opportunities through graduate, post-graduate, and continuing education to enable school psychologists to provide a full range of services.
3. Provide the membership with resources and support that facilitates organizational and educational efficacy through the provision of the full range of psychological services.
4. Respond to the diverse needs of the membership and increase membership as well as member involvement.
5. Demonstrate the effectiveness of school psychology to parents, policy makers, and the general public.
6. Increase diversity in school psychology and in the leadership of the association.
7. Promote activities and programs that provide effective services in areas of student need.
8. Advocate for increasing school psychology positions to promote positive mental health and educational outcomes for all students.
9. Collaborate with other professional associations and agencies to ensure meaningful comprehensive services to all students and their families.
10. Attract and retain the best and the brightest to school psychology.

(Continued on Page 20)



What You Need to Know About Serving on the FASP Executive Board

Opportunities

Board members have the opportunity to:

- Collaborate with leaders in school psychologists from many districts of our state.
- Contribute leadership on FASP Executive Board to exercise governance, fiduciary and generative functions in carrying out the FASP mission.
- Become more fully informed on the variety of FASP program activities and services provided as well as related advocacy priorities.
- Learn firsthand the issues and concerns of school psychologists from around the state.
- Promote FASP and its service, expertise and excellence to members.
- Support an organization that advocates for ALL students.
- Help to fine-tune and support the implementation of FASP’s strategic plan for improving the function of the Executive Board and providing increased support to members.
- Keep our outstanding organization on the cutting edge of effective support, superior professional development, and leaders in education and school psychology.

Expectations

It is expected that board members will:

- Demonstrate their commitment to the Mission of FASP and to fulfilling the duties outlined in the FASP Bylaws and Policies, Procedures, & Positions Manual.
- Attend all Executive Board meetings as scheduled in their entirety, representing their respective state’s issues, concerns, and consensus regarding matters of the Association and the profession of School Psychology.
- Attend all FASP sponsored annual and regional meetings in their entirety (Annual Conference, Summer Institute).
- Be open to accepting additional assignments as requested by the President or Executive Board. Assignments can include committee membership, using a special skill, and representing FASP at various functions.
- Participate in membership recruitment and renewals in concert with the FASP Membership Committee by promoting the benefit and value of FASP membership.
- Support FASP with your skills, experience, and networks of contacts.

Terms of Office

The term of service for a member of President is 3 years (Serving as President-Elect, President and Immediate Past President). Regional Representatives term of service is 2 years. Terms of service for committee chairs are one year.



What You Need to Know About Serving on the FASP Executive Board

Board Membership

The by-laws of FASP provide that the Executive Board FASP is comprised of the President, Immediate Past President, President-Elect, Secretary, Treasurer, and 7 Regional Representatives who have been elected to serve. In addition the Executive Board includes members appointed by the President and approved by the Executive Board from the previous year (Standing Committee Chairs, Special Committee Chairs and Liaison Positions representing various organizations and services.

2012-2013 Standing Committees

Administration & Supervision, Planning & Development, Awards, Private Practice, Bylaws, Professional Development, CE Credit, Public Policy & Prof Relations, Conference, Registrar, Cultural & Linguistic Diversity, Research, Ethics & Standards Of Practice, Student Delegate, Membership, Technology & Communications, Newsletter, Training & Credentialing

2012-2013 Special Committees

Historian, Public & Media Relations, Children's Advocacy, Parent Support, Interest Groups, PS/Rtl, School Neuropsychology, Applied Behavior Analysis, Video Technology

2012-2013 Liaison Positions

Children's Services, DOE Consultant, FASP Committee of Continuous Existence, NASP Delegate, FASP Lobbyists

Board Meetings

Generally there are 4 Executive Board meetings a year. Two are held in conjunction with the Annual conference and the Summer Institute.

The first Executive Board meeting for the 2012-2013 Board will be on January 19th in Tampa on the USF campus. If you are interested in attending any Board meeting, contact the President for details.



FASP Regional Representative Role and Function

The Regional Representative is a member of the FASP Executive Board. Having been duly elected by their peers, regional representatives assume the responsibilities of serving on the FASP Executive Board for a two year term.

Expected outcomes/activities:

Act as a liaison between the membership of their region and the Executive Board, including the following activities and involvements:

1. Represent and support school psychology through leadership to enhance the mental health and educational competence of all children.
 - Advocate for education and mental health services for all children and families.
 - Be aware of regional issues regarding the profession.
 - Provide information to school boards, superintendents, administrators, and supervisors that identifies the benefit of school psychology services.
 - Serve as the hub of connecting all FASP committees and services
2. Provide ongoing support to FASP members.
 - Develop and/or implement a membership recruitment and renewal plan in concert with the FASP Membership Committee by promoting the benefit and value of FASP membership.
 - Maintain a presence and visibility at a FASP annual convention and summer institute.
 - Communicate with members by way of emails and direct updates.
 - Write a FASP article(s) for FASP Newsletter.
 - Identify and encourage new leaders.
 - Provide networking opportunities for members from their regions at meetings or conventions.
 - Actively work toward addressing diversity in all aspects of the Association
 - Promote cultural training opportunities at the state and region level which will enhance culturally competent practice.
3. Provide communication conduit for members and Executive Board.
 - Recruit FASP Ambassadors from each district to serve as contact and communication support.
 - Serve as a hub of a communication network to facilitate communication of important issues to all members within the region.
 - Gather and disseminate information to/from members to assist in the formation of association policies and practices and facilitate the decision making process of Executive Board and appropriate workgroups.
 - Meet with as many local contacts as possible to facilitate open communication.
 - Identifying critical local, regional, and state issues and concerns for FASP to support.

(Continued on Page 23)



4. Be sensitive to the local professional development needs of your region.
 - Facilitate professional development workshops in the region.
 - Assist the Professional Development Committee in identifying concerns and needs.

5. Meet the functions of the office of Regional Representative.
 - Become familiar with the general workings of the Executive Board.
 - Become familiar with Mission, Strategic Plan, FASP Policies, Procedures, & Positions Manual, and governance/committee structure of the Association.
 - Keep up with legislative concerns and other timely issues
 - Attend all Executive Board meetings as scheduled in their entirety, representing their respective state's issues, concerns, and consensus regarding matters of the Association and the profession of School Psychology.
 - Attend all FASP sponsored annual and regional meetings in their entirety (Annual Conference, Summer Institute).



The Florida Association of School Psychologists (FASP) INTERNSHIP STANDARDIZATION PROCESS 2013

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 mmyers@volusia.k12.fl.us and Dr. Diana Joyce at djoyce@coe.ufl.edu so that we can reflect this in our database.

The following dates have been designated for the 2013 Internship process:

January 2013

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

February 2013

District representatives interview prospective interns no later than February 28th.

(Continued on Page 19)



March 2013 Match Process

Monday, March 4th, 2013 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 4th, 2013.

Students who have been offered an internship slot have until **3:30 p.m. on March 4th** 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. We encourage trainers to have students inform the districts as soon as possible if they decide to accept a position elsewhere so that the district has the opportunity to offer the slot to others.

Tuesday, March 5th and Wednesday, March 6th, 2013 Call Days II & III

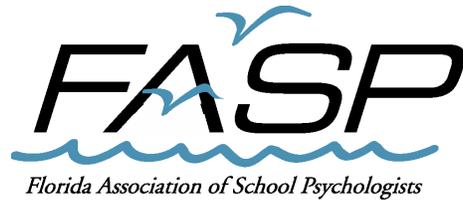
Supervisors of Psychological Services (or their designees) will repeat the process as specified above until all positions have been filled. On each day, students will have until 3:30 p.m. to accept or to decline the offer (s). Failure to notify the district making the offer by that time will constitute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

Thursday, March 7th, 2013

Districts that have not secured interns for all available internship slots by Thursday March, 8th, 2013 may advertise those openings via the FASP Trainer's listserv by emailing this information to Dr. Diana Joyce at djoyce@coe.ufl.edu. 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, Diana Joyce, Rance Harbor
Administration & Supervision Chair Training & Credentialing Chair FASP President



WANTED: Outstanding and Inspiring Professionals who Support
School Psychology

Be on the lookout for outstanding and inspiring school psychologists! They can be lurking anywhere: working in your school district, implementing innovative programs, going above and beyond the call of duty to meet the needs of Florida's children or inspiring the school psychology staff working in their district. These outstanding psychologists can even be found in graduate programs. If you see these school psychologists, report them immediately to the proper authorities - nominate them for a FASP AWARD!

NOMINATIONS ARE NOW OPEN!!

Please visit www.fasp.org for nomination forms! In 2012, we had a great collection of nominees. In 2013, we are looking to recognize our exceptional colleagues once again



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FASP Flash Back: Commentary and Conversation from Your FASP Historian

by Troy Loker, Ed.S.

As an early career school psychologist with a passion for our profession, I have taken pleasure in the opportunity to be FASP Historian. It is amazing to delve into our historical documents and observe some great differences and great similarities of school psychological services and practitioners over time. While a small number of people who read this article will think to themselves, "I remember those days," more and more of our members are just recently joining the profession and getting to know its history.

One reoccurring theme throughout the years for FASP has been keeping the future in mind in order to give school psychologists the skills and mindset that could keep them ahead of the curve. I whole-heartedly agree with that sentiment, but as historian, I am predisposed to remind us to keep our past experiences in mind as well. So, I decided to engage in both directions--a look into our past when we were looking to the future.

In 1987, FASP's Annual Conference was themed "FASP at 30...Looking to the Future" and FASP President, Dr. David Mealor shared a presidential message about important elements for guiding school psychologists in the upcoming years of practice. While 25 years have now passed since he shared his "3C Model" in Volume 14, Number 4 of *The Florida School Psychologist*, his message resonates to be just as true today as it was then. He urged FASP members to be guided by Commitment, Courage, and Competence. "The demands of our work and the level of skill necessary to function effectively as a school psychologist require a total commitment," Dr. Mealor explained, with that commitment being directed in four domains--"ourselves, our clients, our fellow psychologists, and our chosen profession." This wise consideration seems well worth some personal reflection as we enter 2013 to ensure that we are maintaining a balanced commitment across these domains.

For the second C of his 3C model, he urged for a strong sense of courage. This is undoubtedly a requisite characteristic for today's school psychologist, yet in Dr. Mealor's message, his push for acts of courage were perhaps more narrow in focus than what is needed in current times. In 1987, courage meant standing strong behind professional recommendations for individual student placements and other educational decisions at the individual level. This of course continues to be critical for our profession, but in many instances, today's school psychologists must bring similar courage to the table when advocating for the needs of even more students since our roles have expanded to have greater influence with school-wide and small group problem-solving and decision-making.

The need for the third component of the 3C model will always be a constant, but it may be the most difficult to maintain. Dr. Mealor stated that attending the annual conference was one key method for maintaining Competence. Many of our members found their way to the 2012 Annual Conference to maintain and increase their competence, but FASP wants more of Florida's school psychologists to benefit from the diverse array of high-quality presentations that we offer. Unfortunately, economic reasons have been a barrier as of late for attending professional development opportunities. Many districts provide significantly less release time or funding to support our professional development than in year's past. I think the review of Dr. Mealor's message, however, serves as an added reminder not to succumb to present barriers and allow economic pressures to dwindle Dr. Mealor's model to a 2C model. At an individual level, we may be able to use our new personnel evaluation system as a driver, insisting on greater district support of our professional leave for workshops and conferences to help us achieve our professional development goals. At the systems level, FASP will be working to advocate for its membership to have diverse professional development opportunities. Whatever the multi-faceted solution will be, our ethics dictate that we must maintain our competence one way or another. Luckily for us, FASP is committed to being one means to that end.

(continued on page 29)



This look into 1987 was a quick snapshot of how we can build upon our organization's past to inform our present and future. For those who have not yet established a New Year's Resolution, why not use Dr. Mealor's 3Cs as a basis for your goals and own them to strengthen your professional identity and day to day practice.

In 2013, we live in the world of SMART goals and social media. Help continue the conversation and show your commitment to fellow psychologists by posting on our Face book page (<https://www.facebook.com/FriendsWithFASP>): Share your own 3C SMART goals or comment on what you think FASP needs to do in 2013 to be "Looking to the Future."

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Specific Learning Disabilities and the DSM-5

By David Wheeler, DOE Consultant

The American Psychiatric Association Board of Trustees recently (December 2012) approved the final diagnostic criteria for the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) with the final revisions to be published in the *DSM-5 Manual* in May. The *DSM-5* introduces a number of changes for mental disorders identified in school-age children and adolescents. Although special education eligibility is not based on *DSM* criteria, the changes in the *DSM-5* should help facilitate communication with medical and mental health professionals and promote greater diagnostic agreement between school-based evaluations and evaluations conducted by private practitioners.

One of the changes in *DSM-5* of particular interest to school psychologists is the new diagnostic criteria for a learning disability referred to as a “Specific Learning Disorder” in the revision. Other changes with relevance for school psychologists include Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, and Intellectual Developmental Disorder. These changes are consistent with IDEA and align with State Board of Education Rules and FDOE policies and procedures related to exceptional education eligibility. The *DSM-5* diagnostic criteria for a Specific Learning Disorder, the relationship to specific learning disabilities in State Board rule, and implications for practice will be discussed.

The *DSM-5* recommends that a diagnosis of a Specific Learning Disorder be made “by a clinical synthesis of the individual’s history (development, medical, family, education), psycho-educational reports of test scores and observations, and response to intervention”.

The proposed diagnostic criteria include the following:

- A. History, or current presentation, of persistent difficulties in the acquisition of reading, writing, arithmetic, or mathematical reasoning skills during the formal years of schooling. The individual must have academic skill delays in at least one of the following: poor reading fluency; reading comprehension difficulty; poor spelling; poor written expression; difficulty remembering number facts; poor math fluency; ineffective or inaccurate mathematical reasoning; avoidance of activities requiring reading, spelling, written expression, or arithmetic.
- B. Current skills in one or more of these academic skills are well below the average range for the individual’s age or intelligence, cultural or language group, or level of education as indicated by scores on individually-administered, standardized, culturally and linguistically appropriate tests of academic achievement in reading writing or mathematics.
- C. The learning difficulties are not better explained by Intellectual Developmental Disorder, Global Developmental Delay, neurological, sensory (vision or hearing), or motor disorders.
- D. The learning difficulties identified in Criterion A (in the absence of the tools, supports, or services that have been provided to enable the individual to compensate for these difficulties) significantly interfere with academic achievement, occupational performance, or activities of daily living that require these academic skills.

(Continued on Page 31)



The proposed *DSM-5* Specific Learning Disorder reflects an alignment with the Individuals with Disabilities Education Act (IDEA) of 2004 and Florida's State Board of Education Rule for Specific Learning Disabilities (6A-6.03018, F.A.C.).

1. The diagnosis of a specific learning disorder is based on a clinical synthesis of multiple sources of information (e.g., convergence of evidence from multiple sources in Florida's SLD rule). In this context, the quality of assessment data and the depth of analysis are more important than the battery of tests administered and may provide a new understanding of "comprehensive" assessment. Eligibility decisions cannot be reduced to a formula but require thoughtful analysis as illustrated in the *GTIPS Decision-Making Tool for SLD Eligibility*.
2. The *DSM-5* requires an individually administered, standardized test of academic achievement in reading, writing, or mathematics. This is the only formal assessment specified in the *DSM-5* criteria and is used to establish well below average academic skills. In Florida's rule, an individually administered, standardized test of academic achievement may be one of the sources of data used as evidence that the student is not achieving adequately for the age or grade level. The SLD section of the 2013-14 ESE Special Policies and Procedures document will include an option for districts to require that an individually administered, standardized test of achievement addressing the relevant areas of concern identified by the team, be given by a qualified evaluator after obtaining parental consent for an evaluation.
3. Like IDEA, the *DSM-5* diagnostic criteria require the inclusion of the individual's response to intervention as part of the clinical synthesis. *DSM-5* explicitly mentions response to intervention as an essential component of the clinical synthesis. Therefore, some measure of student response to intervention is required when making a *DSM-5* diagnosis of a specific learning disorder.
4. Like Florida's SLD rule, the *DSM-5* also requires consideration of exclusionary factors and comparison to relevant peer groups when determining the presence of a learning disorder.
5. Notably missing from the *DSM-5* criteria are requirements for intellectual or assessment of cognitive processing. The requirement for IQ testing was eliminated based on the rationale that the *DSM-5* diagnostic criteria are not dependent on comparisons with overall IQ and to be consistent with IDEA 2004. This change is also consistent with Florida's SLD rule and supported by Division 16 of the American Psychological Association's position that, "an average IQ score as a specific marker for the presence of LD is not supported by the research" (*Evidence-Based Guidelines for Diagnosis of Learning Disabilities: Response to Proposed DSM-5 Criteria for Learning Disabilities*, 2012).

The proposed *DSM-5* criteria provide for the inclusion of both standardized achievement measures and RTI, and improve the agreement between eligibility criteria used in school and clinical settings. Because *DSM-5* requires consideration of response to intervention, documentation of school-based interventions and student response to intervention may be needed as part of the clinical synthesis resulting in increased collaboration between school psychologists and private practitioners. For those school psychologists who still feel compelled to administer an IQ test as part of a "comprehensive" SLD evaluation, the *DSM-5* should provide encouragement to "replace" this behavior with diagnostic achievement tests and response to intervention data that the *DSM-5* identifies as more relevant to diagnosis.

For more information on the *DSM-5*, visit the APA's *DSM-5* Development Homepage at <http://www.dsm5.org> or the January/February 2013 Issue of the *Journal of Learning Disabilities*, a special issue which addresses implications of the Proposed *DSM-5* changes for the identification and treatment of students with LD and/or ADHD.



RETIRING SCHOOL PSYCHOLOGIST

At the end of this school year, Dr. Mark Lyon will be retiring from Broward County Schools. Dr. Lyon started his career as a School Psychologist in Wisconsin before becoming a professor and eventually Director of the School Psychology program at the University of Denver. He has spent the last ten years as the Acting Director and District RtI Lead for Psychological Services in Broward. During his time in Florida, he has earned various accolades including the Jim Rockwell Lifetime Achievement Award from the Broward Association of School Psychologists (BASP) and the School Psychologist of the Year Award from FASP. Dr. Lyon agreed to answer some questions about school psychology and changes developing in the field.

Preface

In answering the following questions, I am largely reflecting on my own experience in school psychology over the past 37 years. Some of what I say, and some of what I conclude, may not be generalizable to the profession at large, or to others' experience. School Psychologists find themselves in a variety of circumstances, with opportunities, challenges, and constraints unique to their settings. I would never presume to speak on their behalf, but I am happy to share my own experience and perspective.

How Has the Profession Changed During your Career?

Depending on the way you sort and categorize things, and the experiences you've had, the answer could be anything from "not much at all" to "light years of difference." In my case, it's a little of both. I suppose there was a time when school psychologists were primarily "testers," but those who characterize the profession as being so recently, are describing something outside my immediate experience. At least in the decades I have been practicing, the notion that school psychologists are primarily or exclusively involved with "testing" is largely mythical, in my opinion. We've been involved in many other areas (problem solving, academic and behavioral interventions, mental health, crisis responding, consultation with staff, administrators, and parents, to name just a few) for a long time. The problem is perception. The perception of others that we do mainly "testing" is still all too real in far too many places, sometimes hindering the delivery of other important services. That has always seemed to me a problem of our own making. It was expedient at one time to emphasize this role because of the tremendous upsurge in jobs created by the mandates of the EHA (subsequently IDEA). But one has to be careful with the kind of "spin" used to justify current needs, even for positions. Lobbying too strongly in one direction to fill a present need may hinder the capacity to address future needs. Arguing our value based on a single role to get something immediately turned out to be short sighted in the long run. And it "stuck" to us professionally, in ways that most probably did not anticipate. Since that time, we obviously have not done as good a job as we might of communicating to others the multi-faceted nature of our work, and how it can be adapted to meet the changing needs of students and schools. Some know and understand, but not enough to tip the scales of general perception. It's something we need to continue to advocate about, individually, in groups within our districts, and within our state professional organization.

My personal experience has been with multi-faceted roles from the very beginning. Even on internship (in 1976), while I certainly conducted comprehensive evaluations, I spent far more time in behavioral and academic consultations, intervention planning and evaluation, and assisting with a program the 4 district school psychologists had developed to improve the reading and math skills of students recently identified as SLD (very recently, since the category only came into existence the previous year). It was suspiciously RtI-like, complete with detailed interventions for elementary reading and math, and a system for tracking and evaluating progress, though they certainly didn't call it RtI or progress monitoring at the time. In those days, the district had the luxury of hiring certified teachers with federal dollars who, after completing an intensive training program designed by the district school psychologists, were exclusively dedicated to delivering and tracking progress with the intervention programs used. The interventions were all delivered individually. The results were so positive, large numbers of elementary students identified as SLD in reading or math made enough progress in one year (sometimes two) to get back on grade level, and were then exited from special education and returned to the mainstream. It's one of the few times in my career I've seen one of the original goals of special education (get identified students in the program, using specialized instruction, get them "up to speed," then return them to the mainstream) realized on a fairly large scale. And that was 36 years ago. As currently conceptualized in the MTSS framework, the idea of doing that within the context of general education is even more appealing. Why wait?

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A good idea is a good idea, no matter what you call it. Methods and materials may change, but good thinking and problem solving never go out of style. Neither does advocating for children and their families, be that with academics, behavior, socialization, or mental health. You can almost always tell when something is effective by the types of outcomes it produces. Unfortunately, that does not guarantee it will be sustained. Since I left to practice in another state the following year, I can't be certain, but some of my colleagues told me the program I just described eventually dwindled away. As federal dollars began to "dry up," and states and districts had to take on more of the costs associated with special education, the district was no longer able to hire such a large cadre of "interventionists." Eventually, I believe, they hired none. A real shame, for that was money well spent, a familiar story we've all heard a few too many times; and a good segue into the next question.

What are the Major Challenges to the Profession?

There are many internal and external challenges to the profession, but they're the "usual suspects:" the economy, reduced funding to education, reduced funding for mental health, changing needs of children and their families, changing needs of schools and districts, building capacity in schools to do the work we need to do, and so on. I think most are familiar with the list. Instead of rehashing what I think most already know, I'll take this opportunity to concentrate on one specific challenge that's been on my mind for some time.

I'm thinking of the way the profession handles "new ideas." During the course of my career there have been several innovations in practice introduced. In nearly every instance, the new approach has been "pitched" as a replacement method. Forget what you used to do, the new method completely subsumes and replaces it. I sometimes have the feeling I'm getting a sales pitch, rather than a balanced professional discussion, as the marketing campaign for the new idea begins to unfold. Some have gone so far as to describe these new approaches as "paradigm shifts," a concept originated by the historian and philosopher of science, Thomas Kuhn, in his seminal work, *The Structure of Scientific Revolutions*; a fundamental shift in the way problems are viewed, approached, and solved within a scientific discipline.

I'm not convinced that's true of any of the innovations in practice that have occurred in our profession. Many innovations are promising; I think most can see that. But they also have limitations. Why is there a need to make them seem larger than they are? I can only conclude it is part of a strategy to quickly bring the troops into line with the "new idea," for fear it will not gain traction. But tactics like these often create the conditions for engaging in polemics, pitting one set of colleagues against another, rather than calm, measured consideration of new ideas and approaches. I would love to see a more balanced presentation of new ideas and approaches in the future, touting their promise, but also recognizing their limitations. Better outcomes for students will always be the most persuasive argument for any new approach in the final analysis.

What Directions Do You Think the Profession Will Take in the Future?

I think the emphasis will continue to be on problem solving for at least the foreseeable future. I still often think of Alvin Toffler's notion of "waves of change" in his book, *The Third Wave*, with each successive wave greatly accelerating the pace of change. In the post-industrial era he anticipated a time when change would become so rapid that people would have a difficult time keeping pace. Many of us can probably relate to that. Things are changing more rapidly than ever. The knowledge base of the profession is expanding as never before. As the needs of students, parents, families, and societal institutions like schools continue to change, we must change with them. To me, the key is adaptability. We need to be in a position to adapt our services to the changing needs of our clientele. Continuous training, better use of technology, more integrated methods of service delivery, greater involvement in systemic change and consultation in schools, and perhaps the development of specialty areas, may all be part of our future. But beneath the change is a constant, a foundation that should never be shaken: advocacy for the children, parents and families that we serve. In adapting our services to changing needs, and to changes in the knowledge base, we should never lose sight of our fundamental mission: "Helping children achieve their best. *In school. At home. In life.*" If we keep a sharp focus on that, I doubt we'll get off track.

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What last words would you give to current School Psychologists?

When I was in my early 30s, while visiting home one summer, I went to help my dad with a landscaping job. He was recently retired from over 30 years in education and had started his own landscaping business. While we were working, a car pulled up to the curb, and out climbs one of my old high school football coaches, someone I hadn't seen since I graduated, and whom I probably never thought I'd see again. He comes over, shakes both our hands, and we start shooting the breeze, reminiscing about the "glory days" of high school football. He's recently retired too. We chat for a while and then, having finished our work, my dad and I head toward his truck to put the tools away. I'm about to open the front door of the truck, when I hear that loud, gravelly voice from my years on the playing field, "Hey Lyon!" I'm thinking, "Uh-oh, this can't be good." It's Coach—not exactly a man known for his flattering speech. You did your job on the football field, well, that was just expected. That's why you're in the starting lineup. No need for pats on the back. You screw up, miss a critical block or tackle, and he's in your face, up and down the sidelines the rest of the night, nowhere to hide. You paid the next week in practice, too. That's what I remember. He walks over, puts his hand on my shoulder and says, "You might be a "has been" now, but son, at least you're not a "never was." He grins, shakes my hand again, turns and gets in his car, and drives away. Only one man's opinion, but I have to be honest, I sure did appreciate that.

And so, I say to school psychologists everywhere: by virtue of the critically important work you do every day—with students, parents, families, teachers, administrators, schools, districts, community agencies, and more—the value of which may seem to go unnoticed. It isn't so. It does get noticed, though it may not get expressed. It does make a difference, though it may not always be acknowledged. It is worth the effort, though you may seldom be thanked. There's no way you'll ever be a "never was." Never.



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MEDIATION
TRAINING



Super ELLs!

By: Lisa Pérez, Ed.S., FASP Diversity Committee Chairperson

Test your knowledge! A student can be referred for the Academically Gifted Program even if he/she has not mastered the English Language. True or False? The answer is true. The underrepresentation of English Language Learners for Academically Gifted Programs (AGP) continues to be a focus for many school districts across the nation. Misconceptions often taint the identification of these students for AGP.

The first misconception that often requires clarification involves the amount of English that ELL students should know before being referred for Gifted screenings. According to the FLDOE TAP No. FY 1999-6, "Limited English Proficient (LEP) students, like non-LEP students, should be considered potential candidates for Gifted programs and services from the beginning of their school attendance, regardless of their English proficiency. It is not appropriate to wait until the student has mastered or even begun to master English before considering him/her as a possible Gifted student. English-language acquisition or proficiency may not be deemed a prerequisite to consideration of Gifted programming."

The next confusing variable often requiring clarification involves the actual interpretation of scores obtained from screening measures. The composite score or verbal score obtained from screening measures, such as the KBIT-2, may not be a valid representation of an ELL's cognitive abilities due to the verbal demands required of tasks. ELL students may not have had sufficient time to develop Cognitive Academic Language Proficiency (CALP) in English, which can hinder their performance on verbal items. Performance on the verbal index aids in gaining additional information about the student's abilities; however, the use of the non-verbal index is encouraged for consideration.

The Bilingual School Psychology Team in Hillsborough County has embarked on interventions to clarify these misconceptions within their own district. Members of the team have presented to AGP teachers as well as School Psychology staff during department meetings and area meetings to clarify screening procedures and raise awareness in order to increase the amount of appropriate referrals. They have provided School Psychology staff with clear procedures via the district's internal server. The team has also presented to ESOL teachers about the unique characteristics of Gifted students with the intent of empowering them by increasing their awareness of characteristics typically exhibited by Gifted students. Additionally, team members are currently working with the district's Gifted Program Director to pilot alternative screening instruments.

As you read this, curiosity may begin to surface regarding how to best proceed in the identification of Gifted ELL students in your own district. The following is a breakdown of the steps taken by the Bilingual School Psychology Team in Hillsborough County to spread awareness:

- Examine district data
- Present to ESOL teachers on characteristics of Gifted learners
- Present to AGP teachers and School Psychology staff regarding screening procedures
- Provision of TAP and presentation to School Psychology staff regarding how to measure CALP and the determination of appropriate intelligence measures based on second language acquisition
- Piloting alternative screening measures

If your school district or organization is engaging in innovative practices to improve the success of diverse students, we would like to hear about it! Please submit information to faspdiversity@gmail.com.

Resources:

Florida Department of Education Division of Public Schools and Community Education: Bureau of Instructional Support and Community Services. (December 1998). *Assessing Limited English Proficient (LEP) Students for Eligibility for Gifted Programs* (TAP FY 1999-6). Retrieved from <http://www.fldoe.org/ese/pdf/tap99-6.pdf>

Office of Educational Research and Improvement. (August 1998). *The Emerging World of Limited English Proficient Students in Gifted Education*. Retrieved from <http://www2.ed.gov/PDFDocs/talentdiversity.pdf>



Applied Behavior Analysis Committee

This year FASP is offering a new Special Interest Group! For the first time in our history, we have an Applied Behavior Analysis (ABA) Committee. As School Psychologists, we use ABA in our day to day practice when we work with behavior problems in the classroom, chair FBA committees, and promote positive behavior in our schools. As FASP members, we are always looking for ways to improve our practice and learn new skills.

The ABA committee would like to be able to provide our membership with resources, collegiality, and training for all who are interested in this field. Although behavior analytic principles can be applied to most behaviors we wish to improve in schools, they are especially relevant for interventions supporting students on the spectrum. ABA continues to be the most evidence-based means for addressing the symptoms of Autism Spectrum Disorders (ASD). In addition to interventions related to behaviors commonly seen in kids on the spectrum, ABA is also the primary way of improving language and communication for these students. This committee will provide you will the most current literature in the field involving ABA and it's applications with students with ASD.

In addition, we plan to be a liaison between school psychology and behavior analysis and to provide information and resources that will be helpful to FASP members. If you are interested in contributing ideas, connecting with members with similar interests, or learning about training opportunities, please contact us at abafasp@gmail.com.

Some of the preliminary websites we would like to share are as follows:

Florida Association for Behavior Analysis (FABA) <http://fabaworld.org/>

Association of Professional Behavior Analysts (APBA) <http://www.apbahome.net/>

Association for Behavior Analysis International (ABAI) <http://www.abainternational.org/>

Society for the Advancement of Behavior Analysis (SABA) <http://www.abainternational.org/saba/index.asp>

Special Connections: <http://www.specialconnections.ku.edu/>

Standard Celeration Society (Precision Teaching) <http://celeration.org/>

Association for Behavioral and Cognitive Therapies Behavior Analysis Special Interest Group http://www.abct.org/Members/?m=mMembers&fa=SIG_LinkToAll#behavior

Specific books that you may find helpful are below.

Applied Behavior Analysis (Cooper, Heron & Heward)

Functional Assessment: Strategies to Prevent and Remediate Challenging Behaviors in School Settings (Chandler & Dahlquist)

Behavior Modification: Principles & Procedures (Miltenberger)

Functional Behavioral Assessment, Diagnosis, and Treatment (Cipani & Schock)

Functional Assessment and Program Development for Problem Behavior: A Practical Handbook (O'Neill, Horner, Albin, Sprague, Storey & Newton)

Communication-Based Intervention for Problem Behavior: A User's Guide for Producing Navigating the Social World (McAfee)

Classroom Management for All Teachers: Plans for Evidence-Based Practice (Cipani)

When Children Refuse School (Kearney & Albano)

School Refusal (Wimmer)

Positive Change (Carr, Levin, McConnachie, Carlson, Kemp & Smith)

We are looking forward to working together harmoniously to promote our organization and the skills of our members, so that we will ultimately be able to help Florida's children be successful in school.



NASP Update
by Bill Donelson, NCSP
NASP Delegate

These past weeks have definitely been difficult for the education community. Coming to grips with the tragedy in Newtown as well as the loss of one of our own school psychologists is challenging. But many have come together across the country to support our schools and communities. I personally want to thank you for efforts to counsel, comfort, and educate your community during this national tragedy.

NASP has released statements relating to Newtown:

Read the statement on the tragedy at

http://www.nasponline.org/communications/press-release/Sandy_Hook_Media_Statement.pdf.

Read the statement 'Stigmatizing Mental Health or Developmental Disorders is Harmful' at

http://www.nasponline.org/communications/press-release/Diagnosable_Disorder_Statement.pdf.

Read the call to action for comprehensive school safety policies at http://www.nasponline.org/communications/press-release/School_Safety_Statement.pdf.

FASP has also posted related links on our homepage:

<http://www.fasp.org>

In light of the tragedy at Sandy Hook, many districts are reexamining their safety procedures and crisis plans. As you do, take time to review the NASP school safety and crisis resources at http://www.nasponline.org/resources/crisis_safety/index.aspx. You may also want to consider going through PREPaRE training at the upcoming NASP convention in February. To learn more about PREPaRE training, visit:

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



Consider signing up for the free-for-members live webinar 'Test Item Modifications for English Language Learners: From Research to Practice' on January 31 at 12:30 p.m. EST at <https://nasp.inreachce.com/Details?mediaType=bae80c37-9ab1-49da-b01a-1b5db926a477&groupId=b437422a-b11c-4482-af53-80c4b293995a>. This webinar will review the empirical research literature on the effects of test item modifications on the test scores of an English language learner and discuss issues to consider in practice. This webinar is free for members and includes 1 documented NASP-, APA-, and NBCC-approved CPD credit.

The winter Emotional and Behavioral Screening issue of School Psychology Forum is now available at www.nasponline.org/publications/spf/index.aspx?vol=6&issue=3. Articles include 'Screening for Behavioral and Emotional Risk: Constructs and Practicalities' and 'Mental Health Screening and Academic Outcomes in Elementary School.' If you have questions, comments, ideas for future theme issues, or manuscript submissions, e-mail them to SchoolPsychForum@naspweb.org.

Save the date for the NASP 2013 Summer Conferences. This year they will be held July 8-10 in Cincinnati, OH, and July 22-24 in Albany, NY. Get in-depth training during your summer break. For more information, keep checking back at <http://www.nasponline.org/conventions/2013/summer-conferences/index.aspx>.

Remember, January 16 is the early registration savings deadline for the NASP 2013 Annual Convention. However, you can register after this date and onsite as well. Join us in Seattle, February 12-15, for 4 days of intense training, networking, and fun.



NASP Update continued

With more than 1,200 sessions on topics facing the profession, you'll find solutions to your most difficult professional challenges. Register today at www.nasponline.org/conventions/2013/index.aspx.

Want to affect the future of school psychology? Remember to vote in the current NASP election! Mark your electronic ballot at: http://www.nasponline.org/about_nasp/elections/

Also, serve as a mentor at the convention and share your experiences and provide guidance to a school psychology graduate student or early career professional. Through a 1-hour meeting, scheduled at your convenience, you'll give your mentee a chance to ask real-life questions about professional practice. Sign up at:

www.nasponline.org/conventions/2013/students/mentoring.aspx.

Finally, please take a moment to update your member profile to enable NASP to provide you with greater member value. Visit www.nasponline.org/membership/memberupdate.aspx to select your e-mail and print subscription preferences and specify your professional interests. With this, NASP can provide you with more targeted information.

I wish you a happy and healthy 2013 and look forward to seeing many of you in Seattle soon!