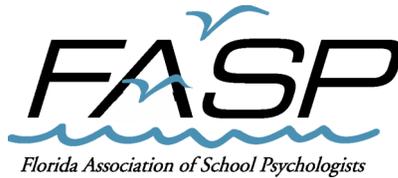


The Florida School Psychologist

The Newsletter of the Florida Association of School Psychologists



Volume 38 Number 2

Summer 2011

Jennifer Valentine and Kristen Cunningham, Editors



President's Message

Monica Oganés Murray

Dear Colleague,

The end of the school year marks another year of accomplishments. Thousands of children were supported by the work of school psychologists across the state. As we begin the summer months, let's reflect on our accomplishments, knowing that we have done our job well. The Florida Association of School Psychologists (FASP) has been with you along the way.

The FASP Legislative Committee, led by Gene Cash, worked with our FASP Governmental Consultants, Bob and John Cerra, to promote legislation that benefited children and school psychology in Florida. FASP partnered with the Florida School Counselor Association and the Florida Association of School Social Workers to advocate for the importance of student services in improving student outcomes. Despite extensive efforts from FASP leaders and members, as well as other agencies, the 2011 Legislative Session ended with unprecedented cuts to public education. It is unfortunate that some leaders in Tallahassee do not think that investing in the future of Florida's children is important. Little attention is given to the programs and policies that are needed to systematically eliminate barriers to learning and teaching. If our legislature continues to lower funding to education, it will be extremely difficult to improve student outcomes. It is the responsibility of every school psychologist to be involved in advocacy efforts. Without advocacy, we may see a bleak future.

In a joint statement, the National Center for Mental Health in Schools at UCLA and the National Association of School Psychologists stressed the need for addressing barriers to learning, as well as teaching and re-engaging students that have become disconnected from classroom instruction, as primary and essential to school reform. Student services personnel (e.g., school psychologists, school counselors, school social workers, etc.) provide these supports. Some school districts in Florida see these services as secondary to improvement in student outcomes. Budget restraints have resulted in reduced contracts and cuts in school psychological services. FASP recently supported the Palm Beach Association of School Psychologists' advocacy efforts that were successful in reinstating eight school psychology positions that were recommended for elimination. Without joint advocacy efforts, these cuts would have reduced school psychological services to children, resulting in negative student outcomes. It is the responsibility of every school psychologist to be involved in advocacy efforts. Start at your building. Demonstrate your skills by being involved in large-scale program design for the upcoming school year by recommending best practices in school psychological services (see the *NASP Model for Comprehensive and Integrated School Psychological Services*). Involve yourself in school teams and district teams. Get to know your district leaders and School Board members. Help promote school psychology as an essential service needed to improve student outcomes. Check out FASP's new webpage, [Advocacy Resources for School Psychologists](#).

School reform requires changes in many aspects of education. These changes can create ambivalent feelings that can range from stress to excitement. School psychologists need to sharpen existing skills and learn new ones in order to reduce stress and increase excitement. FASP has worked diligently to provide you with cutting edge training to enhance your skills.

(continued on page 3)



FASP Executive Board

Elected Officers

PRESIDENT

MONICA OGANES MURRAY
monica8897@comcast.net

IMMEDIATE PAST PRESIDENT

MARK NEELY
Mneely@cfl.rr.com

PRESIDENT-ELECT

JOSEPH JACKSON
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SECRETARY

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LOW INCIDENCE
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SCHOOL NEUROPSYCHOLOGY
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Standing Committees

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STUDENT DELEGATE
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TRAINING & CREDENTIALING
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Additional Contacts

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cerraj@comcast.net

Liaison Positions

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MentalMastery@myacc.net

CHILDREN'S SERVICES FUND
Ralph "Gene" Cash
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DOE CONSULTANT
David Wheeler
wheeler@coedu.usf.edu



Our upcoming Summer Institute will be held on July 20th-23rd, 2011, at the TradeWinds Resort in St. Petersburg. Due to the overwhelming amount of requests at the Annual Conference last year, we are bringing Dr. George McCloskey back. His workshop will be on assessment of and interventions for executive functions with an emphasis on functional behavior assessments and behavior support plans. FASP has partnered with the Florida PS/RtI Project at USF to provide workshops that will focus on developing strategies to ensure/evaluate fidelity and integration of tiers 2 and 3 within core settings, as well as best practices in graphing and communicating data with teachers, parents, and students. I hope you will join us to get training while enjoying a beautiful beach vacation. This is a perfect family getaway!

I would like to take this opportunity to welcome Mary Alice Myers back to the FASP Executive Board. She will be our Administration and Supervision Chair. FASP appreciates the work of Sue Clifford in this capacity. I would also like to welcome Rebecca Sarlo to the FASP Board as West Central Representative for the remainder of the current term. FASP appreciates the work of Roxana Santos in this capacity. Our Past-President, Mark Neely, ran a smooth election this year (thank you Mark!). Congratulations are in order to Rance Harbor (President-Elect), Freda Reid (Northeast Regional Representative), Kim Berryhill (Southeast Regional Representative), and Rebecca Sarlo (West Central Representative). We are delighted to have such a dedicated group of professionals on our FASP Executive Board.

I hope you become more involved in our profession. Take an hour or two every week to read new research and learn new skills. Read articles in our newsletter and connect with FASP board members to support our different committees. Meet with legislators and promote our services. Work with principals and other school leaders to ensure best practice in school psychological services. Stay involved and connected. Remember that our ultimate goal is to serve children and to improve outcomes. The future of school psychology is in our hands.

Thank you for being part of FASP, your professional organization, and for your hard work in fulfilling our mission. Hope to see you at the TradeWinds Resort. Enjoy your summer. **Please view my video message online at the following website:**

http://www.fasp.org/FASP_Officers/President.html

Best Regards,
Monica Oganen Murray, M.A., Ed.S.
FASP President

Attention FASP Members...

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 Adrienne Avallone, (faspmembership@gmail.com), FASP Membership Chair, with your updated information.





FASP Announces the "Monthly Recognition of Excellence"



This year, FASP has been acknowledging School Psychologists from around the state with a "*Monthly Recognition of Excellence.*"

Congratulations to all of those recognized!

April Winners

April's nominations came from the East Central Regional Representative. April's winners are:

Barbara Ptaszynski

Barbara Ptaszynski, a school psychologist since 1999, was recently elected School Psychologist of the Year by the Orange County Association of School Psychologists (OCASP). Barbara is well respected among peers for her dedication to the students she serves and for her levels of professionalism and expertise. Through the years, Barbara has assumed multiple leadership roles, including Lead School Psychologist, Peer Mentor, Intern Supervisor, and member of the district's Standards of Practice Committee. Her comprehensive approach to examining all factors of students' academic, emotional, and behavioral well-being shows her commitment to the betterment of the students and families she encounters at her schools. This year, Barbara supports an elementary school, a middle school, and a high school. She is involved with the Response to Intervention Teams and is a member of the district-wide Crisis Intervention and Recovery Plan Committee.

Natacha Noel

Natacha Noel, the only Haitian-Creole speaking school psychologist in Orange County Public Schools, has been involved in the public school system for the past 10 years. She began her career as a middle school guidance counselor, while studying to become an Educational Specialist in School Psychology. As a district-wide bilingual school psychologist, Natacha has touched many lives, as she assists a large number of school teams, not only during the evaluation process of limited English proficient students from Haitian background, but also by interpreting for the families during various types of meetings, providing crisis counseling, assisting with selective mutism interventions, and engaging in the progress monitoring process as part of the Response to Intervention process. As busy as she is, Natacha finds time to support the local organization as the current Treasurer of the Orange County Association of School Psychologists. She is also a member of the FASP Cultural and Linguistic Diversity Committee.

Lisa Coffey

Lisa Coffey, a nationally certified and state licensed school psychologist, has held various Executive Board positions on the FASP Executive Board, including the Presidency (1999-2000), and in the Orange County Association of School Psychologists, as Area Representative (2001-2007). Lisa has participated on the district's Standards of Practice Committee for over 10 years, assisting colleagues by providing information and training to maintain standards of best practice. Lisa is trained through the Federal Emergency Management Agency (FEMA) in school-related emergency response, through the American Red Cross in Foundations of Disaster Mental Health, and through NASP as Trainer on the PREPaRE Crisis Preparedness and Response. Her level of expertise has earned her the respect of the district-wide Crisis Intervention and Recovery Plan Committee, in which she plays a key role. She has supported Positive Behavioral Support initiatives by presenting at district and state conferences on attention-deficit/hyperactivity disorder, parenting strategies, cyber bullying, and autism. Lisa is actively involved in the Response to Intervention process at her schools, in addition to providing counseling to students and supporting peers through mentoring and supervision for licensure.



May Winner



May's nominations came from the Northeast Regional Representative.

Our May winner is:

Susan Hatcher

Susan Hatcher is in her sixth year as a School Psychologist for Duval County Public Schools. As a member of FASP, CSFI, and NASP, Susan champions causes for children and the profession even if it comes with personal costs. When Susan saw unethical behavior that had the potential to impact the welfare of children, she did not hesitate to take action. Recently, when budget cuts unexpectedly impacted school psychologists in her county, Susan organized psychologists and provided guidance and direction in order for them to present their concerns to appropriate officials.

We look forward to announcing June's nominees from the South region!

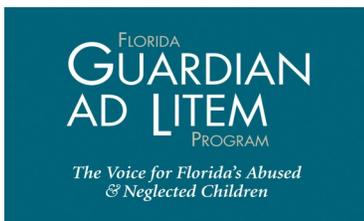
Kurt Wasser
Awards Chair

Florida Guardian ad Litem Program

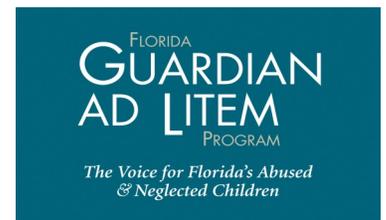
The Florida Guardian ad Litem Program is a statewide agency that serves as a powerful voice for abused and neglected children in the court system and the community. The Guardian ad Litem Program is able to represent thousands of children with the help of volunteers. Program volunteers donate countless 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



Deborah Moore (Forrester)
Director of Volunteer Recruitment
600 South Calhoun Street, Suite 265-D
Tallahassee, Florida 32399
(850) 922-7203 / (850) 445-6462 cell





FIGHTING FOR YOUTH! FIGHTING FOR YOU!

WHAT CAN YOU DO TO SUPPORT THE WORK OF FASP?



WE NEED YOUR SUPPORT TO CONTINUE PROTECTING THE INTERESTS OF FLORIDA'S SCHOOL PSYCHOLOGISTS, YOUTH, AND FAMILIES .

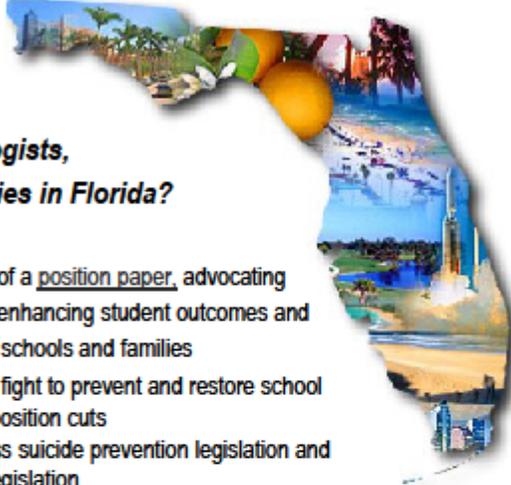
DUES:
REGULAR MEMBERS: \$80
TRANSITION MEMBERS (NEW): \$40
STUDENT MEMBERS: \$20
RETIRED: \$30
ASSOCIATE: \$80

**FLORIDA ASSOCIATION
OF SCHOOL
PSYCHOLOGISTS**
Monica Oganis Murray, President
Mark Neely, Past President
Joe Jackson, President Elect
Gail Patterson, Secretary
Amy Endsley, Treasurer

For Questions About Membership Dues or Benefits, Please Contact our Membership Chair, Adrienne Avallone
faspmembership@gmail.com

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

- Advocacy efforts:
 - ⇒ Development of a position paper, advocating for our role in enhancing student outcomes and supporting FL schools and families
 - ⇒ Helping in the fight to prevent and restore school psychologist position cuts
 - ⇒ Helping to pass suicide prevention legislation and anti-bullying legislation
 - ⇒ Supporting and promoting FASP Internship Standardization Process
- High quality professional development and CE opportunities
 - ⇒ FASP Summer Institute and Annual Conference
 - ⇒ Nationally-recognized presenters, such as Mark Shinn, Jack Naglieri, George McCloskey, Matthew Burns
 - ⇒ FL PS/RTI Project to be delivering workshops tailored to meet FL school psychologists needs at both the 2011 Summer Institute and 2011 Annual Conference
 - ⇒ Online CE Credits
 - ⇒ New FASP Professional Development Plan Framework
- Annual job fairs, allowing members to meet prospective employers
- Increased communication keeping you up to date on the issues, best practices, and current job openings through multiple venues, such as
 - ⇒ The Florida School Psychologist newsletter, FASP Flash email blasts, Facebook, email updates from Regional Reps and Student Delegate, and an ever growing and updated FASP.org!
- Recognition of exemplary service during our annual awards ceremony for outstanding School Psychologist, Administrator, Legislator, Graduate Students, and Innovative Program.
 - ⇒ New nomination guidelines are posted on FASP's award page.
- Provision of grants through the Children Services Fund





**FASP Would Like to Congratulate the Following
NEW MEMBERS...**

KATHERINE SILLS

DELHI RUBIO

KAREN ZAMBRANO

KIM TUCKER

COLLEEN BUTCHER

DIANE KELLER

NANDELYNE METELLUS

SUSAN LEACH

LATAVIA WILLIAMS

BRETT STONE

ERIN GRUBBS

KENDALL GREEN

Renewal time!!

Please renew your FASP membership now.

You can receive member discounts at Summer Institute.

Membership year ends June 30.

You can renew at www.fasp.org.

If you have any questions, please contact

**Adrienne Avallone at:
faspmembership@gmail.com**



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

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:

**Adrienne Avallone
FASP Membership Chair
8113 Bautista Way
Palm Beach Gardens, FL 33418**



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

Current News in the Southeast Region

CUTS/ADVOCACY MOVEMENT:

Palm Beach County:

Palm Beach County school psychologists have been advocating for their positions. A few weeks ago, 8 positions were cut (resulting in a 10% decrease to staff). Currently, Palm Beach County employs 86 school psychologists that serve over 171,000 students. The Psychologist to student ratio is currently 1:2000 in Palm Beach, 1:1300 nationally, and 1:1100 statewide. With the 10% cuts, the ratio in Palm Beach will be 1:2200. PBASP (Palm Beach County School Psychologists) current President and President Elect, as well as (2) Lead Psychologists, have been meeting with School Board Members and with the current Superintendent of Schools to advocate against the current cuts and future cuts. Advocating paid off, as all 8 positions have been reinstated!!! Congratulations to those who participated in the advocacy movement!!!

Broward County:

Recently, 1400 instructional personnel did not have their contracts renewed. Most of these positions were held by personnel who had less than 3 years of experience. Included in the cuts were school psychologists. We will keep you updated as we receive more information.

ORGANIZATIONAL CHART QUESTION:

PLEASE EMAIL KIM BERRYHILL @ KIMMBER89@AOL.COM WITH YOUR ANSWER TO THIS QUESTION:

WHERE ARE SCHOOL PSYCHOLOGISTS LOCATED WITHIN YOUR DISTRICT'S ORGANIZATIONAL CHART?

PSYCHOLOGICAL SERVICES

STUDENT SERVICES

ESE

OTHER: _____



**THANKS!
Kim**



Congratulations to Orange County's School Psychologist of the Year!



The Orange County Counseling Association recently recognized outstanding Orange County Public Schools (OCPS) staff members who support student services and counseling. The Orange County Association of School Psychologists (OCASP) is pleased to announce that **Barbara Ptaszynski** was honored as **School Psychologist of the Year**. Barbara began her career as a school psychologist in 1999. She originally started with a half-time position in OCPS, trying to balance family and work. Barbara stated that the best professional experience she has had has been provided through being a stay-at-home mom for some years. Her kids have taught her many good life lessons that assisted her in being a better school psychologist. Over time, Barbara took on a full-time position with OCPS.

Barbara started out in what was formerly known as the 'South' Learning Community and has been a "southerner" ever since. She has spent some time on a few committees such as OCASP and the Standards of Practice Committee. She spent a few years as a lead school psychologist for the Southeast and has supervised 5 interns. Her level of professionalism and expertise in leadership are unmistakable to many.

Barbara stated that the highlights of her experience as a school psychologist revolve around her role as an intern supervisor. She stated that it is always rewarding to work with people who are coming into the field and excited to learn. She enjoys hearing their new perspectives on things which helps keep her current. Barbara stated that each of her interns has made her very proud.

Barbara's dedication to her students and serving her schools is strongly evident in her daily interactions at her schools and with peers. Her comprehensive approach of examining all factors of students' academic, emotional, and behavioral well-being shows her commitment to the betterment of the students and families she encounters at her schools. Barbara also works well with the faculty and staff at her schools. She has solid experience with all levels of education, elementary, middle, and high schools. She currently serves Ventura Elementary, Conway Middle, and Colonial High, which includes the Ninth Grade Center.

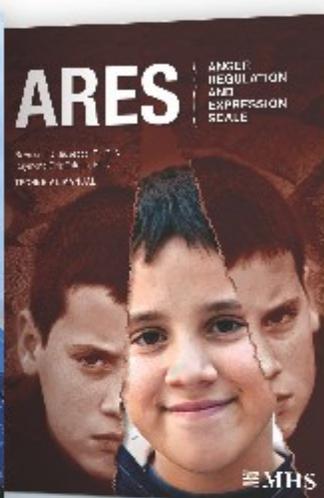
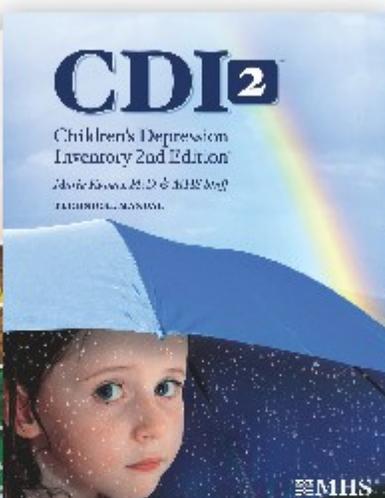
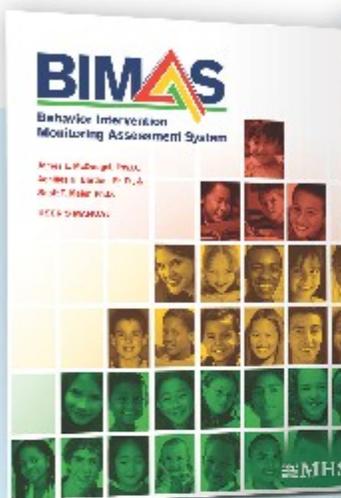


Left:
Barbara Ptaszynski, 2010 OCPS School Psychologist of the Year, with the 2010 OCPS School Social Worker of the Year, Carol Franz.





New Assessments from MHS



BIMAS™

James L. McDougal, Psy.D.,
Achilles N. Bardo, Ph.D., &
Scott T. Meier, Ph.D.

The Behavior Intervention Monitoring Assessment System (BIMAS™) is an assessment system useful for monitoring students' responses to clinical treatments and school-based mental health services, in addition to psychosocial interventions and special education services offered by personnel in the schools.

To find out more, visit:

www.mhs.com/BIMAS

CDI 2™

Maria Kovacs, Ph.D. & MHS Staff

The Children's Depression Inventory 2nd Edition™ (CDI 2™) is a comprehensive multi-rater assessment of depressive symptoms in youth aged 7 to 17 years. Based on the original CDI™, the CDI 2 retains many of the essential features of its predecessor and introduces a number of important refinements. The CDI 2 includes new items that focus on the core aspects of childhood depression, revised scales, and newly updated normative data.

To find out more, visit:

www.mhs.com/CDI2

ARES

Raymond DiGiuseppe, Ph.D. &
Raymond Chip Tefate, Ph.D.

The Anger Regulation and Expression Scale (ARES) is a comprehensive, self-report measure of angry thoughts, emotions, and behaviors in youth aged 10 to 17 years. Derived from the Anger Disorder Scale (ADS™), the ARES assesses tendencies towards inward and outward expressions of anger, along with the range and duration of anger experiences.

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Self-Management: An Evidenced-Based Intervention for ASD

By: Lee A. Wilkinson, EdD, PhD, NCSP

The dramatic increase in the number of school-age children identified with autism spectrum disorders (ASD) has created an urgent need to design and implement positive behavioral supports in our schools' classrooms. Only 3% of children with ASD are identified solely by non-school resources. All other children are identified by a combination of school and non-school resources (57%), or by school resources alone (40%). As a result, school psychologists are now more likely to be asked to participate in the screening, identification, and educational planning for children with ASD than at any other time in the recent past.

As school psychologists, we are frequently called on to consult with teachers and parents on how to develop and implement interventions to manage children's behavioral challenges in the classroom and at home. While there is no "one size fits all" or single effective intervention, evidence-based strategies such as *self-management* have shown considerable promise in addressing the attention/concentration difficulties and poor behavioral regulation of students with ASD. The purpose of this article is to illustrate the use of self-management as a positive and proactive classroom strategy for enhancing the independence, self-reliance, and school adjustment of students with high functioning ASD.

Defining Self-Management

Self-management strategies are gaining in popularity as an alternative to traditional behavior management interventions. They have been implemented successfully for students with a wide range of academic and behavioral challenges. This group of procedures typically involve the components of self-observation and self-recording, which together comprise self-monitoring. Students are instructed to (a) observe specific aspects of their own behavior and (b) provide an objective recording of these observations. The procedure involves providing a cue or prompt to the student and having that student determine whether or not he or she is engaged in a specific behavior at the moment the cue was supplied. The activity of focusing attention on one's own behavior and self-recording these observations can have a positive "reactive" effect on the behavior being monitored.

Benefits of Self-Management

One of the prominent features of more capable students with ASD is an absence of, or a poorly developed set of self-management skills. This includes difficulty directing, controlling, inhibiting, or maintaining and generalizing behaviors required for adjustment across home and school settings. By learning self-management techniques:

- * students become more independent, self-reliant, and responsible for their own behavior and less dependent on external controls and continuous supervision;
- * have an opportunity to participate in the design and implementation of their own behavior management programs, rather than traditional "top down" external contingency approaches; and
- * acquire a "pivotal" skill that facilitates generalization of adaptive behavior, supports autonomy, and has the potential to produce long lasting behavioral improvements across a range of contexts.

It is important to note that self-management interventions are intended to complement, not replace, positive reinforcement procedures already in place in the classroom. They should not be considered as static and inflexible procedures, but rather as a "framework" in which to design and implement effective interventions to facilitate the inclusion of students with ASD and other disabilities in general education settings.

(continued on page 14)



Designing a Self-Management Plan

Designing and implementing a self-management strategy need not be a complicated or difficult undertaking. However, there are several questions to consider:

- What is the target behavior(s)?
- In what setting(s) will the student self-monitor?
- What type of prompt (cue) is most appropriate?
- How often will the student self-monitor?
- What external incentive or rewards will be used?

The following steps provide a general guide to preparing and implementing a self-management plan in the classroom. They should be modified as needed to meet the individual needs of the student.

Step 1: Identify a preferred behavioral target. The initial step is to identify and define the target behavior(s). It is best to monitor one or a small number of appropriate, desired behaviors at first. Describe the behavior in terms of what the student is supposed to do, rather than what he or she is not supposed to do. This establishes a positive and constructive “alternative” behavior.

Step 2: Determine how often the student will self-monitor the target behavior. The schedule of self-monitoring will depend on the student’s age, cognitive level, and the severity of the problem behavior. Some students will need to self-monitor more frequently than others. For example, if the goal is to decrease a challenging behavior that occurs repeatedly, then the student should self-monitor a positive, replacement behavior at more frequent intervals.

Step 3: Meet with the student to explain self-monitoring, and identify goals and rewards contingent upon achieving those goals. Active student participation is a necessity as it increases proactive involvement and a perception of “ownership” in the plan. It is important to provide the student with a definition of self-management and the benefits of managing one’s own behavior.

Step 4: Create a student self-monitoring form. Develop a form for the student to monitor and record his or her behavior(s). The form should also include a method of recording responses (plus or minus; yes or no; happy face or sad face) to the questions and specify the student's daily behavioral goal (e.g., was I following the classroom rules?).

Step 5: Teach the student. After the targeted behaviors, goals, and incentives are identified and defined, the student should be taught to use the self-monitoring procedure. Ideally, teaching should take place in the actual setting (classroom) in which the behavior occurs. Ask the student to observe while you simulate a classroom scenario and demonstrate the process of self-assessment and recording with the self-monitoring form. The student should also be encouraged to role play both desired and undesired behaviors at various times during practice, and to accurately self-monitor these behaviors.

Step 6: Implement the self-management plan. The student should rate his or her behavior on the self-monitoring form at the specific time interval established. For example, a student might be prompted (cued) to record his or her behavior at 5 or 10 minute intervals. When prompted, the student records his or her response to the self-monitoring question (e.g., was I paying attention to my seat work?) on the form.

Step 7: Meet with the student to review the self-monitoring results each day and determine whether the behavioral goal was achieved. As soon as possible, hold a "brief" conference with the student to determine whether the behavioral goal indicated on the self-monitoring form was met for that day. Praise the student for completing the self-monitoring form and provide the agreed upon reward for achieving the behavioral goal.

Step 8: Provide the rewards when earned. Although self-monitoring can sometimes be effective without incentives, positive reinforcement increases the impact of the intervention and makes self-monitoring more motivating, even for the most difficult child.

Step 9: Incorporate the plan into a school-home collaboration scheme by sending the self-monitoring form home for parent review and signature. Autism professionals agree that a parent-teacher partnership is fundamental to effective educational intervention. The self-monitoring form should be sent home each day for parent signature to ensure that the student receives positive reinforcement across settings.

(continued on page 15)



Step 10: Fade the self-monitoring plan. The procedure should be faded once the student demonstrates that the “new” behavior is firmly established. This typically involves gradually increasing the time interval between both the prompt and rewards. The ultimate goal for the student is to monitor his or her behavior independently without recording, external cues, and incentives.

Conclusion

Self-management procedures are cost efficient and can be especially effective when used as a component of a comprehensive intervention program (e.g., functional assessment, social groups, curricular planning, sensory accommodations, and parent-teacher collaboration). While the research on the effectiveness of intervention strategies for children with autism is still in a formative stage, self-management is an emerging and promising technology for fostering independence and self-control in high-functioning students with ASD.

Adapted with permission from Wilkinson, L. A. (2010). *A best practice guide to assessment and intervention for autism and Asperger syndrome in schools*. London: Jessica Kingsley Publishers.
<http://bestpracticeautism.com>



Book Award Announcement

“A Best Practice Guide to Assessment and Intervention for Autism and Asperger Syndrome in Schools” by Palm Beach County school psychologist, Dr. Lee A. Wilkinson, has been named a Winner in the Education/Academic category of the 2011 Next Generation Indie Book Awards. The Next Generation Indie Book Awards “was established to recognize and honor the most exceptional independently published books in 60 different categories, for the year, and is presented by Independent Book Publishing Professionals Group.”

This accessible book provides a step-by-step guide to screening, assessment, and intervention for school-age children with autism spectrum disorders. Published by Jessica Kingsley Publishers, Ltd. the leading international publisher of books focusing on the autism spectrum, this comprehensive resource combines the best of a user-friendly handbook and the depth of an academically-oriented textbook. With illustrative case studies, FAQs, quick reference boxes, a best practice index, and a glossary of terms, this concise and well-researched guidebook will be widely used by school psychologists, advocates, teachers, speech/language therapists, counselors, and parents.

CONGRATULATIONS DR. LEE WILKINSON!





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FASP is proud to support and partner with
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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.



BOOK REVIEW



Long-Term Memory Problems in Children and Adolescents: Assessment, Intervention, and Effective Instruction

By Milton J. Dehn
2010, John Wiley & Sons, Inc.

Reviewed by Pam Abrams

In this text, Dr. Dehn makes a very compelling case for the importance of understanding memory, assessing it thoroughly, and providing appropriate individual as well as classroom-based intervention for it. Despite the title of the book, he does not limit the information he presents to long-term memory but also includes material about short-term memory and working memory although not in as much detail. (It should be noted that Dr. Dehn previously authored Working Memory and Academic Learning: Assessment and Intervention.)

In the Introduction and Overview, Dr. Dehn sets forth 20 learning objectives that the reader can attain after reading, studying, and applying the information and practices in the book, and the number and scope of these are a clear indication of the immense amount of information contained in this book. Dr. Dehn initially presents a very thorough description of the different memory systems and processes and then addresses the neuroanatomy of memory, the developmental course of long-term memory, and the risk factors for memory impairments. The latter discussion includes information about the specific types of memory difficulties that are associated with acquired brain injury, various medical conditions, developmental disorders, and mental disorders. All of this content comprises the first four chapters, while the remainder of the book focuses primarily on assessment, individual intervention for memory weaknesses, and classroom instruction that supports memory.

The chapter on assessment achieves several purposes. It details what aspects of memory should be assessed and gives specific guidelines about how to do this. Dr. Dehn includes comprehensive reviews of assessment instruments specific to memory and outlines what components of memory they address. He also lists subtests from the major intellectual and cognitive instruments that can be used to assess different areas of long-term memory. In addition, he emphasizes the importance of collecting information from multiple sources and provides helpful information to include in parent, teacher, and student interviews, and he highlights relevant information to consider when observing in the classroom and during assessment and while obtaining and reviewing classroom examination data. He also acknowledges the importance of medical, developmental, and academic histories as well as the assessment of cognitive abilities that are related to memory and thus can impact it. Finally, Dr. Dehn provides very clear, step-by-step procedures for the interpretation of assessment results which rest on hypothesis testing and the principles of cross-battery assessment.

Extensive information about individual intervention for children and adolescents who are found to have weaknesses in memory is presented in chapter six of the book. Not only are general guidelines or principles pertaining to this intervention presented, but highly specific directions are given for those evidence-based memory strategies and mnemonics that can be taught to students and procedures for doing so effectively. In the following chapter, Dr. Dehn addresses methods for teaching memory strategies in the classroom and discusses numerous instructional practices that enhance memory. Again, he presents very specific information about these--what each practice is, why it works, and how to apply it in the classroom. The final chapter of the book presents case studies which include information about both assessment and intervention. Dr. Dehn also gives a number of recommendations for report writing in this chapter.

I found this book to be very well-written and extensively researched (with 35 pages of references). It will be an important addition to my professional library, and I know that I will use it frequently as a resource in the future. I recommend it to all school psychologists who think that it is important to understand what is interfering with a student's learning in order to know better what needs to be done to allow that student to be more successful. Even if these individuals do not conduct as comprehensive an assessment of memory as Dr. Dehn recommends, they will find the general information about memory, multiple pieces of his assessment model, and many of the suggested interventions to be extremely useful.

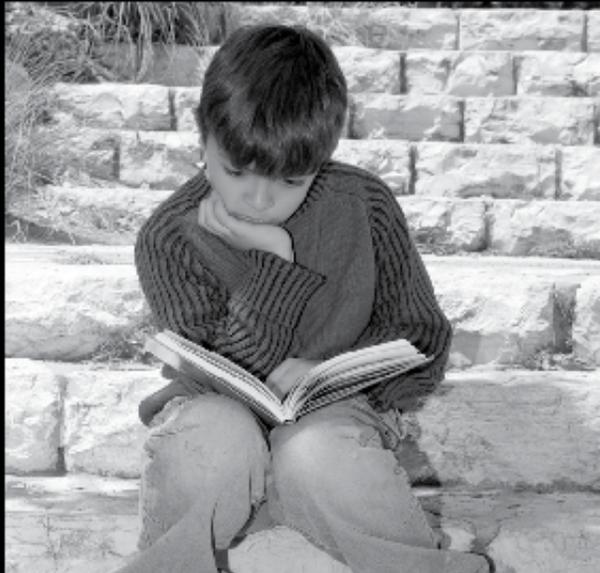
Pam Abrams, Ed.S., NCSP, is a school psychologist in private practice in Orlando, Florida.



Do you
know a
Juan?

Juan, a third grader, has struggled with reading since first grade. His current teacher reports that he has a limited sight word vocabulary, makes unusual decoding and spelling errors, and reads without fluency. He receives Tier 2 intervention in reading as a part of the district's RTI initiative.

*Winning Combinations -
Helping You Help Students Succeed!*



The reading specialist has been monitoring his progress on a bi-weekly basis using AIMSweb® Reading Curriculum-Based Measurement and MAZE comprehension prompts and has documented his unusually slow progress.



To learn more about how to better differentiate instruction for Juan, she administers the WIAT®-III reading subtests for basic reading, comprehension, and fluency. She discovers that, unlike many struggling readers, Juan's difficulties are related more to orthography than phonology, which helps explain why his phonics-based intervention has had limited effect.



The reading specialist administers select subtests from the PAL-II Diagnostic Assessment for Reading and Writing to confirm her findings.



Juan's intervention is then modified to include the Orthography Lessons from the PAL Research-Based Reading and Writing Lessons and explicit instruction in fluency.

Diana Y. Gintner, Assessment Consultant
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E-Mail: Diana.Gintner@Pearson.com
PsychCorp.com

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NEWS FROM YOUR NASP DELEGATE

NASP POSITION STATEMENT

Gay, Lesbian, Bisexual, Transgender, and Questioning Youth

The National Association of School Psychologists (NASP) supports equal access to education and mental health services for Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) youth within public and private schools. NASP believes that school psychologists are ethically obligated to ensure that all students have an equal opportunity for the development and expression of their personal identity in an environment free from discrimination, harassment, violence, and abuse. To achieve this goal, education and advocacy must be used to reduce discrimination and harassment against GLBTQ youth by students and staff.

Safe Space Kits

NASP is partnering with the Gay, Lesbian and Straight Education Network (GLSEN) to raise awareness about the Safe Space Campaign and to disseminate the Safe Space Kit for use in middle schools and in high schools. The Safe Space Kit provides guidance to teachers and school staff in how to become allies to GLBTQ youth. It offers a program to create safe, positive learning environments. GLSEN is providing 350 "free" kits to NASP members. Visit safespacekit.com to order your free kit by using the NASP code at checkout: NASP35b. Please limit orders to one free kit per NASP member; additional kits may be purchased for \$20 each.



Japanese Translated Resources

NASP has been working with the Japan Association of School Psychologists (JASP) and Japanese school psychologists in the United States to provide translated materials for schools and families in Japan and those who might be affected in this country. Resources are available in English and Japanese on our website. We will continue to add to these as additional translations are completed.

Resources

- The Tragedy of Japan: Quick Tips and Facts (English and Japanese)
- Global Disasters: Helping Children Cope (PDF)
- Global Disasters: Helping Children Cope (Japanese) (PDF)
- Helping Children After a Natural Disaster: Information for Parents and Teachers
- Helping Children after a Natural Disaster: Information for Parents and Teachers (Japanese) (PDF)
- Responding to Natural Disasters - Helping Children and Families: Information for School Crisis Teams
- Understanding Radiation Risk (Coming Soon)
- Helping Relocated Students With Special Needs in Japan: Recommendations for Receiving Schools (PDF)
- Helping Relocated Students With Special Needs in Japan: Recommendations for Receiving Schools (Japanese) (PDF)

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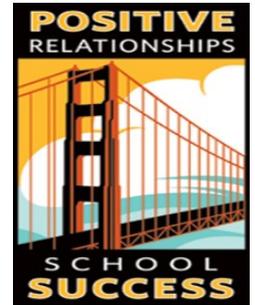


2011 GW/NASP Public Policy Institute

NASP and the George Washington University (GW) Graduate School in Education and Human Development (GSEHD) will cohost an annual federal public policy institute in Washington, DC addressing "Learning and Social Emotional Supports for Vulnerable Students: Directions for the Nation." The 3-day basic training (July 6–8, 2011) is for school psychologists and will focus on building the foundational knowledge of grassroots advocacy and federal education law. The 5-day training (July 6–12, 2011) is for individuals receiving graduate credit and will look more closely at the development of administrative policy and procedure and their impact on students and school organizational systems. Space is limited, so register early!

Audio Recording Package Sales

Did you miss the 2011 convention in San Francisco, or wish you could have attended other sessions? Order your access to the 2011 audio-video recorded sessions on the NASP Live Learning Center.



Save on Registration for the Summer Conferences



Promoting Competence. Creating Capacity

The NASP 2011 Summer Conferences deliver an incredible value with 2 days packed full of concentrated skills development. Choose from two great locations: Indianapolis, IN, July 11–13 and Atlantic City, NJ, July 25–27. Plus, get up to 18 hours of NASP-, APA-, and NBCC-approved CPD credits.

Get PREPaRE Training at the Summer Conferences

Attend the newly updated PREPaRE training curriculum at the NASP 2011 Summer Conferences. With two PREPaRE workshops available at each summer conference, you'll get critical training in crisis preparation, prevention, intervention, response, and recovery procedures, with a special emphasis on the role of school-based mental health professionals.

Cultivating Character Strength

By shining the light on children's strengths, you'll help them value who they are at their best and encourage them to put their strengths into action! Several important findings have emerged from research on character strengths. In children over the age of 7, gratitude, hope, zest, and love are most strongly related to life satisfaction and happiness. Visit Fishfulthinking.com to learn more about how parents and teachers can help a child both develop awareness of character strengths and build new ones.



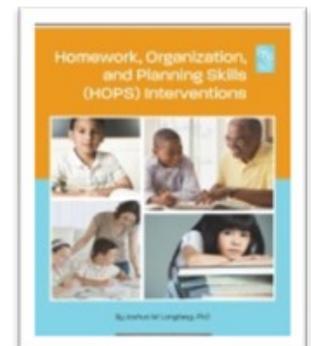
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NASP PUBLICATIONS

Help Students Reach Their Potential with HOPS

The newly released Homework, Organization, and Planning Skills (HOPS) Interventions gives you evidence-based interventions to help students struggling with organization, time management, and planning skills. You'll be able to help students improve their organization skills and decrease homework problems to help them achieve greater academic success.





School Psychology Forum Spring Issue

The spring issue of School Psychology Forum is available online and includes podcasts! Share the public article, "Literature Circles: Social and Leadership Development Among At-Risk Students," with colleagues. NASP members have access to additional articles about adolescent dating and intimate relationship violence and getting students to work smarter and harder.

CONCUSSIONS

CDC Concussions Resources for States, Schools, and Sports Leagues

The Centers for Disease Control (CDC) has created a new Parent/Athlete Information Sheet on concussion that can be used by schools, leagues, and states for parents and athletes to read and sign before the first practice. Also, the CDC's Heads Up online course for youth sports coaches is now available in DVD format for use at events, training sessions, and conferences, with the script and quiz also available in Spanish.

Resources

Traumatic Brain Injury and Teens: Information for School Administrators from Principal Leadership

Traumatic Brain Injury (TBI): Information for Parents from Helping Children at Home and School II

CULTURAL COMPETENCE

Cultural Competence

Download the current issue of the American Educator which focuses on issues of race, equity, and access and ponders the question of how America, the land of opportunity, should define educational equity. It is available for free from the American Federation of Teachers.



Children in Immigrant Families: Ensuring Opportunity for Every Child in America

Nearly one fourth of the U.S. child population is from immigrant families. This policy brief pulls key indicators from the Foundation for Child Development Child Well-Being Index, as well as additional data, to highlight both similarities and differences in the circumstances of children in immigrant and native-born families. The brief also discusses recently passed federal legislation that relates to children in immigrant families.

Resources

- * NASP Dialogue: Interview with Janine Jones, Editor of The Psychology of Multiculturalism in the Schools: A Primer for Practice, Training, and Research (podcast)
- * School-Based Services for Traumatized Refugee Children from Communiqué
- * Communicating Effectively with Culturally and Linguistically Diverse Families from Communiqué Cultural Competent Practice (website resources)



FOCUS ON BULLYING

Measuring Bullying Experiences

CDC's Injury Center is pleased to announce the release of *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*. This collection provides researchers, prevention specialists, and health educators with tools to measure a range of bullying experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences. It represents a starting point from which researchers can consider a set of psychometrically sound measures for assessing self-reported incidence and prevalence of a variety of bullying experiences.



NASP Member Resources

- Bullies and Victims
- Bullying Prevention and Intervention: Realistic Strategies for Schools from Communiqué
- Sample Press Release or Tip Sheet, adaptable communications resource
- Effects of Promoting Positive Peer Relationships (P3R) Classroom Resource NASP 2011 Convention PowerPoint

REPORTS AND RESOURCES

New Report on Adolescents, Antidepressants, and Suicide Attempts

This report from the Office of Applied Studies of the Substance Abuse and Mental Health Services Administration provides data from 2004 to 2008 on emergency department visits by adolescents and young adults for drug-related suicide attempts. In 2008, 23.0% of such visits among adolescents and nearly 18% among young adults involved antidepressants. A majority among both populations involved other substances in addition to antidepressants.

Results of a Longitudinal Study Show Successful Model for Dropout Prevention

America's Promise Alliance partner, Communities In Schools, an organization dedicated to empowering students to stay in school and achieve in life, has just released the results of a 5-year comprehensive longitudinal evaluation. The evaluation concluded that the Communities In Schools model is associated with the strongest reduction in drop-out rates among all existing fully scaled drop-out prevention programs in the United States.

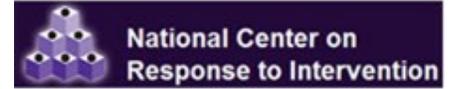
New Report on Effectiveness of School Discipline Policies

A new Child Trends brief highlights rigorously evaluated, nonpunitive alternatives to zero tolerance that have shown promise in improving school safety and student outcomes. The brief, *Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives To Zero Tolerance*, also finds a lack of rigorous research on the effectiveness of zero tolerance school discipline policies and concludes that the existing research shows no evidence that these policies decrease school violence.



Progress Monitoring Tools Chart

The National Center on Response to Intervention has announced the updated release of the Progress Monitoring Tools Chart. This chart represents the results of the third annual review of progress monitoring tools by the Center’s Technical Review Committee (TRC). The chart provides ratings on the technical adequacy of progress monitoring tools used within an RTI context. The National Center on RTI publishes this tools chart to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their individual needs. Please note that the Center does not endorse or recommend the tools included in the chart.



RTI for English Language Learners: Appropriately Using Screening and Progress Monitoring Tools to Improve Instructional Outcomes

This brief provides a framework for using response to intervention with students who are English language learners (ELL) from Hispanic backgrounds. It examines the characteristics of these students; defines the RTI process; and then models how students’ linguistic, cultural, and experiential backgrounds can guide appropriate screening, progress monitoring, and goal setting that will help promote English literacy. The brief concludes with a case study that provides specific recommendations for how to apply screening and progress monitoring with ELLs.

The Health of Lesbian, Gay, Bisexual, and Transgender People

This report examines the health status of these populations in three life stages: childhood and adolescence, early/middle adulthood, and later adulthood. At each life stage, the committee studied mental health, physical health, risks and protective factors, health services, and contextual influences. To advance understanding of the health needs of all LGBT individuals, the report finds that researchers need more data about the demographics of these populations, improved methods for collecting and analyzing data, and an increased participation of sexual and gender minorities in research.

Practical Knowledge on Critical Issues for Experienced Practitioners

Attend the NASP 2011 Summer Conferences to get the most current information on issues critical to the profession. Summer conference content is designed to provide concentrated skills development for advanced practitioners and offers a unique opportunity to hear from industry leaders in their areas of expertise. You can choose from sessions on important topics, including RTI, ethics, ADHD, cyberbullying, and crisis prevention and intervention. Plus, get up to 18 hours of NASP-, APA-, and NBCC-approved CPD credits. Join the National Association of School Psychologists in **Indianapolis, IN, July 11–13 or Atlantic City, NJ, July 25–27!** Register today at www.nasponline.org/summerconferences.



Promoting Competence, Creating Capacity

Hear What Past Attendees Had to Say About the NASP Summer Conferences

- “An excellent professional development experience.”
- “It was a great experience with information on a variety of topics.”
- “I came to the conference to stay up-to-date with the latest trends.”

Join the National Association of School Psychologists for this unique opportunity to get high quality training designed for advanced practitioners. Register today!



A Cross-Informant System for Strength-Based Assessment...

Social Emotional Assets and Resilience Scales™ (SEARS)

Kenneth W. Merrell, PhD

The SEARS is a cross-informant system for assessing the social-emotional competencies of children and adolescents from multiple perspectives—self, parent, and teacher. Created as a strength-based assessment, the SEARS is closely tied to the ideas associated with the positive psychology movement and focuses on a child's assets and strengths. The four separate forms may be used for any combination of student, parent, and teacher assessment. All forms measure common constructs (e.g., self-regulation, responsibility, social competence, empathy), but also include items designed to capture the unique perspective of the rater. The rating forms are brief (ranging from 35 to 41 items each) and easy to use.



Can be used with children and adolescents who exhibit a variety of clinical problems or disorders or who are at high risk for developing such disorders, particularly high-functioning autism or Asperger's disorder (previously developmental disorder [PDD] spectrum), conduct disorders, attention deficit hyperactivity disorder (ADHD), and internalizing disorders.

	SEARS-C (self-report)	SEARS-A (self-report)	SEARS-T	SEARS-P*
Age range	8-12 years	13-18 years	5-15 years	5-18 years
Grade range	3-8	7-12	K-12	K-12

*Also available in Spanish!

The SEARS system also offers separate short forms for children, adolescents, teachers, and parents, with just 12 items each. These forms have strong item-level psychometric properties and best reflect the global construct of social resiliency measured by the full-length rating forms. The short forms require very little time to administer and are thus very practical for repeated assessment.

SEARS Scoring Program (SEARS-SP)

The SEARS-SP offers Score Reports, which are available for all forms; Longitudinal Reports, which are based on short form administration and compare the child's or adolescent's self-report to the reports given by his or her teacher and parent over multiple administrations; and Integrated Score Reports, which are based on long form administration and compare the child's or adolescent's self-report to the reports given by his or her teacher and parent.

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Five Strategies to Prevent a Sensitive Boy from Being Bullied

By Ted Zeff, Ph.D.

Did you know that 20% of the population has a sensitive nervous system and the trait is equally divided between males and females? Therefore, 20% of all males are sensitive, or one out of every five boys has a finely tuned nervous system. A highly sensitive boy (HSB) can be easily overwhelmed by noise and crowds, fearful of new situations, and shy away from aggressive interactions. He generally reacts more deeply and exhibits more emotional sensitivity than the non-sensitive boy, which unfortunately could result in his being bullied.

According to the National Association of School Psychologists, 160,000 children miss school every day in the United States for fear of being bullied; more than 50 suicides have been linked to prolonged bullying; and approximately 85% of school shootings have revenge against bullies as a major motive. School-related bullying has led to depression and poor school performance in many children.

Although research has shown that infant boys are more emotionally reactive than infant girls, by the time boys reach the age of five, they have usually learned to repress every emotion except anger. Societal values emphasize that males should be aggressive, thick-skinned, and emotionally self-controlled, which is the opposite of a sensitive boy. When boys do not conform to the “boy code” and instead show their gentleness and emotions, they are often ostracized and humiliated.

Bullies tend to target kids who seem different from others. Since the 80% of non-HSBs are hard-wired neurologically to behave in a different manner than the 20% of HSBs, many sensitive boys do not fit in with the vast majority of boys and risk being bullied. Bullies also target kids who do not fight back and who react deeply to teasing. Research shows that 85% of HSBs avoided fighting and most sensitive boys become more emotionally upset from bullying than other boys.

How can we prevent sensitive boys from being bullied?

Develop Confidence in the HSB with Support from Parents and Other Adults

Unconditional love and support from parents and other adults will give an HSB the confidence he needs to face difficult situations. Unfortunately, when the burden is placed on one or two frequently stressed-out adults, it is difficult to give the unconditional love and support a sensitive boy needs. Studies have shown that boys who had positive, loving relationships with adults other than parents (grandparents, aunts, uncles, etc.) reported having more positive experiences as a child than those who did not have these additional relationships. Sensitive men from India and Thailand reported experiencing happier childhoods than those from North America, which may be due to the role of the extended family and community in raising children in those cultures. So it is important that HSBs develop positive relationships with adult extended family members, friends, teachers, counselors, coaches, and other community members.

Some people believe that boys need stronger discipline than girls. However, a sensitive boy can learn a lesson better when he is calm and receptive. When adults are disciplining an HSB, it is vital to talk to him in a gentle manner. When adults set limits in a calm, yet firm manner it will not lower his self-esteem.

Mothers generally spend more time with their children, so they are frequently in a position to bolster a sensitive boy's confidence. However, fathers (or uncles, grandfathers, or other male role models) need to spend special, positive time with an HSB. While a father (or male role model) needs to teach the HSB how to stand up for himself, the adult male also has to understand, protect, and encourage a sensitive boy. When a man accepts an HSB's trait of sensitivity instead of trying to mold him into a non-HSB, it will raise his self-esteem.

(continued through page 27)

**Make School a Safe Place for a Sensitive Boy**

If a boy gets bullied in school, it is important for adults to let him know effective methods to handle the situation. According to the Youth Voice Project, which surveyed 11,000 teens in 25 schools, the most effective solutions to stopping bullying were accessing the support of adults and peers. Less-effective strategies were ignoring the bullying, telling them to stop, and walking away.

Learning self-defense can give an HSB more confidence when confronted by bullying. The P.T.A. or the principal could arrange for a professional to come to the school to offer an anti-bullying program. If an HSB has tried the methods I mentioned above but the bullying does not stop (or becomes violent), contact the school principal since the HSB's safety and sense of well-being is of prime importance.

If the bullying continues, there may be the possibility of attending a progressive private school (i.e., Montessori, Waldorf, Steiner), that could be more conducive to an HSB's emotional and educational needs than a large public school. Homeschooling is ideal for most sensitive boys since the HSB thrives in a safe, quiet, less-stimulating environment where he is free to pursue both core and creative subjects at his own pace. To compensate for the lack of social interaction, it is important for the boy to get together with other children who are also being homeschooled. Tutors can be hired or the boy can be enrolled in special classes.

Help the HSB Obtain Peer Support through New Friendships

Most boys prefer to socialize in large groups, yet sensitive boys usually prefer to interact with only one friend or play by themselves. Since they shy away from aggressive, combative interactions, HSBs may have difficulties making friends with other boys.

It may be better for an HSB to have just one friend rather than try to be accepted by a group of non-HSBs. However, it could be beneficial for a sensitive boy to learn how to navigate through the majority non-sensitive boy culture as long as the friends involved remain respectful. It is important for the HSB to create a balance between spending time alone and with friends or he may not learn successful interpersonal skills.

Help the Sensitive Boy Become Physically Fit

When a boy becomes involved in sports, he feels accepted by his peers, which increases his self-esteem. Most boys are involved in some team sports, but research indicates that 85% of sensitive boys did not participate in team sports and most preferred to participate in individual exercise. Since HSBs do not perform well under group pressure and may be deeply hurt by the cruel culture of "boy teasing" while playing sports with other boys, they generally avoid such interactions.

Regardless of athletic ability, it is important for the HSB to participate in physical exercise since it will help him become healthier, stronger, and more confident. When an HSB has someone to teach and encourage him how to play various games, he can thrive, even in the insensitive world of male sports. However, before a sensitive boy joins a team, a parent or guardian should talk with the coach, and possibly other parents, to make sure that the players are treated with respect and are not overly competitive. The key is to find athletic activities that the HSB authentically enjoys.

As previously mentioned, learning some form of self-defense can really empower a sensitive boy, helping him feel safe and better able to fend off bullies if needed. It is important to let the instructor know that the sensitive boy needs support from the trainer. The sensitive boy who masters some form of self-defense becomes less fearful, more confident, and frequently more sociable.



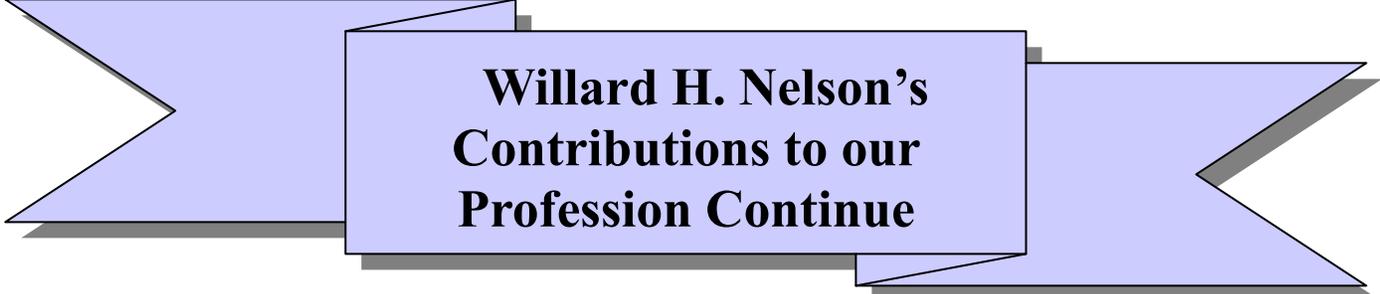
Increase an HSB's Self-esteem

Research has shown that the more dissatisfied a boy is with his body, the poorer his self-esteem. Therefore, a sensitive boy who reacts more deeply to teasing about his physical appearance than a non-HSB is at risk for developing low self-esteem. Though the media can be a strong influence on a child, as an adult in his life you are the stronger influence and hold the power to let him know that his body is perfect exactly as it is. Discuss how the media is perpetuating myths about what a male body should look like.

An important aspect of a positive body image is good health. Stress affects health, and since an HSB may be more vulnerable to stress than the non-HSB, it is important to help him maintain a preventative health-maintenance program by making sure he eats a healthy diet, gets enough sleep, and gets regular exercise.

There are millions of parents, teachers, counselors, and therapists of sensitive boys trying to help HSBs cope in a world that does not appreciate sensitivity in males. As you begin integrating some of the suggestions in this article into your work with the HSB, you will start seeing positive changes as he becomes a stronger and more confident boy.

Dr. Ted Zeff is the author of *The Strong, Sensitive Boy*.
For more information please visit www.drtedzeff.com



Willard H. Nelson's Contributions to our Profession Continue

Founding member and past president of FASP, Willard H. Nelson, was known as an outstanding contributor to the profession of school psychology in Florida. He was an exemplary leader and FASP continues to celebrate his contributions to school psychology, and to the children that we serve, through the Willard H. Nelson Lifetime Achievement Award. This award, established in 1982 and named in honor of Willard Nelson (its first recipient), honors those with a long-standing, continued service as a school psychologist.

Dr. Nelson passed away in 1997. However, his wishes to make a contribution to FASP upon his death recently became known. Dr. Nelson's financial contributions already helped to support the establishment of the FASP Children's Services Fund, Inc. His generosity continues to support the efforts of school psychologists to help children succeed at home, in school, and in life.

FASP is forever grateful for Willard Nelson's significant contributions to our profession and to the children in Florida. His legacy shines and inspires all of us to strengthen our dedication to FASP's mission of promoting and advocating for the mental health and educational development of Florida's children, youth, and families.



**Florida's School Psychologists:
Enhancing Student Outcomes and Supporting Florida's Schools and Families**

Educational leaders and policy-makers throughout Florida are currently faced with daunting challenges. These challenges include determining the student supports, personnel resources, and other factors needed to increase student achievement and to meet federal and state mandates in times of decreased fiscal support. This document serves to provide stakeholders with important information regarding the critical role that Florida's school psychologists serve to meet the academic, behavioral, and social-emotional needs of the 2.6 million children and youth attending Florida's public schools and to ensure compliance with numerous state and federal mandates.

Improving Student Outcomes: The National Association of School Psychologists (NASP) has developed the *Model for Comprehensive and Integrated School Psychological Services* (the Practice Model) as a framework for assisting schools in delivering comprehensive and effective, evidenced-based school psychological services. When implemented by qualified and competent school psychologists within a system of integrated supports, these comprehensive activities will improve student and educational outcomes such as graduation rates and college readiness. The domains cited in the Practice Model include data-based decision-making and accountability; consultation and collaboration; interventions and instructional support to develop academic skills; interventions and mental health services to develop social and life skills; school-wide practices to promote learning; preventive and responsive services; and family-school collaboration services. In order to make this model of service delivery most effective, NASP advocates a ratio of school psychologists to students of 1:500-700 in order to provide adequate comprehensive and preventive school-wide services and lower ratios when working with at-risk students. Unfortunately, the ratio of school psychologists to students in Florida is approximately 3 times the recommended ratio (i.e., Florida, on the average, has 1 school psychologist for each 1800 students based on current FDOE data). FASP supports the NASP Practice Model and encourages educators and policy makers to endorse this level of comprehensive services for Florida's students and schools.

Multi-tiered System of Student Supports: A multi-tiered system of support, often referred to as Problem-Solving Response to Instruction/Intervention (RtI) in Florida, is the cornerstone of school improvement efforts and is embedded in numerous state board and federal rules. School psychologists have specific skills necessary for effective implementation of Problem-Solving/RtI and are critical in moving their schools and districts forward within this mandated framework. More specifically, by virtue of their training, school psychologists have expertise in data analysis, problem solving, assessment to guide instruction and for special education eligibility determinations, and implementation of tiered levels of support. School psychologists help educators address the needs of all students, including the needs of closely monitored groups such as students with disabilities, economically disadvantaged students, English Language Learners, and others in making Adequate Yearly Progress (AYP) under No Child Left Behind.

Child Find Mandates under IDEA: The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires school districts to identify those students suspected of a disability and to provide appropriate educational services and supports based on each student's individualized educational needs. School psychologists are the professionals within our schools who are uniquely qualified and credentialed to provide the evaluations for many of the educational disability categories (e.g., their evaluations are necessary for the appropriate identification of children with Specific Learning Disabilities, Emotional/Behavioral Disabilities, Intellectual Disabilities, and Autism Spectrum Disorders). In addition, school psychologists are necessary to ensure that students suspected of any disability are appropriately evaluated to rule out the effects of emotional disturbance, substance use, bullying, domestic violence, physical and/or sexual abuse, intellectual disability, and other covertly co-occurring disabilities on their academic functioning. The appropriate identification of these students as disabled generates weighted FTE and Medicaid funding for school districts. Furthermore, school



districts must provide this Child Find activity to students from private schools, charter schools, virtual schools, and schools of choice, as well as to home schooled and pre-k students. As a result, the need for school psychologists to perform these mandated evaluations extends far beyond those students enrolled in districts' K-12 public schools and should be taken into account when determining district personnel allocations for school psychologists.

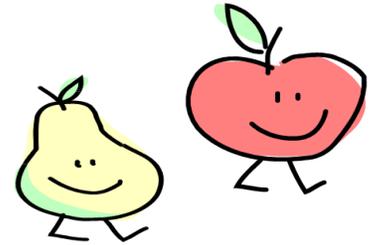
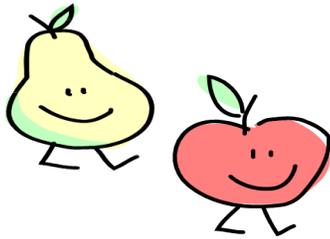
State Performance Plan: Florida's State Performance Plan (SPP) addresses numerous indicators that are impacted by the provision of school psychological services to students with disabilities (i.e., disproportionality, graduation rates, Least Restrictive Environment, Timely Evaluations). As an illustration, Indicator 11 of the SPP requires that all evaluation components for students suspected of a disability be completed within 60 days of which the child is in attendance at school following the receipt of parental consent for the evaluation. Districts out of compliance face sanctions, including focus monitoring in order to reach the expectation of 100% compliance. Furthermore, loss of funding is a potential consequence of non-compliance toward the state indicators. Also, lack of compliance may prevent a district from being eligible to receive state and federal grants. Adequate allocation of school psychology positions is critical in meeting this state goal as well as other important state indicators.

Required Identification of Gifted Learners: In addition to evaluating students suspected of having a disability, school psychologists evaluate students who demonstrate a need for specialized instruction and may meet eligibility criteria for gifted programs. Under Rule 6A-6.03019 of the Florida Administrative Code, the identification of a student as gifted requires the administration of an individually administered, standardized test of intelligence. School psychologists are the only professionals within our schools who are credentialed to provide this important, legally mandated educational service.

Cost-Effective Prevention: The seminal document, *Mental Health: A Report of the Surgeon General*, indicated that approximately 20% of the nation's children exhibit signs and symptoms of a mental disorder. Moreover, according to a recent study in the July 2010 issue of the *Journal of the American Academy of Child & Adolescent Psychiatry*, over 21% of children entered school with a diagnosable psychiatric disorder. Preventive interventions have been shown to be effective in reducing the impact of these risk factors for academic failure and underachievement; yet, the Surgeon General's report indicates that there are too few trained staff members in the schools to perform the critical functions of prevention, identification, and intervention. Based on current data, over 520,000 children and youth in Florida's public schools could benefit from behavioral and social-emotional interventions. Many of these students will be retained in grade at great cost to the State because of inadequate prevention staff. School psychologists are mental health professionals in schools who are credentialed and trained to provide these much-needed services. With mental health support available to children, youth, and families decreasing in community agencies due to Florida's budget crisis, the role of school psychologists in serving the mental health and academic needs of students in our schools is even more critical. In addition, school psychologists are valuable team members and leaders of school and district threat assessment units and crisis prevention and response teams (i.e., suicide prevention/intervention, death of a student or faculty member, disaster response). School psychologists are invaluable in meeting the legislative intent of anti-bullying initiatives such as Florida's *Jeffrey Johnston Stand Up for All Students Act*.

The downturn of our economy has had a significant impact on the well-being of Florida's children and families. As a consequence, our children need more academic, behavioral and social-emotional support than ever before. This is even more critical for our most vulnerable youth (that is, children with academic, emotional, and behavioral disabilities; children of poverty; English language learners; and those youngsters who are homeless, traumatized, or impacted by severe and chronic stress). School psychological services need to be more available to our students. We as an association believe that Florida must invest in our youth and ensure that all our children have the supports necessary to succeed in school and in life. Doing so reinforces the well-being and education of our children in Florida as our highest priority, is cost-effective, fosters positive family and school collaboration, and helps to prevent expensive litigation.

For more information on Florida's School Psychologists, contact the *Florida Association of School Psychologists* at www.fasp.org.



The FASP Children's Services Fund:

Summer Update 2011

In these difficult economic times, the number of families struggling to provide basic necessities for their children is rapidly on the rise. More and more families are unable to meet housing, medical, and educational costs for their children among a host of other financial obligations. In the last few years, the United States Department of Agriculture (USDA) has tracked a new and growing problem referred to as "food insecurity". The USDA defines "food insecure" individuals as those who have access to food items some, but not all of the time. Food insecure families, therefore, may be able to provide food to their children, but not consistently or adequately. The rate of children attending school without adequate nutritional security has rapidly increased in the past several years. During 2007, over 8.3% of all children nationwide were considered to be "food insecure". More specifically, 82% of these children were reported to have had their meals cut throughout the day to manage costs, 63% of these children skipped at least one meal per day, and 16% did not eat anything the entire day. Tragically, even federal and state programming to provide nutritional food to children who cannot afford it does not completely eradicate this problem. In fact, as many as 63% of children who qualify for free and reduced priced lunches do not have consistent access to food during the evenings, weekends, and school vacations.

Currently, the state of Florida is experiencing one of the greatest crises of food insecurity in the nation. The food insecurity rate for families with children in Florida is 17.1% statewide. This translates to over 3 million individuals in Florida who do not have regular access to nutritious food.

To help combat this growing epidemic, CSFI will be sponsoring a Snack Drive to benefit children who are food insecure. In a departure from previous collections of stuffed animals and school supplies, we will now be collecting non-perishable, easily distributed snack items and/or monetary donations. Our goal is to provide nutritious foods that are easily accessible and ready to eat, so that children can receive food items that will last them through the night and over weekends when they may not have access to food. Examples of desirable food items include snacks such as granola bars, "snack" sized bags of pretzels, crackers, juice boxes, fruit cups, etc. Anything that is easy to distribute and ready to eat will work! Monetary donations may also be made in lieu of food items. Keeping with the tradition of years past, CSFI will donate all items to a needy school in the community surrounding the FASP Annual Conference in November, 2011.

As usual, our live and silent auctions will be one of the social highlights at this year's FASP Annual Conference, and we are once again requesting items. Donations which are easily transportable, affordable, and attractive to bidders (i.e., gift baskets, gift certificates, etc.) are encouraged. Your generosity is greatly appreciated!!

The FASP Children's Services Fund, Inc., 16th Annual Charity Auction, will be held on Wednesday, November 2nd at the Omni Orlando Resort at ChampionsGate.

We look forward to seeing you there!!





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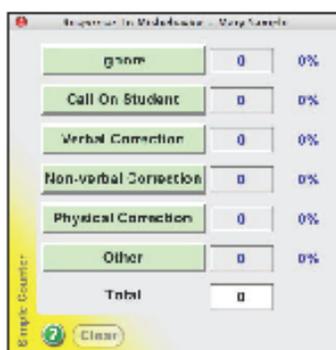
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CERRA CONSULTING GROUP, INC.

Memorandum

To: FASP Board of Directors

From: John Cerra, FASP Governmental Consultant

Date: May 31, 2011

Re: 2011 FINAL Session Update

The 2011 Legislative Session will be remembered for unprecedented cuts to public education and attacks upon public employees. The outcomes of these cuts and attacks will be felt long after the 2011-2012 fiscal year, but they may have already created a political backlash reverberating all the way to the Governor's office.

In signing the budget late last week, the Governor claimed over \$615 million in line item vetoes, and he urged the Legislature to reconvene as soon as possible to redirect some of that funding into public education. The irony is that the Legislature provided hundreds of millions of additional funding for the public schools than was recommended by the Governor in his budget proposal. As a result, this redirection of funding is highly unlikely, but the request did not happen by accident. A message was sent by the voters in Jacksonville during their mayoral campaign when the overwhelmingly Republican city voted for a Democrat to lead them. The Governor got the message and was working to blunt the impact through his action on the budget.

Major issues addressed by the Legislature included:

- Balancing the budget through massive cuts;
- Reducing the Florida Retirement System benefits and shifting the costs of the system toward public employees;
- Passing a Teacher Quality Bill similar to SB 6 that was vetoed in 2010; and,
- Expansion of the McKay Voucher Program to include students who do not have an IEP.

Public School Funding

Overall funding for the public schools was cut by \$542 per student or 7.96%. This is the largest cut to the public schools in the modern history of Florida. The cut levels stated above are understated for districts that levied a local .25 mill in property taxes in 2010-2011 and then did not pass a referendum allowing that tax to continue in 2011-2012. These statewide cuts will create serious local budget deficits that will require drastic cuts even to instructional services in most school districts.

Mitigating the local impact to programs, instruction, and student services will be a significant rate savings that districts will see as a result of changes to the Florida Retirement System (FRS). These changes will reduce the overall impact of the cuts to school district budgets by about 2/3rds of the overall cut; however, these savings are achieved at the cost of valuable benefits and a shift of some the cost of the current retirement system to the employees. The impacts of the FRS changes are summarized below, but it is important to note that the reductions in future benefits represent an even greater real dollar loss to employees than the cost shifting of the payments to fund the system.

FRS Retirement Issues

Major changes were made to the Florida Retirement System as the Legislature passed SB 2100. These changes have the impact of protecting current retirees and those already in DROP while shifting major costs and benefit reductions to existing employees. First time FRS participants after July 1 will see even more drastic retirement plan changes, which will further reduce the value of their future retirement package.

The summary of basic impacts is below:

- 1) Those who have retired prior to July 1, 2011 or who are already in DROP will not see any changes to their benefits.
- 2) Those in DROP will not have to contribute the 3% to the cost of benefits that other employees will have to contribute after July 1, 2011.
- 3) Current employees who are not in DROP will have to pay 3% of their salaries to support their benefits, and they will not receive a cost of living adjustment (COLA) for years of service credited after July 1, 2011, while the years of service they have banked prior to July 1, 2011 will continue to receive a 3% COLA at retirement.
- 4) Employees who enter DROP after July 1, 2011 will only earn 1.3% on their DROP accounts instead of the current 6.5%.
- 5) New employees who enter the defined benefit program will face longer vesting periods (8 years instead of 5 years), a change in the "high 5" to a "high 8" system for calculating average final compensation, and a prolonged definition of normal retirement date (33 years or age 65 instead of 30 years or age 62).

(continued on page 33)



- 6) Language in the bill suggests that the COLA could be reinstated for all employees prospectively after July 1, 2016 if the Legislature is able to fund reinstatement at that time. This seems extremely unlikely to happen.

The overall impact of the changes is to reduce the cost of the retirement system for the districts by \$859 million (over 6% of payroll) while shifting 3% of the cost to employees. The impact of reduced benefits is actually bigger than the impact of the cost shift to employees. The "savings" for school districts will offset some of the impact to district programs, but even with these changes, additional cuts will still be necessary in virtually every school district.

Prohibition on Asking About Firearms/Health Care Professionals – FAILED

SB 432 - Relating to Privacy of Firearm Owners

Sponsor - Evers

The bill would have provided that a licensed medical care practitioner or health care facility could not record information regarding firearm ownership in a patient's medical record. The legislation provided an exception for relevance of the information to the patient's medical care or safety or the safety of others. This bill failed to pass during the 2011 Session, but modified language was passed on as an amendment on other legislation and signed by the governor. Doctors in Florida have already come together to fight this bad language in court.

McKay Voucher Expansion- PASSED

HB 1329 - Relating to John M. McKay Scholarships for Students with Disabilities Program

Sponsor - Bileca

The Bill amends the John M. McKay Voucher Program. The legislation makes private school vouchers available to students who have a 504 accommodation plan issued under federal law. The bill also allows a parent to request and to receive a John McKay scholarship for his or her child to enroll in and to attend private school if the student has a 504 accommodation plan. The bill also provides that students with certain temporary 504 accommodation plans are ineligible for a scholarship and provides that parents may choose to enroll students in public school in an adjacent district under certain conditions.

Universal Voucher Program - FAILED

SB 1550 - Relating to Education Savings Account Program

Sponsor - Negron

This bill creates the Education Savings Account Program. The language specifies criteria for students who are eligible to participate in the program and identifies certain students who may not participate in the program. The bill provides that a parent may direct a financial institution trustee of his or her child's account to use the funds for specified costs of attending a private school or participating in a dual enrollment program or to make a contribution to the child's college savings plan or a payment to a contract under the Stanley G. Tate Florida Prepaid College Program.

Performance Evaluations / Performance Pay Bill - PASSED

SB 736 - Relating to Education Personnel

Sponsor(s) - Wise CoSponsors: Gaetz (D), Hays, Lynn CS Sponsors: Education PreK-12 Budget

Bill creates the "Student Success Act." The act revises provisions relating to the evaluation of instructional personnel and school administrators. The bill requires the Department of Education to approve each school district's instructional personnel and school administrator evaluation systems and the Commissioner of Education to approve or to select and the State Board of Education to adopt formulas for school districts to use in measuring student learning growth. The bill requires school districts to administer assessments for each course offered in the district. The bill's EFFECTIVE DATE: March 24, 2011 except as otherwise provided within the bill.

Looking Forward:

As the summer comes closer, many school districts will address cuts by considering staffing levels. FASP is working on a way to advocate within districts to promote school psychologists as essential to high quality education. The web page is: <http://www.fasp.org/Advocacy/Advocacy.html>.

Next year's legislative session already has some ready-made challenges including the expectation of additional budget shortfalls; the completion of redistricting; proposals for additional retirement reductions and cost shifts; and, shifts in budget planning because of the political fall-out from this year's cuts to public education. Because of the requirement to complete redistricting, the Session will begin in January instead of March, but most experienced advocates believe that nearly six months of Sessions, extensions, and Special Sessions are likely based upon the history from the most recent three previous redistricting years.

As always, both Bob Cerra and I are extremely proud to represent FASP. During this tumultuous session, we were very impressed by the support received from FASP members and leaders for FASP's advocacy efforts. We would like to thank FASP's members for being interested and involved in the legislative process, and we encourage each of you to devote yourselves to electing politicians who will protect and enhance public education. If there are any questions or concerns, please contact John Cerra at cerraj@comcast.net.



FASP 2011

Platform



Performance Pay

BACKGROUND/RATIONALE

Florida has created several performance based/merit pay plans over the years. Programs like MAP, STAR, and other pay plans or merit programs have come and gone without providing any demonstrable results for improving student performance. New attempts to implement performance pay must 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 and not a single measure of performance.

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 play an integral role in helping schools to implement problem solving and Response to Intervention (RtI) initiatives, reduce disproportionality in Exceptional Student Education, and draw down IDEA/Medicaid funds. Nationally, the recognized School Psychologist to student ratio is 1 to 1000 while in Florida the ratio for School Psychologists to students in 2008-2009 was 1 to 1870. Historical program cuts being made to all public education in the state for 2010-2011 will make this problem much worse unless the Legislature provides the strong leadership necessary to reverse this trend. Without access to the types of 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.

ACTION NEEDED

Provide funding for school districts to hire additional School Psychologists as a cost-effective means to improve student performance and strengthen the quality of Florida's schools. Moving toward the nationally recommended School Psychologist to-student ratio of 1:1000 will assist Florida in meeting the high standards of NCLB and IDEA.

Alternatives to Retention and Social Promotion

BACKGROUND/RATIONALE

Retention is mandated for most children who score poorly on the FCAT. However, retention and "social promotion" are frequently discussed as the only two options for these struggling learners. 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. 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 ineffective.

ACTIONS NEEDED

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

Recognition of Nationally Certified School Psychologists (NCSP)

BACKGROUND/RATIONALE

The Florida Excellent Teacher Program rewards public school teachers who have attained a demonstrable level of expertise and experience, as evidenced by national teacher certification, with a salary supplement determined by the state. The purpose of this salary incentive is to help alleviate the teacher shortage by retaining excellent teachers in the state, attracting accomplished teachers to work in the Florida public schools, encouraging teachers to demonstrate expertise and competence beyond the state requirements for teacher certification, enticing high quality students to enter teaching as a career, and recognizing teachers who have high quality skills. School Psychologists who have attained a demonstrable level of expertise can apply to receive the NCSP recognition from the National School Psychology Certification Board. The level of training and expertise required for the NCSP is at least as rigorous as that for national teacher certification and requires a higher level of continuing education.

ACTION NEEDED

Include Nationally Certified School Psychologists (NCSP) in the Florida Excellent Teacher program.





FASP 2011 Platform, Continued

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 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 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.
- 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 researched-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, F.S. 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.

Florida Association of School Psychologists (FASP)

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

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2009 – Senator Eleanor Sobel

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MISSION STATEMENT

The mission of FASP is to promote and advocate for the mental health and educational development of Florida's children, youth and families in educational systems and communities; and to advance the profession of School Psychology in the state.



Childhood Obesity: Trends, Issues, and School-Based Solutions

Robert J. Wingfield and Eric Rossen

Introduction

Childhood obesity is a serious health issue in America, and shows no sign of abating. Approximately 19% of young people (ages 6-19) are obese (Ogden & Carroll, 2010) and over one-third of all young people (35%) are above-normal weight (Lobstein & Jackson-Leach, 2007). In Florida, the prevalence of childhood obesity is similar to national figures as 33% of young Floridians are overweight or obese (National Survey of Children's Health, 2007).

Disparities

Racial disparities in obesity prevalence are already apparent by preschool, with the highest prevalence found among American Indian/Native Alaskan children; an intermediate prevalence among Hispanic and Black children; and the lowest prevalence among White children (Anderson & Whitaker, 2009). Taveras and her colleagues (2010) found that racial disparities in childhood obesity may be determined even earlier than preschool by factors that operate in pregnancy, infancy, and early childhood. For example, Black and Hispanic children are at increased risk of rapid weight gain, shorter sleep duration during infancy, more televisions in bedrooms, higher sugar-sweetened beverage intake, and higher intake of fast food compared with White children (Taveras et al., 2010) – all factors associated with obesity.

Eating Patterns & Environment

Differences in eating patterns and environment may help explain these racial disparities (Kumanyika, 2008; Yancey & Kumanyika, 2007). For example, predominantly Black or low-socioeconomic status (SES) communities tend to have a higher density of fast food restaurants and fewer grocery stores nearby when compared to predominantly White or higher income neighborhoods (Gordon-Larsen, Nelson, Page, & Popkin, 2006; Story, Kaphingst, Robinson-O'Brien, & Glanz, 2008). In addition, low SES communities tend to have fewer physical activity facilities, such as playgrounds, parks, or YMCAs available (Gordon-Larsen et al., 2006; Sallis & Glanz, 2006), and accessing them may be less safe in certain neighborhoods.

Cultural or regional patterns of eating also may influence obesity; for example, Black children consume more calories and higher levels of fat, cholesterol, and carbohydrates compared to White children; Hispanics have the lowest vegetable consumption; American-Indians have the lowest fruit consumption; and Asian-Americans consume the least amounts of fat and dairy (Patrick & Nicklas, 2005). Further, a recently identified cluster of states in the southeastern portion of the country, referred to as the "diabetes belt," generates a significantly higher prevalence of diabetes and obesity than other parts of the country (Barker, Kirtland, Gregg, Geiss, & Thompson, 2011), which suggests an impact of regional lifestyle differences on weight. Florida is among the states within the "diabetes belt."

(continued through page 47)

*Weight Perceptions*

Compared to Whites, weight misperception (i.e., inaccurate estimation of weight status) appears to be significantly higher for Mexican Americans, Blacks, and Native Americans (Dorsey, Eberhardt, & Ogden, 2009; Paeratakul, White, Williamson, Ryan, & Bray, 2002; Neff Sargent, McKeown, Jackson, & Valois, 1997). These differences in weight misperception may be partly attributed to racial differences in body image and preferred body sizes. Black adolescent males, for example, prefer females with larger body sizes (Jones, Fries, & Danish, 2007), which may perpetuate maintenance of unhealthy weight in adolescent females. A recent study also found that low SES Black children and their parents viewed overweight children as being at a normal and healthy weight (Skelton, Busey, & Havens, 2006). Gender also may influence weight perception accuracy. For example, mothers are more likely to identify daughters as overweight than they are sons even when sons are categorically overweight (Campbell, Williams, Hampton, & Wake, 2006; Maynard, Galuska, Blanck, & Serdula, 2003; Jeffery, Voss, Metcalf, Alba, & Wilkin, 2005), suggesting that males are often held to a different standard than females. Perception accuracy is important because parents who do not recognize excessive weight in their children are less likely to take steps to change their children's unhealthy lifestyles that contribute to obesity (He & Evans, 2007).

Socioeconomic Status

Some have suggested that racial disparities in obesity are largely driven by differences in SES; however, given the strong association between race and SES, it is extremely difficult to tease apart the individual effects of either factor (e.g., Kumanyika, 2008). In general, those living in poverty and with low education levels (including children living in those households) are more likely to be obese (Baum & Ruhm, 2009). In fact, between 2003 and 2007, obesity prevalence increased by 23% to 33% for children in low-SES households, whereas no significant increases in obesity were observed for children in other socioeconomic groups (Singh, Siahpush, & Kogan, 2010). It seems that a higher SES leads to greater lifetime access to health information that encourages weight control and a healthier lifestyle. Thus, higher SES individuals, regardless of race, may be more inclined to accurately perceive weight status and report a desire to be a healthy weight than their lower SES peers (Schieman, Pudrovskaya, & Eccles, 2007). These findings highlight the importance of understanding one's value system, which often develops based on SES, before making judgments or developing intervention plans for families with overweight children.



Causes of Obesity

Nature

Indeed, the origin of obesity is complex and influenced by genetic and environmental factors. Some physiological risk factors of childhood obesity include parental fatness, birth weight, and timing or rate of maturation (Danielizik, Czerwinski-Mast, Dilba, Langanse, & Muller, 2004). If a child has two overweight parents, a small increase in dietary consumption may produce a larger increase in weight gain compared to a child with no familial obesity (Francis, Ventura, Marini, & Birch, 2007).

Nurture

Biological factors notwithstanding, the sizable increase in childhood obesity over the last four decades (approximately 400%) suggests that environmental factors play a more significant role (Hill & Melanson, 1999; Rey-Lopez, Vincente-Rodriguez, Biosca, & Moreno, 2008), particularly given the improbability that our genetic pool has changed enough over four decades to account for such a rapid increase. Experts assert that food commercialism, technology, and urban development are contributing to the formation of what is termed ‘obesogenic environments’ that are fostering over-eating and inactivity (Maziak, Ward, & Stockton, 2008). Factors contributing to sedentary lifestyles such as television time, computer usage, unavailability of playgrounds, neighborhood structure and safety, and school curricula have all been associated with the increase in childhood obesity (Reilly, 2006; Maziak et al., 2008). Furthermore, there has been a radical change in how people obtain and consume their food, particularly given an increase in working parents that devote less time to cooking and opt for fast, convenient foods. To make matters worse, popular foods among children have become more energy dense, less nutritious, larger in portion size, and can reduce satiety and increase appetite, leading to overeating in children and adolescents (Ludwig et al., 1999; Patrick & Nicklas, 2005; Rolls, 2000).

School Environment

According to the National Center for Chronic Disease Prevention and Health Promotion, only 1 in 3 students participate in daily physical education (PE) classes (NCCDPHP, 2010). In addition, nationwide research suggests that few schools provide daily PE or its equivalent for students in all grades for the entire school year. For example, only 3.8% of elementary schools (excluding kindergarten), 7.9% of middle schools, and 2.1% of high schools provide daily physical education (Kann, Brener, & Wechsler, 2007). Physical activity and health contribute to learning, executive functioning, and academic achievement; ironically, PE programs are often disregarded or the target of budget cuts over programs that are perceived to be more directly linked to academic instruction (Martin & Chalmers, 2007).



Schools policies on food availability and snacking can significantly influence weight and BMI among students (Leviton, 2008; Kubik, Lytle, & Story, 2005). As a result, recent efforts to enhance the quality of foods provided to youth during school have increased. For example, 99% of all public schools participate in the National School Lunch Program (NSLP). The overall goal of NSLP is to provide nutritionally balanced lunches for students by fulfilling the following objectives: (1) offer lunches that provide one third of the recommended dietary allowance for protein, vitamin A, vitamin C, calcium, iron, and calories and (2) limit total fat and saturated fat to 30% and 10% of total calories, respectively. Schools are reimbursed for the NSLP lunches, from \$2.24 for free lunches to 21 cents for regularly-priced lunches (Fox, Meinen, Pesik, Landis, & Remington, 2005). In addition to NSLP food, however, students often continue to have access to "competitive foods" sold in vending machines, snack bars, and cafeterias. Unlike NSLP meals, competitive foods are exempt from having to meet federal nutrition standards. Budget pressures often force schools to sell the highly appealing but nutritionally poor competitive a la carte foods, such as candy bars, cookies, sugar-laden soft drinks, and salty snack foods. A la carte foods are generally more appealing to students and less expensive; therefore, it is likely that many students choose to eat them over healthier options.

Florida schools have acquired millions of dollars annually from serving a la carte foods especially through lucrative beverage contracts. In 2009, Duval, Clay and St. Johns County schools netted a combined \$2.4 million through exclusive beverage contracts with PepsiCo (Sanders, 2010). This amount will likely reduce by at least half in future years due to an impending ban that will require schools to replace the soda in vending machines with juice and water. These realities often put superintendents in a catch-22 as money accumulated from soda sales are frequently used to help fund things such as FCAT reward parties, honor roll luncheons, academic incentives, athletic programs, extracurricular activities, and field trips (Sanders, 2010).

Impact on Learning

Obesity is associated with lower academic achievement, increased likelihood to repeat a grade by 32% (Bethell, Simpson, Stumbo, Carle, & Gombojav, 2010), lower attendance, underrepresentation in gifted and talented programs, decreased college enrollment (particularly for females), increased likelihood of being identified as an individual with a disability requiring special education services (Rimm, 2004), depression and negative self-image, 65% increase in likelihood of being bullied (Lumeng et al., 2010), and low self-efficacy. Sadly, educators also display biases toward overweight or obese students, and are more likely to describe them as untidy, as less likely to succeed, as more emotional, and as having psychological problems (Neumark-Sztainer, Story, & Harris, 1999; Puhl & Brownell, 2003).



It remains difficult to derive whether obesity *causes* these educational outcomes, or instead has an association by means of other factors. For example, exercise has been found to decrease symptoms of depression, anxiety, ADHD, and stress, while improving learning ability and executive functioning. Given that obesity is related to lower levels of exercise, perhaps it is not obesity itself, but the reduced activity level associated with obesity that is responsible for the impact on learning and academic achievement. Regardless, overweight and obese students are clearly at increased risk for a variety of negative educational outcomes, and represent an identifiable target group requiring intervention.

Obesity and Eligibility for Accommodations

Historically, overweight or obese students have not been eligible for accommodations or modifications in school purely based on weight alone. First, obesity is not within the purview of the Individuals with Disability Education Act (IDEA). Second, courts have generally considered obesity as a disability (within the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973) *only* if the individual can document an underlying physiological impairment. The interpretation of what constitutes a disability under ADA and Section 504, however, may change in light of recent revisions to ADA.

In September, 2008, the ADA Amendments Act of 2008 (ADAAA) was enacted (effective as of January, 2009), which expands protections available to individuals with disabilities, and seems to expand who is considered as having a disability. Perhaps more relevant – the ADAAA included a conforming amendment that impacts the definition of a disability in Section 504. Traditionally, courts have applied the same standards for ADA and Section 504 when determining a disability; thus, changes made within ADAAA will likely impact Section 504 in the future. Unfortunately, at this time it remains unclear as to how, and to what degree, the ADAAA will impact regulations within Section 504.

Several school districts in Florida currently provide 504 plans for overweight or obese students as a medical condition provided that it “substantially limits a major life activity or is regarded by others as doing so.” The Office of Civil Rights (OCR) makes clear that determination of a “substantial limitation” is made on a case-by-case basis rather than using a formula, such as determining body mass index (BMI). The OCR further addresses what constitutes a “major life activity” while considering revisions within ADAAA. Current language within Section 504 includes “caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working,” as major life activities, although OCR has noted that this list is not exhaustive – in fact, within the ADAAA language, Congress also included eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, and functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive systems. Research clearly links obesity to reductions in functioning within several of these activities or body functions, although without precedence in court since the enactment of the



ADAAA, it remains to be seen whether obesity will qualify as a disability. Notably, Thompson (2010, p. 266) states, “. . . an individual with an impairment, including morbid obesity, and possibly simple obesity or obesity-related health conditions that limit a major life activity related to bodily functions, may successfully maintain a claim under the ADAAA.”

Some districts in Florida, such as Flagler or Okeechobee County Public Schools, may find obese students eligible based on the language within Section 504 stating that a disability may be defined as being “regarded as having such an impairment.” Both counties note within their Section 504 implementation policies and procedures that a student is considered as having a disability if the individual “has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment. An example would be a student who is obese.”

504 Plans for Obese Students

This begs the question – what modifications or accommodations can or should be provided to obese students found in need of a 504 plan? Sevier County Schools in Tennessee offers a list of examples of accommodations and modifications provided to individuals who receive 504 plans due to weight:

- Provide special seating modifications
- Make dietary modifications per physician recommendation
- Adapt physical education program per physician recommendation
- Allow extra time to get to classes
- Educate peers
- Adapt rest rooms
- Provide opportunities for socialization and peer counseling/interaction
- Ensure privacy for self-care
- Provide for elevator privileges per physician's recommendation
- Arrange for counselor/area nurse to supervise peer counseling to deal with esteem issues, peer attitudes, teasing, etc.
- Address busing concerns to ensure room on buses for seating
- Arrange to provide opportunities for the individual to participate in intramural and extra-curricular events
- Make any class location changes that may be needed



Recommendations for Schools

Increase Physical Activity at School

Students' engagement in physical activity can be greatly improved by scheduling events that promote exercise while having fun. Field Day is not a new concept but has lost popularity in many school districts due to some controversy surrounding it in recent years. For example, a number of schools have eliminated Field Day on the grounds that it is "too competitive" and may discourage students who are not athletically inclined. However, a long list of fun, non-competitive activities for children of all ages can be accessed at www.pecentral.org.

Traditionally, Field Day has been held just once at the end of the school year, which is seemingly insignificant given that students are in school for nearly 10 months out of the year. In order for Field Day to have a more meaningful impact on students' physical activity levels and attitudes towards exercise, we recommend that schools strive to have at least four Field Days each year, or provide opportunities to practice for the Field Day throughout the year. To reduce interference with academic instructional time, Field Days can be scheduled to take up just part of the day or replace sedentary activities such as movie time or pizza parties. Importantly, Field Day activities are generally low cost.

Having a Jog-A-Thon is another excellent way to promote physical activity in students while having fun. Jog-A-Thons also help raise money as schools keep 70%-80% of every dollar contributed. Between 2007 and 2010, schools averaged between \$105 and \$310 per participant – the average donation was over \$24 (Hurley, 2011). During a Jog-A-Thon, students jog or walk as many laps as possible within a specified period, generally under an hour. Students usually carry an index card which is hole-punched by an official each time a lap is completed. Sponsors then donate money based on the sponsorship rate agreed to before the event. For example, a sponsor who agreed to pay \$1 per lap, will give the school \$21 if the child he or she sponsored completed 21 laps. The money raised can be used to purchase any number of things including sports equipment for PE departments.

In addition to trimonthly or annual activities such as Field Days and Jog-A-Thons, students require daily opportunities to be physically active. Schools can implement stretch breaks, jumping-jacks breaks, or other movement breaks at specified times during the day to get students moving. School staff can develop a non-competitive walking club before or after school that uses the track in nice weather or the school building during inclement weather, or a gardening club that gets students outside and uses the experience to teach students about agriculture, science, and healthy produce (Rossen & Rossen, 2011).

Increase Parent Knowledge

Parents have a tremendous influence on their children's perception of weight status, eating habits, and engagement in physical activity. However, parents frequently underestimate their child's weight, and as a result may not take proper steps to prevent unhealthy weight gain. Schools can improve parents' weight perception accuracy by collecting and sharing BMI informa-



tion on each child as part of the yearly physical – hearing and vision screenings are already common practice. Calculating BMI is a quick and easy process and can objectively inform parents of a problem as part of screening.

While many interventions for weight management exist, we encourage parents (and children) to become familiar with the Traffic Light Diet developed by Leonard H. Epstein (Epstein & Squires, 1988). In the Traffic Light Diet, foods are color-coded according to caloric density per average serving. While variations of the Traffic Light Diet exist, generally speaking, green means “Go.” Thus, Green Foods can be eaten every day, and includes foods such as fruits and vegetables. Yellow means “Caution.” Depending on the specific Yellow Food, it can be eaten often or occasionally such as low fat-dairy, peanut butter, pasta, and rice. Red means “Stop.” Before eating Red Foods such as candy, cookies, soda, and potato chips, individuals should pause and think whether it will fit into their eating plan. Most eating plans will place a limit on the amount of Red Foods that should be eaten in a single day based on the individual’s baseline assessment, personal health needs, timeline to reach goals, and motivation. It remains important to focus on adherence to the plan and developing a healthier lifestyle rather than focusing on weight loss. Parents who are familiar with the Traffic Light Diet will be able to purchase goods at the grocery store that support the eating plan that is established. For more information on what constitutes Red, Yellow, and Green Foods please visit <http://www.allkids.org/body.cfm?id=584>.

Promote Healthful Eating at School

Schools can help students make healthier food choices by reminding them of the importance of eating Red Foods rarely, Yellow Foods in moderation, and Green Foods regularly. Classrooms should be adorned with information about nutrition and maintaining healthy lifestyles, including information on the Traffic Light Diet. Students may be encouraged to self-monitor the amount of Green, Yellow, and Red Foods that they consume. Students should be praised for having a high number of Green Foods on their self-monitoring form. Conversely, students with a high number of Red Foods should be given advice on how they can replace Red Foods with more Yellow and Green Foods, or guided on how to identify and avoid triggers that draw them to unhealthy foods (e.g., they tend to get a cheeseburger when they walk past McDonald’s on the way home, and coming up with an alternative route home).

Since students seem to enjoy sugary options, especially soda, they should be encouraged to drink water as much as possible. Water has multiple benefits as it increases hydration levels, quenches thirst, and reduces cravings for other beverages (e.g., soda). For instance, a child who has drunk one or two bottles of water before lunch will likely have a weaker craving for soda compared to a child who has had no water. Accordingly, students should be allowed to drink water during class, but not allowed to drink any other beverages.



Schools should also consider providing more healthy options at breakfast, lunch, and in vending machines, and eliminating unhealthy options. Contrary to popular belief, healthier food options can be made available in schools without adversely affecting school revenues (Story, Nannery, & Schwartz, 2009). Such changes can be subtle as well, such as exchanging whole milk for skim milk, or potato chips for baked potato chips. Schools should also consider modifying the placement of vending machines (i.e., moving them out of high traffic areas) and putting competitive foods out of view (Rossen & Rossen, 2011) – placing apples in front of the doughnuts in the lunch line may impact food choices. Finally, given that cost impacts food choices as well (often more significantly than nutritional value), consider charging more for unhealthy items and reducing the cost for healthy items.

Avoid Focusing on Weight Loss

Schools with an interest in preventing obesity should set goals for balanced, healthy lifestyles and behaviors for *everyone*, rather than identifying at-risk groups and encouraging weight loss (Rossen & Rossen, 2011). Focusing on dieting and weight loss alone (e.g., Biggest Loser competitions) may stigmatize students, ignore thin students who maintain an unhealthy lifestyle, result in disordered eating, or even perpetuate obesity (Neumark-Sztainer et al., 2006).

Encourage Healthy Lifestyles for Staff, Too

The school benefits a great deal when the staff maintains healthy lifestyles, including reduced sick leave, increased energy and mood, and decreased stress. Importantly, these behaviors from staff can serve as models for students and help create a culture that promotes physical wellness *and* learning. Consider developing staff intramural teams or after school competitions in which staff play with or against students for fun, or setup a fitness room in the school building for staff to use during their lunch break or before/after school hours.

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Why Your Anti-Bullying Program Isn't Working By Israel C. Kalman, MS, NCSP

Our nation's schools have been intensively fighting bullying for well over a decade, since the Columbine shooting brought the problem of bullying to the public's consciousness. More recently, state legislatures throughout the country have beefed up their anti-bullying laws and policies in response to the high-profile lawsuit against South Hadley High School in Massachusetts and the Tyler Clement suicide in New Jersey. The US Department of Education has declared the goal of eliminating bullying from schools. Thus, there is a good chance that as a school mental health professional you are involved in implementing anti-bullying programs and policies. *If it's not broken, don't fix it.* If you're happy with the results of your anti-bullying efforts, keep doing what you're doing. However, research studies on intensive whole-school anti-bullying programs show that they often produce little benefit or even lead to an increase in bullying. In the past year, leading bullying researchers have been publicly expressing their frustration over the failure of anti-bullying programs to reduce bullying. It is possible, then, that you have discovered that your program has not been as effective as you had hoped. If your school is spending more time and effort trying to stop bullying than it did before it began implementing the program, yet there is no decrease in bullying as time goes by and the same kids continue to be involved in bullying situations despite all your efforts, then what you're doing is obviously not working. Why? Scientists speak informally of "the law of unintended consequences." It means that there are likely to be unintended side effects to just about all of our actions. This idea is expressed by the famous maxim, *The road to hell is paved with good intentions.* Very few people have bad intentions. But most of the problems in the world are caused by good intentions. When we implement anti-bullying interventions, we are acting with the best intentions. We want to protect children from the devastation of bullying. However, our good intentions are no guarantee that the results of our interventions will be only positive. In order to understand why our anti-bullying programs may not be successful, we need to examine the unintended negative consequences of the interventions. The reason for the failure of an anti-bullying program may be any one or more of the following.

Reason Number One: Instructing students to inform the school staff when bullying happens

This is the leading cause of the failure of schools to reduce bullying. Most anti-bullying programs are predicated on kids informing us when bullying happens so that we can intervene. Schools are increasingly adopting anonymous bully reporting systems. There are schools today that will punish kids who observe bullying and don't tell the school authorities.

Unintended Negative Consequences:

- Having kids inform us can only be helpful if we actually know how to make the bullying stop. Without effective techniques, the reporting will have no benefit or cause more harm than good.
- A surefire way to get people to despise us is to tell on them to the authorities. Let's say you and I are kids in school and you've been upsetting me. Then, I tell the teacher, who proceeds to send you to the principal for bullying me. Is that going to make you like me, respect me, and want to be nice to me? Of course not. You will hate me and think of me as a wimp or a punk. You will want to beat me up after school. You will try to get other kids against me. You will try to make me look like scum on Facebook. You will look for opportunities to tell on *me* and get me in trouble for bullying *you*. Therefore, future incidents—and probably *worse* incidents—are almost certain to ensue.
- For kids to be able to deal with social difficulties, they need to develop self-confidence and self-esteem. By encouraging kids to tell us when they are bullied, we are giving them the message that they are not capable of handling the situation by themselves, thus eroding their self-confidence and -esteem.
- Many kids will find it convenient to have us take care of their problems for them rather than take responsibility for doing it on their own.
- Many refuse to tell the authorities, either because they are afraid that the alleged bullies will seek revenge against them, and/or they feel it is immoral or detestable to be an informer on their peers. Thus, any program that relies upon students informing us about bullying is de facto limited in its ability to help.

Reason Number Two: Punishing bullies

Anti-bullying policies almost universally require kids to be punished ("administered consequences") for bullying another child.

Unintended Negative Consequences:

- Researchers have discovered that punishing children is a poor way of getting them to behave better.

(continued through page 50)



- Many kids will get angry not only with the kids who got them in trouble but also with the school staff for punishing them. They are likely to want revenge and to do something even worse. This creates a cycle of increasingly serious incidents and punishments.
- Children learn from our behavior. We want to teach them that it's wrong to use power against other people. But when we punish kids for the way they treat each other, we are teaching them to use power against anyone whose behavior they disapprove of.
- Many children are happy to find that the school punishes their bullies. Thus, they are likely to create, either intentionally or unconsciously, additional situations in which they feel victimized so that the school will punish their bullies.
- In our concern for victims, we tend to forget that the alleged bullies are also flesh-and-blood children. The cycle of punishments and revenge may destroy their school career. If we send them to special treatment programs for behavior-disordered children, we may be accelerating them on the road to a life of crime and incarceration.
- No one likes being punished for being a bully, and parents don't appreciate having their children labeled and punished by the school for being bullies, either. The alleged bullies' parents are likely to defend their own children and accuse the school of treating them unfairly, resulting in increased hostilities between parents and the school administration.
- We are trying to increase children's morality, so we punish them for treating other kids immorally. However, behavior based on fear of punishment is not moral behavior; it is self-interest. Thus, by not letting kids "get away" with bullying behaviors, we are hindering their moral development.

Reason Number Three: Teaching kids about the harmful effects of bullying

Many anti-bullying programs expound to kids on the harmful effects of bullying to its victims. We have condemned the old "sticks and stones" slogan as a lie and replaced its second half with endings such as, "words can hurt me forever," or "words can kill me."

Unintended Negative Consequences:

- Many children will, indeed, refrain from bullying other kids once they hear these heart-wrenching messages. But how will they react when they are on the receiving end? Will they think, *Oh, it's no big deal. I won't pay it any mind?* No. They are far more likely to think, *Oh, no! I've just been bullied! How horrible! I'm being terribly injured for life!* So they are likely to become even more upset than if they had never had these lessons. And by getting upset, they will be reinforcing the bullying, so the bullying will escalate.
- Kids who take these lessons to heart are likely to feel justified in carrying out revenge against their perceived bullies for committing such horrible acts against them.

Reason Number Four: Instructing students to stop being passive bystanders and to actively take the side of victims against bullies

This intervention has become extremely popular, with many bullying experts declaring it to be the best way for a school to solve the problem of bullying. Some programs are based solely on enlisting the help of student bystanders.

Unintended Negative Consequences:

- Many kids don't want the responsibility of being security agents in lieu of the staff, and they will resist this role despite adults' urging.
- As in reason #1, it gives kids the messages that they are helpless to deal with social difficulties on their own and that society must provide for someone to always be there to save them.
- There is no guarantee that bystanders will put a stop to any given bullying incident. The hostilities might escalate. Furthermore, just as kids are being enlisted to help the victims, the bullies may respond by enlisting their own friends to help them.
- It can be intimidating to stand up to someone who is bigger and stronger and may have many friends. Many kids wouldn't want to be put in a situation in which they can get hurt by getting involved, and their parents wouldn't want them in that situation, either.
- It requires students to be judges in bullying situations, a serious and delicate function that requires wisdom and experience. It is not always obvious who the "good guys" and "bad guys" are in a given situation. Many victims manipulate others who are willing to take their side.

**Reason Number Five: Teaching kids how to recognize bullies**

Many anti-bully programs involve teaching kids how to recognize their classmates who are bullies.

Unintended Negative Consequences:

- Rather than promoting tolerance and respect among students, this teaches kids to have no tolerance or respect for anyone who treats others with any kind of intolerance and disrespect.
- It is human nature to think of ourselves as the “good guys” and others as the “bad guys.” Leon Felsinger’s theory of Cognitive Dissonance posits that people justify themselves to avoid recognizing that what they are doing conflicts with their own values. Teaching kids how to recognize bullies is likely to validate their beliefs that they are good and their opponents are evil. We are reinforcing their feelings of self-righteousness, and people can be decidedly mean when they feel self-righteous.

Reason Number Six: Trying to create a completely safe school environment

In the effort to create completely safe school environments, anti-bullying programs require staff to constantly supervise students’ interactions, both face-to-face and in cyberspace, to prevent them from being mean to each other and to intervene when they are.

Unintended Negative Side Effects:

- Children need to experience negative social interactions and to have the opportunity to be in unsupervised social settings in order to develop social skills, meaningful relationships, and resilience. By trying to protect them from each other, we are preventing them from experiencing the natural interactions and hardships they require for healthy development.
- The attempt of adults to prevent children from being overtly mean to each other does not necessarily make them want to be nice to each other. Many will seek subtler or less detectable ways to be mean. That may help explain why cyberbullying and relational aggression have been increasing in recent years while overt physical aggression has been decreasing.
- Bullying researchers have found that kids who are victims of bullying tend to be overprotected by their parents. Overprotecting children in school is hardly likely to turn them into children who are immune to bullying. When they find themselves in less protected environments, they will have no idea how to cope.
- It promotes in children an unrealistic and unhealthy expectation that society must provide them with complete safety throughout life.
- It gives children the feeling that adults don’t trust them to deal with other people on their own, thereby undermining their self-confidence.
- Parents are being informed that it is the school’s responsibility to provide their children with a completely safe school environment. Since this goal is impossible, many parents inevitably become outraged at the school when it fails in this mission. Our country is witnessing a proliferation of lawsuits by parents against schools for failing to stop their children from being bullied.

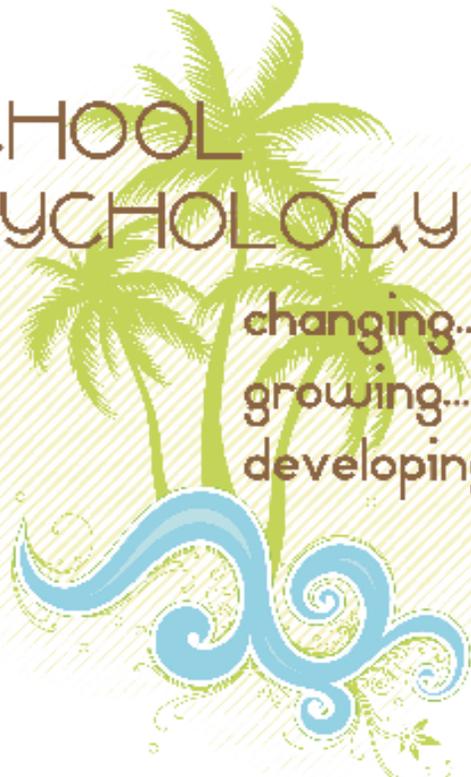
Is there, then, a way to avoid the negative side effects of anti-bullying interventions? While it may be impossible to prevent all negative consequences, there is a way to minimize them. The best way is by using good psychology. First, this requires us to stop promoting the popular but irrational and harmful belief that schools are responsible for providing kids with a completely safe environment, for such a belief can only lead to hostility between the school and parents. Secondly, we need to function as mental health professionals rather than as law enforcement officers. We promote mental health not by protecting people from problems but by teaching them how to solve their problems on their own. When kids attain the wisdom to deal with their bullies without anyone’s help, the bullying disappears quickly; kids become happier, more self-confident, and popular; and schools can better perform their mission of educational establishments while reducing the likelihood that they will be taken to court by disgruntled parents.

Israel Kalman is a Nationally Certified School Psychologist and Director of Bullies to Buddies, Inc. His website, www.Bullies2Buddies.com, has free manuals that teach kids and schools how to prevent bullying. In addition to creating/authoring books, materials, and programs for dealing with bullying psychologically, he gives seminars to mental health professionals and educators throughout the nation under the auspices of Cross Country Education.



SCHOOL PSYCHOLOGY

changing...
growing...
developing



The Florida Association of School Psychologists Presents the 2011 Summer Institute

Get Away and Just Let Go! Sink your toes in the sugary white sand and take deep breaths of the saltwater breezes...

FASP is pleased to host a wonderful Summer Institute in an amazing setting, the TradeWinds Island Resorts on St. Pete Beach. Dr. George McCloskey is back by popular demand to present on Executive Functions and behavior. The Florida Problem Solving/Response to Intervention (PS/RI) Project will provide strategies for fidelity and data communication. Licensure requirements can be fulfilled with Dr. Andy Nott on the reduction of medical errors and Dr. Gene Cash on the continued education on domestic violence. FASP

has negotiated the perfect getaway for all...at both TradeWinds locations. **Act Now**, while options are still available - reserve a room at TradeWinds Island Grand or a suite at TradeWinds Sandpiper.

TradeWinds Island Grand - A 20-acre beachfront playground, the TradeWinds Island Grand was created with fun in mind. Bask beside one of five heated pools. Let the kids play in a supervised program at the KONK Club while you indulge in some learning or take a few hours to yourself to relax. Explore the impeccably landscaped grounds by paddleboat along the meandering waterway. Call the concierge to arrange a fishing, golf or snorkeling

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The official deadline for the reduced room rate at the TradeWinds ended on June 19th. After consulting with the sales staff at the hotel, they are indicating that the rate will stay the same on weeknights for the short term. We strongly encourage you to call in as soon as possible because the Best Available Rates have not increased significantly from our group rate. Their agents will offer the group rate when possible and the Best Available Rate when it is not.

Please contact the hotel's Group Reservations department at 800.808.9833, or groupreservations@twresort.com and be sure to mention FASP, and any other discounts to which you may be entitled such as AAA, and the agents will offer the best rates.



about our speakers

Dr. George McCloskey

George McCloskey, Ph.D., is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine. He frequently presents at national, regional and state meetings on cognitive and neuropsychological assessment and intervention topics. Dr. McCloskey consults with a number of school districts in Pennsylvania, New York, New Jersey, Connecticut and California on issues related to balanced literacy reading and writing instruction, improving students' self-regulation capacities in the classroom, behavior management, assessment and intervention for executive function difficulties related to academic and behavior problems, and implementation of RTI. Dr. McCloskey is the lead author of *Assessment and Intervention for Executive Function Difficulties* and author of *Essentials of Executive Functions Assessment*. Dr. McCloskey also has been involved in test development and publishing activities for more than 25 years. He directed the development of the WISC-IV Integrated and was a Senior Research Director and the Clinical Advisor to the Wechsler Test Development Group for The Psychological Corporation (now part of Pearson) and Associate Director of Test Development for AGS (now Pearson).

Dr. Andy Nott

Dr. Andy Nott is a Nationally Certified and Licensed School Psychologist. He resides and practices in Citrus County, Florida and is currently based at the district's alternative school. He previously served as FASP's Private Practice Chair and NASP's Florida Health Care Contact. Although he previously functioned as a dual practitioner, Dr. Nott "retired" from private practice three years ago. He currently maintains a free clinic at the Renaissance Center and accepts referrals from local pediatricians. Dr. Nott has provided workshops on Medical Error Reduction for FAP, BPASP, Nova University, and Carlos Albizu University, and also enjoys lecturing on a variety of topics relevant to the mental health professions.

Dr. Gene Cash

Dr. Ralph Eugene (Gene) Cash is a Florida licensed psychologist and a Nationally Certified School Psychologist (NCSP). After graduating from the University of Tennessee with high honors and as a member of Phi Beta Kappa, he received a full fellowship to attend graduate school in psychology at New York University (NYU). He earned both his master's degree and Ph.D. in school psychology from NYU after serving a one year externship at Bellevue Psychiatric Hospital and a year's internship as well as a subsequent year of supervised experience in a community mental health center and parochial schools in Brooklyn. Gene moved to Florida in 1976, where he worked for the Broward County Public Schools as a school psychologist for three years and as an administrator for a year. He was in private practice full-time from 1981 to 2003 and now handles the administration of that practice, emphasizing psychoeducational and child custody evaluations; treatment of mood and anxiety disorders; and individual, marital, and family therapy. Currently, Gene is an associate professor of psychology at the Nova Southeastern University (NSU) Center for Psychological Studies, at which he has been named "Specialist Professor of the Year" two consecutive years. He also is the director of the NSU School Psychology Assessment and Consultation Center (SPACC). He is a past president, Children's Services Fund representative to the Executive Board, Legislative Chair, and member of the Ethics Committee of the Florida Association of School Psychologists (FASP); co-founder, past president and current treasurer of the FASP Children's Services Fund, Inc., FASP's charity arm; a member of the Florida Suicide Prevention Coordinating Council; former President of the National Association of School Psychologists (NASP), former Florida representative to the NASP Delegate Assembly, and a former Southeast Regional Delegate Representative to the NASP Executive Council. Gene was honored by FASP with their rarely bestowed Willard Nelson Lifetime Achievement Award.

Florida's PS/RTI Project

The Florida Problem Solving/Response to Intervention Project, a joint venture between the Florida Department of Education and the University of South Florida, was developed to facilitate and evaluate scaling-up of PS/RTI practices across geographically and demographically diverse schools in the fourth largest state in the nation. The Project was created to (1) provide professional development across the state on the PS/RTI model and (2) systematically evaluate the impact of PS/RTI implementation in a limited number of demonstration sites. The purpose of the statewide training component of the PS/RTI Project is to provide school-based teams with the knowledge and skills required to implement the model effectively.



Schedule of Events

Tuesday, July 19 • 1:00-8:00 pm
FASP Executive Board Meeting

Wednesday, July 20 • 8:00 am-12:00 pm
FASP Executive Board Meeting
Registration Open until 12:30 pm

Wednesday, July 20 • 12:30-5:00 pm
Dr. George McCloskey - Executive Function Difficulties: Definition, Assessment, and Intervention

Wednesday, July 20 • 5:30-7:30 pm
Welcome Reception

Thursday, July 21 • 8:00 am-12:15 pm
Dr. George McCloskey - EF-Driven Functional Behavioral Assessments and Behavior Support Plans

Thursday, July 21 • 1:00-1:45 pm
Registration Open

Thursday, July 21 • 1:30-3:30 pm
Dr. Andy Nott - Medical Error Reduction Training For Behavioral Health Care Providers

Thursday, July 21 • 3:30-5:30 pm
Dr. Gene Cash - Domestic Violence: Do We Always Hurt the Ones We Love?

Friday, July 22 • 8:30 am-12:30 pm
PS/Rtl Project - Developing Strategies to Ensure/Evaluate Fidelity and Integration of Tiers 2 and 3 within Core Settings

Saturday, July 23 • 8:30 am-12:30 pm
PS/Rtl Project - Best Practices in Graphing and Communicating Data with Teachers, Parents and Students



Kick Back & Unwind

Feature Presentations

Dr. George McCloskey

Day 1: Wednesday (12:30-5:00 pm)

Executive Function Difficulties: Definition, Assessment and Intervention

Description: This presentation will provide a comprehensive perspective on definition, assessment and interventions for executive function difficulties.

Day 2: Thursday (8:00 am-12:15 pm)

EF-Driven Functional Behavior Assessments and Behavior Support Plans

Description: This presentation will provide a model for conducting functional behavior assessments and developing behavior support plans that are based on current knowledge of executive functions and cognition and their mediating effects on the connection between antecedents and behaviors. The EF-driven FBA model helps to frame the problem and the intervention in non-punitive, goal-oriented statements that can be monitored for effectiveness of outcomes. Intervention elements addressing executive function weaknesses also will be discussed.

Dr. Andy Nott

Thursday Afternoon (1:30-3:30 pm)

Medical Error Reduction Training For Behavioral Health Care Providers

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

Dr. Gene Cash

Thursday Afternoon (3:30-5:30 pm)

Domestic Violence: Do We Always Hurt the Ones We Love?

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





Featured Presentations Continued

Florida’s Problem Solving/Response to Intervention Project

Day 1: Friday (8:30 am-12:30 pm)

Developing Strategies to Ensure/Evaluate Fidelity and Integration of Tiers 2 and 3 within Core Settings

Description: The impact of instruction and intervention on student outcomes is based, in part, on the degree to which the instruction/intervention is implemented with sufficiency and integrity. Integrity reflects not only fidelity but the degree to which the outcomes can be demonstrated in general education settings. This session will focus on strategies to ensure fidelity and integration, methods of assessment and sustainability.

Day 2: Saturday (8:30 am-12:30 pm)

Best Practices in Graphing and Communicating Data with Teachers, Parents and Students

Description: Visual representation of data to support and evaluate implementation of instruction/intervention is critical when collaborating with teachers, parents and students. A shared understanding (common language/common understanding) of how well a students are responding is critical to ensure involvement of teachers, students and/or parents in the development, implementation and evaluation of instruction/intervention. This session will focus on strategies to communicate data, involve teachers/parents/students in monitoring and understanding both the data and the evaluation of the impact of the interventions. A particular emphasis will focus on student self-monitoring.

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Please contact the hotel’s Group Reservations department at 800.808.9833, or groupreservations@twresort.com and be sure to mention FASP, and any other discounts to which you may be entitled such as AAA, and the agents will offer the best rates. 



Registration Form

FASP 2011 Summer Institute – July 20, 2011 – July 23, 2011

Dr. George McCloskey: "Executive Function Difficulties" (two ½ days– 8 CEs),
Florida PS/RTI Project "Team Functioning and Data Analysis" (two ½ days – 8 CEs),
Dr. Andy Knott: "Medical Errors" (2 CEs), Dr. Gene Cash: "Domestic Violence" (2CEs)

Location: TradeWinds Island Resorts on St. Pete Beach - 5600 Gulf Boulevard St. Pete Beach, FL 33706

Mail-in registration must be *postmarked by July 9th, 2011* to be eligible for the discounted fees. Return form with check or money order payable to FASP or provide credit card information. **Unpaid purchase orders cannot be accepted for payment.** Written requests for **refunds** (less \$10 processing fee) will be honored if received by the Registrar and postmarked no later than July 16, 2010. At any time, FASP members who registered and cannot attend may request a credit voucher redeemable, within one year, toward registration fees at future FASP events.

Name (Please Print): _____

Address: _____

City: _____ State: _____ Zip: _____

Primary Phone: _____ Other Phone: _____

Email: _____

Credit Cards accepted: Visa and MasterCard only.

Card #: _____ Exp. Date _____ / _____

Zip Code: _____

Signature (as name appears on card) _____

Fee Paid (Check one): *Member Rates apply for members of FASP, the Student Services Coalition, and out-of-state NASP members. For member rates to be applied, dues must be current with the appropriate organization. The new FASP membership year begins July 1, 2011. A receipt will be available on-site.*

Postmarked by 07/09/10 for discounted fee: McCloskey & PS/RTI

Early Registration (postmarked by 7/9/11)

- Regular FASP Member \$ 150
- Student FASP Member \$ 45
- Non-Member \$ 275

On-Site Registration Fees

- Regular FASP Member \$ 175
- Student FASP Member \$ 65
- Non-Member \$ 300

Additional Workshops- Medical Errors (ME) & Domestic Violence (DV)

Early Registration (postmarked by 7/9/11)

- Regular FASP Member
- Both ME & DV \$ 40.00
- ME Only \$25.00
- DV Only \$25.00

On-Site Registration Fees

- Regular FASP Member
- Both ME & DV \$ 50.00
- ME Only \$30.00
- DV Only \$30.00

Non-Member

- Both ME & DV \$ 90.00
- ME Only \$50.00
- DV Only \$50.00

Non-Member

- Both ME & DV \$ 110.00
- ME Only \$60.00
- DV Only \$60.00

Total _____

Mail Registration to: Kelly Low, FASP Registrar
9533 Rainier Circle
Navarre, FL 32566
fasp.registrar@gmail.com

For Workshop Information,
Contact Alberto Gamarra at:
MentalMastery@myacc.net
(954) 804-4719 (work)

FASP is approved by the Florida Department of Health Division of Medical Quality Assurance to offer CEs toward licensure for continuing education offerings. CEs are available for Licensed School Psychologists and Licensed Psychologists (CE Provider # 50-693); and Mental Health Counselors, Marriage and Family Therapists, and Clinical Social Workers (BAP-174). FASP is also a NASP Approved Provider (#1029). As always, there will be strict adherence to sign-in and sign-out procedures to allow us to maintain our status as CE Providers. A minimum of Four (4) CEs per day may be earned during this event.



MOTION SUMMARIES—FASP EXECUTIVE BOARD MEETING (January 2011)

Motion #1

Move to approve the minutes from the July 2010 FASP Executive Board meeting.
Motion by Gamarra
Second by Donelson
Discussion: None
Motion passed

Motion #2

I move the FASP Board approve the 2010 FASP Budget as amended.
Motion by Endsley
Second by Cash
Discussion: None
Motion passed

Motion #3

Move to adopt the 2011 FASP Budget as presented with modifications
Motion by Endsley
Second by Reid
Discussion: None
Motion passed

Motion #4

Move to accept Alisa Yoho as the new Special Interest Group Chair and member of the FASP Executive Board.
Motion by Patterson
Second by Endsley
Discussion: None
Motion passed

Motion#5

Move to go into closed session from 6:05 to 6:30 pm during the Executive Board meeting on 1/29/2011.
Motion Neely
Second Freebern
Discussion- None
Passed

Motion#6

Moved to come out of closed session at 6:34 pm
Motion Neely
Second Freebern
Discussion- None
Passed
Meeting was reconvened by President Murray at 8:42 am

Motion#7

Move to go into closed session at 8:44 a.m. during the Executive Board meeting on 1/30/2011.
Motion Neely
Second Endsley
Discussion- None
Passed

Motion#8

Moved to come out of closed session at 9:24 a.m. during the Executive Board meeting on 1/30/2011.
Motion Schwartz
Second Neely
Discussion- None
Passed

Motion #9

Move to approve access to the database by 3 individuals by the Research Committee
Motion by Schwartz
Second by Patterson
Discussion: We will not disaggregate data for individuals as part of their study. If they need specific information regarding roles, etc., they need to ask it in their survey. People do not need to be members to access the Database, but they do need to share the results of their study with the newsletter. There were some concerns about the membership being overloaded with survey requests, but it was pointed out that members do have the right

to refuse to participate.
Motion passed

Motion #10

To approve in concept changes to the legislative platform as presented.
Motion by Cash
Second by Endsley
Discussion: None
Motion passed

Motion #11

Move to add recognition of excellence as an acknowledgement that the Awards Committee gives out
Motion by Wasser
Second by Gamarra
Discussion: Discussion regarding the title of the recognition.
Friendly Amendment- move to add "periodically as determined by the committee".
Friendly Amendment by Cash
Second by Endsley
Accepted by Wasser and Gamarra
Motion passed

Motion #12

Give access to the database for research study pending completion of the packet.
Motion by Schwartz (Committee)
Second by Gamarra
Discussion- None
Motion passes

Motion #13

Move to adjourn the meeting at 1:53 pm
Motion by Murray
Second by Freebern
Discussion- None
Motion passed