

THE FLORIDA SCHOOL PSYCHOLOGIST

FASP
Florida Association of School Psychologists

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Marvin Oliver, *Reaching for the Stars*, 1999

A Message from FASP President Angela Mann

Dear Colleagues,

First, our hearts and minds remain with our colleagues across southwest Florida, many of whom are still awaiting the reopening of their schools at the time of writing this note to you. The FASP family will continue to find ways to support you as you and your communities engage in recovery and rebuilding. We hope that you were able to make it to our webinar led by Dr. Phil Lazarus, but in case you weren't, please feel free to access [the recording](#).

In addition to the storm, we realize that the school year has presented a great many challenges from continuing to recover from the pandemic to seeing greater difficulties with dysregulation among students than ever to issues that continue to present themselves from this past legislative session.

We realize schools are struggling with providing social-emotional learning resources to students who desperately need them because of myths and misconceptions and, as such, created [this resource](#) to help you better explain how critical SEL is to students in helping them to regulate themselves, as well as identify and cope with big feelings.

Additionally, we developed [this guidance document](#) to support your understanding of how HB 1557 Parental Rights in Education potentially impacts practice and held a call to provide further clarification for you.

We are also very much looking forward to connecting with you all IN-PERSON at our Annual Conference from November 9-11 in Daytona Beach. Cast your vote on the 8th and then join us in supporting one another's practice through community and

professional development. Our conference committee has planned out some truly outstanding sessions for you to not only hone and refresh your skills but also connect with what grounds you in your professional identity.

I cannot wait to see each of you there and hope you will take the time to introduce yourself to me and the other board members (we'll be wearing super nerdy student council-looking buttons so you can easily identify us!). We would love to hear more about what you need from FASP and how we can have you join our leadership efforts.

Finally, please be sure to join us at our annual business meeting at the conference. There, I will detail all of the incredibly hard work that has occurred across the association this past year on your behalf. We will also usher in Dr. Paula Lewis as your new FASP President and hear her vision for FASP's future.

In solidarity,



Angela Mann, Ph.D., BCBA
FASP President
fasppres@gmail.com

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On the Cover: In honor of Indigenous People's Day, we celebrate the art of Native American artist Marvin Oliver (Quinault/Isleta). Oliver used his art to express his ideas and Native American stories about life, time, traditions, ancestors, the universe, and his hope for future generations. Source: [Washington State Arts Commission](#)

Annual FASP Member Survey

FASP members — have you taken our annual member survey yet? We need your feedback! How can we improve? How can we involve you in leadership?

Please take our annual member survey and enter the raffle for two conference registrations (Wed/Thurs) for every 100 responses received!

Participate here:
<https://tinyurl.com/FASPMemberSurvey2022>

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Welcome
Address
**NASP President
Celeste Malone**
"School
Psychologists
as Leaders"

Keynote
Paul Gorski
"Leading for Equity:
Trading Baby Steps
for Big Equity Leaps"

FASP ANNUAL CONFERENCE

NOV 9-12, 2022



Pre-Conference
Scott Poland's
STEPS Training
with Juliette
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Free **NOV 8
2022**

**LGBTQ+
TOWN HALL**

"Student Experiences"

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- Work with your colleagues to create a basket for donation or bring individual items.
- One hundred percent of the proceeds benefit the neediest children in the state of Florida.

RJ LONGSTREET ELEMENTARY SCHOOL HAS BEEN CHOSEN BY THE CHILDREN'S SERVICES FUND, INC. (CSFI) AS OUR ADOPTED SCHOOL.

- We will be honoring the school with a check in the amount of \$1,000.
- We encourage you to bring school supplies (especially backpacks) to present to the school leaders at the conference.

IN THE AFTERMATH OF HURRICANE IAN, YOUR SUPPORT IS NEEDED NOW MORE THAN EVER. PLEASE CONSIDER BRINGING ITEMS FOR DONATION AND ATTENDING OUR FUNDRAISING ACTIVITIES AT THE FASP CONFERENCE.

DONATE TODAY!

Using the QR Code



Contact Us

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"Helping one person may not change the world, but it could change the world for one person."

- Anonymous

CSFI Silent Auction

THE SILENT AUCTION WILL TAKE
PLACE ON:

NOV 9TH & NOV 10TH



In the aftermath of Hurricane Ian, your support is needed now more than ever. Please consider bringing items for donation and attending our fundraising activities at the FASP Conference.



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How School Psychologists in Broward County Began Tough Conversations About Racial Equity in Education

Jacqueline Bell

There was a significant need for school psychologists in our district that I and colleagues Carol Griffiths and Jalisa Smith became aware of — the need to begin conversations about race, equity, and diversity and to share resources lending a social justice perspective among school psychologists. Since the tragedy of George Floyd and the Black Lives Matter protests, there has been an increased focus on having courageous conversations about race. We spoke to several school psychologists of color before the Floyd tragedy about a need to have more discussion in the department about equity and diversity as it relates to children of color in our schools. Conversations regarding race have seldom been discussed within our department. At the start of the 2020-2021 school year, our supervisors held a virtual team meeting where there was a brief mention of the George Floyd tragedy. It was apparent to us and others that more discussion was needed. Around this time, the National Association of School Psychologists (NASP) produced a statement: [School Psychologist Unified Antiracism Statement and Call to Action](#). NASP states, “There is no more important endeavor than helping our children and youth become positive, productive, valued citizens. We start by making their well-being and opportunity to grow an unequivocal priority no matter where they learn, play, and live. We must be advocates for the systems and services that lower barriers and create genuine, sustained equity and opportunity”. Additionally, it was felt that by fostering these conversations in our department there could be enhanced employee trust, inclusion, and belonging at work. Thus, these experiences are critical for things like employee well-being, innovation, and productivity (Courageous Conversations at Work).

We further explored the need to have a safe place for open and respectful conversations around race, equity, and diversity. We met

with our supervisors and expressed a need to share resources with staff and begin a Professional Learning Community (PLC). We also shared books and podcasts with them so they could become better acclimated with these types of conversations, which they welcomed. We began creating objectives that we wanted to cover in the PLC including the historical context of race, new terminology, microaggressions, racial trauma, how to talk to children about race, and resources for parents and educators. We spent time researching information online via articles, podcasts, and videos. We also had regular meet-ups amongst ourselves to discuss the delivery of the material to staff. We prepared for the difficult conversations that might occur and wanted to ensure that the PLC was a comfortable and safe place for different voices. We produced ground rules including ones for when someone might say something that made another uncomfortable. We included a couple of mindful meditations before beginning the agenda as we understood our group encompassed a broad range of people who might have discomfort and defensiveness when approached by information about racial inequality and injustice. Participants were given homework to include searching news articles, listening to a podcast, keeping a journal, and answering prompts from their perspective on the subject matter. We held this PLC for two consecutive years!

To assess the growth of PLC participants, we collaborated and selected questions appropriate to gauge the participants’ level of commitment to the personal and professional development of anti-racist practices. To keep ourselves organized we created two folders in One Drive. One folder was to store our resources along with the respective citations. Another folder was created specifically for our department with numerous resources on

equity and diversity as it pertains to staff, parents, and educators.

In addition, we decided to draw on a few other individuals who could help us with this work. We wanted to include a diverse group and recruited three participants from our PLC who impressed us with their high interest, engagement, reflections, and homework assignments. Subsequently, we developed a committee during the 2021-2022 school year (RESJ-Race, Equity & Social Justice) to assist with sharing out information with school psychologists in our department (via team meetings, bulletin board, and social media), helping with speakers, activities and hosting a potential book club. We brought a speaker who is a DEI (Diversity, Equity, and Inclusion) expert, Phylcia Jimenez, to speak to the department. The format allowed for a comfortable space to discuss equity in education. Since the inception of this committee, we have provided what we call “Equity Minute” as part of the team meetings where we share bite-size information on race, equity, and diversity in education.

As a result of this professional growth experience, we gained knowledge as to how other organizations were discussing race in the workplace. In addition, we learned that this work can be rewarding but also burdensome, in that, a lot of energy is utilized in preparing for the delivery of tough conversations and even communicating with our supervisors. We became more confident in discussing the information and learned the skill of being transparent — letting our audiences know that we, too, were learning. We learned to practice the skill of active listening as sometimes there were perspectives and experiences quite different than our own — from all groups.

By bringing new knowledge and information on this important topic to our school settings, we became

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Partnering and Leading Students in Success

Samantha Guy, Psy.S. NCSP & Taylor Hoover, LCSW,
Palm Beach County Schools

Each year elementary school students take the big leap to a middle school setting. This transition may come easy to some students, but for many this change can be an overwhelming stepping-stone. Students who are preparing to enter middle school have voiced many concerns.

Some of these issues include getting lost in a bigger school, being tardy to class, locating support staff, maintaining the homework load, finding their locker, being bullied, handling conflict, and making new friends. The main fear that has been expressed by elementary school students surrounds peer relationships and friendships. Unlike elementary school, where students occupy one to two classrooms with the same group of students, middle school students change classrooms six to seven times a day and are surrounded by completely different groups of students in each class period.

Elementary school students have spent most of their youth being in a school where they have had stability and consistency. They have a familiar peer group and teachers with whom they have become comfortable. Eventually, these students become the leaders and role models of the school when they reach 5th grade. On the other hand, when students transition to middle school there is a fear of the unknown and the more complex nature of a middle school setting. The idea of being more autonomous and independent becomes a reality, along with the concerns of making new friends, learning new routines, and, of course, meeting new expectations with teachers. Along with these adjustments, young adolescents are experiencing cognitive,

social, emotional, physical, and moral changes.

We are currently living in a world with uncertainty and unanswered questions. There are many fears that students continue to express to counselors about middle school that would be better addressed by middle school students themselves. As such, the P.A.L.S.S. (Partnering and Leading Students in Success) cross-age, peer-to-peer mentorship program was developed to prepare elementary students for a successful transition into middle school by increasing their self-esteem, conflict resolution skills, and peer relationships. Through this program, students have found comfort in having some of their biggest fears addressed and alleviated.

The P.A.L.S.S. program began as a passion project to support student's needs and was created by Taylor Hoover, LCSW, in 2019. In 2020, Samantha Guy, Psy.S, NCSP, partnered with Taylor to further expand and develop the program. Currently, P.A.L.S.S. is being implemented at Discovery Key Elementary School, Coral Reef Elementary School, and Woodlands Middle School in Lake Worth, Florida. The program pairs elementary school students in 5th grade with a positive peer mentor in 6th or 7th grade. The program consists of nine sessions led by a mental health professional and includes a pre-and-post test, didactic presentations, and breakout sessions for peer-to-peer discussions. The pre-and-post tests allow for data collection of student outcomes and program effectiveness. The didactic presentations utilize the American School Counselor Association (ASCA) standards as

well as social emotional learning (SEL) topics (i.e., bullying, conflict resolution, coping skills, time management and organization, communication skills, and stress management). Additionally, each session contains student-led discussions that focus on specific components of the middle school environment that pertain to the discussed SEL topic.

With regard to program implementation, parents, teachers, school support staff, and mental health professionals helped to identify students who might be appropriate for the program. Mentees are typically students who struggle with self-esteem, transitions, lack SEL skills, and have few positive peer role models. Mentors are typically students who are academically motivated, empathetic, responsible, and want to help others. The mental health professionals from the schools worked with administration and parents to ensure buy-in, allow implementation of the program, and gain consent. Although planning the logistics of timing was a challenge, as elementary and middle school schedules differ, students were able to meet virtually with peers through the use of technology. Activities, such as jamboards, videos, and breakout sessions allowed for an interactive experience.

The P.A.L.S.S. program has been implemented for two years with great success. At this time, preliminary data shows positive student outcomes and program effectiveness. P.A.L.S.S. was shared with school counselors and behavioral health professionals throughout the School District of Palm Beach County with the goal of expanding implementation. Several trainings were provided and received with

Continued on page 10

FASP Celebrates National Native American Heritage Month

Elvira Medina-Pekofsky & Freda Reid, FASP Diversity Committee

In 1976, Congress passed a resolution to declare a Native Awareness Week. November was declared as Native American Heritage Month by Barack Obama in 2009 to celebrate the rich culture and language of the first Americans.

While searching for the “Fountain of Youth” in 1513, Ponce de Leon stumbled upon an area that he would call Florida, which comes from the Spanish word for flowers. Native Americans (Paleo Indians) had lived in Florida as early as 1200 B.C. and some 12,000 years before contact with Europeans. Originally, there were more than a dozen Native American tribes in Florida: Pensacola, Apalachee, Guale, Timucua, Potano, Ocale, Tocobaga, Mayaimi, Ais, Calusa, Jeaga, Tequesta and Matecumbe.

Encounters with Europeans were devastating to Native Americans. Disease and war resulted in the loss of lives as well as their land and traditions. Prior to contact with Europeans, Native Americans had systems of government, well-developed systems of trails, hard road surfaces, and trade routes.

In 1830, under Andrew Jackson, Congress passed the Indian Removal Act, which forced Native Americans to give up their lands and move west to Mississippi and Oklahoma. They were confined to specific parcels of land known as reservations. During the 11-year period of 1827-1838, more than 23,000 Muscogee Indians were removed. Many died on the 750-mile trek. Boarding schools were established to separate Indian children from their families to facilitate the elimination of their language and culture as a tool of

forced acculturation. In 1838, 16,000 Cherokee Indians were forced from their homes in Alabama, Georgia, North Carolina and Tennessee to the Indian Territory. Four thousand Native Americans died on the “Trail of Tears.”

Today, there are only two federally recognized tribes in Florida: Miccosukee and Seminole. The Miccosukee Indians were called Creeks by the English. The Miccosukee were originally a part of the Seminole nation until 1962 when they organized as an independent tribe.

The Seminoles are descendants of Creek Indians. The Seminoles are one of the two tribes that resulted from ethnogenesis of Native Americans. The Creeks were originally from Alabama and Georgia. Due to conflicts with Europeans and other tribes, the Creeks moved south to Florida. Today, 3,000 Native Americans live on Seminole Reservations and Miccosukee Reservations. Members of the Poarch Band of Creek Indians currently reside in Escambia County. Currently, the 10 largest Native American Tribes are the Navajo, Cherokee, Sioux, Chippewa, Choctaw, Apache, Pueblo, Iroquois, Creek, and Black Feet.

INTERESTING FACTS

- Native Americans became citizens via treaties and military service. Citizenship was granted in 1924 with Congress passing Citizenship for All American Indians. However, they were and are often denied rights of citizenship. For example it wasn't until 1962 that all Native Americans were allowed to vote in all 50 states.

- Important military members contributing to the United States success in World Wars I and II were known as Code Talkers. These were Native Americans communication specialists who used their native languages to transmit secret tactical military information. The Code Talkers were so vital that they were assigned body guards with instructions to kill them if captured. The Japanese were never able to decipher their codes.
- The federal government has ceased using racist terms such as squaw. In addition, 650 lakes, peaks and streams have been renamed. This includes Squaw Valley.
- Some tribal names are derogatory. Americans often learned the names from the enemies of tribes.
 - ◆ Eskimo means “those who eat raw flesh.” However, their preferred name is Inuits – “We the true people.”
 - ◆ Navajo means “those who steal from the fields.” Their preferred name is Dineh – “We the people.”
 - ◆ Sioux means “Snakes.” Their preferred name is “Dakota – “Allies.”
- Dartmouth College, a prestigious Ivy League University in Hanover, New Hampshire, was founded to “educate Native Americans in Christian theology and the English way of life.”
- Deb Haaland is the first Native American to serve as a United States Cabinet Secretary. She is a member of Pueblo of Laguna.

- Joy Harjo is the 23rd United States Poet Laureate, the first Native American to hold that honor.
- The Ah-Tah-Thi-K Museum on Big Cypress Reservation houses the largest display of Seminole artifacts.

RESOURCES TO SUPPORT NATIVE AMERICAN YOUTH

School psychologists can embrace culturally responsive and sustaining practices that promote Native American youth's academic success, personal and cultural wellbeing, and mental health. Culturally responsive school practices that promote inclusion, English proficiency, and academic success of Native American students are discussed in the following resources:

- [Culturally Responsive Teaching, Belonging and Inclusion with Native American Students](#)
- [Ever-Present, but Unexpected: Native American English Learners](#)
- [Culturally Responsive Instruction for Native American Students](#)

The National American Indian and Alaska Native Mental Health Technology Transfer Center Network offers free professional webinars, videos, and fact sheets for student services personnel involved in supporting Native American students and families:

- [Mental Health Evidence-Based Practices for American Indian and Alaska Native Schools and Communities](#)
- [Presentation: Trauma Informed Therapy Part 6 – Colonialism, Indigenous Trauma and Healing](#)
- [Self-Help and Self-Care Resources for Native Americans and Alaska Natives](#)

- [Fact Sheets: Serious Emotional Disturbance and Serious Mental Illness Among Native Populations](#)
- [Native Youth Mental Health and Suicide Awareness Video](#)
- [Suicide Prevention Month: Facts and Resources on Suicide Among Native People](#)

SOURCES

[A Look at Florida's Native American History](#)

[Indigenous Peoples of Florida](#)

[Florida of the Indians](#)

[Indigenous People of Florida](#)

[US Changes Names of Places with Racist Term for Native Women](#)

[Essay 8: Problematic Words about Native Americans](#)

[National Museum of the American Indian](#)

[National American Indian Heritage Month](#)

[Wikipedia: Dartmouth College](#)

[Remembering the Amazing Sacrifices of Navajo Code Talkers](#)

Broward County Tough Conversations (cont.)

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more conscious of inequitable practices and implicit biases in our school's Response to Intervention (RtI) meetings as well as student Behavior Threat Assessment meetings. We were better able to pay attention to these concerns and help our colleagues improve their communications and actions on the matter of race and equity.

Within the department, PLC participants have shared among their colleagues (in team meetings) that the PLC was worthwhile. Through a post-self-assessment participants indicated they grew in their knowledge of what it means to be an anti-racist educator.

This school year, we are waiting for guidance due to the Stop WOKE Act being passed in Florida.

Racial Equality and Social Justice Committee, School Psychologists: Jacqueline Bell, Carol Griffiths, Jalisa Smith, Ryan Walker-Snellings Simone, Jessica McBride, and Farah Downs

Partnering and Leading Students in Success (cont.)

from page 8

positive feedback from mental health professionals throughout the district. In the future, publication of a user manual for program implementation along with additional statistical data will be available. It is our hope that we can continue to expand P.A.L.S.S. in order to provide students with a successful foundation and transition to secondary education. For more information about the P.A.L.S.S. program and future updates, please contact Taylor Hoover and Samantha Guy at palsprogram@gmail.com.

Bring Change to Mind

Liz French, Ed.S., Orange County Public Schools

“What mental health needs is more sunlight, more candor, more unashamed conversation about illnesses that affect not only individuals, but their families as well.”

*~Glenn Close Co-Founder,
Bring Change to Mind*

As we move into this ‘post pandemic’ era, we see an increase in mental health needs throughout our adolescent population. Recent statistics indicates 15% of youth experienced a major depressive episode in the past year and 60% of those youth went without treatment (Reinert, Fritze, & Nguyen, 2021, p. 8). Florida was ranked 5th in the nation (number one being the lowest rank) for the prevalence of youth mental illness with a rate of 13.25%, below the national average (Reinert, Fritze, & Ngeyen, 2021, p. 25). Florida’s youth substance abuse rate was 14th in the nation with a rate of 3.86% (national average 4.08%) (Reinert, Fritze, & Ngeyen, 2021, p. 26).

Youth treatment statistics showed that 67.3% (ranked 45th) of youth in Florida did not receive treatment (national average 60.3%) and 17% (ranked 46th) of our youth received some consistent treatment (national average 27.2%) (Reinert, Fritze, & Ngeyen, 2021, p.32 33). These statistics place Florida near the bottom of the treatment statistics for youth. The role we play and the support we provide in schools is clearly important both with prevention and intervention. When working on a middle school or high school campus, one innovative way to consider adding to how we support our adolescents is by enlisting students to help you start a mental health club on campus. It



let's talk mental health

is an exciting and innovative way to increase your tier 1 supports on campus. Students become involved and excited to spread the message about mental health on your campus.

I worked with a student to start a chapter of a national club on my high school campus (BC2M- Bring Change 2 Mind). The national club’s goals and the goals for our club were clear – to increase awareness of mental health issues and decrease stigma. I meet with members monthly to discuss topics and plan events. Two or three mental health topics are presented with factual information relevant to a teen audience. The club votes on what projects move forward. We have held events at school such as: suicide awareness posted information about coping strategies, handed out crisis line cards, held random act of kindness day, increased awareness around intimate partner violence, and promoted ADHD awareness. Club officers meet more frequently as needed. We continue to plan using the Remind app. Students get volunteer hours for participating in events. I look to student officers to be leaders within the

organization and mental health advocates on campus. The national club has a website for club members and advisors to access. The BC2M member website is full of resources and ideas. As I have worked with other professionals across campus, after we have had an event tackling an issue, there has been an increase in students seeking support for that issue on campus. You can start a mental health club of your own or to hear more about BC2M organization, contact the Florida regional representative: Jordan Moley, highschool@bringchange2mind.org.

Source

Reinert, M, Fritze, D. & Nguyen, T. (October 2021). “The State of Mental Health in America 2022” Mental Health America, Alexandria VA. <https://mhanational.org/sites/default/files/2022%20State%20of%20Mental%20Health%20in%20America.pdf>

The Florida School Psychologist

Contact Newsletter Chair
Niekema “Nikki” Hudson
(travelistaaaa@gmail.com) for
information about
the newsletter.

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

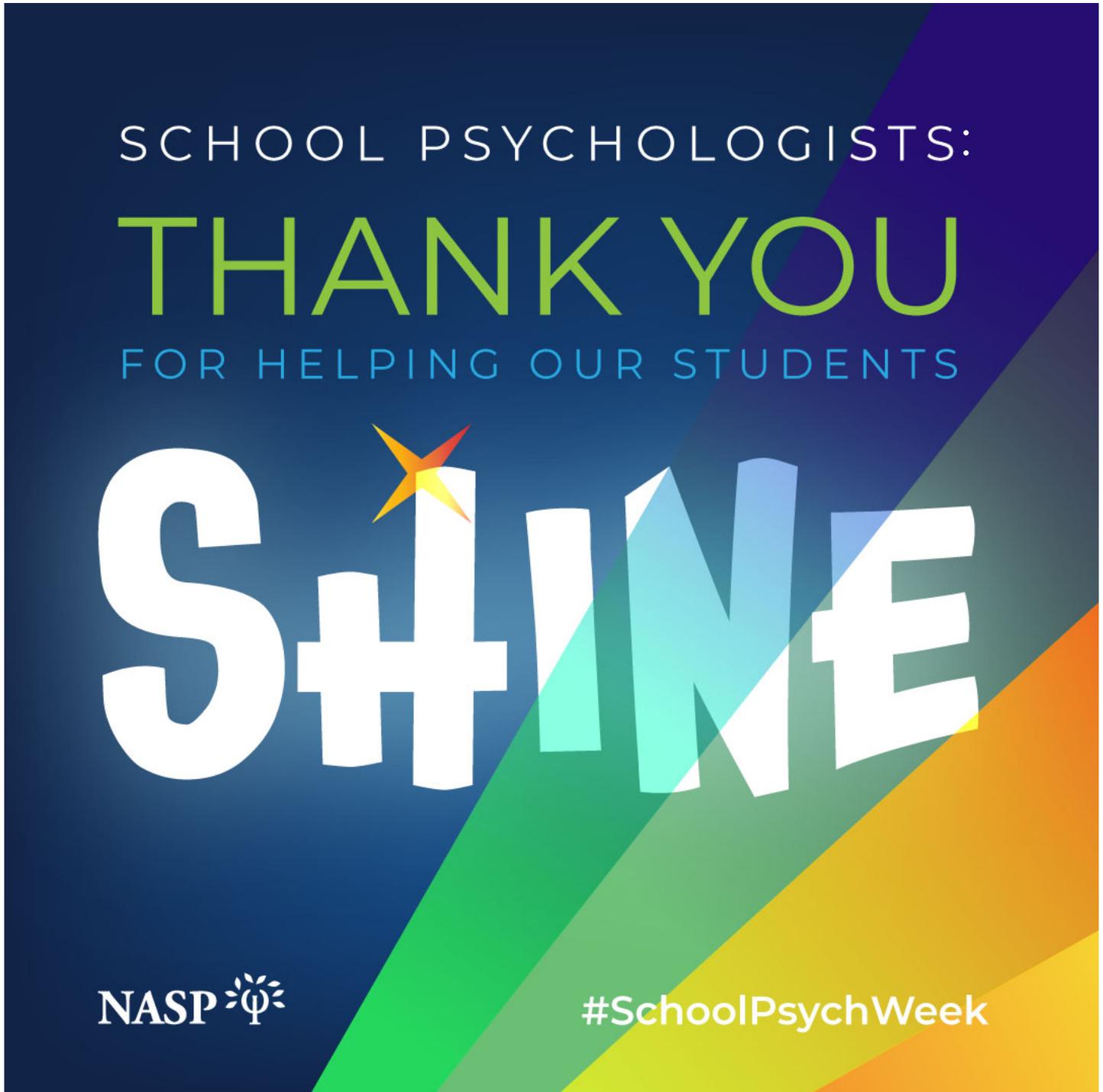
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National School Psychology Week

November 7-11

Being a school psychologist isn't always easy, but you make a difference each and every day. Thank you for all you do!

Visit the [NASP website](#) for information and ideas on how to celebrate.



Join Us for the 18th Annual Virtual



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