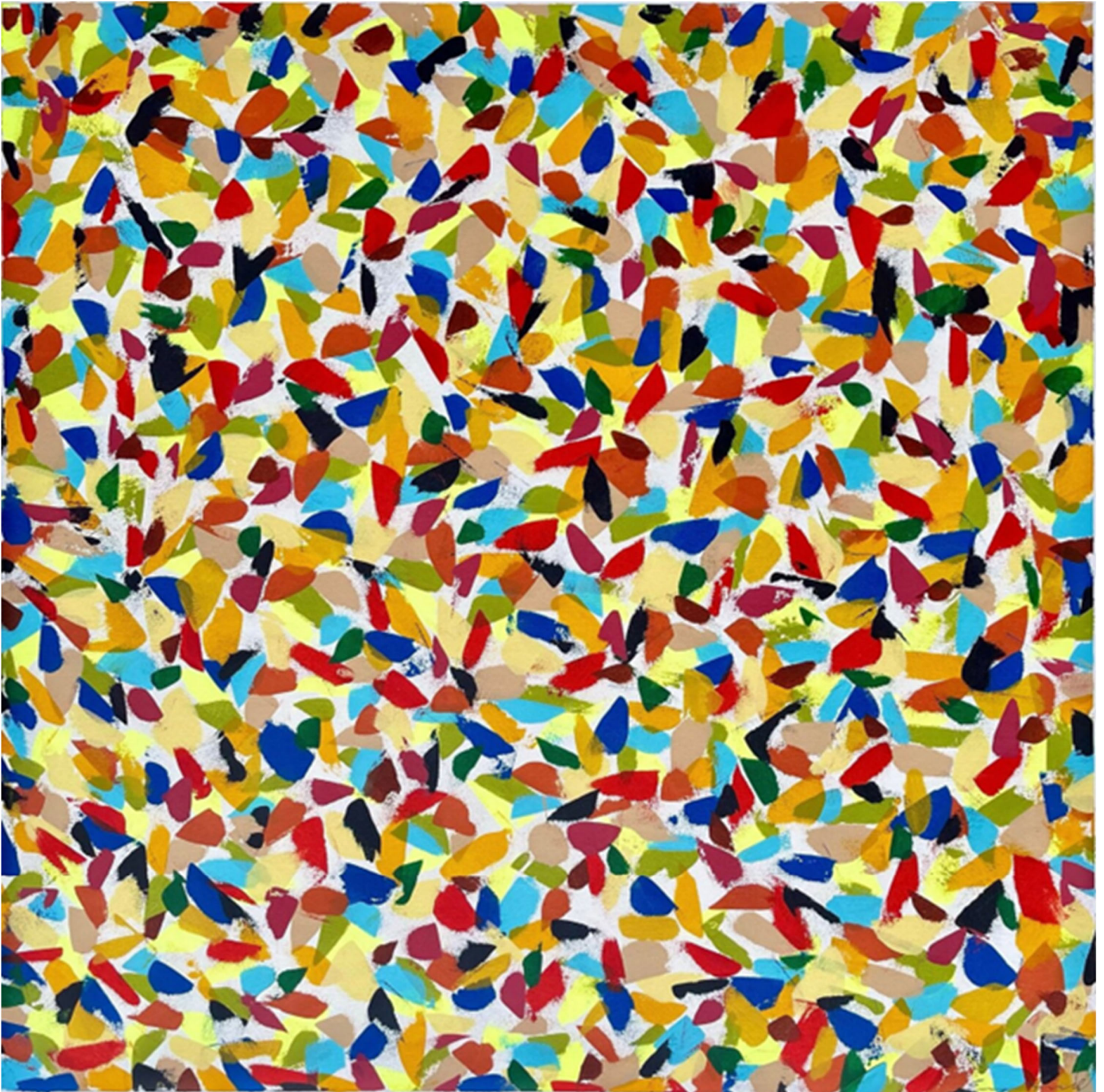


THE FLORIDA SCHOOL PSYCHOLOGIST

FASP
Florida Association of School Psychologists

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SUMMER 2022



Emmy Marshall, *A Vision of Clarity*, 2021, acrylic on canvas

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On the Cover: In honor of Pride Month, we celebrate the art of Emmy Marshall, a gay artist from Atlanta. "There is nothing quite as intense as the moment of clarity when you suddenly see what's really possible for you."

Making a Difference in the Lives of Some of Florida's Neediest Children and Families

Children's Services Fund Inc., (CSFI)

The Children's Services Fund Inc., (CSFI) is the charity arm of the Florida Association of School Psychologists (FASP). Our mission is to provide direct and indirect services that promote the educational and psychological well-being of Florida's neediest children and families. CSFI fundraising projects allow us to provide emergency and planned grants at the request of school psychologists throughout Florida. You can make a difference!

Our goal is to collect numerous items for our annual silent and live auctions that will take place in person during the FASP 2022 Annual Conference in Daytona Beach. Items can be in the form of a gift basket, gift certificate, jewelry, or anything that school psychologists' treasure! Please note that these items should be easily transportable.

We thank you in advance for your consideration. For information regarding donations please contact any member of the CSFI board:

CSFI Board Members

- Sarah Valley-Gray (valleygr@gmail.com)
- Gene Cash (Gcash1@aol.com)
- Freda Reid (10342@bellsouth.net)
- Kim Berryhill (faspmembershipchair@gmail.com)
- Adrienne Avallone (faspseast@gmail.com)
- Jana Csenger (janacsenger@gmail.com)

CSFI Student Honorary Board Members

- Christelle Laroche
- Andrea Connell

Congratulations to FASP's Newly Elected Officers

Newly elected executive board members will take office in November at the 2022 Annual Conference.

PRESIDENT-ELECT

Alicia Scott

TREASURER-ELECT

Amy Vance Randell

SECRETARY

Sara Sanders

REGION 1: NORTHWEST

Bay, Calhoun, Escambia, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Madison, Okaloosa, Santa Rosa, Taylor, Wakulla, Walton, Washington

Sharon Bartels-Wheelless

REGION 3: EAST CENTRAL

Brevard, Lake, Orange, Osceola, Seminole, Sumter

Liz French

REGION 5: SOUTHWEST

Charlotte, Collier, Desoto, Glades, Hardee, Hendry, Highlands, Lee, Manatee, Sarasota

Dena Landry

REGION 7: SOUTH

Dade, Monroe

Terrance "Terry" Vaccaro

A Message from FASP President Angela Mann

Dear FASP Members,

Some of you may know that I recently had a baby and this past April we celebrated her first birthday. As I reflected on the past year and wondered about her future, many things came to mind. I am so grateful for the cutting-edge science that brought her to us on our fourth round of IVF. I recognize what a privilege it was that my partner's company covered fertility treatment and intervention because without it she likely wouldn't be here. This made me think about all the students we serve who, even with insurance coverage, often suffer in silence with unmet mental health needs and whose families struggle to access care for them. I wonder what this increasingly alarming mental health crisis for youth will look like as she grows and enters school. I worry about what it will be like for my bicultural girl to grow up in the current climate where there are attempts to pretend the impacts of racism and discrimination are no longer real in order to prioritize the comfort of majority culture. I fear that she may grow up in a country where being queer could once again mean not having access to the same legal rights and freedoms as her peers. And now, following the massacre at Uvalde and after a friend's kids said to them "Don't worry mommy...if a shooter comes to my school, I'll play dead like the little girl in Texas did," I'm reminded that my girl will grow up in a world imagining how to respond to a shooter as she enters those school building doors following her first active shooter drill. Sometimes it's too much.

When I feel this way, as I imagine many of you also may as you reflect on the school year, I am brought back to what drew me to this field that we share and what drew me to leadership opportunities in our field. Not only do school psychologists advocate for a resource-smart and justice-oriented public health model of service delivery toward a socially just culture for ALL students, but we also are trained in moving systems along even when systems take steps backward. I take this part of our training seriously and want you to know that FASP has been moving forward with advocacy on all fronts toward positive systems change for all.

With regards to HB1557 Parental Rights in Education Act (aka Don't Say Gay Bill), as you know we spent a great deal of time trying to fight this bill during the legislative session. We continue to be gravely concerned about the ethical conflicts within the law we will face to such a degree that the board considered joining as litigants in a suit being prepared against the state regarding restriction of freedom of speech/scope of practice. As we have watched retribution be enacted across the state against private corporations, universities, and others, we decided the risk of potentially jeopardizing our advocacy power was greater than the potential benefits to our members of joining. We will be in touch with you soon regarding our understanding of the law and its implications for practice as we continue to press on in supporting students in the aftermath of this hurtful bill.

With regards to the state's decision to pull out of Youth Risk Behavior Survey data collection, we have sent several joint letters to the FLDOE and FLDOH urging them to reconsider this decision. We engaged with you and provided you with talking points for a tweetstorm on this issue as well as a grassroots advocacy campaign for Mental Health Awareness Month in May. I have requested to serve on the task force meant to design the state's alternative to the YRBS should we be unable to turn this tide. Additionally, we are working on white papers related to mental health that we hope will better inform the community and lawmakers as they face pressure to disregard evidence-based practice in helping students understand and cope with their feelings as "indoctrination."

We are also working hard both through additional white paper development and professional development opportunities to continue to examine issues of inequity that we know persist whether we are instructed by HB7 The Individual Freedom Act (aka The Stop WOKE Act) to look away or not. Our strategic goal of advancing equity for all of Florida's youth remains one of our active guiding forces related to board activity. We will continue to

consider our role in acting toward remedying disproportionality in the state.

Relatedly, we anticipate, as we have seen in times past, that our cultural response to the act of mass gun violence in Uvalde may turn to misunderstandings about the relationship between mental health and violence and an appetite to further harden schools (despite compelling evidence that these actions often make schools less safe for students of color and show no evidence to make schools any physically safer for anyone). We are working hard to gather as much easily consumable information regarding evidence-based practice in creating safe and healthy school climates and preventing school violence for distribution to key stakeholders. This work gives us some small hope of making some sense come of this senseless tragedy.

Finally, we are here to support you...not only through advocacy for our profession but also through connecting with you. We have joined with a number of other allied associations in the state to create meaningful and practical self-care resources grounded in wellness preventions and interventions for our school-based mental health folks. We're working to revive our interest groups hosted as online communities in our new web platform. Our conference committee and other board members are working hard to ensure our first conference back in person in November will include many opportunities to socialize and reconnect. And our all-volunteer crew does it because we value you and the work you do to help systems change every day.

As always, we are grateful for your membership in our school psychology community here at FASP.

In solidarity,



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

FASP Summer INSTITUTE VIRTUAL WORKSHOP

BEST PRACTICES IN GRASSROOTS, SOCIAL JUSTICE, AND LEGISLATIVE ADVOCACY: SKILL BUILDING FOR SCHOOL PSYCHOLOGISTS

NASP Domains: 8 (Equitable Practices for Diverse Student Populations), & 10 (Legal, Ethical and Professional Practice)

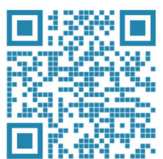
Workshop Description

NASP has included social justice and advocacy as strategic priorities. Advocacy training has proven to be an effective strategy to 1) help key stakeholders better understand the wide range of services that school psychologists can provide, 2) advance social justice initiatives, and 3) promote important legislative initiatives. Participants will learn and practice advocacy strategies in order to increase their capacity to address challenges and leverage opportunities across various domains of practice.

**WEDNESDAY
JULY 13, 2022**

9:00 AM - 12:00 PM

REGISTER NOW



<https://fasp.memberclicks.net/summerinstitute2022>

Learning Objectives

Participants will learn

1. Best practices in developing and advancing an advocacy agenda at the local (school) as well as state and federal levels
2. How to build strategic coalitions necessary for successful advocacy initiatives
3. The importance of connecting advocacy to a broader goal of socially just schools

Nate von der Embse, Ph.D.

Dr. von der Embse is an Associate Professor in the School Psychology at the University of South Florida. He is also the co-director of the School Mental Health Collaborative (www.smhcollaborative.org). He received his Doctor of Philosophy in School Psychology degree from the University of Michigan and his Educational Specialist Degree in School Psychology from Miami University. His research includes:

• Improving educational decision making • High stakes testing and education accountability policy • Teacher emotional health and student test anxiety • Universal screening and multi-informant assessment • Training educators in population-based mental health services



FASP is approved by the Florida Dept of Health Div of Medical Quality Assurance to offer CEs toward licensure for continuing education. CEs are available for School Psychologists and Psychologists (#50-693); Mental Health Counselors, Marriage and Family Therapists and Clinical Social Workers (BAP-174). FASP is a NASP approved provider to offer CPDs (#1029). Strict adherence to attendance times will be adhered to in order to continue to offer CEs and CPDs in the future. This workshop offers a total of 3 CEs.

FASP Summer INSTITUTE VIRTUAL WORKSHOP

BEST PRACTICES IN CULTURALLY RESPONSIVE SCHOOL MENTAL HEALTH SERVICES FOR CHILDREN'S ANXIETY AND DEPRESSION

NASP Domains: 1 (Data-Based Decision Making) 4 (Mental and Behavioral Health Services and Interventions)

Workshop Description

This workshop will provide practitioners with background information on anxiety and depression, including characteristics, prevalence, and etiology; and best practices in providing mental and behavioral services using a multi-tiered system of supports (MTSS) framework. The presentation will focus on best practices for assessment and intervention within an MTSS framework, and direct practitioners to promising cognitive-behavioral programs and practices for prevention (Tier 1), early intervention (Tier 2), and treatment (Tier 3). The cultural appropriateness of approaches to prevent and treat anxiety and depression will be considered across the tiers.

Learning Objectives:

- A. Understanding risk and protective factors for the development of anxiety and depressive symptoms
- B. Assessing key features relevant to students' anxiety and depressive symptoms
- C. Selecting and using promising cognitive-behavioral programs and practices to reduce anxiety and treatment
- D. Understanding the importance of a cultural ecological approach when selecting interventions compatible with a student's experiences, beliefs, and values, and making cultural adaptations as needed

**THURSDAY
JULY 14, 2022**

9:00 AM - 12:00 PM

REGISTER NOW



<https://fasp.memberclicks.net/summerinstitute2022>

Shannon Suldo, Ph.D.

Professor, School Psychology Program, University of South Florida - She received her Ph.D. in School Psychology from the University of South Carolina in 2004. She is a Licensed Psychologist and continues to provide school-based mental health services to youth in the Tampa area. She has extensive research and clinical experiences in school mental health, including establishing empirical links between student mental health and academic success; conceptualizing and measuring student mental health in a dual-factor model that considers psychopathology and well-being; schoolwide strategies to identify youth with mental health problems; and evidence-based interventions to reduce psychopathology and increase subjective well-being. She is the author of *Promoting Student Happiness: Positive Psychology Interventions in Schools*, a 2016 book within the Guilford Practical Intervention in the Schools Series; co-editor of *Fostering the Emotional Well-Being of our Youth: A School-Based Approach*, a 2021 book published by Oxford; and co-editor of the *Handbook of Positive Psychology in Schools*.

FASP Summer INSTITUTE VIRTUAL WORKSHOP

FROM PAPER TO PRACTICE: SENSIBLE STRATEGIES FOR SCHOOL-BASED COUNSELING

NASP Domains: 1 (Data-Based Decision Making), 4 (Interventions and Mental Health Services to Develop Social and Life Skills), 6 (Preventive and Responsive Services), 8 (Diversity in Development of Learning)

Workshop Description

This workshop will focus on practical counseling strategies for the school psychologist. We'll discuss school-based counseling eligibility considerations, the development of observable and measurable IEP counseling goals. Presenters will review facilitation techniques and provide and practice usable strategies and activities for individual and group counseling in the school setting. Social and cultural considerations in school-based counseling will also be discussed.

Learning Objectives:

This session will help participants develop observable and measurable counseling IEP goals based on evaluation data. Attendees will be able to effectively facilitate activities and conversations in school-based counseling sessions. Participants will be able to apply counseling strategies to support the use of the NASP Practice Model and the provision of mental health services to students in schools.

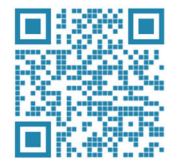
Presented by

Stephanie Kneedler, Ed.S. and Ragan Aaron, Ed.S.

**THURSDAY
JULY 14, 2022**

**1:00 - 3:00 PM
2 CE's**

REGISTER NOW



<https://fasp.memberclicks.net/summerinstitute2022>

FASP is approved by the Florida Dept of Health Div of Medical Quality Assurance to offer CE's toward licensure for continuing education. CE's are available for School Psychologists and Psychologists (#50-693); Mental Health Counselors, Marriage and Family Therapists, and Clinical Social Workers (BAP-174). FASP is a NASP approved provider to offer CPD's (#1029). Strict adherence to attendance times will be adhered to in order to continue to offer CE's and CPD's in the future. This workshop offers a total of 2 CE's.

FASP Summer INSTITUTE VIRTUAL WORKSHOP

UNDERSTANDING AND SUPPORTING GENDER DIVERSE STUDENTS

NASP Domains: 2 (Consultation and Collaboration), 6 (Services to Promote Safe and Supportive Schools), 8 (Equitable Practices for Diverse Student Populations), & 10 (Legal, Ethical and Professional Practice)

Workshop Description

The purpose of this session is to provide the participant with increased awareness and knowledge about gender diversity and schools; legal and ethical matters that apply in this regard will also be addressed. Furthermore, social justice considerations that apply will be highlighted. Session objectives will be met via direct instruction, facilitated conversation, and supportive materials such as short videos.

Learning Objectives

1. To enhance participants' awareness of gender identity and gender diversity matters in schools from multiple perspectives;
2. To understand legal and ethical matters that apply to supporting gender diverse students in schools;
3. To highlight strategies with a social justice perspective to optimize gender diverse students' potential for success in school.

Todd Savage, Ph.D.

Dr. Todd Savage is a professor in the school psychology program at the University of Wisconsin-River Falls (UWRF); he is also a former president of the National Association of School Psychologists (NASP). Dr. Savage earned his doctorate from the University of Kentucky in 2002 and prior to his current position at UWRF, he was on faculty in the school psychology program at New Mexico State University.

Dr. Savage's scholarly research interests include LGBTQ+ issues in education with an emphasis on gender diversity; cultural humility; social justice matters; and school safety and crisis prevention, preparedness, and intervention.

FASP is approved by the Florida Dept of Health Div of Medical Quality Assurance to offer CE's toward licensure for continuing education. CE's are available for School Psychologists and Psychologists (#50-693); Mental Health Counselors, Marriage and Family Therapists and Clinical Social Workers (BAP-174). FASP is a NASP approved provider to offer CPDs (#1029). Strict adherence to attendance times will be adhered to in order to continue to offer CE's and CPDs in the future. This workshop offers a total of 3 CE's.

2022 Diversity Awareness Calendar

Below is a list of the widely recognized awareness months and days for a specific group, culture or cause. These awareness months and days are intended to help raise awareness and understanding for the group, culture or cause, not trivialize them. The first half of the year was shared in the Spring 2022 edition of the newsletter.

JULY

Day	Group, Culture or Cause Recognized
All Month	French-American Heritage Month
4	Independence Day
4	Filipino-American Friendship Day
9	The Martyrdom of the Bab
11	World Population Day
14	Women in Military Service for America Memorial Anniversary
17–18	Tisha B'Av
24	Pioneer Day
26	Americans with Disabilities Act Signed (“Disability Independence Day”)

AUGUST

Day	Group, Culture or Cause Recognized
All Month	National Civility Month
9	International Day of the World's Indigenous People
13	International Lefthanders Day
19	World Humanitarian Day
23	International Day for the Remembrance of the Slave Trade and its Abolition
26	Women's Equality Day

SEPTEMBER

Day	Group, Culture or Cause Recognized
All Month	Hispanic Heritage Month (Sept. 15–Oct. 15) National Guide Dog Month
5	Labor Day
11	Patriot Day
15	International Day of Democracy
15	National German Heritage Month (Sept. 15–Oct. 15)
16	Mexican Independence Day
19	International Talk Like a Pirate Day
21	International Day of Peace
25–27	Rosh Hashanah
26	European Languages Day
27	World Tourism Day

OCTOBER

Day	Group, Culture or Cause Recognized
All Month	Bullying Prevention Month Domestic Violence Awareness Month Down Syndrome Awareness Month Family History Month Filipino-American Heritage Month Italian-American Heritage Month LGBT History Month National Disability Employment Awareness Month

1	National Work and Family Month
2	Polish-American Heritage Month
4–5	German American Heritage Day
9–16	International Day of Non-Violence
10	Yom Kippur
11	Sukkot
15	World Mental Health Day
17	National Coming Out Day
17–18	White Cane Safety Day
22	Spirit Day–Anti Bullying
26–27	Birth of the Bab in Shiraz
31	International Stuttering Awareness Day
	Birth of Baha'u'llah
	Halloween

NOVEMBER

Day	Group, Culture or Cause Recognized
All Month	National Native American Heritage Month National American Indian & Alaska Native Heritage Month
1–2	Day of the Dead
2	Equal Pay Day
9	World Freedom Day
11	Veterans Day/Armistice Day
13	World Kindness Day
16	International Day for Tolerance
17	International Students' Day
20	Transgender Day of Remembrance
24	Thanksgiving

DECEMBER

Day	Group, Culture or Cause Recognized
All Month	Universal Human Rights Month
1	World AIDS Day
2	International Day for the Abolition of Slavery
3	International Day for People with Disability
10	International Human Rights Day
18–26	Hanukkah
20	International Human Solidarity Day
25	Christmas
26–Jan. 1	Kwanzaa
31	New Year's Eve

Let's Get Psyched for National Hispanic Heritage Month!

Gisell Rodriguez & Elvira Medina-Pekofsky, FASP Diversity Committee



In the United States, we celebrate National Hispanic Heritage Month each year from September 15 through October 15. This celebration began in 1968 as an idea to recognize the contributions of the Hispanic community. Congressman George E. Brown's idea to recognize this population nationwide was approved by Congress and President Lyndon B. Johnson as Hispanic Heritage Week. By 1988, Senator Paul Simon, Congress, and President Ronald Reagan worked together and extended it to be the month-long celebration we observe now. The month was selected to coincide with the national independence days of multiple Latin American countries including Mexico, Chile, Belize, Costa Rica, Guatemala, Honduras, Nicaragua, and El Salvador.

Who are we celebrating in National Hispanic Heritage Month?

As with most Ethnic labels, the Hispanic group represented is extremely diverse and heterogeneous. It is important for school psychologists and educators to be aware of the different groups that are encompassed under this label and to avoid making assumptions about their backgrounds or experiences. According to the Pew Research Center, Hispanics are reported as the second largest growing ethnic group after Asians

in the United States (Krogstad & Noe-Bustamante, 2020). Let's start by clarifying some of the common terms used when referring to this population, like Hispanic, Latino/a, and Latinx. The groups that would fall under the umbrella term Hispanic are: all primarily Spanish speaking countries in South and Central America as well as Spain. The individual countries are: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, and Venezuela.

The term Latino/a includes most of the Hispanic countries except for Spain, which is replaced with Brazil. The AP Stylebook (2020) defines Latino/a as someone whose ancestors were from a Spanish-speaking land or culture, or from Latin America. There is current debate from those who agree with the above definition as to whether French Guiana, Guadeloupe, Haiti, Martinique, Saint Barthélemy, and Saint Martin are included in the term Latino/a and Latinx.

Latinx is a more contemporary term meant to be a gender-neutral term to replace the gender-based labels Latina and Latino. A major difference between English and Spanish is that Spanish is a grammatical gender language, meaning that most words are adjusted to comply with one gender (Benavides, 2020). Latinx is the term preferred by those who do not wish to be identified by their gender. Furthermore, some individuals actually take offense with

the term Latino/a (Kaur, 2020) because it derives from "Latin" and has colonialist roots.

It should be noted that Latinx is a rather new term that is not favored by all generations. In fact, the Pew Research Center found that about 75% of Latina/o's have not heard of the term, suggesting lack of awareness other than in higher education settings, where the 3% who use it are likely to have some college education and are below the age of 29 (Noe-Bustamante, Mora & Lopez, 2020). Time will tell whether the term is rejected by society or if it gains popularity due to the increase in LGBTQ+ awareness and acceptance.

Why do we celebrate National Hispanic Heritage Month?

Our country has been enriched by Hispanic Americans in countless ways. The Hispanic population has been a part of the country's story for centuries, inhabiting the Southwest even before the USA became a nation. The purpose of this celebration is to commemorate the plethora of cultures and their contributions to the United States. Recognition is also given to those Hispanic Americans who have inspired success for others to achieve success as well. Overall, by accepting and being involved in the celebration, you are honoring the influence and contributions that have been made by millions of Hispanics to American society at large. As school psychologists and educators, it is important to uplift Hispanic students. Participating in these cultural celebrations can provide a sense of connection, safety, and comfort for our students (Drexel University, n.d.).

Ideas for celebrating National Hispanic Heritage Month:

National Endowment for the Humanities: National Hispanic Heritage Month (<https://www.hispanicheritagemonth.gov/about/>)

Smithsonian Latino Center: Building a National Latino Gallery (<https://latino.si.edu/>)

Smithsonian Learning Lab's Top 8 Reasons Why and How We Celebrate Hispanic Heritage Month (<https://learninglab.si.edu/news/top-8-reasons-why-and-how-we-celebrate-hispanic-heritage-month>)

Florida Education Association: Share My Lesson's Hispanic Heritage Month Resources (<https://feaweb.org/member-center/hispanic-heritage-month/>)

Scholastic Teacher: A month of ideas for celebrating Hispanic Heritage (<https://www.scholastic.com/teachers/articles/teaching-content/month-ideas-celebrating-hispanic-heritage/>)

iColorín, Colorado! Hispanic Heritage Month:

- Booklists (<https://www.colorincolorado.org/books-authors/books-kids/hispanic-heritage-booklists>)
- Classroom Activities and Lesson Plans (<https://www.colorincolorado.org/libros-autores/calendario-de-alfabetizaci%C3%B3n/hispanic-heritage-month>)
- Florida ELL Resources (<https://www.colorincolorado.org/florida-ell-resources>)

Women's Health Magazine: 22 Best Movies Celebrating Latinx and Hispanic Culture to Watch in 2021 (<https://www.womenshealthmag.com/life/g34075846/best-hispanic-latinx-movies/>)



"Unidos: Inclusivity for a Stronger Nation"
2022 Hispanic Heritage Month Theme & Poster

Orange County Government – Florida: Event Lineup to Celebrate 2021 Hispanic Heritage Month (<https://newsroom.ocfl.net/media-advisories/press-releases/2021/08/orange-county-announces-event-lineup-to-celebrate-2021-hispanic-heritage-month/>)

Best practices for working with Hispanic/Latinx students:

The National Center for Cultural Competence at Georgetown University: Conscious and Unconscious Biases in Health Care (<https://nccc.georgetown.edu/bias/index.php>)

Psychiatry.org (<https://www.psychiatry.org/psychiatrists/cultural-competency/education/best-practice-highlights/working-with-latino-patients>)

Mental Health TTC Cultural Responsiveness Working Group:

- Mental Health Disparities among Hispanic and Latino Populations

(https://mhttcnetwork.org/sites/default/files/2020-06/Mh_Disparities_Booklet.pdf)

- School-based Mental Health Services for Hispanic and Latino Children and Youth (<https://mhttcnetwork.org/sites/default/files/2019-10/INFOGSB.pdf>)
 - Cultural Humility: Where Being Human Matters in Serving Others (<https://mhttcnetwork.org/sites/default/files/2019-12/GallardoMHfinal.pdf>)
 - Cultural and Linguistic Responsiveness in Telehealth (<https://mhttcnetwork.org/sites/default/files/2020-04/SSW%20MH%20CL%20Responsiveness%20in%20Telehealth.pdf>)
 - Complicated Grief: Cultural Considerations when working with Loss in Hispanic and Latino Students and Their Families (<https://mhttcnetwork.org/centers/national-hispanic-and-latino-mh/complicated-grief-cultural-considerations-when>)
 - Addressing Bullying Among Hispanic and Latino Children and Youth at School Setting (<https://mhttcnetwork.org/sites/default/files/2019-10/Bullyingfinal.pdf>)
 - Resources to Support the Mental Health of Asylum Seekers (<https://mhttcnetwork.org/centers/global-mh/health-asylum-seekers>)
- Training Video: Broken Borders: Responding to Trauma in Hispanic and Latino Immigrants and Refugees (<https://youtu.be/7ye7-4sXisU>)
- National Association of School Psychologists:
- Position Statement: The Provision of School Psychological Services to Bilingual Students (<https://www.nasponline.org/x53291.xml>)

- Research-based Practice – Treating Toxic Stress in Immigrant Children (<https://www.nasponline.org/publications/periodicals/communique/issues/volume-46-issue-7/treating-toxic-stress-in-immigrant-children>)
- Culturally Competent Crisis Response (<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/cultural-competence/culturally-competent-crisis-response>)

Oregon Department of Education: Guidelines and Resources – Special Education Assessment Process for Culturally and Linguistically Diverse (CLD) Students – 2015 Update (<https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Documents/SPED-Assmnt-Proc-for-Culturally-Linguistically-Diverse-Students-2015.pdf>)

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FASP Microvolunteer Opportunities

FASP is looking for Interest Group Chairs to moderate our newly revived interest groups.

Responsibilities

- Recruit members (with help from FASP)
- Work with members to create a description or mission statement for the interest group
- Organize quarterly virtual gatherings
- Work with members to create short- and long-term goals
- Moderate an online forum to allow for communication among members and chair(s)
- Act as a liaison between the interest group and the Coordinator of the Interest Groups

Interest Groups

- Mental Health & Social-Emotional Learning
- Behavioral Assessment & Interventions
- Crisis Prevention & Intervention
- Social Justice
- Neuropsychology
- Organizational/Systems Change
- Low-Incidence Disabilities
- Early Childhood
- Technological Innovations
- Private Practice

Interested or Have Questions?

If you are interested in learning more or eager to get started, please contact Interest Group Coordinator Betsy Murdock at betsymurdock0120@gmail.com.

Solution-Focused Counseling in Schools

John J. Murphy, Ph.D.

Editor's Note: In this article, school psychologist and psychotherapist John Murphy offers a quick overview of solution-focused counseling in preparation of his 3-hour workshop on Friday, November 11th, at the 2022 FASP Conference in Daytona Beach. Dr. Murphy has just completed the newest edition of his award-winning book, Solution-Focused Counseling in Schools, 4th ed. (American Counseling Association, 2023), which will be available at the FASP conference at a discounted rate of \$40 (approximately 40% off the book's \$64.95 list price)

Solution-focused counseling invites students and other clients to describe what they want from services and to apply what they have toward achieving it in the shortest time possible. This brief counseling approach has become increasingly popular among school practitioners throughout the world because it is efficient, evidence-based, and culturally respectful.

The counseling process is guided by what clients want from services, what they have toward achieving it, and their progress toward hoped-for outcomes. The three main tasks of solution-focused counseling are outlined below along with a few representative questions for each task:

1. *Setting a direction based on what the client wants from services (desired outcome):* What are your best hopes from this meeting? How would life be different if you achieved these hopes?
2. *Building on exceptions and other resources that are already happening and available in the client's life to support desired outcomes:* When is the problem less noticeable? What is different about those times, and what would it take to make them happen more often at school? Who or what else might help?
3. *Exploring progress toward desired outcomes:* What's better? How did you move up two points on the 0-10 scale? How have you kept things from getting worse?

The above tasks make up the entirety of solution-focused counseling and occur to varying degrees during every meeting with a student or caregiver. Solution-focused practitioners pursue these tasks using three main techniques—asking useful questions, listening to clients' responses, and amplifying aspects of their responses and lives that support desired outcomes. When being purely solution-focused, there is rarely anything else practitioners do outside of these activities. The tasks and techniques of solution-focused counseling centralize clients and give them an empowering voice in every aspect of their care.

Because solution-focused counseling is brief by design, it lends itself to short, off-the-cuff chats with students and teachers whenever and wherever we can have them. For example, school psychologists might conduct a 1- or 2-minute solution-focused conversation before, during, and after an assessment session, on the playground, in the hallway or parking lot, or any other time or place that presents itself during the school day. These chats are not only more practical for busy school psychologists, but they work well for students and others who may be less comfortable with longer sit-down counseling sessions. The practicality and straightforward nature of solution-focused practice make it a very appealing approach for school psychologists and the students and caregivers with whom they work.

The solution-focused approach has flourished in culturally diverse settings around the world and includes many elements that support multiculturalism and culturally responsive practice. More specifically, the main techniques of solution-focused counseling reflect key recommendations related to multiculturalism and diversity-competent practice. Solution-focused principles and practices also support the diversity-based values, ethical

codes, and practice standards advocated of NASP and allied professional organizations and licensing boards in counseling, social work, and other helping professions.

In closing, I invite you to consider the following question: *Which aspects of solution-focused counseling fit particularly well with your values and hopes as a school psychologist?* I look forward to hearing your responses and sharing other details about solution-focused counseling when we meet in November.

Dr. John Murphy is a Licensed Psychologist, Emeritus Professor of Psychology & Counseling at the University of Central Arkansas, and former finalist for NASP School Psychologist of the Year. His books have been translated into multiple languages and his work is featured in the NY Times bestseller Switch and the DVD training series, Child Therapy with the Experts. Dr. Murphy provides therapy, consultation, and training services to schools and agencies throughout the U.S. and several other countries.



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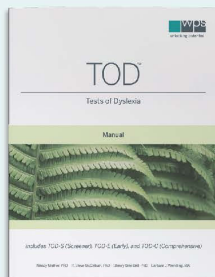
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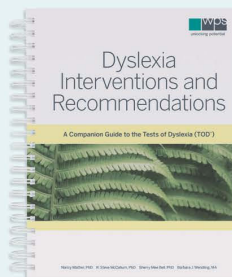
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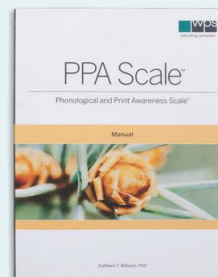
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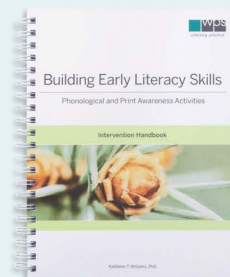
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