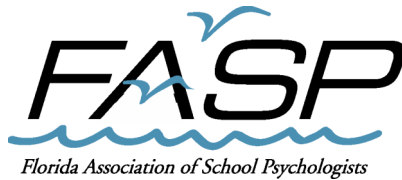


# *The Florida School Psychologist*

The Newsletter of the Florida Association of School Psychologists



Volume 39 Number 3

Fall 2012

Jennifer Valentine and Kristen Jones, Editors



## *President's Message*

**Joseph Jackson**

### **Where Did the Psychology Go in “School Psychology”?**

Recently, I stumbled upon a blog where a young person was asking if school psychology would be a good profession for someone to explore. Needless to say, a lot of the responses were negative about the paperwork involved and the lack of job opportunities. That did not concern me as much as the overall negative tone of many school psychologists throughout the country who are dissatisfied with the direction that our profession has taken. Some felt that they had become glorified secretaries, others curriculum specialists, and several others were confused about their job responsibilities. Needless to say, quite a few school psychologists throughout this country, including Florida, are very frustrated with the dramatic changes that have taken place in our profession over the past 5 to 6 years.

We are “**school psychologists**,” the profession that bridges psychology and education to address school-related issues, including those that concern children, teachers, parents and families, as well as school organizations. Psychology needs to be an intricate part of our practice. The clinical skills we received from our training and experience are critical in addressing the needs of at-risk students.

In 1974, during the opening session at the FASP annual conference, Jim Eikeland, President of FASP that year and also the state consultant in school psychology, asked, “How many of you consider yourself educators and how many of you see yourself as psychologists?” Interestingly, many attendees were confused and did not raise their hands for either. However, after that conference, FASP placed a strong emphasis on making sure we knew that we were both educators and psychologists, thus school psychologists.

It is important to note that there was and still is no other profession that has had the training and skills to function as school psychologists other than us. School psychologists are highly trained individuals in the areas of clinical observations, assessments, evaluations, data collection, data display, and data interpretation, and they have the ability to integrate and synthesize this information.

In the mid 1970's, school psychologists began asking for expanded roles. But, for many years there was little change in our practice. We participated in pre-referral and IEP meetings and evaluated students for possible inclusion in special education programs. Thanks to PL94-142, our test kits included instruments that said “psychological” on them. They were our rock and our job security. The school districts needed us, or more clearly, they needed our test results and we were the only ones who could administer and interpret these results. At that time, some school psychologists did venture into consultation and others into counseling, but not in large numbers. The dollars generated from our work made sure we got the evaluations done.

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Even in those early years, there was talk of school reform to reduce the achievement gaps of different ethnic groups, to help increase achievement test scores, and to decrease the number of students dropping out of school before graduation. However, it was not until the early 90s that talk of school reform began to be taken seriously. In the 1996 School Psychology Review (Vol. 25, No. 4, pp. 406-408), Howard Knoff and Michael Curtis wrote a very timely introduction to the mini-series "Organizational Change and School Reform: School Psychology at a Professional Crossroad." They noted, "While school psychologists debate issues such as the importance of alternative service delivery versus traditional assessment, and doctoral versus nondoctoral entry criteria for the profession, the crucial question remains of where school psychologists fit into school reform." The assumption of the mini-series was that school psychologists at that time were not players in the school reform process.

As Knoff and Curtis also noted: "Starting with the A Nation at Risk (1983) report of the National Commission on Excellence in Education, and finishing with the adoption of the national educational goals through the Goals 2000 legislation, the demand for educational reform has been sounded at national, state, and local levels." This led to NCLB and later became included in IDEA. Since then, school psychology has become a significant player in changing the direction of education services with some great successes and some dismal failures.

Some 30 years after PL94-142, it was discovered that IQ/Achievement Discrepancy was not effective in identifying SLD students and needed to be replaced. I say good riddance to a faulty system that misidentified students for those 30 plus years (Sometimes I wonder if we are slow learners!). Response to Intervention (RTI), a general and special education initiative, has brought a whole new perspective on intervention, support, and assessment. The rock, our anchor of "psychological" tests, has lost its place of supremacy, which is not such a bad thing to happen. Many of us had become very complacent in our use of "the tests" to the point that individualized assessment was a misnomer. Every student received the same or near same battery of tests, whether they needed them or not. For some who had not seen the writing on the wall, this was like the rug had been ripped out from under their feet. Even to this day, some school psychologists are struggling to figure out what they should and need to be doing.

Anastasia Skalski, NASP, Director, Professional Policy and Practice, recently posted this Quick Poll question on NASP's homepage ([www.nasponline.org](http://www.nasponline.org)): "Do you feel the majority of people in your school building know what a school psychologist does?" Out of the 61 individuals who responded, only 23% said "Yes," which indeed is a problem for our profession.

I am wondering what the response would be if we were to poll the school psychologists in Florida with this question: "Do you know what your roles and responsibilities as a school psychologist should be?" Some are currently struggling with this issue. Some feel confused and sometimes even lost, while others are struggling to figure out what they are supposed to be doing. Many are looking for ways to retool themselves to survive this next generation of school psychology. Others are just "complain'n" and "moan'n" about life not being fair and, sadly, have stopped looking for ways to apply psychology to the job that can have such a positive impact on student success.

Let's get back to the question of this message: Where did the psychology in school psychology go? I strongly believe it never left. We will have to do some serious work to make it prominent in what we do, because of the children we serve. The focus on efficient and effective methods of improving student performance has gotten us caught up in finding evidence-based interventions, curriculum, and assessment tools that support RTI. We should never let the psychological aspects of our responsibilities lose their importance, especially at a time in which clinical skills, clinical judgment, and truly individualized psychological assessments have never been more needed for determining the needs of struggling students.

From my perspective, it appears as though at the national, state, and local school district levels there has been a de-emphasis on the importance of psychological aspects of addressing students' needs, or it has been severely minimized. NASP and FASP have attempted to assist our profession in retooling with an emphasis on efficient and effective methods of improving student performance so that each student can reach her/his maximum potential. But some have seen this as moving more toward the educational side of the profession, which I agree with, except it should have always been a major component of our responsibilities. It should be noted that over the years FASP has continued to do an excellent job supporting diverse philosophies through our Regional Workshops, Summer Institutes, and Annual Conferences. For those who missed our Summer Institute, you missed, in my opinion, one of the best ones ever with four outstanding presentations on a wide variety of critically important topics. There is also an excellent line up of speakers and topics for this year's Annual Conference (Check online for more information).

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In regards to the psychological aspects of our profession, it should be noted that many of the latest position papers and advocacy focuses have few direct references to psychology or psychological, except in the use of our title. Mental health and social and emotional aspects are referenced as a part of the knowledge base along with a number of other areas that have indirect connection to psychology. Interestingly, the old rock of psychological assessment is not even referenced. Florida's state regulations for special education have limited references to psychology or psychological. The new Florida MTSS focuses on the role of consultants with an emphasis on knowledge of research-validated consultation models, effective communication, interpersonal skills, and problem solving facilitation. Problem solving is a major component of MTSS, but the reference to psychology or psychological appears to be missing.

The guidelines for the implementation of MTSS do not identify job-specific personnel who are responsible for ensuring the development, implementation, and on-going evaluation of an integrated, aligned, and sustainable system of service delivery. Because of some districts' interpretations of MTSS, some school psychologists are quite frustrated and sometimes even confused with what their role should be in this process.

So where is the psychology in school psychology? Right where it has always been! Psychology is and should be a part of everything we do for students. Our observations as school psychologists of the school's community, including the arrival in the morning and continuing through the day to the dismissal in the afternoon, are very important. It is critical that we capture the milieu in which at-risk students must survive and hopefully thrive.

Currently, as school psychologists, everything must be linked to problem solving, consultation, and collaboration. Through observing, listening, and interacting with professionals, students, and parents in a school, we bring our "psychologically trained" eyes to the table. We can also assist by listening/hearing, observing, and clarifying the perspectives of all the players at the table. Collaboratively, we need to be a part of linking ongoing assessment and clinical observations to instructional and intervention-based decisions and to ensure that every student in need receives high-quality, research-based instruction and interventions as soon as the need is identified, within a multi-level prevention system.

Here are our **true anchors as school "psychologists"**:

- **Our Psychological Perspective of the Whole**
- **Our Psychological Problem Solving, Collaboration, and Consultation Skills**

We need to use these abilities as school psychologists to help determine what is impacting the performance of a student, especially the psychological and mental health components, which should always be assessed as potential barriers to learning.

Currently, there are circumstances in which school psychologists cannot do most of what is described above. They cannot get to the table where problem solving is occurring because their schools are disorganized, principals do not see a need for having the school psychologist involved in most of the collaboration meetings, or the school district administration has placed restrictions on the responsibilities of the school psychologists. Unfortunately, because of this, some of our colleagues have chosen to sit back and passively wait to see what they may be called on to do. As I noted in my last President's message, now is NOT the time to be non-responsive! If you are dissatisfied with your profession, maybe you need to take other approaches to putting school psychology back in the schools.

I recently read an article that sheds some different perspectives on what we should do in education. The article was an interview with Sir Ken Robinson regarding his view on education and school reform. He is the author of "The Element: How Finding Your Passion Changes Everything" and "Out of Our Minds: Learning to be Creative." In "The Element," he stated that we need to find the point where talent meets passion. "If you love something that you are good at you will never 'work' again." We do need to get back the passion of serving kids and being dynamic school psychologists in doing so!

In "Out of Our Minds," he shared the need to be at the forefront of helping schools personalize education for every student, addressing them as individuals, and helping teachers see the need to take into account how different students learn, e.g., some need visual information, others need to move and to express themselves physically. He also noted that we need to move from seeing education as a mechanical or industrial process to seeing it much more as a human and organic one. He illustrated the point using the analogy of a gardener who knows that he cannot make plants grow. It's about providing the best conditions for growth and development.

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If we get that right, we will see an abundant harvest of talent, commitment, imagination, and creativity in all of our children and in all of our schools. I say let's be outstanding gardeners for our students and let's help others in the gardening process.

School psychologists are currently facing many challenges, but we can also experience many successes. We are responsible for creating an environment/culture that is nurturing and supporting. Everyone is responsible for it! In much the same way as Code Name: V (the shadowy freedom fighter) claimed the people of London were responsible for the totalitarian conditions in which they found themselves in the film and novel "V for Vendetta." V noted that, "some are more responsible than others," but we all are responsible in some way for the environment/culture fostered in the workplace. It is not someone else's problem! V also said, "An idea can change the world." If you step up to the plate, you may allow one great idea to grow and thrive...and wouldn't that be worth the risk? Maybe we have some V's out there who need to re-discover themselves and what they can really do.



Photo Caption:  
Shadowy Freedom Fighters (V's) with a Message:  
Don't Tread on the "Psychology" in School Psychology

**Joe Jackson**  
FASP President

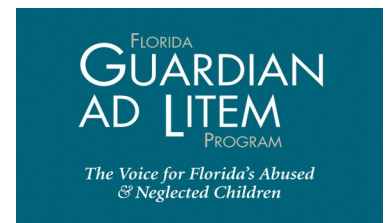
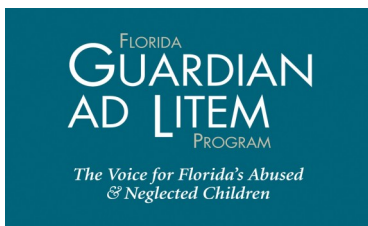
## Florida Guardian ad Litem Program

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

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

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

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

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

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

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

To learn how to become involved, please visit [www.kidswellflorida.org](http://www.kidswellflorida.org).

We are in this together.

Dave Lawrence  
Chair  
The Children's Movement



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



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

**FASP NEWSLETTER HAS GONE GREEN!**

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

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

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



## GAIN A SHARPER FOCUS ON READING DIFFICULTIES

*The Woodcock Reading Mastery Tests is newly revised*

Woodcock Reading Mastery Tests, Third Edition (WRMT-III) – The FL DOE recommended diagnostic reading test for Multi-Tiered System of Supports (MTSS) for Florida's Public Schools.



*For use with individuals ages 4:6–79:11, the WRMT-III features:*

- Four new tests to improve diagnostic capability: Phonological Awareness, Rapid Automatic Naming, Listening Comprehension, Oral Reading Fluency
- Simplified administration and scoring
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*The WRMT-III Online Scoring and Reporting System is now available!*

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## More fun for them. Better insights for you.

We are pleased to introduce the WPPSI-IV...with updated norms and a strong emphasis on developmentally appropriate, child-friendly features that benefit both children and examiners!

- Two new Working Memory subtests for children as young as 2½
- Processing Speed subtests have been adapted, plus a new subtest has been added
- An optional Inhibitory control measure is now available
- New and redesigned subtests are more game-like and developmentally appropriate
- Processing speed tasks reduce fine motor demands
- New picture items on verbal subtests help ensure valid scores can be obtained for almost any child

*Call 800.627.7271 to order your discounted\* pre-publication WPPSI-IV kit!*

**For more information, visit [PsychCorp.com/WPPSI-IV](http://PsychCorp.com/WPPSI-IV)**

\*Pre-publication pricing is available on kits only and is good through 8/17/2012. You will not be billed until the materials ship.

*For more information, please contact your Florida Assessment Consultant, Diana Y. Gintner at: 800.627.7271 ext. 262267 or [Diana.Gintner@Pearson.com](mailto:Diana.Gintner@Pearson.com)*

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# 2012-2013 Membership Application

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

**PLEASE PRINT**

Name: \_\_\_\_\_  
(First Name) (Last Name) (Maiden Name)

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

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_ License/Certification #: \_\_\_\_\_

Primary Email: \_\_\_\_\_

Additional Email\*: \_\_\_\_\_

\* FASP may need to contact you during summer and school holidays.

\_\_\_\_ **Joining** FASP for the 1st time **OR** \_\_\_\_ Renewing Membership  
\_\_\_\_ Check here if all information is same as last year

\* Please place a check on the line if you do NOT wish to allow students in school psychology programs to have access to your contact information for research purposes \_\_\_\_\_

\* Please place a check on the line if you do NOT wish to share your contact information on the Members Only section of the FASP website \_\_\_\_\_

\* Please place a check on the line if you do NOT wish to share your information with test/book publishers and/or educational organizations \_\_\_\_\_

Employer: \_\_\_\_\_ County of Employment: \_\_\_\_\_

Language Fluency: \_\_\_\_\_ Are you a member of NASP? \_\_\_\_ **YES** **OR** \_\_\_\_ **NO**

**FOR STUDENTS ONLY:**

I am currently a student enrolled in a school psychology program \_\_\_\_ **YES** **OR** \_\_\_\_ **NO**

I attend: \_\_\_\_\_ (college name)

Program Director/Internship Supervisor's signature is required for student rate: \_\_\_\_\_  
(Signature of Supervisor)

**Role:** (Check all that apply)

- \_\_\_\_ 1. School Psychologist
- \_\_\_\_ 2. Bilingual School Psychologist
- \_\_\_\_ 3. Supervisor
- \_\_\_\_ 4. Administrator
- \_\_\_\_ 5. Trainer/Educator
- \_\_\_\_ 6. Clinical Psychologist
- \_\_\_\_ 7. Counselor
- \_\_\_\_ 8. Consultant
- \_\_\_\_ 9. Other: \_\_\_\_\_

**Employment:**

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

**Ages Served:**

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

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

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





**Membership Categories:**

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

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

**Transition Member:** \*(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
- None at this time

**TOTAL amount due with this application**

\$ \_\_\_\_\_

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

**Credit Card Information:**

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

\_\_\_\_\_  
(13 or 16 digit credit card number)

\_\_\_\_ / \_\_\_\_ (Month/Year of Expiration)

\_\_\_\_\_  
Signature as name appears on card

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

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

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

**Please send completed form to:**

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

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date Signed



**CONGRATULATIONS TO THE  
FOLLOWING  
FASP NEW MEMBERS...**

**Francesca Antoine**

**Shannon Kalvin**

**Lacey Prine**

**Katherine Fajardo**

**Jaclyn Morrison**

**Elliott Choi**

**Molly Pinheiro**

**Robyn Ammerman Coleman**

**Marie Ortiz**

**Sarah Mikhail**

**Judith Arellano Sheahan**

**Cari Fellers**

**Thuong Truong**

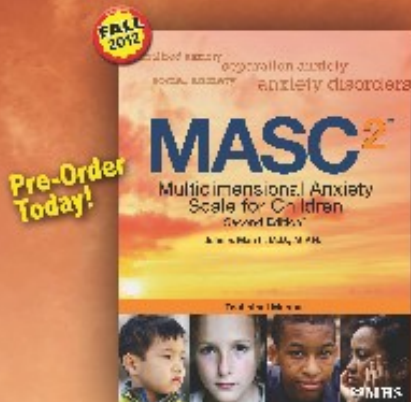
**Jillian McFarlan**

**Leslie Fletcher**

**Danielle Gardini**



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- Assesses a broad range of emotional, physical, cognitive, and behavioral symptoms
- Generalized Anxiety Disorder (GAD) Index differentiates children with the disorder from the general population

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



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

Provides scores on:

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

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

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

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

### \*FREE Book Offer!



By Josh A. Nagler, Ph.D., & Eric S. Pickering, Ph.D., with Speech Handouts by Tullie Otero, Ph.D., & Mary Herrera, Ph.D.

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

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



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## MONTHLY RECOGNITION OF EXCELLENCE

Throughout 2012, FASP has acknowledged School Psychologists from around the state with a *Monthly Recognition of Excellence*. These individuals have shown exemplary work in our profession, and their regional peers nominated them for their efforts. The Awards committee would like to recognize the recipients thus far:

**January** (Northeast Region):

*North East Florida Association of School Psychologists*

**February** (East Central Region):

*Karen Gayle-Penna, Alina Robinson, Maria Jose Soong*

**March** (Southeast Region):

*Jennilee Abolafia, Coleen Claffey, and Dave Ramos*

**April** (South Region):

*Jennifer Morales and Katie Lamiell-Davis*

**May** (Northwest Region):

*Kelly Low and Laney Prine*

We look forward to our nominees from the West Central Region for **September** and the Southwest Region for **October**. And our committee hopes to see everyone at the awards ceremony at the annual conference!!

Kurt Wasser  
Awards Chair





## AWARDS NOMINEES

Our awards committee is excited to announce our nominees for the 2012 Awards ceremony.



The ceremony this year will take place during the FASP Annual Conference, which will be held from October 31 to November 3, 2012 at the Omni Orlando Resort at ChampionsGate.

### **FASP School Psychologist of the Year**

Annette Hicks	Hillsborough County
Mary Ann Richey	Palm Beach County
Alina Robinson	Orange County

### **FASP Outstanding Administrator**

Michael Cummings	Coordinator, Psychological Services, Hillsborough County
------------------	---

### **FASP Graduate Studies Award (Doctoral Level)**

Lisa Bateman	University of South Florida
Donna Berghauer	Nova Southeastern University
Sarah Fefer	University of South Florida
Sally Grapin	University of Florida

### **FASP Graduate Studies Award (Graduate Level)**

Kerri Stewart	University of South Florida
---------------	-----------------------------

### **Faye Henderson Exemplary Leadership Award for Minority Students**

Nicole Jean-Paul	University of Florida
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### **Innovative Program in the Practice of School Psychology**

Bilingual School Psychologist	Broward County
Community's Oral Fluency Project	
The Parent's Toolbox Workshop	Hillsborough County
SNAP Team- School Neuropsychology Assessment Professionals	Hillsborough County







## Professional Synchrony for Harmonious Results!

By:

Bill Donelson, NCSP  
Florida NASP Delegate  
NASP Southeast Representative

The start of a new school year brings feelings of both excitement and concern, particularly in a hotly debated election year. Politics at both the national and local levels often affect our sense of direction for the country as well as the climate where we work. One of the keys to staying optimistic in the face of all this is to stay connected to the core of our profession. I know of no better way of accessing current information, influencing leaders, learning new skills, and advocating for children than being an active member of both FASP and NASP. Apathy is not an option!

At the state level, we have seen our share of changes to the profession and direction of education. Increased calls for outcomes and accountability have demanded this. FASP has worked diligently to survey the membership on ways to meet these challenges and address the issues proactively without ignoring the whole child or all the valuable aspects of our profession. This has been reflected in the products, legislative efforts, professional development, and board actions of FASP. Your voices are being heard!

The 2012 FASP conference theme focuses on *Harmonious Interventions for Student Success*. Those of you who know President-elect Rance Harbor understand his passion for both music and student success. Gaining new skills at the state conference is one way of becoming empowered back in our job roles. Connecting with peers at the conference creates a forum for networking, having a good time, venting frustration, and knowing that you are not alone in the face of change. Come by the NASP table at the conference!

At the national level, NASP offers a wealth of resources to support you in your role. Your membership dues pay for approximately 200 specific projects to improve the lives of children and youth across the country. My monthly delegate message relays important links to NASP resources and updated information. The NASP website is a powerful tool in accessing needed information, and many member-only features enhance the site. NASP resources are there when you need them!

The upcoming 2013 NASP Convention in Seattle is expected to draw between 5000 to 6000 attendees with a program designed to address all aspects of the NASP Practice Model. Learn new strategies, engage with leading experts, and network with school psychologists from around the nation. With more than 1,000 sessions on topics ranging from profession-wide initiatives to solutions for individual children, you'll get answers to your most difficult professional challenges and find ways to be a more efficient and effective practitioner. Join us in Seattle, February 12–15, to renew your passion for school psychology!

<http://www.nasponline.org/conventions/2013/index.aspx>

On a more somber note, the month of September will always remind us of the 9/11 tragedies. This year marks the 11<sup>th</sup> Anniversary of this horrific event. However, we can all be proud to know that the 9/11 Memorial in NYC credits NASP as being one of the premier organizations for explaining trauma and crisis to children and in fact, gives a direct link to the NASP resource pages on their website:

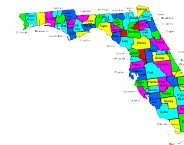
<https://www.911memorial.org/talk-children-about-911>

I know that some of you have not renewed your NASP membership yet, but I certainly hope that you will. These are challenging financial times and NASP has responded by expanding our 3-payment dues installment plan for new and renewing members!

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

If you choose not to renew, I would very much like to know what services we (NASP) could have provided that would have sustained your continued professional membership. Please feel free to contact me at [donelson\\_bill@comcast.net](mailto:donelson_bill@comcast.net) with your questions or comments. NASP wants to meet your needs!

Being a member of both FASP and NASP leads to *Professional Synchrony for Harmonious Results*. That is music to the ears of those we serve!



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



Attention Southeast FASP Members!!

- I would like to set up a regional workshop this year. What topics/speakers would interest you? So far, I have only received a few responses such as: 504 updates and pharmacology.
- Please send me a few good things that are happening within your district. Has someone done something spectacular? Are there any special events happening? Has anyone done something special to help the community? Are there any positive changes within your district?
- What can FASP do to increase membership or to better serve current members?

*I appreciate your feedback!*

**Kim Berryhill**

**FASP SE Regional Representative**

**Email: [Kimber89@aol.com](mailto:Kimber89@aol.com)**



**JOB ALERT (in Wisconsin)**



The following job opportunities were sent to  
FASP President, Joe Jackson

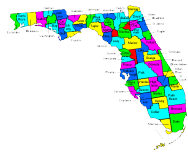


CESA 2:  
JANESVILLE  
Barbara Kelly  
608-742-5144  
[bkelly@janesville.k12.wi.us](mailto:bkelly@janesville.k12.wi.us)

CESA 4  
BLAIR-TAYLOR  
Dennis F. Dervetski  
Superintendent/Director of SPED  
608-989-2881  
[derved@btsd.k12.wi.us](mailto:derved@btsd.k12.wi.us)

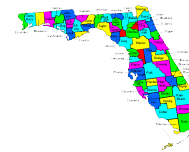
CESA 3  
PECATONICA  
Gary Neis  
Superintendent  
608-523-4248  
[gneis@pecatonica.k12.wi.us](mailto:gneis@pecatonica.k12.wi.us)

CESA 8  
MARINETTE  
Cynthia Russell Smith  
Director of Student Services  
715-735-1409  
[CRSMITH@marinette.k12.wi.us](mailto:CRSMITH@marinette.k12.wi.us)



## **TAKING LOCAL CONTROL**

**By Freda Reid, Northeast Regional Representative**



In the summer of 2011, a small group of school psychologists met to discuss local issues facing them in the Northeast Region. The result of this meeting was the formation of the Northeast Florida Association of School Psychologists (NEFASP).

Founding members: Miquita Chalmers, Susan Hatcher, Heather Lawson, Faye Nussbaum, Freda Reid, and Kaye Senhert rolled out NEFASP in the fall with a cookies and milk reception at the FASP regional workshop in Jacksonville. The first year of existence has included initiating an aggressive membership campaign, advocating for children, making community connections, surveying members, and becoming an official affiliate of FASP.

In the fall of 2011, members participated in AFSP's Out of Darkness Community Walk for suicide, raising \$600.00 in sponsorships. NEFASP also formed a partnership with "Angels for Allison," a non-profit organization dedicated to helping families in Northeast Florida who have lost a child by paying for funerals. NEFASP became one of the few referral agents from which Angels for Allison accepts referrals. NEFASP members also participated in fundraising activities and painted the beautiful angels sold at the fundraisers.

A survey of NEFASP members indicated the number one professional development need to be in the area of counseling and mental health needs of children. At the first NEFASP Annual Meeting, the nine million dollar SAMHSA grant received by the city of Jacksonville was featured. The grant is designed to better meet the mental health needs of children and youth with serious emotional disturbance and their families.



*Mr. & Mrs. Joe Jackson*

NEFASP sponsored an end of the year luncheon featuring Joe Jackson, FASP President, as guest speaker.

Heather Lawson and Susan Hatcher, NEFASP Officers, will present at the FASP FALL Conference on starting a local FASP chapter.



## SWFASP REGIONAL CONFERENCE

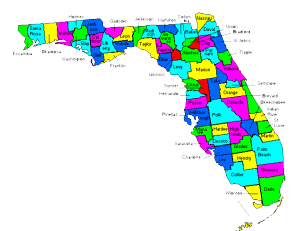
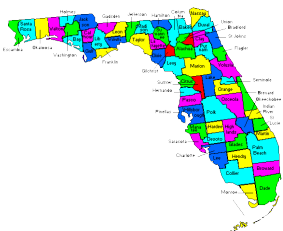


During a 2-hour seminar (Fort Myers) on August 30, 2012, Dr. Omar Rieche presented the latest research findings and best practice techniques to consider when assessing and working with children and adolescents with Obsessive Compulsive Disorder. Dr. Rieche addressed the global developmental points of anxiety and OCD, “normal” vs. “abnormal” anxiety, and common misconceptions about OCD. Participants of the seminar were able to understand and to define the types of OCD based on DSM-IV-TR diagnostic criteria as well as to differentiate from other obsessive compulsive spectrum disorders. Information regarding the biology and history of OCD was discussed. Common characteristics of diagnosing children and adolescents with OCD were also discussed. Dr. Rieche addressed the epidemiology of OCD including prevalence, comorbidity rates, gender, family influences, and social issues.

In regards to treatment, techniques including cognitive-behavioral therapy, psychopharmacology, and Deep Brain Stimulation were reviewed. Characteristics of common evaluation procedures with children and adolescents with OCD were also discussed, including the use of the Children’s Yale-Brown Obsessive Compulsive Scale (CY-YBOC). In addition, Dr. Rieche shared other treatment and assessment practices, including how to assess the functional characteristics of OCD within an individual, the individual’s level of awareness about the disorder, and the level of family accommodations exhibited within the home setting. Overall, this seminar armed participants with the most up-to-date information regarding OCD, as well as with a renewed insight as to how this disorder may impact a child or adolescent’s educational experience.

Omar Rieche, M.D., PA, is board certified in Child, Adolescent, and Adult Psychiatry. He is on the Clinical Faculty at the University of South Florida, College of Medicine, Department of Behavioral Sciences in Tampa, Florida. Dr. Rieche is a consulting staff member with the Lee Memorial Health System and is the Outpatient Clinic Medical Director for the Lee Memorial Behavioral Health Clinic. Dr. Rieche is on the Board of Directors for The Coalition for Drug Free SWFL, C.A.R.E.S Suicide Prevention, and the Hope Clubhouse. Dr. Rieche is also an advisory board member for the local chapter of NAMI and Children and Adults with Attention Deficit Disorders, (CHADD) of Lee County. Additionally, Dr. Rieche is an Executive Board Member of the local non-profit chapter of International Clubhouse and serves as a board member for the Lee County School District’s Autism Task Force.

Shantai St. Surin, Ed.S.  
 School Psychologist  
 Eden Park Elementary/Lake Park Elementary





## THE CHILDREN'S MOVEMENT OF FLORIDA

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

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

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

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

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

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

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



### **Don't miss the chance to vote...**

Your single greatest tool to help make children a first priority is your vote.

To help ensure more Floridians have the opportunity to participate in our republic, The Children's Movement has partnered with **TurboVote**. It's an on line platform to make voter registration easy – and secure.

Here's how it works:

**If you're not yet registered to vote...** complete the voter forms on line

**If you're already registered...**sign up for election reminders

**If you want to vote from home...**you can request an absentee ballot

If you register to vote or request an absentee ballot, you'll receive a completed voter-registration form by mail along with a pre-addressed envelope with correct postage. Just sign, and mail.

If you're already registered to vote (as I am), you can sign up to receive reminders about the upcoming election. (None of this is politically partisan in any way.) **So, click here to sign up now.**

Share this with your family. Send it to your friends. The more who vote, the better chance for moving toward making children Florida's first priority.

Dave Lawrence  
Chair  
The Children's Movement





## CONTINUING EDUCATION INFORMATION

Greetings fellow FASP members & friends:

Over the summer, FASP entered into a partnership with CE Broker. Shortly thereafter, we received notice from CE Broker regarding a change in their service model and our new partnership. Below is the pertinent information.

### **CE Broker's New Service Model and Change to CEB Partners Program**

CE Broker, the official continuing education (CE) tracking system for the FL Department of Health (DOH), has announced a change to its service and subscription model starting in August 2012. This is the first change to CE Broker's service model in 8 years.

Standard subscriptions cost \$35 per license cycle. Service lasts until the end of each user's license cycle. Whether you subscribe at the beginning or end of your cycle, your subscription would end on the same date. 80% of all CE Broker users subscribe in the last 2 – 3 months directly preceding the license expiration date. Therefore, the \$35 was only buying 2 – 3 months of access to CE Broker's online continuing education tools.

### **The Change:**

*Subscriptions to CE Broker Professional Accounts will now cost \$29 per year.* In August, every FL healthcare professional that subscribes to CE Broker will receive one full year of access.

"We are dedicated to delivering WOW customer service and believe this change will make our service more user-friendly and easier to understand," says COO Brian Solano. "The majority of our users will now receive more value for less."

### **What about the Association Discount?**

Members of the Florida Association of School Psychologists will receive \$5 off of the \$29 subscription, for a total of \$24 instead of the previous \$25 (\$35 - \$10). For those who want to maintain constant access to CE Broker, the discount amounts to \$10 per two years just as before (FASP members should contact Geoff Freebern to receive the code).

### **What other discounts are available?**

Starting in August, CE Broker users can also select to auto-renew at the end of a year. Doing this will take an additional \$5 off of the renewed subscription cost. Members of the Florida Association of School Psychologists renew for \$19 with this option.

"Our goal is to simplify the CE process for all," Solano says, "and this is a step in the right direction."

CE Broker manages the database of continuing education records for the FL Department of Health. The DOH, Division of Medical Quality Assurance, uses the information in CE Broker to confirm completion of CE renewal requirements. CE Broker tracks the continuing education of all healthcare professionals licensed in Florida whether or not you choose to subscribe. Subscriptions to CE Broker are not required, and free, basic accounts will always be available. Visit [CEBroker.com](http://CEBroker.com) to learn more.

Hope the new school year is off to a smooth start for everyone, and I hope to see everyone at the conference.

Sincerely,

**Geoffrey D. Freebern, NCSP**  
**Nationally Certified School Psychologist**  
**Florida Licensed School Psychologist**  
**FASP CE Coordinator**

[geoffrey.freebern@gmail.com](mailto:geoffrey.freebern@gmail.com)



## The Florida Association of School Psychologists (FASP) Internship Guide: An Update

**Caroline Spearman**  
**Training and Credentialing Committee**

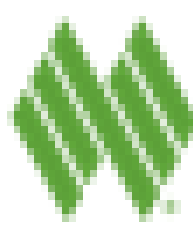
### Attention all prospective interns!

The Internship Guide on the FASP website is currently being updated! If you are looking for the latest information regarding the application process, rotations offered, internship format, APPIC/APA approval, likelihood of hire, as well as many other topics, then you are in luck!

The Internship Guide is a resource for prospective interns to guide their decision-making regarding internship programs across the state. We are currently modifying the questions to ensure that they reflect modern programmatic and economic realities that districts are facing. In order to do this, several graduate students, current interns, faculty members, district supervisors of psychological services, and FASP leaders have provided feedback to ensure the comprehensiveness of the document.

Currently, the document has been transferred to Opinio, a web-based survey administration system. Each of the supervisors of psychological services across the state will be invited to participate in the survey. The data that we gather from their responses will be collected and organized into a user-friendly internship guide and will be posted on the FASP website.

Be on the lookout for our exciting presentation at the FASP Conference, where we will be disseminating this information for the first time. We look forward to seeing you there!





## Discover quality school assessments from PAR!



The Emotional Disturbance Decision Tree™ (EDDT™) is the first instrument of its kind to provide a standardized approach to the assessment of emotional disturbance (ED).

- Encompasses all the federal criteria and addresses the broad emotional and behavioral nuances of children who may require special education services for ED.
- The Emotional Disturbance Decision Tree™ – Parent Form (EDDT™-PF) adds a parental perspective. EDDT-PF forms are also available in Spanish.



The Social Emotional Assets and Resilience Scales™ (SEARS) helps you assess the social-emotional attributes of children and adolescents.

- Includes separate assessment forms for children and for adolescents, as well as teacher and parent report forms.
- Separate short forms are available, and parent forms are available in Spanish.
- The SEARS-SP offers Score Reports, Progress Monitoring Reports, and Integrated Score Reports.

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Your call will be handled from start to finish by a courteous, highly trained professional—not an automated answering system.

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Available for all the products we sell.

#### Same-Day Shipping

Place your order Monday–Friday by 6 p.m. EST, and it will ship the same day.

#### Satisfaction Guaranteed

If you are not completely satisfied with your purchase, we will accept the return of any item.

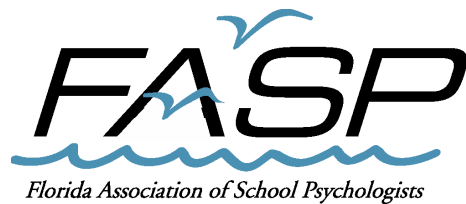
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The **Florida Association of School Psychologists** is proud to present our 39<sup>th</sup> Annual Conference: *Harmonious Interventions for Student Success*, which will be held October 31 to November 3, 2012 at the Omni Orlando Resort at ChampionsGate in Orlando, Florida.



We are extremely proud of the highly talented group of professionals who will be speaking at our conference, representing local, regional, and nationally known presenters. Our choice of presentations harmoniously reflects the diversity of our roles. Our selections address the results of our needs assessment survey, and provide new opportunities for everyone to expand their skills. A major focus this year is to provide attendees with interventions that promote student success throughout each district in the state of Florida.

Presentations during the conference will cover issues related to cultural/ linguistic diversity, Florida's Multi-Tiered System of Supports, Response to Intervention, Autism, EET, Implementation of 504, LGBTQ, Tourettes, the ethics of crisis intervention, bullying, positive psychology, traumatic brain injury, ADHD, parent education, social/emotional interventions, counseling, working memory, suicide prevention, struggling readers, critical thinking, and so much more.

(Continued on page 25)



(Continued from page 24)

We have many CEU opportunities during the FASP conference as well as from CEU workshop presentations. As you know, FASP is approved by the National Association of School Psychologists to offer continuing education for Licensed School Psychologists. But did you know that we also provide CEUs to Licensed Psychologists, Clinical Social Workers, Marriage & Family Therapists, and Mental Health Counselors? Be sure to invite your colleagues from other disciplines for this wonderful continuing education opportunity!

This year, for the very first time, FASP is going to provide the opportunity for BCaBA and BCBA professionals in your district to obtain Type 2 CE Credit. During the conference, Doug Woods, PhD, will be presenting on *Behavior Strategies for Tourettes*. Our workshop presenters will include Raymond Miltenberger, PhD, BCBA, who will be presenting on *Habit Reversal*, and Tim Vollmer, PhD, BCBA, who will be presenting on *Evidenced-Based Strategies to Improve Problem Behavior*. **These presentations will also provide CEUs to all of the licensed professionals mentioned above.**

Additional workshop presenters, include Eric Tridas, MD, who will be speaking on the *Psychopharmacology of Behavior Disorders in Children*, and one of our returning favorites, George McCloskey, PhD, who will be speaking on the *Neuropsychology of Reading: Implications for Instruction and Intervention*.

On Saturday, we will continue to offer our licensed professionals CEUs for Domestic Violence and Medical Errors. In addition, we are featuring two dynamic speakers, George McCloskey, PhD and Steven Feifer, EdD. Dr. McCloskey will speak on the *Neuropsychology of Written Expression: Implications for Instruction and Intervention*, and Dr. Feifer will speak on *Mathematics and the Brain: A Neurodevelopmental Approach Towards Developing Number Sense*. More about this later, but you will not want to miss these incredible CEU presentations.

Adding to the excitement of our conference is the opportunity for you to interact with your colleagues in a relaxed, enjoyable, and entertaining ambience. This year, we have a number of social gatherings. On Wednesday, we will gather together for our Welcome Reception and Awards Ceremony. Then, the students from school psychology programs throughout the state will have their own special get-together at Chili's to mingle, network, and have fun! (Wear a costume if you dare, but it is not required). On Thursday, we have the FASP Children Service's Fund Charity Auction, followed by our President's Party, which will be a night to remember. *Franc Robert and the Boxcar Tourists* will be hosting a blues jam that will transform the Omni ballroom into a Chicago Blues Club. Bring your instrument and sit in for a couple of songs or bring your dancing shoes to groove the night away. Or you can just bring yourself, chill, and enjoy the time of your life!

Register early to take advantage of the exceptional early registration discounts and multiple conference package options. Simply click on [http://www.fasp.org/Conferences/Annual\\_Conference.html](http://www.fasp.org/Conferences/Annual_Conference.html). Or you can manually complete the documents below and postmark them by 10/17/12. You'll want to be sure to renew your dues for further savings.

Last but not least, don't forget to make your hotel reservations at the Omni Orlando Resort at ChampionsGate by calling 1-800-843-6664 and mentioning "FASP." Or you can complete your reservations on line by clicking on <http://www.com/FindAHotel/OrlandoChampionsGate/MeetingFacilities/FASPs39thAnnualConference.aspx>. Book by September 28<sup>th</sup> for special rates! Can't wait to see you at FASP's 39<sup>th</sup> Annual Conference! Be sure and stay tuned to the **FASP Flash** for more details about our exciting conference.



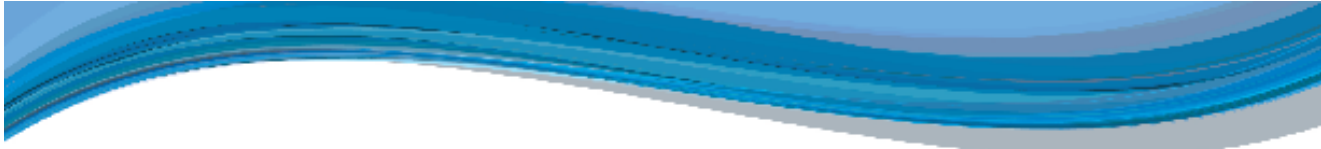


FEATURED  
*Presenters*

**FASP's 39th Annual Conference**  
Oct. 31 - Nov. 3, 2012  
Orlando, Florida

**Harmonious Interventions  
for Student Success**

**OMNI ORLANDO RESORT AT CHAMPIONSGATE**



# Friday Morning



**Ray Miltenberger, PhD, BCBA-D** is currently a professor in the Department of Child and Family Studies and the Director of the Master's Program in Applied Behavior Analysis at the University of South Florida. He received his PhD in clinical psychology from Western Michigan University in 1985 after completing a predoctoral internship in developmental disabilities and behavioral pediatrics from the Kennedy Institute at Johns Hopkins University School of Medicine. He was a professor of psychology at North Dakota State University from 1985 to 2006. He is a former President of the Association for Behavior Analysis International, and has served on the Executive Committee of the Florida Association for Behavior Analysis and the Board of Directors of the Society for Advancement of Behavior Analysis. He serves or has served on the editorial boards of *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, *Behavioral Interventions*, *Journal of Positive Behavioral*

*Interventions, and Education and Treatment of Children.* Dr. Miltenberger also has been an associate editor for *Education and Treatment of Children and Behavior Analysis in Practice* and a guest associate editor for *Journal of Applied Behavior Analysis*. He is currently the Literature Review Editor for *Education and Treatment of Children.* Dr. Miltenberger's research in applied behavior analysis focuses on teaching safety skills to children and individuals with disabilities, ABA approaches in sports and fitness, analysis and treatment of repetitive behavior disorders, and functional assessment and treatment of problem behaviors. He has published 155 journal articles and 31 chapters, has co-edited a text on analysis and treatment of tics and repetitive behavior disorders, and has written a behavior modification textbook, now in its fifth edition. Dr. Miltenberger has received a number of awards for his teaching, research, and mentoring.

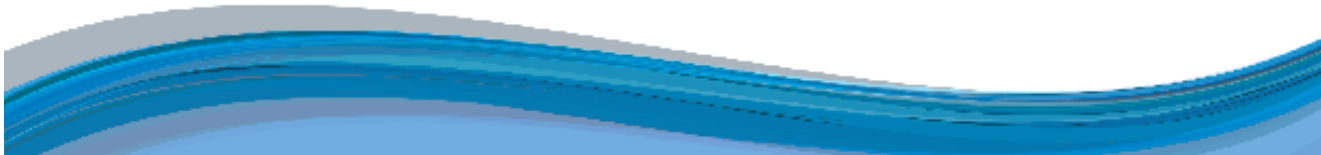
**November 2, 2012:  
8:30 am to 11:30 am**

**Analysis and Treatment of Repetitive Behavior Disorders (Habits, Tics, and Stuttering)**

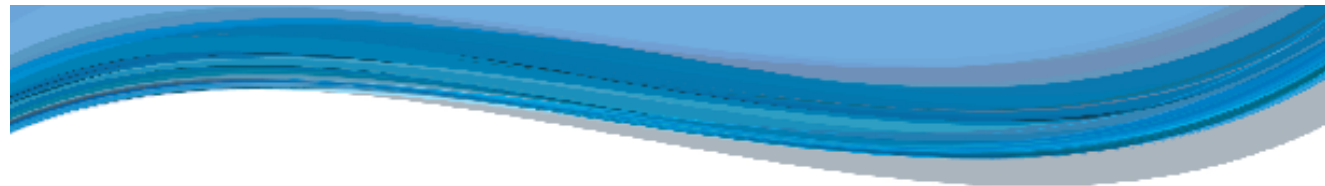
This workshop will discuss habit reversal and other treatments for repetitive behavior disorders including habits, tics, and stuttering. First, the workshop will discuss the characteristics of and diagnostic criteria for these disorders. Next the workshop will describe assessment procedures for evaluating the effects on treatment, functions of repetitive behavior disorders, and functional assessment procedures. The workshop will then describe habit reversal procedures applied to tic disorders, habit behaviors (with an emphasis on trichotillomania), and stuttering. Examples from case studies and research will illustrate habit reversal and adjunct procedures applied to habits, tics, and stuttering.

**Learning Objectives:**

1. Describe the characteristics of repetitive behavior disorders
2. Describe assessment of repetitive behavior disorders
3. Describe functional assessment of repetitive behavior disorders
4. Describe habit reversal applied to tics, trichotillomania, and stuttering.







# Friday Morning



**Eric Tridas, MD, FAAP**, is the Medical Director of the Tridas Center for Child Development and President of Developmental and Behavioral Pediatrics Consultants, Inc. He is a Developmental Pediatrician who specializes in the diagnosis and management of handicapping conditions including ADHD, Learning Disabilities, Autism, Cerebral Palsy, Mental Retardation and other neurodevelopmental and behavioral problems. He completed his fellowship in Ambulatory Pediatrics with emphasis on Developmental Disabilities at the Children's Hospital Medical Center in Boston. During that time he held an appointment as a Teaching Fellow at Harvard University. Dr. Tridas completed his residency in Pediatrics at the Children's Hospital of Buffalo. He graduated from the University of Puerto Rico, School of Medicine in 1977. Dr. Tridas is President of the International Dyslexia Association and also the State Medical Director for Pediatric Health Choice-Prescribed

Pediatric Extended Care Facilities (PPEC). He is on the board of directors of Artista's Café, a non-profit organization that employs adults with autism spectrum disorders. Dr. Tridas is a partner of Tridas LLC, a software company that develops applications for data gathering/analysis, integration with EHR and preparation of customized evaluation forms and reports. He lectures nationally and internationally on topics such as dyslexia, learning disabilities, ADHD, autism spectrum disorders, executive functions and other behavior and developmental pediatrics related subjects, and has edited a book for parents titled *From ABC to ADHD: What Every Parent Should Know About Dyslexia and Attention Problems*.

used, their expected impact on the child's clinical presentation and the most common side effects. Dr. Tridas will discuss the way that medication can serve as an adjunct in the multimodal management of neurobehavioral disorders in children.

#### Educational Objectives:

1. The participants will become familiarized with the most common behavioral and emotional disorders in children and their symptoms.
2. The participants will recognize the impairment associated with behavior disorders in children.

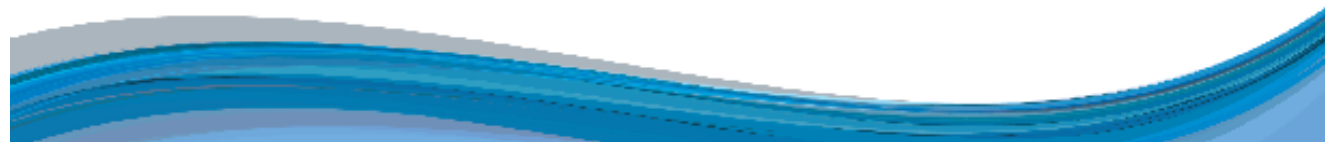
The participants will learn about the medications that are most often used in the management of behavior disorders in children.

**November 2, 2012:**

**8:30 am to 11:30 am**

#### **The Psychopharmacology of Behavior Disorders in Children**

Dr. Tridas will review the most common behavior disorders in children, the impairment associated with these disorders and their pharmacologic management. The participants will learn about the medications that are most frequently





# Friday Afternoon



**Timothy R. Vollmer** received his Ph.D. from the University of Florida in 1992. From 1992 until 1996 he was on the psychology faculty at Louisiana State University. From 1996 to 1998 he was on the faculty at the University of Pennsylvania Medical School. He returned to the University of Florida in 1998 and is now a Professor of Psychology. Dr. Vollmer's primary area of research is applied behavior analysis, with emphases in developmental disabilities, reinforcement schedules, and parenting. He has published over 100 articles and book chapters related to behavior analysis. Dr. Vollmer was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological Association (APA). He received another APA award in August, 2004, for significant contributions to applied behavior analysis. Dr. Vollmer is currently the Editor Elect for the *Journal of Applied Behavior Analysis*. He and his staff consult with numerous school districts around the state and country including

the following counties in Florida: Monroe, Pasco, Levy, and Gilchrist. They also consult in Davenport, Iowa and St. Tammany Parish, Louisiana, among other locations.

that ultimately behavior is generally allocated to the schedule that pays off most, so differential reinforcement is the key. Throughout the presentation, Dr. Vollmer will review recently published or not-yet-published research to provide an evidence-base for his assertions.

**November 2, 2012:**

**1:00 pm to 4:00 pm**

## **Evidence-based Strategies to Improve Student Behavior**

Dr. Vollmer will discuss general strategies for reducing the frequency and intensity of behavior problems. Although most examples will come from autism and intellectual disabilities research, some examples will include general education classrooms. In short, these strategies include: a) reducing the motivation to engage in the behavior problem, b) extinguishing the behavior problem, c) arranging differential reinforcement when the individual has alternative skills in his or her repertoire, d) arranging differential reinforcement when new skills must be shaped, and e) developing complex, generalized, repertoires to compete with aberrant repertoires. Most of the time will be spent on differential reinforcement, as Dr. Vollmer will argue

### Objectives

1. Be able to describe at least two ways of reducing the "motivation" to engage in problem behavior.
2. Be able to describe dimensions of reinforcement that influence response allocation between problem behavior and desired alternative behavior.
3. Be able to describe the "matching law" and how it relates to differential reinforcement.



# Friday & Saturday Afternoon



**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 improving students' self-regulation capacities in the classroom, behavior management, assessment and intervention for executive functions difficulties related to academic and behavior problems, balanced literacy reading and writing instruction, 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* (December 2012). 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).

**November 2, 2012:  
1:00 pm to 4:00 pm**

**Neuropsychology of Reading: Implications for Instruction and Intervention**

This presentation will provide a neuropsychological framework for the assessment and remediation of reading problems, including methods for assessing auditory processing abilities (phonological awareness and phonological processing), language functions, working memory, executive functions, and reasoning abilities. How these abilities impact on various aspects of reading skill development will be explored. The primary focus will be the discussion of interventions. This will focus on the most effective approaches and materials for more specialized reading instruction along with an understanding of what various remedial approaches do, and do not, provide. Equal emphasis will be placed on the reading research literature and the clinical practice of assessing reading problems and identifying appropriate instructional methods.

Participants will be able to:

1. Describe the elements of a neuropsychologically-oriented model for identifying reading disabilities
2. Explain the differences between abilities, skills and processes and why these differences are important to understand.

3. List assessment instruments that can be used in the identification of reading and writing learning disabilities.

**November 3, 2012:  
1:00 pm to 4:00 pm**

**Neuropsychology of Written Expression: Implications for Instruction and Intervention**

This presentation will provide a neuropsychological framework for the assessment and remediation of written expression problems, including methods for assessing graphomotor functioning, orthographic and phonological processing, language functions, working memory, executive functions, and reasoning abilities. How these abilities impact on various aspects of writing skill development will be explored. The primary focus will be the discussion of interventions. This will focus on the most effective approaches and materials for more specialized writing instruction. Equal emphasis will be placed on the research literature and the clinical practice of assessing writing problems and identifying appropriate instructional methods.

Participants will be able to:

1. Describe the elements of a neuropsychologically-oriented model for identifying written expression disabilities
2. Explain the differences between abilities, skills and processes and why these differences are important to understand.
3. List assessment instruments that can be used in the identification of written expression learning disabilities.





## Saturday Morning



**Steven G. Feifer, D.Ed., NCSP, ABSNP** is a nationally renowned speaker and author in the field of learning disabilities, who has authored *six* books on learning and emotional disorders in children. He has 19 years of experience as a school psychologist, and currently works as a professor and research scientist at George Washington University in Washington D.C. He is also a clinical supervisor in the ABSNP school neuropsychology training program, and maintains a part-time private practice at the Monocacy Neurodevelopmental Center in Frederick, MD. Dr. Feifer was voted the *Maryland School Psychologist of the Year* in 2008, and awarded the 2009 *National School Psychologist of the Year*. In 2011, he was honored as the distinguished alumni scholar of the year by the Indiana University of Pennsylvania College of Education.

**November 3, 2012:  
8:30 am to 11:30 am**

### **THE NEUROPSYCHOLOGY OF MATHEMATICS: Diagnosis and Intervention**

This workshop will explore how young children learn and acquire basic mathematical skills from a brain-based educational perspective. There will be a discussion on three primary ways in which numbers are formatted in the brain, as well as the central role of language to expand upon conceptually ordered number sets. In addition, cultural stereotypes regarding gender differences in mathematics will be explored, as well as the relationship between anxiety and mathematical performance during classroom learning situations. Two critical constructs often overlooked; namely working memory and executive functioning will also be featured. The expected learner outcomes will be to introduce more efficient ways to diagnose and remediate math disorders in children. The following objectives will be covered:

1. Discuss the international trends in mathematics, and reasons why the United States lags behind most industrialized nations in math and science.
2. Introduce a *brain-based* educational model of math by identifying three basic neural codes which format numbers in the brain.
3. Explore the role of three primary neurocognitive processes: working memory, visual-spatial functioning, and executive functioning, with respect to math problem solving ability.
4. Explore the role of anxiety as it relates to gender differences in math aptitude.
5. Introduce the 90-minute assessment model of mathematics and interventions



39<sup>th</sup> ANNUAL CONFERENCE - REGISTRATION FORM
October 31 - November 3, 2012 \* Omni ChampionsGate

Please complete this form by marking the events you wish to attend. Note the respective fees that pertain to your membership status as you complete the form. Then, indicate the total with your billing information on the final page. Please Note: FASP membership dues for 2012-2013 must be current to register at member rates. All registrations must be postmarked by 10/17/12 to receive the Early Registration fees. Only on-site registration rates will be available after 10/17/12. All pre-registrants will receive confirmation by email. Note: Out-of-state NASP members pay FASP member rates. Please contact the FASP 2012 Conference Committee at presentfasp@gmail.com prior to the conference, should you have any special access needs.

Table with 3 columns: Events & Electives, Cost, and Additional Costs. Rows include FASP Children's Services Fund, Inc. Charity Auction (\$10.00), IGB FASP USB Pen with Workshop Handouts\* (\$15.00), and FASP Committee of Continuous Existence (CCE) - Donation.

\*FASP will request handouts/materials from all presenters. The FASP USB pen will include all admissions received.

Conference Packages - Early Registration Only (Postmarked by 10/17/12)

Option 1: Wednesday - Saturday

- Friday Workshop (Morning): Eric Tridas, Raymond Miltenberger
Friday Workshop (Afternoon): George McCloskey, Tim Vollmer
Saturday Workshop (Check One): George McCloskey, Steven Feifer
FASP Member \$295, Non Member \$525, Student \$125

Option 2: Wednesday - Saturday

- Friday Workshop (Morning): Eric Tridas, Raymond Miltenberger
Friday Workshop (Afternoon): George McCloskey, Tim Vollmer
Saturday Workshop (Check One): Medical Errors, Domestic Violence, Both
FASP Member \$270, Non Member \$500, Student \$90

Option 3: Wednesday - Friday

- Friday Workshop (Morning): Eric Tridas, Raymond Miltenberger
Friday Workshop (Afternoon): George McCloskey, Tim Vollmer
FASP Member \$220, Non Member \$370, Student \$90

Option 4: Friday & Saturday

- Friday Workshop (Morning): Eric Tridas, Raymond Miltenberger
Friday Workshop (Afternoon): George McCloskey, Tim Vollmer
Saturday Workshop (Check One): George McCloskey, Steven Feifer
FASP Member \$165, Non Member \$295, Student \$115

Option 5: Friday & Saturday

- Friday Workshop (Morning): Eric Tridas, Raymond Miltenberger
Friday Workshop (Afternoon): George McCloskey, Tim Vollmer
Saturday Workshop (Check One): Medical Errors, Domestic Violence, Both
FASP Member \$140, Non Member \$255, Student \$60





39<sup>th</sup> ANNUAL CONFERENCE - REGISTRATION FORM  
October 31 – November 3, 2012 \* Omni ChampionsGate

**Wednesday and Thursday Conference Registration**

	<u>Early</u>	<u>On-Site</u>	
FASP Member	<input type="checkbox"/> \$150	<input type="checkbox"/> \$175	
Non Member	<input type="checkbox"/> \$275	<input type="checkbox"/> \$300	
Student	<input type="checkbox"/> \$60	<input type="checkbox"/> \$70	Amount: <input type="text"/>

**Friday Full Day Workshop Registration**

	<u>Early</u>	<u>On-Site</u>	<u>Friday Morning</u>	<u>Friday Afternoon</u>
FASP Member	<input type="checkbox"/> \$90	<input type="checkbox"/> \$110	<u>Check One</u>	<u>Check One</u>
Non Member	<input type="checkbox"/> \$180	<input type="checkbox"/> \$200	<input type="checkbox"/> R. Miltenberger	<input type="checkbox"/> T. Vollmer
Student	<input type="checkbox"/> \$60	<input type="checkbox"/> \$70	<input type="checkbox"/> E. Tridas	<input type="checkbox"/> G. McCloskey
				Amount: <input type="text"/>

**Friday Half - Day Workshop Registration**

	<u>Early</u>	<u>On-Site</u>	<u>Check <i>Only One</i> of the Following</u>	
Options			<u>Morning</u>	<u>OR</u> <u>Afternoon</u>
FASP Member	<input type="checkbox"/> \$50	<input type="checkbox"/> \$60	<input type="checkbox"/> R. Miltenberger	<input type="checkbox"/> T. Vollmer
Non Member	<input type="checkbox"/> \$100	<input type="checkbox"/> \$115	<input type="checkbox"/> E. Tridas	<input type="checkbox"/> G. McCloskey
Student	<input type="checkbox"/> \$25	<input type="checkbox"/> \$45		
				Amount: <input type="text"/>

**Saturday Neuropsychology Full Day Workshop Registration**

	<u>Early</u>	<u>On-Site</u>	<u>Check <i>Both</i> of the Following</u>	
			<u>Morning</u>	<u>AND</u> <u>Afternoon</u>
FASP Member	<input type="checkbox"/> \$90	<input type="checkbox"/> \$110		
Non Member	<input type="checkbox"/> \$180	<input type="checkbox"/> \$200	<input type="checkbox"/> S. Feifer	<input type="checkbox"/> G. McCloskey
Student	<input type="checkbox"/> \$60	<input type="checkbox"/> \$70		
				Amount: <input type="text"/>

**Saturday Half - Day Neuropsychology Workshop Registration**

	<u>Early</u>	<u>On-Site</u>	<u>Check <i>Only One</i> of the Following</u>	
Options			<u>Morning</u>	<u>OR</u> <u>Afternoon</u>
FASP Member	<input type="checkbox"/> \$50	<input type="checkbox"/> \$60	<input type="checkbox"/> S. Feifer	<input type="checkbox"/> G. McCloskey
Non Member	<input type="checkbox"/> \$100	<input type="checkbox"/> \$115		
Student	<input type="checkbox"/> \$25	<input type="checkbox"/> \$45		
				Amount: <input type="text"/>

**Saturday Registration**

	<u>Medical Errors (ME) – 2 Hours</u>	<u>Domestic Violence (DV) – 2 Hours</u>	<u>Both ME &amp; DV</u>
FASP Member	<input type="checkbox"/> \$30	<input type="checkbox"/> \$30	<input type="checkbox"/> \$60
Non Member	<input type="checkbox"/> \$60	<input type="checkbox"/> \$60	<input type="checkbox"/> \$110
			Amount: <input type="text"/>

**Total Fees Due (Sum of all amounts indicated above):**



Have you applied to be a student volunteer for the conference?  Yes  No (NOTE: You MUST complete a volunteer application)

**INFORMATION ABOUT CONTINUING EDUCATION (CEs) FOR FASP WORKSHOPS**

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 Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling (BAP-174). FASP is approved by the National Association of School Psychologists to offer continuing education for school psychologists. FASP maintains responsibility for the program (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.

FASP cannot offer inservice points for renewal of Florida certification for Certified School Psychologists or other educational specialists holding a professional certificate issued by the Florida Department of Education (FDOE). However, many school districts have procedures to obtain inservice points toward renewal of FDOE certificates under their master inservice component. Participants should check with their school district's certification officer to verify eligibility and procedures to earn inservice points for this workshop.

**REFUND POLICY**

Refunds for registration fees will be honored, if a written request or email is received by the Registrar postmarked at least seven (7) days before the event, less a \$10.00 processing fee.

FASP members who make a written request to the Registrar are entitled to a fee credit for prepaid registration fees if they were unable to attend an event and had not requested a refund before the event. This fee credit will be provided in the form of a voucher certificate from the FASP Registrar or Treasurer, redeemable within one (1) year toward registration fees at any future FASP event for which registration fees are charged. To redeem a voucher, include the original with the member's registration form. The voucher may not be used to satisfy any other financial obligations of the member to FASP.

Name: \_\_\_\_\_ FASP Member ID#: \_\_\_\_\_  
Address: \_\_\_\_\_  
Work Phone: \_\_\_\_\_ Home/\*Cell Phone: \_\_\_\_\_  
Email: \_\_\_\_\_ Employer: \_\_\_\_\_

Mail completed form to:  
Lacey Prine, FASP Registrar  
10901 Brighton Bay Blvd., Apt. 3108  
St. Petersburg, FL 33716  
  
Registration questions, email:  
Lacey Prine, FASP Registrar  
[lprine1@gmail.com](mailto:lprine1@gmail.com)  
  
Conference questions, email:  
Denise Dorsey  
[ddorsey3@gmail.com](mailto:ddorsey3@gmail.com)  
  
Lisa Perez  
[lisa.perez@knights.ucf.edu](mailto:lisa.perez@knights.ucf.edu)

Accepted Forms of Payment: Check/Money Order, Visa, MasterCard, & AmEx (with \$5 Convenience Fee)  
*Checks and Money Orders payable to FASP*

Name (as it appears on card): \_\_\_\_\_  
Zip Code: \_\_\_\_\_  
Signature: \_\_\_\_\_

Card Number: \_\_\_\_\_  
Expiration Date: \_\_\_\_\_

Add \$5 Convenience Fee for AmEx

Total Fees Due: \_\_\_\_\_

The Conference Committee would like to keep you up to date, as things develop before and during the conference using text messaging.

\*If you would like to receive text updates, please provide the number here: \_\_\_\_\_





## **Omni Orlando Resort at ChampionsGate**

***FASP Exclusive Rates  
from \$154 per night***



### **Benefits**

- Four-diamond resort
- Free Wi-Fi
- European-style spa
- 36 holes of championship golf
- Dine in five restaurants
- Zero entry family pool
- Water slide and 850-foot lazy river
- Resort-led activities for the entire family
- Complimentary transportation to Disney World
- 25 minutes from the Orlando International Airport and 20 minutes from Universal Studios and SeaWorld
- Centrally located near fabulous shopping and numerous dining and entertainment options



### **Reservations**

- Phone: 1-800-843-6664
- Online: [FASP exclusive booking site](#)
- Book by September 28<sup>th</sup> for FASP's rate.



***Don't miss these  
exclusive rates!***





### Request for Volunteers

Practitioners, trainers, students, retirees, and friends, we hope that everyone can join us for the 39<sup>th</sup> FASP Annual Conference. If you will be attending, FASP encourages all willing participants to donate a portion of their time so that together, we can make this conference the best we've had. Volunteering in an annual conference can be an invaluable experience, and the benefits for student volunteers go even further.

As a *student volunteer*, not only will you be doing a service for our very important organization by becoming more involved, but you will have excellent networking opportunities. Professionals in our field know that students are not required to volunteer, and they look highly upon those who make the effort to be an active part of our organization. Student volunteers are asked to donate 3 hours of their time during the conference. In return for this 3-hour service, student volunteers will receive 50% off of registration costs for both Wednesday and Thursday. Friday and/or Saturday workshops are a separate charge unless you choose to volunteer for that specific day. To receive this student volunteer discount, you must be a current FASP Student Member.

If you are interested, please complete the information form below and email it to Lacey Prine, FASP Registrar (lprine1@gmail.com), following your online Conference Registration. You *must register prior to October 7, 2012* to be an eligible student volunteer and to qualify for the student volunteer discount.

**IMPORTANT INFORMATION FOR STUDENTS:** When you register for the conference, you will be asked to supply a credit card number for your discounted registration fee. Should you fail to meet your 3-hour volunteer commitment, you will be charged the full student rate. Please be sure to indicate on your Registration Form that you are a student volunteer. The registrar will send us your volunteer form and we will make the assignment. We will contact you by email regarding your assignment. I anticipate that all assignments will be made by **October 22, 2012**.

If you have any questions, please feel free to contact us at anytime. We appreciate your consideration and hope to see you all at ChampionsGate!

Sincerely,

Donna Berghauser & Tyla Williams  
FASP Co-Student Delegates

#### Volunteer Information Form

Type of Volunteer (Check One):  Non-Student Volunteer  
 Student Volunteer (University Name: \_\_\_\_\_)

Name: \_\_\_\_\_ Number of Hours to Volunteer: \_\_\_\_\_  
(Remember, student discount requires 3 hours)

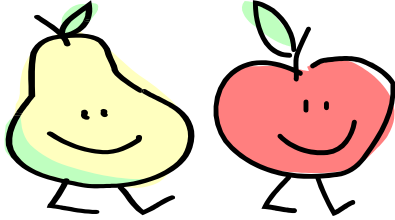
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Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_

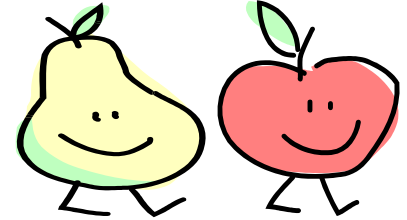
Please make three time period choices and rank order them as 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> preference:

	Morning	Afternoon	Evening
Wednesday 10/31			
Thursday 11/1			
Friday 11/2			
Saturday 11/3			

*Every effort will be made to accommodate your choices, but due to the nature of scheduling, not all preferences can be honored.*



## The FASP Children's Services Fund: Summer Update 2012

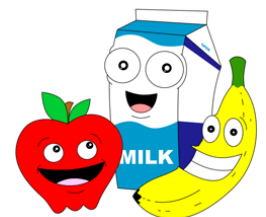
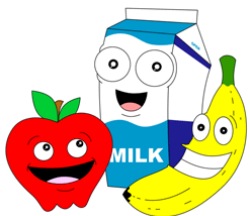


In these difficult economic times, the number of families struggling to provide basic necessities for their children is rapidly on the rise. More and more families are unable to meet housing, medical, and educational costs for their children among a host of other financial obligations. In the last few years, the United States Department of Agriculture (USDA) has tracked a new and growing problem: *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 over the past several years. In 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 for an entire day. Tragically, even federal and state programming to provide nutritional food to children who cannot afford it does not completely eradicate this problem. National data indicate that as many as 63% of children who qualify for free and reduced priced lunches do not have consistent access to food on nights and weekends.

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.

In order to help combat this growing epidemic, CSFI will be sponsoring a Snack Drive to benefit children who are food insecure. We will be collecting non-perishable, easily distributed snack items and/or monetary donations. Our goal is to provide nutritious snack items that are easily accessible and ready to eat so that children can receive food items that will last them through the night and during the weekend 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 accepted 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, 2012.

The FASP Children's Services Fund, Inc. 17th Annual Charity Auction will be held on Thursday, November 1st at Omni Orlando Resort at ChampionsGate. We look forward to seeing you there!! Our live and silent auctions will once again be one of the social highlights at this year's FASP Annual Conference, and **we are once again requesting items to be auctioned off**. Donations that are easily transportable, affordable, and attractive to bidders (i.e., gift baskets, gift certificates, etc.) are encouraged. Your generosity is greatly appreciated!!





## Student Social!



**When:** Wednesday, October 31, 2012

8 pm – 11 pm

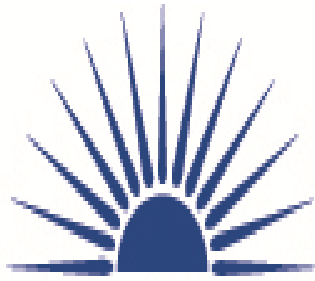
**Where:** Chili's Grill & Bar

8180 Laura Lane, Davenport, FL

**Why:** Meet & network with students  
from across the state

Costumes are encouraged but are not required!!



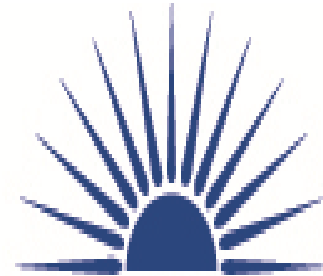


**NOVA** SOUTHEASTERN  
UNIVERSITY

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**Center for Psychological Studies**

*[www.cps.nova.edu](http://www.cps.nova.edu)*

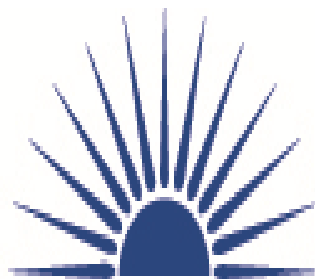


**NOVA** SOUTHEASTERN  
UNIVERSITY

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**Center for Psychological Studies**

*[www.cps.nova.edu](http://www.cps.nova.edu)*

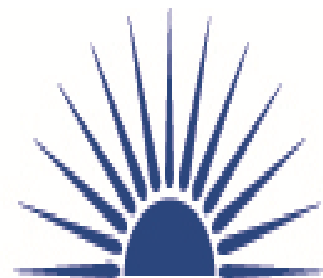


**NOVA** SOUTHEASTERN  
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