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Beyond the School: Opportunities for School Psychologists in Community Change

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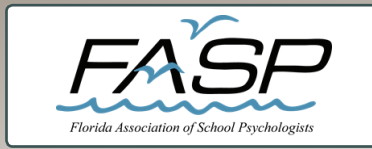
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FLORIDA ASSOCIATION *OF* SCHOOL PSYCHOLOGISTS



46th Annual Conference

World Golf Village Renaissance St. Augustine Resort

#FASPAC2019

NOVEMBER 5-9, 2019

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PRESIDENT'S MESSAGE FOR THE FASP 2019 ANNUAL CONFERENCE



Dear Colleague,

Welcome to the Florida Association of School Psychologists 46th Annual Conference! As you will see, we have another great conference planned. I love our theme, Better Together, as it captures the zeitgeist and focuses on the benefits of working together to solve problems. This is analogous to what we do as school psychologists, mental health professionals, and educators, because we understand that when we work as a team we can improve the lives of children and families.

I am grateful to have spent the last 7 years serving the FASP membership as an executive board member. I have had the opportunity to give back to the profession as your Video Technology Chair, Historian, School Neuropsychology Chair (2x), Conference Co-Chair, President-Elect, and President for 2018-2019. My goal as president has been to highlight our role as scientist-practitioner and the importance of assessing and teaching self-regulation and executive skills. I tried to capture this in a clever way by theming the 2018 Annual Conference and 2019 Summer Institute: Regulate Yourself! The Science of Cognition, Emotion, & Behavior. With the support of your excellent FASP executive board, we were able to provide a premium Annual Conference and Summer Institute experience, and we are very excited by the great turnout at both events. FASP is dedicated to offering high quality professional development to our members.

I am pleased to report on some of the accomplishments of the FASP Executive Board in 2018-2019:

The Executive Board finalized the new FASP strategic plan.

The Executive Board finalized our position statement on the critical shortage in school psychology.

FASP has advocated for school psychology to be recognized as a program of strategic emphasis in Florida.

The President and President-Elect were asked to present on the role of the school psychologist in school safety at the Annual Joint Conference of the Florida School Boards Association and Florida Association of District School Superintendents.

The President, President-Elect, and Past President made trips to Tallahassee to speak with legislators.

The President attended the NASP Public Policy Institute in Washington, DC and met with legislators.

Multiple regional workshops were offered around Florida on topics such as executive function and school-based mental health counseling.

The Executive Board held 4 meetings, 3 face-to-face and 1 virtually.

The President, President-Elect, and Past President attended the NASP Regional Leadership Meeting at the NASP Annual Convention.

I am humbled to have served as your FASP president from October 2018 to November 2019. I hope members and colleagues feel energized by the FASP events and advocacy efforts that move school psychology forward. So now it is time to enjoy the Florida Association of School Psychologists 46th Annual Conference. I've always believed that the strength of a profession depends on the strength of its professional association, so it is exciting to announce that the state of FASP is strong. We definitely are Better Together!

A handwritten signature in black ink that reads "Nicholas M. Cutro". The signature is written in a cursive, flowing style.

Nicholas M. Cutro, Psy.S., NCSP

FASP President 2018-2019

Licensed & Certified School Psychologist



Message from President-Elect

Angela Canto, Ph.D.

We are, indeed, better together...

I am so delighted to have each of you at conference this year. As a professional association, we are only ever as strong as our membership and shared mission. If you are a returning member/attendee - it is fantastic to see you again! If you recently joined FASP, we are so very glad to welcome you to your professional home!

This year's conference theme is "Better Together". For me this encompasses so many ideals that I value most highly, both professionally and personally: diversity, collaboration, advocacy, social responsibility, networking, and even self-care. We have solicited and sponsored speakers to address many of these themes and more. A grand total of 69 CE opportunities are available from which to choose for your professional development. Kate and Andy Grosmaire and Dr. Stephen E. Brock will present our keynote address at our business luncheon on Wednesday. From Wednesday to Thursday, you can earn 13 CEs with an additional 6 CEs at Dr. Dewey Cornell's Friday Workshop and 4 CE's on Saturday (domestic violence and medical errors). I invite you to grab a cozy beverage of choice and pore over your program with pen in hand, circling all that interests you. That's the easy part! The challenge may lie in choosing between presentations that all seem interesting. A great problem to have, I think!

I will be buzzing between rooms and events during conference. Please don't hesitate to stop me for a hello or brief chat. Networking at conference is my favorite professional activity and as your upcoming FASP President for 2019-2020, I want to know which activities of the association are most important to you.

Please be sure to join me at the President's Party on Thursday evening on the veranda. Everyone is invited to this FASP Street Party with music, street fare (complimentary for attendees), street wares, and general block party fun to enjoy each other's company!

I am looking forward to a great conference this year. Please don't forget to complete your conference evaluation forms — your feedback informs next year's Conference and Summer Institute Committees. As your state association, we want to be sure we are meeting your wants and needs for professional development!

Sincerely,

Angela ("Angel") Canto, Ph.D.

FASP President-Elect 2018-2019

Licensed Psychologist

FASP 2019 AWARD NOMINEES

WILLARD NELSON LIFETIME ACHIEVEMENT AWARD

To Be Announced at the Awards Ceremony

SCHOOL PSYCHOLOGIST OF THE YEAR

Adrienne L. Avallone • Palm Beach County School District

Sharon Bartels-Wheeless • Okaloosa County School District

Traci McGough • Indian River County School District

Andrea Pastrana • Duval County School District

Mary-Grace Surrena • Orange County School District

SCHOOL PSYCHOLOGIST OF THE YEAR • EARLY CAREER

Taylor Cheeley • Orange County School District

Iryna Kasi • Palm Beach County School District

OUTSTANDING ADMINISTRATOR OF THE YEAR

Debra Giacolone • Sarasota County School District

Karen Stelmacki • Collier County School District

GRADUATE STUDIES AWARD—DOCTORAL LEVEL

Latoya Brown • Florida State University

Amanda Collier Moseley • University of Florida

Alexa Dixon • University of Florida

Andrew Jenkins • University of South Florida

Christopher Robert • University of Florida

Destiny Singleton • University of South Florida

Faye Henderson Leadership Award for Minority Students

Marcela Aguilar Galicia • University of South Florida

GRADUATE STUDIES AWARD—SPECIALIST LEVEL

Sarahy Durango • University of South Florida

Jasmine Richardson • Florida State University

Ali Simons • University of South Florida

FASP RESEARCH AWARD

To Be Announced at the Awards Ceremony

Thank You!

WESTERN PSYCHOLOGICAL SERVICES (WPS)

DR. THOMAS OAKLAND RESEARCH AWARD

In recognition of Dr. Oakland's contribution to the psychological health community, WPS is sponsoring a scholarship in his honor at the Florida Association of School Psychologists (FASP). WPS is sponsoring the Dr. Thomas Oakland Research Award for 4 years (2019-2022). Their generous and continued sponsorship will now span over 8 years. FASP is grateful for the dedication of WPS to honor Dr. Oakland through their sponsorship of this award, a loved and revered member of the WPS family and the school psychology community in Florida and throughout the nation.

NASP PRACTICE MODEL 10 DOMAINS



- DOMAIN 1:** Data-Based Decision Making and Accountability
- DOMAIN 2:** Consultation and Collaboration
- DOMAIN 3:** Interventions and Instructional Support to Develop Academic Skills
- DOMAIN 4:** Interventions and Mental Health Services to Develop Social and Life Skills
- DOMAIN 5:** School-Wide Practices to Promote Learning
- DOMAIN 6:** Preventive and Responsive Services
- DOMAIN 7:** Family School Collaboration Services
- DOMAIN 8:** Diversity in Development and Learning
- DOMAIN 9:** Research and Program Evaluation
- DOMAIN 10:** Legal, Ethical, and Professional Practice



Be the Difference...

Our Children and Families Need Your Support

The FASP Children's Services Fund, Inc. (CSFI), FASP's charity arm, will hold its annual silent auction and ring toss in Troon from 8:00 a.m. to 5:00 p.m. on Wednesday and from 8:00 a.m. until 5:00 p.m. on Thursday. The silent auction will close at 5:00 p.m. Thursday, and the winning bidders for each item should be present to pay for their items at that time. Cash, checks, and Visa or Mastercard are accepted. Please stop by the auction room to make a donation; to participate in the ring toss to win bottles of wine; and/or to bid generously on the psychological tests, jewelry, sports memorabilia, and other interesting auction items. This event is CSFI's major fundraiser, and we anticipate numerous requests for assistance this year. The more you bid or donate, the more we can help the needy children and families in our state. In addition, CSFI will be donating school supplies and \$1000 to our adopted school. As Winston Churchill said, "We make a living by what we get, but we make a life by what we give!"

FASP APPRECIATES OUR SPONSORS...
THANK YOU FOR YOUR CONTINUED SUPPORT.

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WEDNESDAY MORNING SCHEDULE

LOCATION	8:00-8:50	9:00-9:50	10:00-10:50	11:00-11:50
REGISTRATION OPEN 7:00-11:00				
St. Augustine A	<i>The Impact of Law Enforcement in Schools: Opportunities for Advocacy</i> Mann, Monson (1 CE)	<i>Better behavior for students through an improved Rtl and FBA process</i> , Wright (2CEs)		
St. Augustine B		<i>Implementing: Applying Real-World Evidence-Based Interventions in the Classroom</i> , Shaw (2CEs)		
St. Augustine C				General Business Meeting, Luncheon, and Keynote
St. Augustine E	<i>School Psychologists' Evidence-based Assessment and Treatment of Concussion</i> , Dr. Gioia (3CEs)			
St. Augustine F	<i>Legislative Session</i> , Cash (2CEs)			
St. Augustine G	<i>How to Prepare for Your School Psychology Internship</i> , Said			
Legends 1		<i>Using Resources from Popular Media within Positive Psychology Interventions</i> , Scarimbolo, Hanson, Guarnieri, Drymond	<i>An Evaluation of the Cost Effectiveness of Universal Screening</i> Jenkins, von der Embse, Guarnieri	
Legends 2	<i>Evidence Based Emotional Freedom Technique (EBEFT) Tapping in School Settings</i> , Czech, Cronenberg, Blanchard	<i>"I'll be there for you": Promising Supports for High-Achieving Students</i> Moseley, Hanks, Sanchez, Scott	<i>Current Practices in Early Childhood Social-Emotional Screening: What works?</i> Drymond, Thoman, Durango, Wadington	
Legends 3	<i>School Reintegration after Psychiatric Hospitalization: Emerging Recommendations</i> Ramirez, Cue, Valley-Gray	<i>Promoting Self-Efficacy Among School Psychologists in the Role of Counselor</i> Oldham, Valley-Gray	<i>Implementing Suicide-Specific Training in First Year Graduate Students</i> , Schmaltz, Juliusberger, Cue, Ramirez	
Tron	CFSI Auction - Fundraiser to Support Florida's Children and Families			

WEDNESDAY AFTERNOON SCHEDULE

LOCATION	12:00-2:00	2:00-2:50	3:00-3:50	4:00-4:50
REGISTRATION OPEN 2:00-4:00				
St. Augustine A		<i>African American & Latino Culture's Influence on Online Learning Interventions</i> , Plotts (2CEs)		<i>Addressing Obsessive-Compulsive Disorder (OCD) in School Settings</i> , Sim Yin Tan (1CE)
St. Augustine B		<i>Autism: Applying Research Findings to Best Assessment Practices</i> , Maglione, Chiesa (3CEs)		
St. Augustine C	General Business Meeting, Luncheon, and Keynote		<i>Mental Health and Academic Interventions for Students with Low Intelligence</i> , Shaw (2CEs)	
St. Augustine D			<i>Introduction to the Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT)</i> , Patenaude (2CEs)	
St. Augustine E		<i>Analyzing State Level Trends in Mental Health Resource Allocation</i> , Mann, von der Embse, Guarnieri (1 CE)	<i>Ending the School-to-Prison Pipeline through Changes to Practice & Policy</i> , Mann (2 CEs)	
St. Augustine F		<i>Starting and Maintaining a Successful Private Practice in School Psychology: Legal and Ethical Considerations</i> Oganes, Gamarra (2CEs)		<i>Empowering Teachers: Training Preschool Educators to Assess Behavior</i> , Peet, Drymond, Simons, Durango
Legends 1		Supervisor Forum	Joint Trainers/Supervisor Forum	
Legends 2		<i>Integrating and Aligning Behavioral Health Initiatives Within Your School's MTSS</i> , Abshier, Lazega, Curtiss		<i>Cognitive Changes in Youth Cancer Survivors: Facilitating School Reintegration</i> , Cue, Ramirez, Valley-Gray
Legends 3		<i>Storybooks + Dialogic Reading Intervention = Does it Add up for Preschoolers?</i> Delouche, Moody, Smith-Bonahue	<i>Providing Support for Child Victims of Parent Homicide and IPHS</i> Lazarus, Dong	<i>Improve Service Delivery: Navigating Mental Health Stigma among Asian Cultures</i> Peng, Edwards
Wentworth		<i>Trainers Forum</i>		<i>Past Presidents Forum</i>
Tron	CFSI Auction - Fundraiser to Support Florida's Children and Families			

THURSDAY MORNING SCHEDULE

LOCATION	8:00-8:50	9:00-9:50	10:00-10:50	11:00-11:50
REGISTRATION OPEN 7:30-10:30				
St. Augustine B	School Violence, Public Health, Advocacy, and America's Youth Lazarus (2CEs)		Working Together to Support the SEL of Gifted & High Achieving Students, Parker, Jackson, Garner (2CEs)	
St. Augustine C	School Psychologist's Role in Suicide Prevention and Response, Brock (3CEs)			
St. Augustine D	Why & How of Performance Validity Testing in Children & Adolescents, Reynolds (3 CE)			Can Computers Teach Social Skills? Examining "The Social Express", Krach, McCreery, Doss, Highsmith, Brown (1CE)
St. Augustine E	Assessment and Intervention of ADHD, ASD, and GAD with Children and Adolescents, Harbor (2 CE)		Counseling for Anxiety and Depression - 4 Key Strategies Joyce-Beaulieu, Saunders, Robert (2CEs)	
St. Augustine G	Working Across Disciplines to Assess Social Skills: School Psychologists and SLPs Creating Partnerships Lavi (3 CE)			A transition program for incoming college students with ASD Al-Khatib, Roland
Legends 2	Cyberbullying: Intervention and Prevention in an RTI Framework Greco, Guy	Examining Rater Effects in Behavior Rating Scales and Direct Behavior Ratings Anthony, Robert, Riddle, Matthews	Student Characteristics That Lead To Effective Clinical Interviewing Skills Schmaltz, Juliusburger, Cue, Ramirez	Mindfulness-Based Interventions in Schools Killian, Gullo, Romanello, Little, Wood, Martin, Owen
Legends 3	Formal Reasoning, Informal Reasoning, and Low Achieving Students Romstad, Dehn		Behavior Systems and Self-Monitoring Utilization in Secondary Students Donnelly, Corbin-Smith	Universal Happiness: Acceptability and Changes in Students' Life Satisfaction Cote, Scott, Gormley
Troon	CFSI Auction - Fundraiser to Support Florida's Children and Families			

THURSDAY AFTERNOON SCHEDULE

LOCATION	12:00-12:50	1:00-1:50	2:00-2:50	3:00-3:50
REGISTRATION OPEN 12:00-2:00				
St. Augustine A	Navigating the Grey: Ethics and Professional Standards for School Psychologists, Harbor (3CEs)			
St. Augustine B	Teamwork: Working Together to Improve Students' Social Skills, Lavi (3CEs)			
St. Augustine C	The Bateria-4: Overview and "Piecing it all together.", Olvera (2 CE)			The Three Pillars of Safe and Supportive Schools, Lazarus (1 CE)
St. Augustine D	School Psychologists As Social Justice Change Agents: Theory To Practice, Dr. Shriberg (3CEs)			
St. Augustine E	ADHD: What Questions Should We Be Asking and Answering, Maglione (3 CE)			
St. Augustine F	Internship & Job Fair *All Job Seekers and Students Welcome*			
St. Augustine G	Lunch on Your Own	Relationships Between Freshman's Stress, Mental Health, and Academic Success, Jenkins	Effective Professional Learning Strategies for MTSS Implementation, Thoman, Durango, Latimer, Sanchez	Identifying and Addressing Depression in School-Aged Children, Acosta, Fernandez
Legends 1		Impact of Opioid Use in Schools: The School Psychologist's Role, Holyfield, Hayford, Morgan, Scarimbolo	Introduction to Eating Disorders: Prevention & Assessment, Cornett, Vezzoli, Driesch	School Psychologists as Agents for Social Justice: Definition and Application, Moore-Hayes
Legends 2		Utilizing Coaching Supports to Increase Fidelity of Classroom PBIS Systems, Abshier, Lazega, Curtiss		Responding to Trauma with Mindfulness, Kuhns, Rodriguez, Stoupas
Legends 3		"Gotta Catch 'Em All": Mental Health Supports for High-Achieving Students Scott, Gray, Gormley, Ahrendt	School-Based Trauma-Informed Practices Uribe, Wright, Waguespack	
Troon		CFSI Auction - Fundraiser to Support Florida's Children and Families		

DAILY AGENDA

TUESDAY - NOVEMBER 5, 2019

- 9:30 - 11 am FASP Finance Committee Meeting
1 - 7 pm FASP Executive Board Meeting
5:30 - 7:00 pm Conference Registration

WEDNESDAY - NOVEMBER 6, 2019

- 7 - 11 am Conference Registration
7:30 am Exhibit Hall
8 am - 5 pm CSFI Auction (closed during luncheon)
TROON

8 am - 11 am *BREAKOUT SESSIONS*

- 8 - 10:50 am **School Psychologists' Evidence-based Assessment and Treatment of Concussion**
ST. AUGUSTINE E
The academic and social-emotional impact of concussions on the student has become better recognized. The skillset of the school psychologist can contribute importantly in the collaborative team process. This workshop teaches a systematic evidence-based model to assess the student's needs and provide the necessary interventions. Attendees will learn the underlying pathophysiology of concussion, signs and symptoms, and recovery trajectories. Evidence-based assessment and progress monitoring tools will be demonstrated, including translation into individualized, symptom-targeted interventions.
Gerard A. Gioia, Ph.D. (3 CEs; NASP 1, 2, 3, 7)

- 8 - 8:50 am **The Impact of Law Enforcement in Schools: Opportunities for Advocacy**
ST. AUGUSTINE A
Despite the critical role of schools in mental health provision, more law enforcement officers are employed than school-based mental health professionals (Whitaker et al., 2019). While recommendations for implementing SRO programs exist, little is understood about effectiveness (Nolan, 2015), training requirements, and daily activities SROs engage in. A review of policy regarding SROs, discussion of best practices in training, student perceptions, and impact of SROs in schools is provided. Implications for school psychologists is discussed.
Angela Mann, Ph.D.; John Monson, B.A. (1 CEs; NASP 5, 6)

- 8 - 9:50 am **State and National Public Policy Update**
ST. AUGUSTINE F
This presentation addresses current legislative and public policy issues of critical importance to school psychologists and other mental health professionals from state and national perspectives. Education and mental health budgets, school safety, strategies for becoming involved in advocacy, and including students in public policy advocacy training will be emphasized.
Gene Cash, Ph.D. (2 CEs; NASP 10)

Wednesday, November 6 continued

8 - 8:50 am

LEGENDS 3

School Reintegration after Psychiatric Hospitalization: Emerging Recommendations

The significant increase in psychiatric hospitalizations among youth make post-discharge planning crucial, since schools may serve as the only source of support. This presentation will focus on best practices in reintegration to support these students.

Natalia María Ramírez, B.A.; Maria Barroso Cue, B.A.; Sarah Valley-Gray, Psy.D.

8 - 8:50 am

LEGENDS 2

Evidence Based Emotional Freedom Technique (EBEFT) Tapping in School Settings

Evidence-based Emotional Freedom Technique (EBEFT) or tapping is a simple brained- based strategy that has been shown to relieve the physiological symptoms of trauma and stress (Stapleton, 2019) Practice of the technique and actual case examples including those from the Parkland community will be presented.

Crystal Czech; Bonnie Cronenberg, Ed.S.; Isobel Blanchard

9 - 10:50 am

ST. AUGUSTINE B

Implementing: Applying Real-World Evidence-Based Interventions in the Classroom

To implement interventions that work in the real world, psychologists require skills such as the ability to choose interventions based on sound evidence, convert research into feasible interventions, and adapt existing interventions to diverse population. A new implementation model (Open Source Analogy Model of Implementation) was developed to equip working school psychologists with these essential skills. This mini-skills workshop elaborates on the details of how this model bridges the gap between research and real-world practice.

Steven R. Shaw, Ph.D. (2 CEs; NASP 1,2,9)

9 - 10:50 am

ST. AUGUSTINE A

Better Behavior for Students Through an Improved RtI and FBA Process

Teachers and students often do not gain the full benefits of the RtI or FBA process for behavior. This presentation details a procedure and guidelines for more effective "Tier 1 and beyond" RtI procedures of data collection and intervention within the classroom, and a process for a more effective FBAs.

Baker Wright, Ph.D. (2 CEs; NASP 3)

9 - 9:50 am

LEGENDS 3

Promoting Self-Efficacy Among School Psychologists in the Role of Counselor

Given the emphasis on delivery of mental health services in schools, school psychologists are increasingly called upon to engage in counseling but may not have had sufficient experiences during their training to develop a sense of self-efficacy. This presentation will provide strategies to foster counselor self-efficacy among students and practitioners.

Morgan Oldham, B.A.; Sarah Valley-Gray, Psy.D.

9 - 9:50 am

LEGENDS 2

"I'll be there for you": Promising Supports for High-Achieving Students

This session describes the impact of a new preventative intervention for high-achieving freshmen that includes a universal curriculum, and a selective intervention for students with academic/emotional risk. Student outcome data are from a randomized control trial of 548 stakeholders at 14 high schools who participated in the intervention and evaluation.

Amanda Moseley, M.A.; Camille Hanks, M.A.; Alexis Sanchez, M.A.; Amarah Scott, M.A.

9 - 9:50 am

LEGENDS 1

Using Resources from Popular Media within Positive Psychology Interventions

This presentation will identify resources from popular media (e.g., videos, books, songs) that we applied to a positive psychology intervention at a majority-minority, low socioeconomic status, urban elementary school. Participants will learn best practices in how to increase the subjective well-being of children using popular media to enhance positive learning experiences for students.

Katrina Scarimbolo; Patricia Y. Hanson, M.A.; Andrea C. Guarnieri; Mikayla J. Drymond, M.A.

Wednesday, November 6 continued

9 - 10:50 am

ST. AUGUSTINE G

How to Prepare for Your School Psychology Internship

Seeking an internship position in the competitive field of school psychology can be challenging and stressful. This presentation provides students with tips for applying to, interviewing for, and making the most of internship opportunities. Discussion, practice activities, and question time are built into the format.

Rhonda W. Said, Ed.S.

10 - 10:50 am

LEGENDS 3

Implementing Suicide-Specific Training in First Year Graduate Students

There is limited research regarding specific suicide intervention training and application to suicide risk assessment. The current presentation provides an overview of a study that analyzes specific training on suicide assessment and applicability of training to standardized patients portraying suicidal characteristics. Recommendations for graduate education will be discussed.

Melody Schmaltz, B.A.; Ivanna Juliusburger, B.A.; Maria Barroso Cue, B.A.; Natalia Ramirez, B.A.

10 - 10:50 am

LEGENDS 1

An Evaluation of the Cost Effectiveness of Universal Screening

Administrators are often concerned that universal screening will result in a significant portion of students identified resulting in an overwhelmed capacity to support the needs of students. Thus, this study seeks to estimate the number of students in a simulation of the cost associated with universal screening and subsequent services.

Andrew S. Jenkins; Nathaniel von der Embse, Ph.D.; Andrea Guarnieri

10 - 10:50 am

LEGENDS 2

Current Practices in Early Childhood Social-Emotional Screening: What works?

The evidence-base linking social-emotional competencies in early childhood to later outcomes places a heightened emphasis on developing effective early childhood social-emotional interventions and screening systems. This presentation describes a systematic review of how social-emotional risk is defined and assessed in early childhood, including implications for practitioners, challenges, and future directions.

Mikayla Drymond, M.A.; Sarah Thoman, M.A.; Sarahy Durango, B.A.; Madeline Wadington, M.A.

11 am - 1:50 pm

ST. AUGUSTINE C & D

FASP General Business Meeting and Keynote Presentation

Kate and Andy Grosmaire, and Dr. Stephen E. Brock will present our keynote address. After suffering the unimaginable loss of their teenage daughter, Ann, in 2010, the Grosmaires have fostered national discussion of approaches to criminal justice that promote human dignity; they successfully advocated for restorative justice to shape the plea agreement for their daughter's assailant. Dr. Stephen Brock will present next on the role of comprehensive mental health services within our schools and the role of the school psychologist specifically.

Andy and Kate Grosmaire and Stephen E. Brock, Ph.D.

ST. AUGUSTINE C & D • WEDNESDAY, NOVEMBER 6, 2019 • 11 AM - 2 PM

FASP General Business Meeting and Keynote Presentation

by Andy and Kate Grosmaire and Stephen E. Brock



LUNCHEON MENU

Winter Greens, Carrots, Beets & Herb Ranch Dressing
Tuscan Chicken, Creamy Garlic Sauce, Porcini Rice
Pilaf, New York Cheesecake, Raspberry Sauce

Vegetarian

Roasted Butternut,
Garbanzo Bean Ragout & Rice Pilaf

Wednesday, November 6 continued

2 - 5 pm

BREAKOUT SESSIONS

2 - 3:50 pm

ST. AUGUSTINE A

African American & Latino Culture's Influence on Online Learning Interventions

This interactive presentation will briefly review the current best practices in online interventions and provide real world examples of cultural influence on such practices. Participants will review, discuss, and share modifications to intervention practices that include cultural consideration for increased academic outcomes.

Courtney Suzanne Plotts, Ph.D. (2 CEs; NASP 3, 7, 8)

2- 4:50 pm

ST. AUGUSTINE B

Autism: Applying Research Findings to Best Assessment Practices

This presentation will provide a current overview of research on Autism and its implications for students, schools and communities. Diagnostic considerations and rule outs when working with ELLs will be reviewed. The presenters will provide assessment methods/processes that are culturally reliable while adhering to best practices.

Daniella Maglione, Ed.S.; Alessandra Chiesa, Ph.D. (3 CEs; NASP 8)

2 - 3:50 pm

ST. AUGUSTINE F

Starting and Maintaining a Successful Private Practice in School Psychology: Legal and Ethical Considerations

In this interactive workshop, participants will learn the ethical, professional, and legal standards in starting and maintaining a successful school psychology private practice in the State of Florida. Information presented will include the business aspects of having an individual or group practice, the scope of practice, liability of practice, ways to communicate effectively with stakeholders, and other aspects of running a thriving practice.

Monica Oganis, Ph.D.; Albert Gamarra, Ph.D. (2 CEs; NASP 10)

2 - 2:50 pm

ST. AUGUSTINE E

Analyzing State Level Trends in Mental Health Resource Allocation

Trends in mental health expenditures in Florida will be used to describe one state's efforts to address mental health including: (1) multi-tiered supports, (2) prevention efforts, (3) screening and assessment procedures, (4) mental health interventions, (5) referral to interventions and community-based providers, (6) collaborative partnerships, (7) coordination of services, and (8) evaluation of effectiveness. Trends will be compared to best-practices and implications for Florida's response as a model for other states discussed.

Angela Mann, Ph.D.; Nate von der Embse, Ph.D.; Andrea C. Guarnieri, Ph.D. (1 CEs; NASP 4, 5, 6)

2 - 2:50 pm

LEGENDS 3

Storybooks + Dialogic Reading Intervention = Does it Add up for Preschoolers?

Mathematics ability in early childhood is a strong predictor of later outcomes in mathematics and overall academic abilities. This presentation reviews the literature regarding dialogic reading of children's literature and its use for teaching early math concepts to preschoolers. Strategies for using children's storybooks to teach early math are discussed.

Agenia Delouche, M.Ed.; Mary Elizabeth Moody, B.S.; Tina Smith-Bonahue, Ph.D.

2 - 2:50 pm

LEGENDS 1

Supervisor Forum (Reserved for District Supervisors Only)

2 - 2:50 pm

WENTWORTH

Trainer Forum

2 - 3:50 pm

LEGENDS 2

Integrating and Aligning Behavioral Health Initiatives Within Your School's MTSS

Participants will be equipped with research, strategies and tools to build their school leadership team's capacity to integrate and align behavioral health school wide interventions within a multi-tiered system of supports. Examples will be shared and participants will action plan around ways to reduce duplication in efforts and resources.

Dama W. Abshier, Ph.D.; Betsy Lazega, Ed.S.; Brooke Curtiss, Ed.S.

Wednesday, November 6 continued

2:30 - 3:20 pm

LEGENDS HALLWAY

POSTER SESSIONS

Predicting Student Math Outcomes: Comparing Teacher and Student Risk
Myesha Morgan, Andrew Jenkins, Geoffrey West, Nathaniel von der embse

Collaborating to Serve Youth with Chronic Illnesses: School Nurses' Perspectives
Destiny Singleton, Cashea Holyfield, Kathy Bradley-Klug

Predictors of School Safety in an Ethnically Diverse Student Body
Dasha Highsmith, Cara Knoeppel, Lyndsay Jenkins

Positive Psychology Interventions within the Schools: Making a Difference
Alexandra Licata

The School to Prison Pipeline: The African American and Latinx Experience
Claudia López, Meghan Thomas, Ashley Clark, S. Kathleen Krach

You can lead the teacher to the computer-based intervention
S. Kathleen Krach, Lori R. Kern, Michael P. McCreery

Chronic Absenteeism amongst Students with Disabilities: Reasons and Predictors
Cashea Holyfield, Jose Castillo, Amber Humm-Brundage, Destiny Singleton

Are Universal Screeners Biased? Comparing Teacher and Student Ratings
Ali Simons, Sarahy Durango, Alexis Sanchez, Tatiana Broughton

Beyond the School: Opportunities for School Psychologists in Community Change
Alyssa Boltson, Aline Milfort, Angela Waguespack

Partnering with Families and Communities to Support Immigrant Students
Ashley Edwards, Aline Milfort, Peter Caproni

Increasing Joint Attention in Children with Autism Spectrum Disorder
Milagros Zavalía

3 - 3:50 pm

LEGENDS 1

Joint Trainers/Supervisor Trainer Forum

3 - 3:50 pm

LEGENDS 1

Trainers Join Supervisors in Legends 1

3 - 4:50 pm

ST. AUGUSTINE C

Mental Health and Academic Interventions for Students with Low Intelligence

The six topics to be discussed are: real world and classroom effects of low intelligence; converting assessment results into effective interventions; proven teaching methods for reading, writing and mathematics; improving academic motivation; mental health and behavioral issues; and teaching students how to thrive instead of how to survive. The goal is to address the needs of these students while saving teacher time and resources.

Steven R. Shaw, Ph.D. (2 CEs; NASP 3, 4)

3 - 4:50 pm

ST. AUGUSTINE E

Ending the School-to-Prison Pipeline through Changes to Practice & Policy

This presentation will provide an overview of the current state of the American school-to-prison pipeline as well as the role of school psychologist in ending this phenomena in our schools. Resources for creating classroom communities and implementing alternatives to suspension will be discussed. Finally, strategies for engaging in social justice advocacy to create schools that are equitable and welcoming for students with challenging behaviors will be discussed.

Angela Mann, Ph.D. (2 CEs; NASP 1, 2, 4, 5, 6, 7, 8, 10)

Wednesday, November 6 continued

3 - 4:50 pm

ST. AUGUSTINE D

Introduction to the Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT)

Participants will be introduced to the Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT) and its utility as a tool for data-based decision making. Review will be made of content, administration, scoring options, interpretation, and psychometric properties of the Ortiz PVAT. A case study will be applied to the recommended interpretation process.

Amy Patenaude, Ed.S. (2 CEs; NASP 1, 3)

3 - 3:50 pm

LEGENDS 3

Providing Support for Child Victims of Parent Homicide and IPHS

The presenters will discuss the murder of a parent and intimate partner homicide-suicide (IPHS) and its effects on children; what can be done to reduce these effects; how to establish a circle of care around the student and coordinate with mental health providers; lessons learned, and implications for best practices.

Philip J. Lazarus, Ph.D.; Queenie Dong, B.A.

3:30 - 4:20 pm

LEGENDS HALLWAY

POSTER SESSIONS

The Benefits of Culturally Relevant Texts to Engage Families

Aishe Robinson, Julia Nucolo

Irrational/Rational Beliefs and Human Behaviors in School Professionals

Jennifer Whatley

Impact of Technology Use on Child Development

Elizabeth Moulton, Matthew Hoy

How ACE's Affect the Health of Children

Chelsea Lawrence, Lakeshia McFarland

The Neglected Education of Incarcerated Youth in the United States

Rita Michelle Rivera, Denise Carballea, Alexandria Marullo

Supporting the Social-Emotional Development of Homeschooled Students

Alyssa Peterson

Exploring Predictors of Social Emotional Learning: The Role of School Engagement

Lyndsay Jenkins, Elizabeth L. Huffman, Regina M. P. Fields

Making Connections and Building Relationships: A District's Approach to SEL

Dena Landry, Caroline Brennan

Suicide Prevention Toolkit for Florida Schools

Catherine Ivey, Pamela Hirsh, Scott Poland

Promoting Third-Grade Students' Reading: Use of Self-Regulated Learning

Myung Hyun

Developing a Social Justice Committee within a School Psychology Program

Philip Lazarus

4 - 4:50 pm

WENTWORTH

Past Presidents Forum

4 - 4:50 pm

ST. AUGUSTINE A

Addressing Obsessive-Compulsive Disorder (OCD) in School Settings

This presentation will provide an overview of OCD to help participants identify the common behavioral manifestations of OCD symptoms. The presentation will also involve in-depth discussion on the implementation of CBT/ERP in treating OCD as well as academic and behavioral intervention strategies to manage OCD in school settings.

Sim Yin Tan, Ph.D. (1 CEs; NASP 1,4)

Wednesday, November 6 continued

4 - 4:50 pm

ST. AUGUSTINE F

Empowering Teachers: Training Preschool Educators to Assess Behavior

Collecting efficient and accurate functional behavioral assessment data is crucial to developing effective behavioral interventions. This presentation reviews a single case design study that evaluated the level of teacher training preschool teachers need in order to collect accurate behavior observation data and a new behavior observation form for teachers.

Casie Peet, M.A.; Mikayla Drymond, M.A.; Ali Simons, M.A.; Sarahy Durango, M.A.

4 - 4:50 pm

LEGENDS 2

Cognitive Changes in Youth Cancer Survivors: Facilitating School Reintegration

Increasing numbers of youth with cancer are returning to the educational setting during and/or after treatment. This presentation will describe the neurocognitive deficits associated with cancer treatment as well as the developmental and academic implications during the school reintegration process.

Maria Barroso Cue, B.A.; Natalia María Ramírez, B.A.; Sarah Valley-Gray, Psy.D.

4:00 - 4:50 pm

LEGENDS 3

Improve Service Delivery: Navigating Mental Health Stigma among Asian Cultures

The stigma associated with mental illness and its treatment is a challenging obstacle for many people who need psychological services. This presentation is designed to help mental health practitioners provide culturally sensitive interventions to students and their families by overcoming common barriers and utilizing strategies that can increase positive outcomes.

Youmeizi Peng, M.S.; Ashley Edwards, B.A.

FASP invites you to the annual

Awards Ceremony & Welcome Reception

5:30-7:30

Wednesday, November 6, 2019

St. Augustine C & D

Light Appetizers and Cash Bar

#FASPAC2019

Use the official conference hashtag to upload your conference photos and connect with other attendees.

THURSDAY - NOVEMBER 7, 2019

8 am - 12 pm

BREAKOUT SESSIONS

8 - 10:50 am

ST. AUGUSTINE G

Working Across Disciplines to Assess Social Skills: School Psychologists and SLPs Creating Partnerships

This session will discuss video-based assessment methods of social communication (including the new CAPs test), and discuss how using these results lead to more accurate diagnosis and intervention planning. Social communication profiles of individuals with various neurodevelopmental disorders will be analyzed to assist practitioners with differential diagnosis. Ideas for effective collaboration between school psychologists and speech language pathologists in this area will also be presented.

Adriana Lavi, Ph.D., CCC-SLP (3 CEs; NASP 1)

8 - 10:50 am

ST. AUGUSTINE D

Why & How of Performance Validity Testing in Children & Adolescents

The importance of performance validity and effort assessment in child and adolescent evaluations is increasingly recognized, and this is reflected in the rapidly developing literature on this topic. Contemporary research has provided information regarding the prevalence of invalid test performance among children and youth, the frequency that performance validity tests are used during pediatric evaluations, potential factors underlying children and youth's failure to provide their best effort on testing, and the development of objective methods of assessing the performance validity in pediatric populations.

Cecil Reynolds, Ph.D. (3 CEs; NASP 4)

8 - 9:50 am

ST. AUGUSTINE B

School Violence, Public Health, Advocacy, and America's Youth

This presentation will describe how a public health approach to violence prevention can improve the safety of America's youth. Examples include sanitation, tuberculosis, tobacco use and highway safety. Participants will learn what works in violence prevention, what programs have been effective, and how to advocate for gun safety.

Philip J. Lazarus, Ph.D. (2 CEs; NASP 6)

8 - 9:50 am

ST. AUGUSTINE E

Assessment and Intervention of ADHD, ASD, and GAD with Children and Adolescents

This workshop is designed to teach techniques to improve assessment and intervention strategies of ADHD, ASD, and GAD in children and adolescents. Intervention programs with student in both the school and home setting will be discussed.

Rance L. Harbor, Ph.D. (2 CEs; NASP 4)

8 - 8:50 am

LEGENDS 2

Cyberbullying: Intervention and Prevention in an RTI Framework

Cyberbullying has become a rising issue amongst youth with the increase usage of electronic devices. Schools are struggling to find their roles in a problem that can have lasting effects on academics and mental health. Prevention and intervention methods, increased risk of suicide, and effective school policy will be discussed.

Emma Greco, M.S.; Samantha Guy, M.S.

8 - 9:50 am

LEGENDS 3

Formal Reasoning, Informal Reasoning, and Low Achieving Students

This presentation will begin by defining and differentiating formal and informal reasoning and illustrate how each influence one's academic achievement. Data gathered in a recent study that supports the theory that fluid/formal reasoning is not innate but learned and shaped by culture will be shared. Additionally, data from a pilot assessment created to measure informal reasoning abilities will be shared.

Carl Romstad, Ed.S.; Milton Dehn, Ed.D.

Thursday, November 7 continued

9 - 11:50 am

ST. AUGUSTINE C

School Psychologist's Role in Suicide Prevention and Response

With as many as 1 out of every 5 school aged youth having a mental health challenge, the need for comprehensive school based mental health services is critical. This observation is further supported by the fact that the majority of youth who do get care for their mental illness do so because an educator made a treatment referral. Dr. Brock will provide evidence in support of the need for, and efficacy of, school-based mental health services; as well as a frame work for providing such interventions.

Steven E. Brock, Ph.D. (3 CEs; NASP 4, 6)

9 - 9:50 am

LEGENDS 2

Examining Rater Effects in Behavior Rating Scales and Direct Behavior Ratings

Behavior rating scales and direct behavior ratings are commonly used applied assessment methods with a fundamental limitation — rater effects. This presentation explores rater effects using advanced techniques with a sample of elementary-aged students. Participants will discuss the complexity of rater effects, bias, and how to approach score interpretation.

Christopher J. Anthony, Ph.D.; Chris Robert, M.Ed.; David Riddle, M.Ed.; Katherine Matthews, B.S.

10 - 10:50 am

LEGENDS 3

Behavior Systems and Self-Monitoring Utilization in Secondary Students

Utilizing principles of SWPBS, levels systems, and self-monitoring, we developed a system for students transitioning from an alternative school to a traditional school. This session will review the theoretical foundation for the behavior rubric system and will assist advanced practitioners in developing a useful system for their own practice.

Jamie Donnelly, Ph.D.; Yvette Corbin-Smith, Ed.S.

10 - 11:50 am

ST. AUGUSTINE B

Working Together to Support the SEL of Gifted & High Achieving Students

Gifted and High Achieving Students are often seen as advanced compared to peers. However, the social-emotional needs of these students can be barriers to success. This presentation will review the historical need for SEL with Gifted and High Achieving students, will discuss the importance of collaboration among educators to support the SEL needs of these students, will provide examples of the various SEL curriculum, and will share progress monitoring data.

Lauren Parker, Psy.S.; Kathleen Jackson, M.Ed.; Bette Garner, M.S. (2 CEs; NASP 2, 4)

10 - 10:50 am

LEGENDS 2

Student Characteristics That Lead To Effective Clinical Interviewing Skills

There is limited research regarding the specific characteristics and training procedures that predict the development of competency in the area of basic interviewing skills. The current presentation provides an overview of a study that attempts to delineate these variables. Recommendations for graduate education and ongoing professional development will be discussed.

Melody Schmaltz, B.A.; Ivanna Juliusburger, B.A.; Natalia Ramirez, B.A.; Maria Barroso Cue, B.A.

10 - 11:50 am

ST. AUGUSTINE E

Counseling for Anxiety and Depression - 4 Key Strategies

Currently anxiety and depression are among the highest occurring mental health struggles for school-age youth. Fortunately, there are evidence-based and easily applied counseling techniques to address these needs including relaxation training, behavioral activation technique, exposure/response prevention, and cognitive restructuring strategies. This presentation will provide guidance on each technique.

Diana Joyce-Beaulieu, Ph.D.; Kendra Saunders, Ph.D.; Chris Robert, M.Ed. (2 CEs; NASP 6)

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Use the official conference hashtag to upload your conference photos and connect with other attendees.

Thursday, November 7 continued

11 - 11:50 am
ST. AUGUSTINE B

Can Computers Teach Social Skills? Examining “The Social Express”

The current study examined the effectiveness of a The Social Express, a computer-based, social-skills training program at both the Tier 1 and the Tier 2. Tier 1 level findings indicate statistically significant school-wide increases in social skills for children who received the intervention; the control group did not indicate any improvement. Tier 2 level findings indicated little improvement. Attendees will be able to use this information to make decisions about the use of this program.

S. Kathleen Krach, Ph.D.; Kanessa Doss, Ph.D.; M.P. McCreery, Ph.D.; Dasha Highsmith, SSP; LaToya Brown, M.S. (1 CE; NASP 4)

11 - 11:50 am
LEGENDS 2

Mindfulness-Based Interventions in Schools

The presenters will share practical strategies in implementing mindfulness-based interventions in the school setting. Mindfulness has been proven to improve mental well-being, emotional regulation, physical health, academic achievement, and attention among adolescents. Participants will learn and practice interventions that can be implemented at both the elementary and secondary levels.

Brandy Killian; Melissa Gullo; Christine Romanello; Dr. Suzanne Little; Amanda Wood; Anna Martin; Stephanie Owen

11 - 11:50 am
LEGENDS 3

Universal Happiness: Acceptability and Changes in Students’ Life Satisfaction

Presenters will share acceptability and outcome data from class-wide implementation of the Well Being Promotion Program (WBPP; a manualized positive psychology intervention) with elementary students and their teachers. Age-appropriate adaptations of the WBPP for students in grades 1-3 and pre and post-intervention data on students’ life satisfaction will be described.

Haley Seward Cote, M.A.; Amarah Shakir Scott, M.A.; Marissa Gormley, M.A.

11 - 11:50 am
ST. AUGUSTINE G

A Transition Program for Incoming College Students With ASD

This presentation will introduce SOCIAL Gators, a transition program for college students on the Autism spectrum. A School Psychology practicum student’s role will be presented, along with the importance of supports for students with Autism in order to prepare them for the transition to college.

Amira Al-Khatib, B.A., B.S.; Beth Roland, M.A.

12-1 pm

Lunch Break - Villages Buffet (\$14 Grab-N-Go Resort Shop)

1 - 2:50 pm
ST. AUGUSTINE F

Internship & Job Fair

1 - 3:50 pm
ST. AUGUSTINE D

School Psychologists As Social Justice Change Agents: Theory To Practice

Social justice was identified as one of NASP’s five strategic goals in 2017. Translating a social justice framework to practice involves both knowledge and personal commitment. Highlighting practitioner research on school psychology and social justice, this session will focus on creating an individualized social justice action plan.

David Shriberg, Ph.D. (3 CEs; NASP 4, 8)

1 - 3:50 pm
ST. AUGUSTINE B

Teamwork: Working Together to Improve Students’ Social Skills

The work of school psychologists and speech-language pathologists often overlaps. This session will present an interdisciplinary approach to addressing social communication deficits through a real-life video-based peer modeling method that targets comprehension of social context cues, reading and using facial expressions and tone of voice. Specific skills such as detecting sarcasm, deceit and expression of empathy will be targeted.

Adriana Lavi, Ph.D., CCC-SLP (3 CEs; NASP 4)

Thursday, November 7 continued

1 - 3:50 pm

ST. AUGUSTINE E

ADHD: What Questions Should We Be Asking and Answering

Attention Deficit Hyperactivity Disorder affects approximately 11% of those ages 4-17. The most prominent symptoms of ADHD - inattentiveness, hyperactivity, and impulsivity - can often be mimicked by other disorders making the differential diagnosis challenging. Best practice regarding the assessment of ADHD will be discussed using a case study.

Daniella Maglione, Ed.S. (3 CEs; NASP 4)

1 - 3:50 pm

ST. AUGUSTINE A

Navigating the Grey: Ethics and Professional Standards for School Psychologists

This presentation describes the major similarities and differences between the most recent ethical standards revisions of the American Psychological Association (APA) and the National Association of School Psychologists (NASP), indicates how they apply to various areas of professional functioning, notes how they relate to the interaction with other mental health professionals, and presents examples of ethical dilemmas.

Rance L. Harbor, Ph.D. (3 CEs; NASP 10)

1 - 1:50 pm

LEGENDS 1

Impact of Opioid Use in Schools: The School Psychologist's Role

Given the growing prevalence of opioid use, many students are likely to be affected by opioids, resulting in lower performance in psycho-social and academic outcomes. The purpose of this presentation is to inform attendees of risk and protective factors related to opioid use, prevention and intervention strategies, and community resources.

Cashea Holyfield, M.A.; Holland Hayford, M.A.; Myesha Morgan, M.A.; Katrina Scarimolo, M.A.

1 - 2:50 pm

LEGENDS 2

Utilizing Coaching Supports to Increase Fidelity of Classroom PBIS Systems

Participants will learn a data-based problem-solving process for providing ongoing coaching to teachers to increase fidelity of Positive Behavior Intervention and Supports (PBIS) in the classroom. Participants will utilize case studies and resources within the PBIS Classroom Coaching Guide to develop classroom plans. Resources are available for free online.

Dama W. Abshier, Ph.D.; Betsy Lazega, Ed.S.; Brooke Curtiss, Ed.S.

1 - 1:50 pm

LEGENDS 3

"Gotta Catch 'Em All": Mental Health Supports for High-Achieving Students

This presentation will share how school psychology trainees developed competency in Individualized Motivation, Assessment, and Planning meetings (MAP) for high school freshman in two schools in spring 2019. Presenters will discuss the components of the intervention, recommend training activities, and share how to navigate potential barriers to implementation.

Amarah Shakir Scott, M.A.; Jasmine Gray, M.A.; Marissa Gormley, M.A.; Danielle Ahrendt, M.A.

1 - 2:50 pm

ST. AUGUSTINE C

The Bateria-4: Overview and "Piecing it all together."

This presentation will discuss the psychometric properties of the revision, the advantages of using this assessment system for individuals that speak Spanish, an analysis of strengths weaknesses across cognitive, linguistic, and academic abilities, and enhanced use of the CHC theory in making diagnostic decisions.

Pedro Olvera, Ph.D. (2 CEs; NASP 1, 2, 8)

1 - 1:50 pm

ST. AUGUSTINE G

Relationships Between Freshman's Stress, Mental Health, and Academic Success

As freshmen transition into accelerated courses (e.g., International Baccalaureate and Advanced Placement classes), they experience changes in stress, mental health, and academic achievement. The current study follows 331 freshmen to determine the predictive relationships between students' mental health, academic achievement, and stress at three assessment points across one year.

Andrew S. Jenkins

Thursday, November 7 continued

2 - 2:50 pm

ST. AUGUSTINE G

Effective Professional Learning Strategies for MTSS Implementation

We conducted a mixed-method systematic review to determine the ways educators engage in professional learning to facilitate MTSS implementation. Participants will learn the effect of various professional learning activities on educator and MTSS implementation outcomes, and issues and variables that influence its effectiveness.

Sarah Thoman, M.A.; Sarahy Durango, M.A.; Joseph Latimer, M.A.; Alexis Sanchez, M.A.

2 - 2:50 pm

LEGENDS 1

Introduction to Eating Disorders: Prevention & Assessment

Eating disorders (EDs) are known to develop in adolescence, making identification of at-risk students important for school personnel. Participants will receive information on identification, screening, and prevention. This workshop also will review ED symptoms and risk factors, universal screening measures, and preventive interventions within a MTSS framework.

Sara Cornett, B.S.; Jessica Vezzoli, B.S.; Lauren Driesch, B.S.

2 - 2:50 pm

LEGENDS 3

School-Based Trauma-Informed Practices

This presentation will identify and define the various forms of trauma common in school-aged individuals. Through a review of the available literature and empirical research, will we provide professionals with ready-to-implement strategies and review of trauma-informed framework models in order to work better together.

Catalina Uribe, M.S.; Jessica Wright, M.S.; Angela Waguespack, Ph.D.

3 - 3:50 pm

LEGENDS 1

School Psychologists as Agents for Social Justice: Definition and Application

School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth. They also work to ensure the protection of the educational rights, opportunities, and well-being of all children. Participants will discuss research in the context of school psychology's current and future role in social justice. Discussion will be organized around three essential questions: What is social justice (definition)? Where do we currently stand in school psychology? (research) and how do we move forward as a professional, individually and systematically? (application)

Shalia L. Moore-Hayes

3 - 3:50 pm

ST. AUGUSTINE G

Identifying and Addressing Depression in School-Aged Children

Depression is a widespread mental health disorder that affects individuals regardless of age, sex, or cultural background. As practicing school psychologists, we must work together to identify and better meet the needs of school-aged children with depression. This presentation will cover the prevalence, symptomatology, and recommended evidence-based interventions.

Lily Acosta, B.S.; Amanda Fernandez, B.S.

3 - 3:50 pm

LEGENDS 2

Responding to Trauma with Mindfulness

Adolescents who have been exposed to trauma are more likely to develop emotional, behavioral, and academic difficulties. Prompt and effective responses to trauma exposure have been shown to lessen the negative impact on adolescents. Mindfulness, when applied appropriately, is one such response.

Melissa Kuhns, Psy.S.; Michelle Rodriguez, Psy.S.; Andrew Stoupas, Psy.S.

3 - 3:50 pm

ST. AUGUSTINE C

The Three Pillars of Safe and Supportive Schools

This presentation will describe the Three Pillars of Safe and Supportive Schools: An Integrative Model for Fostering Students' Well-Being. Each pillar (1. Safe, 2. Supportive, and Mental Health) includes evidence-based practices and strategies that reinforce physical and psychological safety and promote mental health and emotional well-being in students.

Philip Lazarus, Ph.D. (1 CE; NASP 6)



President's Party

Please Join Us to Celebrate
with Street Fare and Fun

THURSDAY NIGHT

7:00-10:00

Outdoor Veranda

Hors d'oeuvre and Cash Bar

The conference committee would like to thank the following individuals for making the Annual Conference a success!

CONFERENCE CO-CHAIRS

Katie Allison & Marguerite Overstreet

PROGRAM

Laura Pichard-Murphy

TECHNICAL SUPPORT

Erik Andersen and Nicholas Cutro

EXHIBITS

Lisa Vivo

REGISTRAR, MEMBERSHIP, FINANCIALS

Kim Berryhill, Megan Miller, Amy Vance

CE COORDINATOR

Joan Kappus

VOLUNTEER COORDINATOR

Jessica O'Shea

PRESIDENT'S PARTY & WELCOME RECEPTION

Donna Berghauser, Sharon Bartels-Wheeler, and Zoila Ganuz

AWARDS

Zoila Ganuza

HOSPITALITY

Michelle Curtin

FRIDAY - NOVEMBER 8, 2019

7:15 - 10 am

Conference Registration

7:30 am

Exhibits

8:30 - 11:30 am;

1:00 - 4:00 pm

ST. AUGUSTINE C-D



Dr. Dewey G. Cornell is a forensic clinical psychologist and Professor of Education in the Curry School of Education at the University of Virginia. He holds the Bunker Chair in Education. Dr. Cornell is Director of the UVA Virginia Youth Violence Project and a faculty associate of Institute of Law, Psychiatry, and Public Policy. During his clinical and academic career, Dr. Cornell has worked with juvenile and adult violent offenders, testified in criminal proceedings and legislative hearings, and consulted on violence prevention efforts. He has authored more than 200 publications in psychology and education, including studies of juvenile homicide, school safety, bullying, and threat assessment. He is the principal author of the Virginia Student Threat Assessment Guidelines, which is an evidence-based model of school threat assessment used in schools across the United States and Canada. He also led the development of the Authoritative School Climate Survey as a student and staff measure of school climate and safety conditions. He is currently directing statewide studies of both school climate and threat assessment in Virginia public schools with funding from the U. S. Department of Justice.

Dr. Cornell, developer of the Comprehensive School Threat Assessment Guidelines, will present a six-hour workshop designed to review principles of threat assessment and examine a best-practices decision-tree model that allows schools to distinguish serious substantive threats from transient threats with respective response protocols.

SATURDAY - NOVEMBER 9, 2019

7:15 - 10:00 am

Conference Registration

8:00 - 9:50 am

ST. AUGUSTINE C



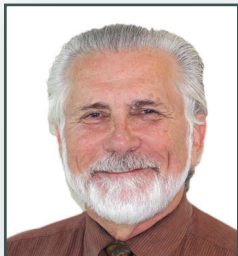
Rance Harbor, Ph.D. (2 CEs)

Medical Error Reduction Training for Behavioral Health Care Practitioners

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

10:30 am - 12:20 pm

ST. AUGUSTINE C



Gene Cash, Ph. D. (2 CEs)

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

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

FEATURED SPEAKERS



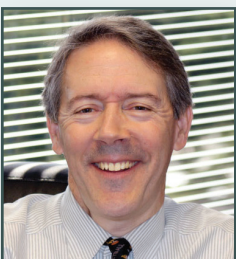
Dr. Dave Shriberg is a Professor of Education and the chair of the EdS and PhD programs in school psychology at Indiana University Bloomington. The 2018 winner of the Trainer of School Psychologists' "Outstanding Contribution to Training" award, his teaching and scholarly focus relate to the application of social justice principles to school psychology practice. Dr. Shriberg will present on applying social justice principles to the practice of school psychology. (Thursday PM, 3 CEs) **Sponsored by FASP**



Dr. Steven Shaw is Associate Professor in the Department of Educational and Counseling Psychology at McGill University in Montreal; he is the Graduate Program Director of the School/Applied Child Psychology Program. His clinical and research interests include pediatric school psychology, improving education of children with rare genetic disorders and autism, and development of resilience skills in children at risk for academic failure. Dr. Shaw will present on two separate topics; implementing and applying real-world, evidence-based interventions in the classroom, and mental health and academic interventions for students with low intelligence. (Wednesday AM and PM, 2 CEs both sessions) **Sponsored by FASP**



Dr. Stephen E. Brock, is Professor and School Psychology Program Coordinator at California State University, Sacramento (CSUS). A Nationally Certified School Psychologist, Dr. Brock worked for 18 years as a school psychologist before joining the CSUS faculty. Dr. Brock is a NASP Past President and lead author of School Crisis Prevention and Intervention: The PREPaRE Model. Dr. Brock will present a three-hour CE session highlighting the school psychologist's role in suicide prevention and response. (Thursday AM, 3 CEs) **Sponsored by FASP**



Dr. Gerard Gioia is the Division Chief of Neuropsychology and the director of the Safe Concussion Outcome, Recovery & Education (SCORE) Program at Children's National Health System. He is a coauthor of the Behavior Rating Inventory of Executive Function (BRIEF) family of instruments, including the primary author of the gold-standard measure for executive function, the BRIEF2. Dr. Gioia will present on the academic and social-emotional impact of concussions on students. (Wednesday AM, 3 CEs) **Sponsored by PAR, Inc.**



Dr. Adriana Lavi is a practicing licensed school-based speech-language pathologist with more than 15 years of experience working with children and young adults who present with a variety of communication disorders. Her primary research interests focus in the areas of pragmatics, as well as the assessment and treatment of culturally and linguistically diverse students with communication disorders. Dr. Lavi will present two separate sessions highlighting the school psychologist's role in evaluating and improving social skills for students. (Thursday AM, 3CEs and Thursday PM, 3 CEs) **Sponsored by WPS**



Dr. Cecil R. Reynolds is Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A&M University. Dr. Reynolds is renowned for his work in psychological testing and assessment. He is author or editor of more than 45 books, authored or co-authored more than a dozen tests including the BASC-2, the RCMAS -2, and the RIAS, and has published more than 300 scholarly works. Dr. Reynolds will present on performance validity testing in children and adolescents. (Thursday AM, 3 CE) **Sponsored by Multi-Health Systems, Inc.**



Dr. Dewey G. Cornell, developer of the Comprehensive School Threat Assessment Guidelines, will present a six-hour workshop designed to review principles of threat assessment and examine a best-practices decision-tree model that allows schools to distinguish serious substantive threats from transient threats with respective response protocols. (Friday AM 3 CE and PM 3 CE) **Sponsored by FASP**

Join us at The Colony Hotel for FASP's 2020 Summer Institute! This delightful, boutique hotel is located in the heart of Palm Beach - just a short stroll from Worth Avenue and the beach.

JULY 7-10, 2020



Nightly Room Rate: \$144 (and a waived resort fee)

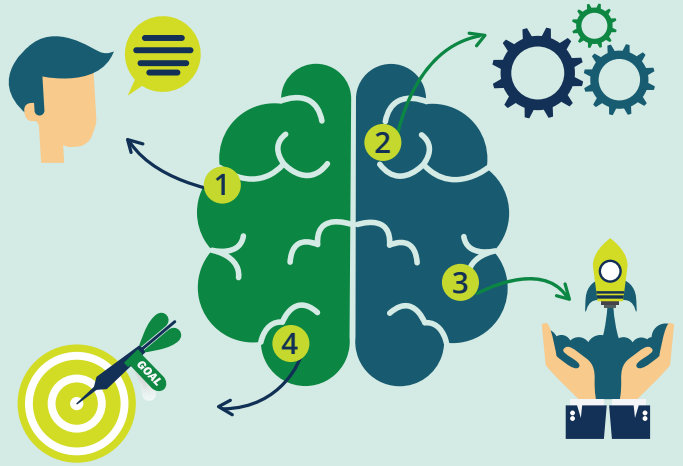
Daily Parking: \$10 for overnight or \$5 for guests

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- WiFi throughout the property
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Diagnosing and treating ADHD isn't easy, but we have the tools to help!



The tools you need to dig deeper

While there is no set-in-stone process for the assessment and treatment of ADHD, there is a research-based path that is typically followed. See our ADHD product options for:

1 RATINGS SCALES

Provide subjective information on how the examinee performs in multiple settings, and identify maladaptive behaviors using multiple perspectives.

2 TASK-ORIENTED ADHD TESTS

Directly observe key behaviors that the examinee exhibits and provide objective, quantifiable data to help with treatment planning. You can measure performance over an extended period of time to track progress.

3 INTERVENTIONS

While medication and dietary changes are options for remediating ADHD symptoms, research has found that working memory and attention training—as well as emotional skills building tools—are also highly effective.

4 PROGRESS MONITORING

Ensuring the effectiveness of a child's plan is crucial to their success! Continue to use tools to monitor and track the effects of your behavioral intervention plan.

Learn more at
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The new **Brown EF/A Scales™** is designed to evaluate executive functions related to ADHD in individuals **ages 3 years and older**.

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[PearsonAssessments.com/BrownEFAScales](https://www.pearsonassessments.com/BrownEFAScales)

Don't miss this session at FASP! ADHD: What questions should we be asking and answering?

Presented by Daniella Maglione, EdS, MS

Thursday, November 7

1:00 p.m. to 3:50 p.m.

St. Augustine E

For more information, please contact:

Marcela Flores

Education Assessment Consultant

marcela.flores@pearson.com

210-339-5686

Daniella Maglione, EdS, MS

Solutions Analyst, National Licensing Specialist

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Kids will be kids

Children like to play, and sometimes they play hard.

Though commonly thought of as a sports injury, concussion can occur as the result of everyday play, too.

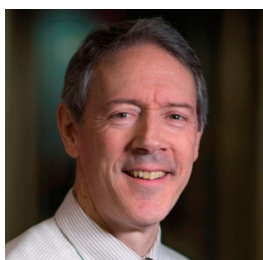
ConcussTrack™ **PostConcussion Executive Inventory™**

Measures executive function symptoms like working memory, emotional control, and task completion.

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Dr. Gerard A. Gioia, PhD

*Division Chief, Pediatric
Neuropsychology, Children's
National Health System*

Don't miss this presentation!

Gerard A. Gioia, PhD, presents **School Psychologists' Evidence-Based Assessment and Treatment of Concussion** on Wednesday, Nov. 6, during FASP.

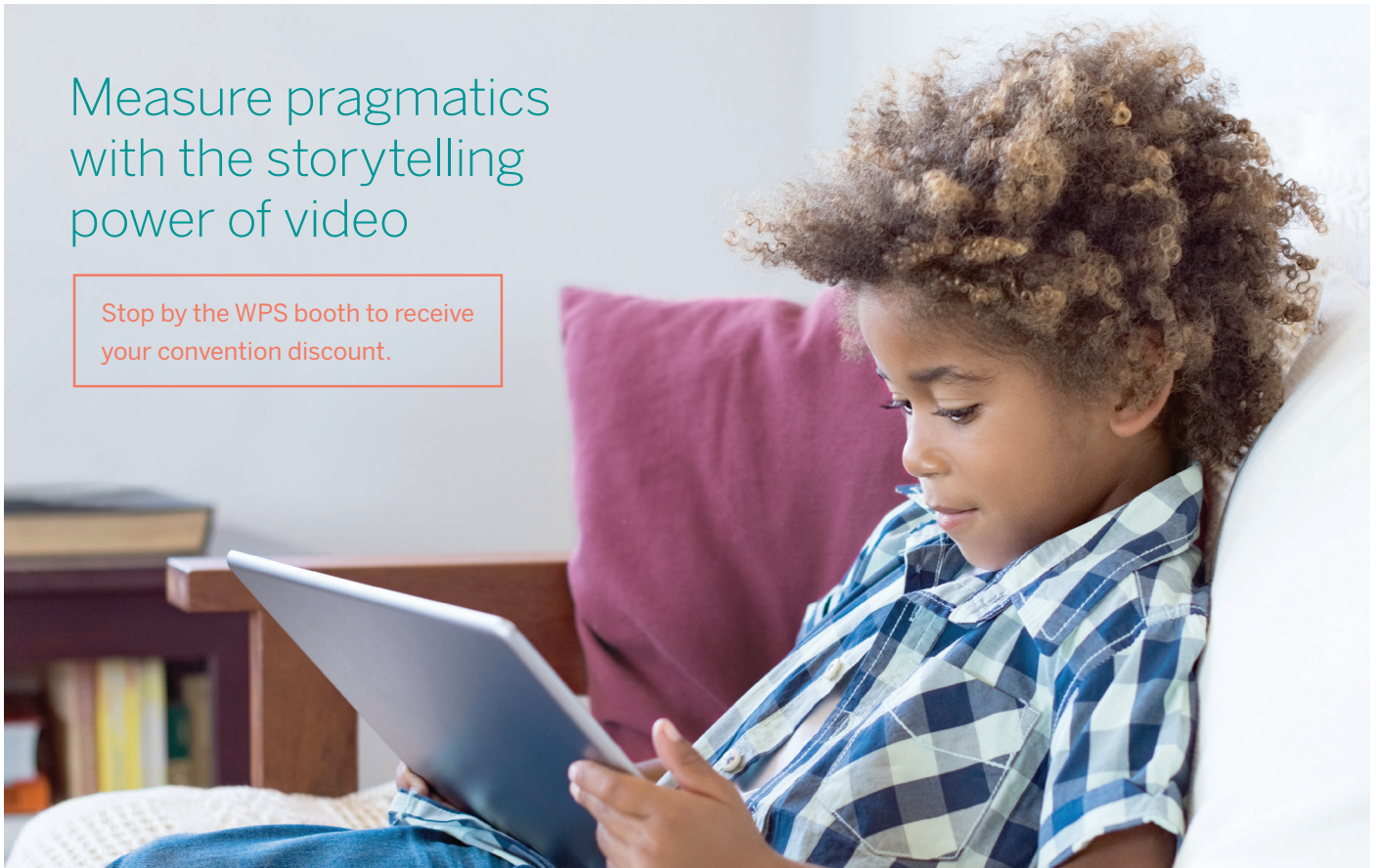
Learn the signs and symptoms of concussion and see how they impact school learning, performance, and social-emotional functioning. Dr. Gioia is the coauthor of the BRIEF2, the PostConcussion Executive Inventory, and the new PCSI-2. This discussion will demonstrate how school psychologists contribute to student recovery following a diagnosis of concussion.

This presentation provides 3 CEs.

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The CAPs is a revolutionary assessment that uses video scenes of real people in social situations to assess an examinee's ability to understand and use pragmatic language, including nonverbal cues—as well as overall dynamics of social context. The videos depict real-life situations, and the examinee responds to questions posed by the examiner after watching each clip. The norm-referenced measure is sensitive to pragmatic deficits exhibited by students with high-functioning autism, language delays, and social (pragmatic) communication disorders.

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- Document progress in pragmatic language skills, measure treatment efficacy, or reevaluate overall pragmatic language profiles as part of triennial IEP-based reviews
- Analyze social (pragmatic) language skills in children and young adults for research purposes

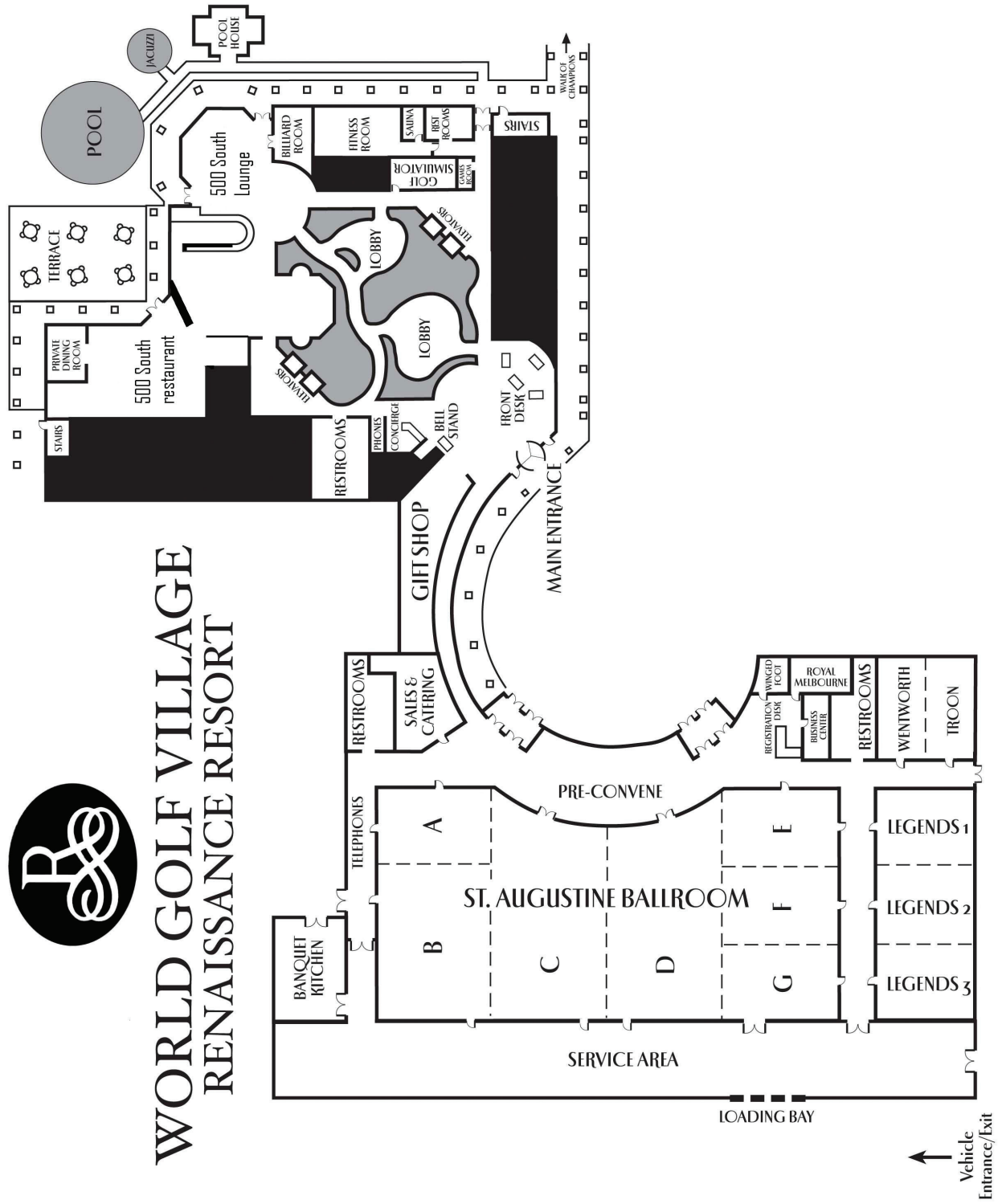
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SCHEDULE AT-A-GLANCE

TUESDAY, NOVEMBER 5, 2019

<i>FASP Finance Committee Meeting</i>	9:30 – 11:00 am
<i>FASP Executive Board Meeting</i>	1:00 – 7:00 pm
<i>Conference Registration</i>	5:30 – 7:00 pm

WEDNESDAY, NOVEMBER 6, 2019

<i>Conference Registration</i>	7:00 – 11:00 am, 2:00 – 4:00 pm
<i>Limited Coffee Service and Exhibits</i>	Begins 7:30 am
<i>Breakout Sessions</i>	8:00 – 11:00 am, 2:00 – 5:00 pm
<i>CSFI Auction</i>	8:00 am – 5:00 pm (closed during luncheon)
<i>Business Meeting & Keynote Luncheon</i>	11:00 am – 1:50 pm
<i>Awards Ceremony & Welcome Reception</i>	5:30 – 7:30 pm

THURSDAY, NOVEMBER 7, 2019

<i>Conference Registration</i>	7:30 – 10:30 am, 12:00 – 2:00 pm
<i>Limited Coffee Service and Exhibits</i>	Begins 7:30 am
<i>CSFI Auction</i>	8:00 am – 5:00 pm
<i>Breakout Sessions</i>	8:00 am – 12:00 pm, 1:00 – 4:00 pm
<i>President's Party</i>	7:00 – 10:00 pm

FRIDAY, NOVEMBER 8, 2019

<i>Conference Registration</i>	7:15 – 10:00 am
<i>Limited Coffee Service and Exhibits</i>	Begins 7:30 am
<i>Dr. Dewey Cornell</i>	8:30 – 11:30 am, 1:00 – 4:00 pm

SATURDAY, NOVEMBER 9, 2019

<i>Conference Registration</i>	7:00 – 10:00 am
<i>Limited Coffee Service</i>	Begins 7:30 am
<i>Rance Harbor (2 CEs) Medical Errors</i>	8:00 – 9:50 am
<i>Gene Cash (2 CEs) Domestic Violence</i>	10:30 am – 12:20 pm