



**2003 WSASP Fall Conference  
October 17 & 18, 2003  
Davenport Hotel, Spokane**

**System Reform and the New Psychologist**

**Dan Reschly** is Professor of Education and Psychology in Peabody College, Vanderbilt University where he is Chair of the Department of Special Education. From 1975 to 1998 Reschly directed the Iowa State University School Psychology Program where he achieved the rank of Distinguished Professor of Psychology and Education. Reschly earned graduate degrees at the University of Iowa and the University of Oregon and served as a school psychologist in Iowa, Oregon, and Arizona. Reschly has published on the topics of special education system reform, overrepresentation of minority children and youth, LD classification procedures, and mild mental retardation. He has been active in state and national leadership roles including President of the National Association of School Psychologists and Editor of the School Psychology Review. Reschly served on the National Academy of Sciences Panels on Standards-based Reform and the Education of Students with Disabilities (member), Minority Overrepresentation in Special Education (member), and Disability Determination in Mental Retardation (Chair) and he is Co-Director of the National Research Center on Learning Disabilities. He has received numerous awards including appointment to Fellow of the American Psychological Association, 1996 Outstanding Alumnus, College of Education, University of Oregon, and the NASP Lifetime Achievement Award.



**Dan Reschly, Vanderbilt University,  
Nashville, TN**

***Keynote Presentation  
Friday Morning, October 17***

Fundamental changes on how school psychologists think and work are described in terms of public policy, knowledge base, and practices. Transitions from roles involving diagnosis of disabilities using standardized measures of intellectual ability and achievement to determination of eligibility through direct measures in natural settings, high quality interventions, and assessment of response to intervention are described and illustrated. Opportunities for expanded roles and responsibilities for school psychologists are emphasized.

*Guest Speaker*  
*Friday Lunch, October 17*

**Update on Reauthorization**  
Doug Gill, OSPI

Doug Gill, Director of Special Education, OSPI, served as a member of President's Commission on Excellence in Special Education and Chair of the Finance Committee. Recommendations for policy reform are summarized in [A New Era: Revitalizing Special Education for Children and their Families](#) (2002). Doug will provide an update on current developments in federal special education policy and implications for school psychologists in Washington State.

*Guest Speaker*  
*Saturday Morning, October 18*

**Taking the, "Special," Out of Special Education**  
Marshall Mitchell, Washington State University

Marshall will address the real issues related to being "special" in our society. When "special" is applied to people with disabilities in our society is it really special? Being "special" means being separated, singled out, or grouped together under "special" categories. Being, "special," means being labeled and stigmatized in order to receive, "special," services and assistance. When we closely examine what being "special" means in our society, maybe it is not special at all. Marshall will help us do a reality check about being special.

## **WSASP Conference Breakout Speakers**

**School/clinical interventions for FAS children**  
Darcy Miller, Western State University

Advances in the Diagnosis and Understanding of Fetal Alcohol Syndrome: Exploring Programming Ideas and Strategies. This presentation will provide an overview of current research and development in the diagnosis of FAS. The overview will include a discussion of the physiological, psychological, cognitive and behavioral components of the diagnosis process and outcome. The presenter will discuss educational and family-oriented programming ideas and effective strategies for children and youth with FAS.

**Learning Disability w/o Regression Tables**  
Jodi Sheppard, White Swan School District

Jodi Sheppard- Learning Disability without regression tables. In light of possible elimination of the LD discrepancy model, school psychologists will be asked to function in more expanded roles. This presentation is designed to demonstrate

how to make eligibility decisions without the use of a WISC or LD tables. A brief overview of how to use the problem-solving model to identify students in need of special education services will be given. In addition, case study examples will be provided to illustrate how a student moves through the problem solving process from initial concern to placement in special education.

### **School Personnel Support for Bereaved Students**

Jan Lohan, Washington State University

This pilot study, funded by the Wasmer Foundation of Spokane, consisted of a web-based survey of school counselors and school nurses in a seven-county area of Eastern Washington to determine the help and support provided to bereaved students. Results of the study and plans for future research will be discussed in the presentation.

### **Pharmacology of ADHD**

Clark St.Dennis, Washington State University

Update on Medications used to treat ADHD. This presentation will begin with a brief overview of critical issues involved in diagnosing and treating persons with ADHD. Topics will include target symptoms that respond to medications and those which respond best to non-drug intervention; based on the MTA stimulant study. ADHD genetics and adult ADD will also be discussed. The pharmacology of medications known to treat the core symptoms of ADHD will be reviewed and followed by an overview of current stimulant products emphasizing the once daily dosage forms (Concerta, Metadate, Adderall). These products will be contrasted to the latest FDA-Approved non-stimulant medication (atomoxetine-Strattera). The use of clonidine (Catapres) products in certain school-aged children will also be addressed.

### **Beyond Theory: Practical CBA and CBM tools for the development of effective educational programs**

Flint Simonsen, Eastern Washington University

This workshop will present methods for using curriculum-based assessment (CBA) and curriculum-based measurement (CBM) to assess and monitor student academic performance. Further, this session will demonstrate how to use these assessments within the context of IEP development and implementation (from referral through intervention monitoring). Participants will leave with several practical tools for assessing in the areas of Reading, Math and Written expression.

### **What Assessment Teams Really Need to Hear From Psychologists**

Anne Price, ESD101

Psychologists - you have what we need and it's not IQ scores! Psychologists have long relied on the scores of standardized tests to form the foundation of their role

in the Assessment/IEP process. What other roles can psychologists play in the education setting? Plenty! Psychologists can explain how and why learning occurs the way it does. By explaining specific student strengths and how they might influence the learning process, psychologists bring a unique view of each student. This session will address the kinds of information that psychologists can provide to the IEP team.

### **Auditory Processing Deficit/ADHD**

Gail Chermak, Washington State University

Youngsters diagnosed with ADHD frequently present difficulties performing tasks that challenge the central auditory nervous system. Overlapping clinical profiles are anticipated based upon shared neural networks across sensory, cognitive and language domains that underlie complex auditory-language processing. Differential diagnosis requires a multidisciplinary team approach. Strategies and test batteries employed by the audiologist are described.

### **The Blue Team: A model for delivering student emergency services**

Rebecca Terry, Pasco High School

To better meet the mental health needs of students in line with the FBI report on the Prevention of Targeted Violence in Schools, Pasco High has realigned its method of delivering student emergency services. The Blue Team is a model for immediate response to meet the crisis and on-going mental health issues of students. The model uses staff already in place, i.e. counselors, psychologists, administrators, nurses and other non-classroom personnel to provide immediate intervention for students in crisis. The presentation will explain the rationale and need for the program and discuss the staffing, training, and scheduling components. Participants will see samples of forms and procedures that may be used in their home schools.

### **School Wide Climate and Culture change as a preventative approach to reduce harassment and conflict in a suburban high school**

Ken Greff, Bothell High School

Joining with high schools across the country, Bothell High, a large suburban high school of approximately 1500 students, near Seattle, is working to find an effective means for improving overall school climate, reducing harassment and conflict, and connecting with students so that they feel a sense of belonging and pride in themselves and their school.

The model being developed follows a public health approach, of searching for root causes for conflict, and harassment, and searches for effective methods to improve a sense of belonging, connectedness and pride for students and staff. A group forum/task force structure is utilized which includes representatives from all student groups, teachers, counselors, administration and parents. Its is co-

chaired by the assistant principal, ASB president, and School Psychologist. The process involves the use of a series of student forums to collect input and suggestions from students at large to identify problem areas that contribute to conflict and harassment, and to identify meaningful means to enhance connectedness and pride.

Outcomes have been astonishing and initial discipline data comparison with neighboring high schools is beginning to suggest that a school wide approach to prevention of harassment and conflict may be very promising. Longitudinal data now available continues to affirm dramatic outcomes attributed to the changes resulting from this project.

The presentation will include chronology of the development of the concept being applied and its tie to the research base for prevention of youth violence. Specific structure of the process including how the student forums are managed will be included. Outcome comparisons as available to date will also be included.

## **WSASP Conference Workshop Speakers**

### ***Doing a Curriculum-Based Measurement***

Flint Simonsen, Eastern Washington University

Dr. Flint Simonsen is a professor of special education at Eastern Washington University. He has conducted research in the areas of behavior management, academic interventions for students with disabilities, severe disabilities, and school-wide reform. Dr. Simonsen consults nationally on behavioral and academic assessments and interventions for students with disabilities.

### **Performing At-risk Assessment for Violent Youth**

Chris Tobey, Skagit Family Services

Christopher Tobey Ph.D. is a licensed psychologist in Washington and is the Division Supervisor of the At Risk Intervention Specialist (ARIS) program, a program within Skagit County Youth and Family Services. Program Intervention specialists receive referrals from 7 school districts in Skagit County of at-risk youth and provide assessment/evaluation and link youth and families to vital services in the Community. Dr. Tobey has been involved in the development of collaborative community relationships and protocols necessary in the identification, evaluation and intervention of violent and potentially violent youth in Skagit county. He has also been very instrumental in setting up countywide training for school and agency staff in Risk and Threat Assessments for potentially violent youth. Please note that this is a two-part presentation. Part I is a pre-requisite to attend part II.

**Introducing the WISC-IV**  
The Psychological Corporation

An introductory workshop on the WISC-IV sponsored by The Psychological Corporation.