

THURSDAY OCTOBER 16th

11:00-5:00 Conference Registration

Session 1 **1:00-2:00**

A Achieving the NCSP Designation. *Tricia Piper M.Ed. NCSP, Toppenish School District.* If you are an aspiring school psychology graduate from a non-approved program, this presentation will take you through the process necessary to obtain national certification from NASP. Sample applications, including comprehensive portfolios, will be shared as well as the current status on pay discrepancy issues between nationally certified school psychologists and public school teachers and counselors. (If you plan on attending this presentation, download and bring along a current application packet from the NASP website- "Applications for Graduates of Non-approved Programs".)

B Working Memory and Academic Learning: Assessment and Intervention. *Milton Dehn Ph.D., Schoolhouse Educational Services.* Working memory plays a critical role in higher level cognitive tasks and all aspects of academic learning. This workshop will begin by explaining working memory sub-processes and identifying the research-established relationships between working memory and different types of academic learning. Strategies for assessing working memory through the use of cognitive and memory scales will then be discussed. The remainder of the workshop will focus on evidence-based interventions and effective instructional principles that support the working limitations of all learners. **Continues—sessions 2 B and 3 B.**

C Bullying/Harassment Curriculum-Secondary. *Christian Moore, M.S.W., Why Try?* This session will emphasize one of the most difficult social skills, responding appropriately to social stress. Participants will learn techniques for teaching youth problem solving skills and appropriate social responses. Dealing with bullying and harassment issues requires an approach that enhances the social insight of both the perpetrators and victims. As potential victims are empowered with stronger social and emotional skills, they become less vulnerable. As bullies gain social and emotional skills, they can find less destructive ways to assert themselves.

Session 2 **2:15-3:15**

A Question and Answer Session-Specific Learning Disability Identification and the new WACs. *David Tudor, OSPI; Tonya Middling, OSPI.* Previously submitted questions regarding SLD identification will be addressed during these three repetitive sessions. Questions addressing the use of RTI to make eligibility determinations will be emphasized. A Technical Assistance Paper (TAP) will be distributed as part of the session. Questions can be submitted to the following email address until October 14th, 2008 – specialeducationSLD@k12.wa.us

B Continuation of session 1 B: Working Memory and Academic Learning: Assessment and Intervention. *Milton Dehn, Ph.D., Schoolhouse Educational Services.*

C Working with Poverty Issues in Families. *Christian Moore, M.S.W., Why Try?* This session will cover teaching youth with behavioral issues and social deficits two crucial concepts: Their decisions have consequences, and they must overcome negative peer pressure. These are the ideas that can break a family's cycle of poverty. The session will use the visual metaphors from the Why Try program, as well as music and activities from the program. Moore will share motivational stories from his own life experiences as a youth with severe learning disabilities. He will explore the seeds of motivation and hope which enable children to overcome poverty, violence and failure.

D Evidence-Based Practices in Family-School Collaboration. *Kay Beisse, Ph.D., Associate Professor of School Psychology, Seattle University; Ashli Tyre, Ed.D., Assistant Professor of School Psychology, Seattle University.* A critical review of research has identified several evidence-based practices in family-school collaboration. School psychology faculty and students will present an overview of evidence-based practices in family-school collaboration and will highlight the application of these practices within a three-tiered service delivery model. School Psychology students will present results of their own reviews of evidence-based practices in family-school collaboration. We will share training materials developed by the Futures Task Force in Family-School Partnerships for attendees who wish to train educational staff in effective family-school collaboration practices.

Session 3 **3:30-4:30**

A REPEAT: Question and Answer Session-Specific Learning Disability Identification and the new WACs. *David Tudor, OSPI; Tonya Middling, OSPI*

B Continuation of sessions 1 B and 2 B: Working Memory and Academic Learning: Assessment and Intervention. *Milton Dehn, Ph.D., Schoolhouse Educational Services*

C Continuation of session 2 C: Working with Poverty Issues in Families. *Christian Moore, M.S.W., Why Try?*

D New Directions for School Psychology Practice in Washington State. *Kay Beisse, Ph.D., Associate Professor of School Psychology, Seattle University; Ashli Tyre, Ed.D., Assistant Professor of School Psychology, Seattle University.* The current movement in the field creates new expectations for school psychologists to deliver consultation, intervention, and prevention services within a comprehensive three-tiered model, as

outlined in NASP's *Blueprint for Training and Practice III*. NASP's vision of school psychology challenges each of us to think differently about our practices. This session provides a forum for school psychology practitioners, students and trainers to engage in frank dialogue about the promises and challenges of these changing expectations. The following questions will guide our discussion: 1) What should the nature of school psychology practice be in Washington state? 2) What professional development opportunities do our practitioners need? 3) How can training programs better prepare those who are entering the field? Each attendee will receive a copy of the *Blueprint III* and will have the opportunity to provide feedback to NASP.

Session 4 4:45-6:00

A REPEAT: Question and Answer Session-Specific Learning Disability Identification and the new WACs. *David Tudor, OSPI; Tonya Middling, OSPI.*

B Helping Parents Navigate Quest for Help When Raising Difficult Children. *Steven Curtis, Ph.D., NCSP, Lifespan Psychological Services, PS.* When and where should parents seek professional help for their child's puzzling behavioral, social, or learning challenges? In this session, participants will be introduced to a step-by-step method that takes parents through the complex process of understanding and intervening in a positive way with their child's concerns. Parents are taught how professionals seek to distinguish normal versus "disordered" behavior, the problem-solving approach to understanding, the profile-based approach to intervention, where to seek professional help when needed, and what resources to read when further study is desired. Session content is based on the presenter's newly released book, Understanding Your Child's Puzzling Behavior: A Guide for Parents of Children with Behavioral, Social, and Learning Challenges.

6:00-8:00 Social Hour & Graduate Poster Session

7:00-??? **WSASP Executive Board Meeting**

FRIDAY OCTOBER 17th

7:00-8:00 Breakfast Conference Registration

8:00-9:00 **Keynote:** Make A Difference: Be The Difference. *Gene Cash, Ph.D., NCSP.* NASP is an association for all school psychologists, regardless of the degrees they hold, the philosophy of their training program, the service delivery model they employ, their racial/ethnic/linguistic/cultural/social background, or their feelings about various types of assessments and instruments. Moreover, NASP is confident that all school psychologists can make a positive difference in the lives of students and their families. The purpose of this presentation is to celebrate the diversity within our profession, to present strategies which can help make a difference in your professional functioning, and to challenge you to think about how you (who you are and what you do) can be the difference you wish to see in those whom you serve.

Session 5 9:15-10:30

A The Importance of Assessing Executive Functions. *Dan Miller, Ph.D., Texas Woman's University and KIDS Inc.* The assessment of executive functions has taken an added importance in recent years. Executive dysfunction has been linked to common neurodevelopmental disorders (e.g. ADHD, Aspergers, Tourette's, Bipolar, OCD, etc.). The neuroanatomy of the frontal-subcortical circuits that relate to behavior will be presented along with the typical behaviors associated with those circuits. The major tests of executive functioning will be briefly reviewed (e.g. Delis-Kaplan Executive Functions System, BRIEF, etc.). A case study will be presented that illustrates how executive functions are assessed and integrated into a comprehensive school neuropsychological report. **Continues session 6 E.**

B Data-Based Intervention Strategies for Reading. *Cyndi Caniglia, M.Ed., Educational Consultant.* This double session will cover effective data-collection practices and data-based intervention strategies for the areas of decoding, fluency and comprehension. This session will also cover the elements of an effective reading program for students who are in Special Education, Title I or other programs that support readers who struggle. It is imperative that all those responsible for student placement and instruction in the classroom have a full understanding of what constitutes an effective reading curriculum. In addition, effective data-collection practices must be used to guide instructional decision-making and to select appropriate interventions. **Continues session 6 B.**

C Diagnosing and Management of Serious Mental Illness in the School Setting. *Michael McDonell, Ph.D., Department of Psychiatry & Behavioral Sciences, University of Washington.* With the trend of recent 'fad' diagnoses, such as bipolar disorder and autism, school psychologists are often faced with the challenge of assessing and treating complex and controversial mental health diagnoses. This talk will focus on the current state of the literature regarding diagnosis and treatment of serious mental illnesses, such as bipolar disorder and schizophrenia, in children and adolescents. Recommendations will focus on assessment techniques, formulating classroom management strategies, and working with parents and outside professionals to provide the best possible educational experience for students with serious mental health difficulties.

D Defusing Power Struggles. *Roger Frame, Ph.D., Frameworks 4 Learning.* Power struggles occur in home, school, and work settings. Certain responses intensify the conflict while other responses help defuse it. This workshop will review types of power struggles, clarify how we get hooked

into them, review the Hostility Cycle, and discuss effective prevention and defusing strategies. We will discuss passive aggressive behavior, (e.g. not turning in homework, continuously coming in late) as well as direct, defiant challenges to authority (e.g. telling the teacher “you can’t make me”, or flicking a finger.) We will also discuss self-care strategies to help maintain self-control during a power struggle. **Continues session 6 D.**

E Use of a CBM to Predict Success on the Written Language WASL. *LeAnne Robinson, Ph.D., Western Washington University; Steve Hirsch, Ph.D., Washington State University.* Universal screening and progress monitoring have started to take hold in school districts around Washington. The time is right for the introduction of a tool that can be used both as a screener and progress monitor for written language. Data collected will be shared for grades 4, 7, & 10. Using a 1-minute think; 3-minute write, and scoring the percentage of correct grammatical sequences, reliable predictions were made with respect to the likelihood of success on the WASL-wl. The screener/progress monitor takes four minutes to administer (to entire class simultaneously) and approximately two-three minutes to score each student. The talk will not only present data to validate its use as a screener/progress monitor, but will also cover standardized scoring procedures for this CBM.

Session 6 11:00-12:15

A The Importance of Assessing Memory: Administration and Interpretation of the Wide Range Assessment of Memory and Learning, Second Edition. *Wayne Adams, Ph.D., George Fox University.* Because of their known vulnerability, memory functions are often negatively affected in acute or chronic conditions impacting the central nervous system. Since learning and remembering new information are central to most educational endeavors, assessing memory functions beyond what is often found in most IQ tests is important. Those attending this workshop will learn when adding memory assessment to an evaluation is likely useful, and how to administer and interpret one of the leading memory assessment tools available for children, teens and adults, the WRAML2. One of the test’s co-authors will present a “walk-through” the instrument providing administration hints, interpretative guidelines, and useful student recommendations, using clinical illustrations that will include reading disability, ADHD, brain injury, language disorder, and developmental delay. Time will be available to discuss cases brought by workshop participants. **Continues sessions 7 A and 8 A.**

B Continuation of session 5 B: Data-Based Intervention Strategies for Reading. *Cyndi Caniglia, M.Ed., Educational Consultant.*

C The High Cost of Adverse Childhood Experience. *Krista Goldstine-Cole, Washington State Family Policy Council.* Leading edge brain research and health studies are beginning to reveal how early maltreatment and other trauma impacts the development of children. Evidence of lifelong behavior, mental and physical health consequences will be presented. Participants will have opportunities to discuss the implications of the data for children, families and schools.

D Continuation of session 5 D: Defusing Power Struggles. *Roger Frame, Ph.D., Frameworks 4 Learning.*

E Continuation of session 5 A: The Importance of Assessing Executive Functions. *Dan Miller, Ph.D., Texas Woman’s University and KIDS Inc.*

12:30-2:00 Keynote Lunch Business Meeting

Keynote: Why Try? *Christian Moore, M.S.W.* This address will focus on innovative interventions that provide hope and motivate the unmotivated student. Christian will share motivational stories from his own life experiences as a youth with severe learning disabilities. He will walk the audience through the social and emotional assets that allowed him to get a masters degree and become a nationally recognized child advocate. The talk will emphasize a strength-based approach to helping youth overcome their challenges in their three main environments: home, school and with peers. The importance of teaching social and emotional life skills through the use of ‘multiple intelligences’ will be advocated.

Session 7 2:15-3:30

A Continuation of session 6 A: The Importance of Assessing Memory: Administration and Interpretation of the Wide Range Assessment of Memory and Learning, Second Edition. *Wayne Adams, Ph.D., George Fox University.*

B Why Try? Attacking Low Motivation. *Christian Moore, M.S.W., Why Try?* This session will explore ways to teach that life’s problems and challenges must be channeled into a source of strength and positive motivation. A major focus of this session will be the importance of developing relationships with at-risk youth and specific techniques for creating relationships that change lives. This is one of the key social/emotional concepts of the Why Try program. This workshop will deal with the reality that few of the problems youth face are about to miraculously vanish. Youth who survive and thrive don’t have fewer problems than other youth, they just perceive and respond to those problems differently.

C Promoting Mental Health: The School Psychologist’s Responsibility. *Gene Cash, Ph.D., NCSP.* Changes encompassed in IDEA 2004 combined with the impact of NCLB have resulted in a revolutionary shift in the objective of education in the United States. For the first 200+ years of our country’s existence, the goal was “equality of educational opportunity”. As a result of recent federal legislation, the goal has careened in the direction of “equality of educational outcomes”. This shift poses daunting challenges for the delivery of all educational services and necessitates a special emphasis on mental health service delivery. Why? Because the primary test of any educational system is the employability of its products. If

schools can teach a child how to read, write, and do arithmetic, he or she can probably get a job. If the student can be taught how to behave and to manage the complex emotional demands of modern society and the vicissitudes of biology, he or she may actually keep it.

D Escaping the Legal Traps Associated with the Manifest Determination Decision. *Greg Stevens, esq., attorney.* Where do districts get trapped when it comes to the Manifest Determination? This workshop will identify the essential elements of the Manifestation and the traps that school districts typically fall in. We will also review some unique cases that psychologists from around the state have submitted. The workshop will focus on the IEP- its content, fidelity of implementation, and the relationship between a student's misappropriate behavior and their disability as well as the dynamics and expectations of the manifestation meeting.

E Tier 3 Differential Diagnosis and Treatment of Specific Learning Disabilities in Written Language Acquisition: Dysgraphia, Dyslexia and Oral and Written Language Learning Disability (OWL LD). *Sharon Missiaen, Ph.D., Bellingham Schools; Virginia Berninger Ph.D., University of Washington.* The co-presenters will explain how parent questionnaires that cover child's developmental history, family history of oral language, writing, and reading problems, diagnostic assessment (cognitive, achievement, neuropsychological, and language), and response to instruction (RTI) can be used for diagnosis and treatment of three specific learning disabilities that have a genetic and brain basis but are responsive to treatment. Emphasis will be placed on dysgraphia, which is not emphasized in WA state WACS, and OWL LD, which is often confused with dyslexia. Students with OWL LD often have undiagnosed oral language problems, which, if not treated, result in failure to respond to instruction and being at higher risk for school drop-out. Many students in BD programs have undiagnosed and untreated OWL LD. Lists of instructional resources and case studies will be provided for these specific learning disabilities affecting written language acquisition.

3:30-4:00 Break

Session 8 4:00-5:15

A Continuation of sessions 6 A & 7 A: The Importance of Assessing Memory: Administration and Interpretation of the Wide Range Assessment of Memory and Learning, Second Edition. *Wayne Adams, Ph.D., George Fox University.*

B "Data" is a Four-Letter Word: Decision-Making Within the Multi-Tiered Positive Behavioral Supports Model. *Flint Simonsen Ph.D., Eastern Washington University.* The Positive Behavioral Supports model has been shown to produce remarkable outcomes for students, teachers, parents, and other school personnel. As with RTI, the efficiency and effectiveness of a school's behavioral efforts can be dramatically improved by using student behavior data to make decisions. Unfortunately, many schools take too little behavioral data, or do not use the information they already collect. This session will describe the current best practices in gathering and using behavioral data to enhance behavioral supports at the school-wide, targeted small group, and individual student levels. Practical issues, logistics, and limitations in schools will be discussed.

C School Psychologists and Math Coaches: Same Person or Colleagues? *Marcy Stein, Ph.D., University of Washington, Tacoma.* In this session, Dr. Stein will discuss the role of a school psychologist in working with teachers to improve math performance. She will provide an overview of the components of math coaching most likely to have the greatest impact on student math performance. These components consist of expertise in the following areas: identifying high quality instructional materials, facilitating the use of data driven decision making, and implementing curricular and non-curricular interventions. Finally, Dr. Stein will present a draft of a school-wide assessment that guides school psychologists and/or math coaches in the design of action plans to improve student performance in math.

D RTI at the High School Level: It's not only possible, it's being done. *Hanford High School Panel.* We will present our solutions to the numerous obstacles that present themselves when high schools attempt to implement a Response to Intervention model. Discussions will focus on interventions that have proven successful at the High School level, affording of credits for academic assistance without loss of electives, design of multi-departmental intervention teams to support individual students, etc.

Enjoy Dinner on your own at one of Spokane's many fabulous restaurants.

SATURDAY OCTOBER 18th

7:30-9:00 Breakfast and forum for networking among School Psychologists

Session 9 9:15-10:30

A Building Reading Skills Through Fluency. The Value of Read Naturally. *Read Naturally Inc.* Student's phonemic awareness, phonological processing, vocabulary and fluency skills. Read Naturally is a research-based program that improves a child's fluency. It can do so within context of the classroom (tier 1), or individually (tier 2). It can do so with little or extensive technology. It can be done at school with peer tutors, paraeducators, or certificated teachers, or at home with a parent.

B The K-12 Drug Store: Pharmacology in the School Setting. *Lorrie Dawson, Ph.D., F.N.P., Washington State University.* As the number of children treated with psychopharmacological medications increases, schools are seeing increased problems associated with drug side effects, impact

on school performance and issues affecting peer-to-peer, student-teacher and teacher-parent relationships. This workshop will present current information and case scenarios of common issues associated with drugs used for ADHD, depression and bipolar disorder. Ethical issues of treatment versus non-treatment of children with psychoactive medications and the pros and cons of “drug holidays” will also be discussed.

C Three Tier Approach to Identification and Treatment of Math Disability and Identification of Math talent. *Sharon Missiaen, Ph.D., Bellingham Schools; Virginia Berninger, Ph.D., University of Washington; Patrick Moran, Ph.D. Psych Corp/Pearson; Steve Hirsch, Ph.D., Washington State University.* A tier 1 math screener, Math Alert! linked to the WASL-math will be introduced. Pfeiffer’s neuropsychological model for math assessment will be discussed as well as its application to Tier 2 math intervention. PAL math diagnostic model will then be presented along with tier 3 dyscalculia diagnosis tied to the National Math Advisory Panel. Finally, Key Math 3 and its application to both math disability and math talent will be introduced. Case studies for the 3-tier process will be introduced and discussed.

D Applying RtI at the Intermediate and High School Levels. *Wayne Callender, Ph.D., University of Oregon.* Secondary schools have long sought ways for improving outcomes for struggling students. Response to Intervention can be a blueprint for creating a system of supports, resulting in better use of existing resources and greater outcomes for students in regular and special education alike. This presentation will focus on big ideas associated with RTI at the intermediate and secondary level and highlight major components, including: universal screening, structuring the secondary school for carrying out systematic interventions, differentiated instruction, progress monitoring, addressing the poorly motivated students, and suggestions for maximizing the effectiveness of special education. Ideas from existing secondary models will be included.

E Making a Difference in the Lives of Young Children: Contemporary Practices in the Assessment of Young Children-Part I. *Laurie Ford, Ph.D., University of British Columbia.* This two-part session is targeted for school psychologists wanting to learn more about contemporary practice in the assessment of young, preschool age, children. While many school psychologists have strong skills in the assessment of school age children and youth, preschool age children pose unique challenges to the school psychologist less familiar with this population. Unique child, examiner, environmental, and procedural issues must be considered when conducting developmentally appropriate assessments of young children. Recommended procedures and measures for contemporary cognitive, pre-academic, social-emotional and behavioral assessment will be addressed. Part Two will provide an opportunity for more in-depth discovery, interaction and a video demonstration.

10:30-11:00 Break

Session 10 11:00-12:15

A Reintegration Within an RtI Service Delivery Model: Best Practices. *Kelly A. Powell-Smith, Ph.D., NCSP, Dynamic Measurement Group.* This presentation will focus on a best practices model for making reintegration and special education exit decisions within the context of an RtI service delivery system. Specific data-based decision making steps will be discussed. The model follows a problem-solving approach and includes using sensitive, relevant, ongoing measures of targeted skills for the candidate for exit and a peer comparison group, a trial out period for reintegration candidates, and ongoing monitoring and decision-making relative to each individual student’s exit success. Participants will benefit by obtaining knowledge of (a) the history and foundation for special education exit, (b) a data-based exit decision-making model, (c) strategies for monitoring the outcomes of exit for individual children and systems and (d) exit decision-making within the context of an RtI service delivery model.

B School Psychology Pro-Cert: The shape of things to come. *Training institution panel: Jaime Seaburg, Ph.D., Eastern Washington University, chair.* This panel will clarify the Pro Cert programs that will be offered to Washington School Psychologists by training institutions. Commonalities between programs will be discussed as well as the differences between the four proposed programs including anticipated start dates, class and meeting requirements, program expectations and expense.

C RtI and the Role of the School Psychologist. *Wayne Callender, Ph.D., University of Oregon.* The presentation addresses the school psychologist’s role in an RTI school. Participants will learn ways to support a school-wide (tiered) and problem solving approach to RTI, including effective use of data-based decision making, evaluating the effectiveness of systems, identifying and using research-based interventions, and leading problem solving teams. Participants will learn how information obtained during intervention may be used to establish eligibility for special education. Included will be various forms and an eligibility report format.

D Whatever became of Learning Theory? Memories of Teaching: Reminiscences and Analyses. *Claudia M. Sells, Scripps College; Paul M. Bronstein Ph.D., University of Michigan.* One of us (the daughter) has spent the past 4 years teaching at high schools in New York City. She has lately given up the ghost, and is on her way to medical school. The other one (the daddy emeritus) stayed with it and spent 35 years as a professor of psychology (learning and motivation). This joint presentation reviews some of the history and sociology of publicly funded education in America, our impressions of the problems currently afflicting classroom teachers, and some of the psychological principles that often are relevant in addressing those issues.

E Making a Difference in the Lives of Young Children: Contemporary Practices in the Assessment of Young Children -Part II. *Laurie Ford, Ph.D., University of British Columbia.*