Assessment 201:
Interpretation & Intervention

**Fall Conference 2015
October 15-17th
Spokane, WA**

THE DAVENPORT HOTEL

10 South Post Street., Spokane, WA

Reservations: 1-800-899-1482

davenporthotelcollection.com

All registration is to take place on-line at www.wsasp.org

WSASP
PO Box 525
Cheney, WA 99004
509-724-1587

Future Fall Conferences:
October 20-22, 2016: Skamania Resort, Stevenson
October 26-28, 2017: Suncadia Resort, Roslyn

Questions?

Registration: contact@wsasp.org   General Conference: pd@wsasp.org

Thursday, October 15
10:00am Registration

8:30-11:30am

Suicide Prevention and Awareness, Session 1
Ramona H. Griffin, Director, Center for Prevention, NEWESD 101
This three hour training meets the requirement for HB 1336 regarding suicide prevention training for all ESA certified employees. Participants will learn data on suicide rates in Washington State and learn strategies to reduce risk factors and building protective factors. Participants will discuss school context and response to suicide in that setting.

Session 1: 8:30-11:30 or
Session 2: 1:00-4:00
Note: *Separate registration is required; cost is $50. There is limited space.*

Internship Supervision Panel
Susan Ruby, Ph.D, Associate Professor & Director of School Psychology Program, Eastern Washington University
Susan Ruby will serve as facilitator with university and field based supervisors serving as panelists to share experiences. We will address the NASP and PESB standards for field experiences and will explore challenges of the intern experience from both a program supervisor and field supervisor perspective.

11:30-12:15pm

Lunch (*for those who attended 8:30-11:30 morning session*)

12:15-1:45pm

BASC-3
Patrick Moran, Ph.D., Pearson
This presentation will present updates to the new BASC-3.

Identifying Executive Function Intervention Targets and Measuring Outcomes
Scott D. Grewe, Ph.D., ABPP-CN; and Steven C. Guy, Ph.D., Pediatric Neuropsychologist - Private Practice
Rating scales designed to gauge executive functioning in everyday life are useful tools for identifying intervention targets and measuring outcomes. In this workshop we present evidence supporting the use of rating scales for efficient intervention development and monitoring, and include a model for development of evidence-based executive function interventions. Participants will learn to use scales to identify specific executive targets and monitor outcomes.

Report-Writing in the Intervention Age: Theme-Based and Question-Based Psychoeducational Reports
Heidi Bogue, Ph.D., Assistant Professor of Psychology, Central Washington University; and Heath Marrs, Ed.D., Associate Professor of Psychology, Director of School Psychology Master's Program, Co-Director of Community Counseling and Psychological Assessment Center, Central Washington University
Report-writing is an important part of school psychologists' role related to the dissemination of assessment data. This session will present information on what is expected of reports from theme-based and questions-and-answers writing styles. The focus will be on how to increase both report readability and usefulness of reports for consumers such as teachers and parents. In addition, we will discuss suggestions for reports that are aligned with changes in the field related to increased emphasis on interventions.

1:00-4:00pm

Suicide Prevention and Awareness, Session 2
Ramona H. Griffin, Director, Center for Prevention, NEWESD 101
This three hour training meets the requirement for HB 1336 regarding suicide prevention training for all ESA certified employees. Participants will learn data on suicide rates in Washington State and learn strategies to reduce risk factors and building protective factors. Participants will discuss school context and response to suicide in that setting.

Session 1: 8:30-11:30 or
Session 2: 1:00-4:00
Note: *Separate registration is required; cost is $50. There is limited space.*

BASC-3 (*continued*)
Patrick Moran, Ph.D., Pearson

Identifying Executive Function Intervention Targets and Measuring Outcomes (*continued*)
Scott D. Grewe, Ph.D., ABPP-CN and Steven C. Guy, Ph.D., Pediatric Neuropsychologist - Private Practice

Using Patterns of Strength and Weakness to Assess All Disabilities
Michael W. Kirlin, School Psychologist, Bethel School District, Spanaway, WA
This presentation will discuss a recent history of procedural changes that led us to a pattern of strengths and weaknesses model (PL-94-142; the Rowley decision (1983); WAC 392-171 from February 1986 and the severe discrepancy tables for identifying specific learning disabilities; the additions of Autism and Traumatic Brain Disorder as disability categories, Goals 2000; IDEA 1997, IDEA 2004. In addition, the presenter will discuss why a severe discrepancy model, still in use in Washington State, does NOT have to be in conflict with a Pattern of Strengths and Weaknesses model. Testing school psychologists do will continue to be in demand. We need to make this part of our profession increasingly relevant when performance in the general education environment, using curriculum based measures, is focused upon for our students. Sometimes remembering what used to be is a good thing. We used to focus on very specific criteria to determine special education eligibility across special education categories. Today, we do this for just two categories (Specific Learning Disability and Developmental Delay) in Washington State. What the old structure provided to school psychologists was a focus on quality control. At the very least we can work to regain what we have lost.

Case Law Updates: IDEA and Section 504
Lynette M. Baisch, Attorney at Law, Porter Foster Rorick LLP
The purpose of this workshop is to inform the audience of recent legal cases involving either IDEA or Section 504, propose changes in practice to minimize chance of legal proceedings and to better prepare School Psychologists in case of legal proceedings, and inform the audience of trends in legal cases to guide team decisions.

PBIS: A Success
Joe Jisa, Principal; and Brian Neill, Counselor, Lee Elementary School, Richland School District
Like many schools who have implemented PBIS for 5+ years, we felt as though our school was caught in a rut. We had our behavior matrix posted in every classroom, "caught being good" coupons were distributed regularly, and we recognized students who followed our behavior expectations at monthly assemblies. Despite all of this work, our SWIS data continued to rise and our students, parents, and teachers all equally voiced that we were not recognizing ALL students for following expected behaviors. The office voiced concern that most of their time was focused on intervention, rather than prevention. Prior to the 2013-2014 school year, our staff took PBIS to the next level. The staff at Jason Lee is excited to share how we turned "caught being good" coupons into a school-wide incentive program that will take your building to the next level.

Professional Practices Doctorate (PsyD) in School-Community Psychology-A Program of Distinction
Vincent Alfonso, Ph.D., Dean of the School of Education, and Thomas Trotter, Ph.D., Adjunct Professor, Gonzaga University
Oriented to rationale behind implementation of Gonzaga's Professional Practices Doctorate in School-Community Psychology. Informed as to Program content and delivery systems (e.g. on-campus, distance-delivery, and online options). Informed of application procedures, screening measures, and placement procedures.

OSPI: Question & Answer
John Bresko, Program Supervisor, Fiscal and Data Management Services
Mr. Bresko will be answering questions from membership around Washington State.

Social Hour

7:30-8:30am Breakfast   **7:30-8:30am Board Meeting**

8:45-10:15am

Executive Functions- Part II: Review of What They Are, and Why They Matter- But Mostly How We Might Teach Them

Monica Smith, Ph.D., ABN Neuropsychologist/School Psychologist
Executive functions (EF) refers to a diverse group of cognitive processes that essentially trigger the mechanisms for channeling our abilities into actions in our lives. They are responsible for a person's ability to engage in purposeful, organized, strategic, self-regulated, goal directed behavior. They represent a long standing and well established neuropsychological concept. However, they have recently become increasingly better delineated, and targeted for possible practical applications, including their potential value within education. Related research is in its infancy, but is encouraging with respect to developing interventions and even curriculums. The caliber of EF skills, and the trajectory of when they blossom, or not, is directly related to normal brain development, in combination with experiential molding. The better developed EF skills are, the more academic success becomes possible. This presentation will review what EF skills are, why, how, and when they develop. This will be a shortened recap of the information presented at Skamania last year, in Part I. The focus of Part II, however, is to expand the discussion about how to offer some general guidelines/models/lesson planning for what we might do in the schools to teach these game changer skills.

The Science Locally Determined Assessment (LDA)

Sandra Matthews, School Psychologist and Cindy Leonard, Instructional Facilitator, Cheney School District
Administering and scoring the Science LDA is very different than administering the WIAT, WJ or KTEA. If you are responsible for the LDA administration and scoring in your building, this workshop is Essential! Washington State expects all students to demonstrate experience with Science standards as a graduation requirement. A model science LDA was published by OSPI in the winter of 2015. This model helps to clarify what 'accessing grade level standard' means in a content area not traditionally defined in qualifying areas, service domains, or learning goals. Deepening your ability to consult for and with educators preparing for and administering the science LDA will help reduce graduation requirement stress. Earning the Certificate of Individual Achievement is a significant step in our students' lives, let's learn how to support our teams in guiding children to their highest level of success. The main purposes of this presentation are to help you learn to administer and score the Science LDA, explain the framework of development of the Science LDA and how it interacts with five year plans, and how to explain the relationship between preteaching and administering the Science LDA.

School Action Research: An Example Using Restorative Justice

Samuel Song PhD, Haley Miller, Perry Firth, Annie Kuvinka, and Amy Hughes, Seattle University, School Psychology program; Edmonds School District
School psychologists make numerous decisions regarding their practice such as which intervention might be most effective for a particular student, classroom, or school. Some of these decisions may require a systematic plan of investigation such as action research. Action research is a tool to help answer problems and questions faced by school psychologists in their daily practice. School psychologists may lead action research in their schools to improve their practice. Action research occupies a chapter within the new Best Practices series by NASP (2014) because it is growing in popularity and its usefulness for school psychologists practice. Learn how to do action research in your school following a best practices approach that is practical. This presentation will use restorative practices and justice in schools as well as a study attempting to assess the etiology of disproportionality in special education as illustrations of how action research can be used to evaluate and inform this innovative school practice. This presentation will be interactive and practical.

Understanding, Evaluating and Treating Autism Spectrum Disorders: New Data and New Ideas

Sam Goldstein, Ph.D.
In this presentation Dr. Goldstein will provide an overview of historical and current definitions of Autism Spectrum Disorders, discuss the core social learning problems that comprise these conditions, review symptom presentation at different ages as well as the current diagnostic protocol. The presentation will include a discussion of data from the largest epidemiological/standardization sample completed thus far comparing autistic children to those with other developmental problems and to a large normative sample. These data as well as data from other research sources demonstrate a changing pattern of core symptoms in autism. Current information will be provided concerning the most widely used and well developed instruments to diagnose autism and to complete a thorough assessment of typically occurring comorbid problems. The presentation will conclude with a brief review of current treatment modalities focusing on social development as well as future challenges.

<div align="center">**10:30-12:00pm**</div>

Executive Functions- Part II: Review of What They Are, and Why They Matter- But Mostly How We Might Teach Them
Monica Smith, Ph.D., ABN Neuropsychologist/School Psychologist

School Action Research: An Example Using Restorative Justice (continued)
Samuel Song PhD, Haley Miller, Perry Firth, Annie Kuvinka, and Amy Hughes, Seattle University, School Psychology program; Edmonds School District

Understanding, Evaluating and Treating Autism Spectrum Disorders: New Data and New Ideas (continued)
Sam Goldstein, Ph.D.

How to Make Change Happen: Assessing Staff Needs to Drive Supports for SWPBS
Ashli Tyre, EdD, NCSP & Laura Feuerborn, PhD, NCSP, Associate Professors, Seattle University and University of Washington-Tacoma
School-wide positive behavior interventions and supports (SWPBS) require commitment and active participation from the majority of staff. As important members of leadership teams, school psychologists discover that many staff are unable or unwilling to employ the changes necessary to reach full implementation of SWPBS. Understanding the nature of systemic change and fostering the support of those crucial to implementation is needed to achieve meaningful and lasting change. Thus, this session will help participants better understand the complexity of change, anticipate staff-related challenges in implementation, and proactively address sources of resistance. Participants will learn how staff perceptions, beliefs, and buy-in moderate the implementation of SWPBS. We will use an assessment-to-intervention framework to guide participants through a step-by-step model to proactively assess and address staff resistance and build effective staff supports. Assessment tools and practical resources to facilitate staff support for SWPBS will be distributed.

<div align="center">**12:00-1:00pm**</div>

Lunch

<div align="center">**1:15-2:00pm**</div>

General Meeting

<div align="center">**2:15-4:45pm**</div>

Creating Resilient Classrooms in Preschool and Early Elementary Settings
Shanna Davis, Assistant Professor, Eastern Washington University
This session will provide information about designing classroom environments and interactions to support children's social emotional and academic development. Topics will include effective environmental arrangements and preventative practices to address challenging behaviors, linking assessment to intervention and intervention design.

The social-emotional learning reform movement in education: Implications for school psychology
Dr. Gregory E. Moy, Assistant Professor, Seattle University
Over the past two decades, social emotional learning (SEL) is a topic that has rapidly gained in prominence in discussions about education, schooling, and school psychology. This presentation focuses on the inception and evolution of SEL over this span of time. Historical precedents and parallels to other educational reform movements in America will be discussed. Following this discussion, attendees will partake in a critical appraisal of current empirical research on SEL programs with implications for evaluating school and district implementation of SEL programs.

The Math Disability in H.S.-What does it look like, how do we measure it, and what do we do about it?
Steve Hirsch, Ph.D., Shoreline School District; Marcy Stein, Ph.D., UW Tacoma; Diane Kinder, Ph.D., UW Tacoma
There is an existing frustration with the process for establishing (or re-establishing) eligibility for math specially designed instruction at the secondary (specifically High School) level. While the curriculum demands center around the acquisition and mastery of algebra and geometry concepts, our assessment tools focus on basic numeric operations Meanwhile our interventions, specifically the resource room, focus on either basic computation or supporting the general education curriculum without 'gap-filling'. That the resource teachers are often ill-prepared to delivery adequate support in geometry or advanced algebra contributes to this frustration. This workshop will address all three issues raised: How should a math learning disability in High School be conceptualized? How should this disability be established through an assessment framework? and "What represents the most logical and effective approach to intervention for this disability.

Schools and adolescent suicide: What we know and don't know
James Mazza, Ph.D., Professor, School Psychology Program, University of Washington
Participants will be able to recognize risk factors and warning signs of adolescent suicidal behavior, be able to ask questions surrounding the complexity of adolescent suicidal behavior, and will be updated on current issues and research regarding adolescent suicidal behavior.

8:00-9:00am Breakfast   **8:00-9:00am Volunteer Meeting**

9:15-10:45am

Ethical Practice in a Relativistic Society
Fred Provenzano, Ph.D., NCSP, Private Practice & University of Washington
As our technologies and patterns for communication changes, they affect how we think and perceive our world. This workshop will explore the trends related to the ways that these changes are impacting the practice of school psychology, in both the evolution and conflict with ethical standards for practice. The workshop will involve active participation in discussing ethical dilemmas. Successful completion of this workshop will meet the continuing education standard for three hours of ethics training required for renewal of the NCSP certification.

Executive Functioning: Theory into Application - Seven Strategies to Teach Executive Functioning Skills
Laurie Harrison, Ph.D., Snohomish School District
School Psychologists use executive functioning rating forms to identify a student's weakness(es) and then hand over the results to our special education teachers, who then go on to teach academic skills. This two part presentation first reviews updates on the neuroscience of learning, gender differences and an overview of Seven Strategies to teach Executive Functioning, that can be incorporated into any special education classroom regardless of content. The presenter has been working directly with special education teachers in her district to support their understanding of EF deficits and how to apply the 7 strategies in content areas.

Re-conceptualizing the Role of the School Psychologist at Manifestation Determinations within a Social Justice Framework
Sam Song PhD, Seattle University; Jo Callaghan, Director of Psychology and Counseling at Edmonds School District; and Katherine Blair, Central Valley School District.
Perhaps at its best, the MD meeting analyzes the content and delivery of IEP goals and their relation to behavior; while at its worst, the MD meeting may simply be a "rubber stamp" justifying a student's removal from school and, thereby, contributing to disproportional discipline rates across disability and race/ethnicity. This outcome is unacceptable for Washington schools, families, and youth because it contributes to unjust outcomes. School psychologists can and should lead this larger social justice problem including leading Manifestation Determination (MD) meetings because we are leaders in behavior, discipline, and school mental health. This fundamental view about the school psychologist's role in the MD is supported by all major school psychology constituencies such as NASP, APA Division 16, and Trainers of School Psychologists (TSP), and the International School Psychologists Association (ISPA) to name a few. Unfortunately, however, usual practice in the great state of Washington is mixed on the school psychologist's role in MD meetings and discipline more broadly. What is the school psychologist able to do? We contend that there is much to be done by school psychologist leaders for social justice and experts in behavior, discipline, and mental health. In this lively presentation and interactive dialogue, we will discuss the following issues via a case study approach and come to a summary conclusion by the end of the time.

Survival and Success as a New School Psychologist
Laura Ploudré, School Psychologist, Shoreline School District
Having just completed her first year as a School Psychologist, the presenter will share strategies and insights for thriving in your new role. Using Branstetter's The School Psychologist's Survival Guide, as a framework, participants will have the opportunity to learn about and interact with one another on the topics of managing the many roles of the psychologist, collaboration relating to prevention and intervention (pre-referral efforts), and consultation within the context of your school (including elementary and secondary). Specific outcomes for this session include, understanding the role of school psychologist within RTI systems/frameworks, acquiring specific organizational tools/tips for the job, and ideas/tools for preparing for the job search.

11:00-12:30pm

Ethical Practice in a Relativistic Society (continued)
Fred Provenzano, Ph.D., NCSP, Private Practice & University of Washington

Executive Functioning: Theory into Application – Seven Strategies to Teach Executive Functioning Skills (continued)
Laurie Harrison, Ph.D., Snohomish School District
A brief overview of the 7 strategies is presented, and participants learn how to apply the 7 strategies in reading, writing, math and organizational special education classes. The intent is to provide school psychologists the tools to support teachers so that students can learn to manage their specific executive functioning weaknesses.

Using Site Based Team Interviews to Develop a plan for Multi-Tiered Systems of Support
Susan Ruby, Ph.D, Associate Professor & Director of School Psychology Program, Eastern Washington University
In this session, participants will learn how to facilitate a team through the site interview process based on the newly revised Center on Response to Intervention Integrity Rubric. This session will guide school psychologists in using site interview results to measure current progress and move buildings forward with implementation of Multi-Tiered Systems of Support. Susan Ruby is approved by OSPI and the Center on Response to Intervention as an RTI Site Evaluator. She co-developed an Evaluator's Manual with NESD 101 funded by the Office of Superintendent for Public Instruction through House Bill 2136, Improving Core Subject Instruction for All Students Pilot Project.

First Years in the Field: A Panel Discussion
Heidi Bogue, Ph.D., Assistant Professor of Psychology, Central Washington University
Participants will learn how a panel of school psychologists "survived" their first few years, identify strategies that create successful integration into a school community, and learn tips and tools that support retention of quality practice in the schools when faced with ethical dilemmas or policy challenges.

<div align="center">

12:45-2:45pm

</div>

Evaluation of Graduate Programs
Charlie Potter, Policy and Research Analyst, Professional Educator Standards Board
A meeting with the heads of training programs to discuss evaluation of graduate programs.

Registration

All registration is to take place on-line at www.wsasp.org

WSASP MEMBERS: Please log into your account/renew your membership in order to register at the member rate. Clock hours will be available.

Non-Members: Clock hours can be purchased for $2/clock hour.

Registration Fees

Full Conference (WSASP Members): $230
Full Conference (Non-Members): $330
Students/Retired (WSASP Members): $155
Students/Retired (Non-Members): $180
Student Presenter/Conference Support: $130
One-Day Registration: $130

*Suicide Prevention and Awareness, *either session*: $50 (*limited space*)

This three hour training meets the requirement for HB 1336 regarding suicide prevention training for all ESA certified employees. There are two sessions being offered on Thursday, October 15, 2015:
Session 1: 8:30-11:30am
Session 2: 1:00-4:00pm

There will be a light lunch offered to those who attend Session 1.

Please note: *You only need to register for one (1) session, not both. This training is a **separate** registration fee from the conference. This means that if you register for one of these sessions, **you must still register for the rest of the conference should you wish to attend**. There is limited space in each section.*
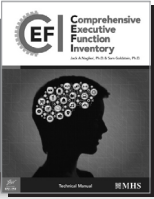
If you have any questions regarding registration, contact our office manager:
contact@wsasp.org or 509-724-1587.