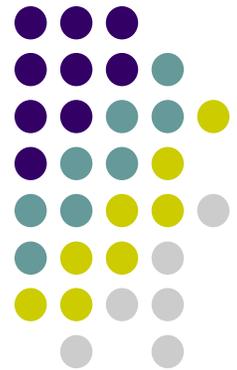

Washington State Association
of
School Psychologists
Fall Conference
2012
October 11th—12th



Interventions and School
Psychologists:
Let's make the terms
synonymous

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2012 Fall conference Registration

Interventions and School Psychologists: Lets make them synonymous

Thurs Oct 11-Friday Oct 12

Red Lion Inn, Pasco

Thursday 8:00 am-9:00am- on-site registration/packet pick up

Name _____

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14 clock hours are available for full conference (no fee for clock hours)

Note: Registration rates do NOT include membership into WSASP.

To become a member and benefit from membership discount, please go to website, www.wsasp.org

You must be a member before registering for conference as a member

Please check one type of registration:

_____ full conference WSASP member \$185

_____ full conference non-member \$285

_____ one day only WSASP member \$125

_____ one day only non-member \$160

_____ student/retired WSASP member \$100

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Form of Payment

_____ check enclosed _____ credit info enclosed _____ PO enclosed or on way

If you choose to register or pay on line- please do both on line

For those choosing to pay via credit card through mail,

_____ Master Card _____ Visa

_____ Name on Card _____ Card Expiration Date

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Session Choice This permits accurate room allocation

Thurs Oct 11

Session 1

_____ Dehn

Session 2

_____ Stein
_____ Bohlander
_____ Lynass

Session 3

_____ Bush
_____ Pyper/Ruby
_____ Eval Panel

Friday Oct 12

Session 5

_____ Jones
_____ Ruby
_____ Moran
_____ Provenzano (part I)

Session 6

_____ Howard (part I)
_____ Miller
_____ Simonsen (part I)
_____ Provenzano (part II)

Session 7

_____ Howard (part II)
_____ Bolz
_____ Hirsch/Dalley
_____ Simonsen(part II)

Session 8

_____ Mazza
_____ Bolz
_____ Little
_____ Grewe

9:00 AM**Session 1**

Psychological Processing Disorders in Students with LD: Assessment and Intervention.

Milton J. Dehn, Ed.D., NCSP, Schoolhouse Educational Services. Begins with a review of the relationships between psychological processes and specific academic skills. Introduces a selective, cross-battery model for testing psychological processes. Includes an overview of the new Children's Psychological Processes Scale (CPPS). Concludes with an overview of evidence-based interventions for select processing disorders.

12:00 Lunch**1:30 PM****Session 2**

Using the Math Problem Solving Inventory (MPSI) in an RTI Model.

Marcy Stein and Jennifer Pierce University of Washington (Tacoma and Seattle). The chapter, Promoting Positive Math Outcomes (Stein, Kinder, Zapp & Feuerborn, 2010) in *Interventions* (published by the National Association of School Psychologists) outlines a problem-solving approach to improving math performance for all students. In that chapter, we discuss a Math Problem Solving Inventory (MPSI), a needs-based evaluation tool that can be used by school psychologists, instructional coaches, and administrators to assist in identifying and prioritizing areas for math action planning. In this session, we will introduce the tool and discuss how it can best be used to organize and implement interventions in an RTI model.

Implementing school-based social skills group interventions for middle school and high school students with High Functioning Autism.

Amy Bohlander, University of Washington & Seattle Children's Hospital Autism Clinic. School-based social skills groups are one of the most effective strategies to improve social skills for teens with High Functioning Autism. In this session, strategies for implementing school-based social skills groups at the middle and high school level will be discussed, including findings and implications from a recent multi-site intervention study on school-based social skills groups through Seattle Children's Research Institute.

Screening for Social Behavior in Schools: Why We Should Be Doing It and How It is Done.

Lori Lynass, Ed.D., NorthWest PBIS Network. Schools across the nation are using curriculum-based measures to screen academic progress, yet very few are screening for social behavior. Schools that screen for social behavior spend less time being reactive, have data to inform what behavioral interventions they offer and have less students needing more intensive interventions. This session will overview behavioral screening in the PK-12 setting and how to conduct this in conjunction with academic screening. The rationale for using a behavioral screener and its role in closing the achievement gap will be discussed. Many of the common screeners and how to use them in data-based decision making about needed behavioral interventions will be also discussed. An example of how screening is utilized in two Washington school districts will be presented.

3:00 Break**3:15 PM****Session 3**

Unique Challenges of Implementing an RTI Framework in Small Rural School Districts.

Larry Bush, Director Special Education, ESD 123. Implementation of an RTI framework typically involves overcoming numerous barriers including funding of RTI-type assessment and intervention, personnel and time for screening and progress monitoring, identifying interventions for math and written language and delineating special education eligibility criteria based on RTI-type data. But the small rural school district has problems that are unique and will require very creative solutions. As an example, larger districts take for granted the presence of a reading specialist such as a Title 1 or LAP teacher as well as ELL programs and personnel. Such specialists are not typically found in small rural districts so tier or level 2 reading intervention is not a foregone conclusion or quite so obvious. This talk will focus on such unique barriers and how some districts have overcome such obstacles.

Progress with Measures of Fidelity with Schools Implementing Response to Intervention.

Susan Ruby, Eastern Washington University, Glenda Sederstrom, ESD 101, and Leslie Pyper, OSPI. We provide an overview of RTI efforts in Washington State, including efforts to measure the fidelity of implementation of Response to Intervention (RTI). The National Center for Response to Intervention (NCRTI) has developed an Integrity Rubric and Worksheet covering the essential elements for RTI. Four evaluators were trained to use the rubric and established inter-rater reliability with the measure across Washington's RTI Pilot sites. We will introduce the rubric and report on efforts to use the rubric for both self assessment and with trained facilitators/evaluators. We will provide case studies and outcome reports as models for consideration for use in schools.

Panel: Evaluation of the School Psychologist in an age of Educator Evaluation reform: Finding the link between Psychologist performance and Improved Student Learning.

Steve Hirsch, moderator, Shoreline School District, EWU; Representative Brad Klippert, Washington State Legislature; Erich Bolz, Assistant Superintendent, Richland School District; Tracy Wilson, Director, Special Education, Pasco School District; Suzanne Little, CWU School Psychology faculty. Evaluation of the classroom teacher is undergoing reform. With a focus on improved student learning, classroom teacher evaluations will be linked to state assessment results along with observation of classroom management and teaching skills. Obviously this focus will not fit the role of the School Psychologist. The panel, consisting of a state legislator, an assistant superintendent, special education director, university trainer and School Psychologist practitioner will explore the need for reform and possible avenues of evaluation of the School Psychologist. Several different perspectives are being presented representing the different roles that School Psychologists have played.

5:00 PM **Session 4**

Student Led Conference	Poster Session	Presentations	Recruiting
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6:30 PM **Social Hour** **8:00 PM Dinner on your own**

FRIDAY October 12, 2012 **8:00 am — 9:00 Registration**

8:00 AM Breakfast

9:00 AM **Session 5**

Multicultural Counseling: Culturally responsive approaches within the era of evidence based interventions.

Janine Jones, University of Washington . This workshop highlights some of the essential skills for providing culturally responsive mental health services to children and adolescents. The presenter will model the process of increasing cultural self-awareness, increasing cultural literacy, and weaving cultural variables into all phases of the counseling process through using “multicultural intentionality” techniques. This workshop includes vignettes to show subtle nuances that may not be obvious to the clinician and offer practical ways to address culturally related content. Through participation in this workshop, clinicians will learn to create a therapeutic environment that is conducive to cross-cultural counseling and subsequently increase treatment effectiveness

Assistive Technology for Students with High Incidence Disabilities: The Often Overlooked Link to Student Success.

Susan Ruby, Brooke Flodin, and Marissa Bronowski, Eastern Washington University . Students with Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder are entering post secondary settings at rapidly growing rates. Moreover, a large number of students without disabilities are struggling with the reading and writing skills necessary for success in upper level high school and college courses. This session will review and demonstrate some of the newest technologies that are low cost and easily accessible for students to improve their performance in courses that require note-taking, reading, and writing for success. We will present an ongoing study at Eastern Washington University that is examining acceptability and effectiveness of the technologies in our Student Success Center. Our hope is to convince school psychologists to advocate for direct instruction of these technologies in the middle school and high school settings.

Interventions for Working Memory. Neuroplasticity and the tools that impact it.

Patrick Moran, Ph.D ., Pearson; Private Practice. Research on neuroplasticity is confirming the ability of the brain to modify and adapt basic processing capacity through direct intervention on information processing systems. This presentation will focus on the current tools designed to directly influence the capacity of the brain to develop improved working memory abilities. The reviewed tools are ones that can be implemented in the school setting. Specific application for individuals with ADD, learning disabilities, TBI, and other ailments will be discussed. Direct examples of tools will be provided if time allows.

Electronic Ethics: Staying Professional in the Digital World. (part I)

Fredric Provenzano, Ph.D., NCSP. If we take a minute to think how far we’ve come digitally in the past ten years, it’s difficult to imagine what the next ten years will mean to our digital practices. This workshop will address the relationships between the 2010 revision of the NASP *Ethical & Professional Practices for School Psychologists* to some of the current ethical issues in school psychological practice, with an emphasis on issues related to digital communications, report writing, records storage and transmission, and other digital issues. The workshop format will include a combination of lecture and small-group case discussions. Successful completion of this workshop will meet requirements for the 3 hours of continuing education in ethics required for NCSP renewal.

10:30 AM Break

Mental Health in the Schools: Tier 3 and Beyond. (Part I)

Bob Howard, N. Thurston S.D. Due to the needs of students who are walking through our doors, School Psychologists are expected to carve out a new niche that goes beyond the special education gatekeeper role of years gone by. A discussion of a conceptualization of mental health services in the schools (including the use of wrap-around services) will focus on both the mental health and behavioral components of such a model. Following this discussion, the focus will be on the implementation of an elementary school model including the various templates used to refer, intervene and monitor the progress of clients. Finally, this elementary school model will be generalized to the secondary schools, specifically the high school setting.

Using Assistive Technology for Group Instruction in a Special Education Preschool.

Darcy Miller, Connie Beecher, Megan Itani, Washington State University. We will present an example of how technology can be used with children of diverse developmental needs in a group setting. Stakeholders are increasingly turning to technology to enhance instruction in the field of education, and it is critical to address the unique characteristics of early childhood settings when bringing technology into the early childhood classroom. The session will include PowerPoint slides with video and web-based examples to enhance the participants' engagement with the content. Although technology is quickly becoming accepted as a means of teaching and learning in school settings, there is a marked lack of utilization and research on technology in early childhood settings (Paratte, Quesenberry, & Blum, 2010). In addition, there is little research on how technology can impact a diverse group of children, such as a preschool special education classroom, where the differences in developmental levels and abilities of the children can be much greater than traditional classrooms. However, technology has the potential to be a powerful tool for intervention in early childhood special education classrooms by the nature of its highly motivating multi-media interface (Paratte, Hourcade, Boeckmann, & Blum 2008). We will present results from a study using the Touch Accessible Platform for Interactive Technology (Tap-It). The Tap-It was used with preschool students with disabilities to examine the students' levels of engagement and language when using the Tap-It. This presentation will provide psychologists and other participants with: 1) the outcomes of the study (did it increase engagement, communication and interactions?), and, 2) recommendations for implementing technology interventions with students with special needs.

Taking the Functional Behavior Analysis to new heights-linking it to intervention. (Part I)

Flint Simonsen, Eastern Washington University. The intent of the FBA is to identify a possible hypothesis for problematic behavior. As conducted in schools, the FBA is often a matter of completing an on-line template with little empirical data supporting a "drop down menu" hypothesis such as escape, avoidance, peer or adult attention-seeking. The interventions resulting from such a canned FBA are equally predictable and not necessarily linked to the hypothesis. This workshop will focus on making the most of the FBA: collecting the type of data needed to differentiate among potential hypotheses; and designing interventions, which are then linked to the chosen hypothesis. The workshop's goal will be the development and progress monitoring of a Behavior Intervention Plan linking data, hypothesis and intervention and how it all fits into an IEP.

Electronic Ethics: Staying Professional in the Digital World. (Part II)

Fredric Provenzano, Ph.D., NCSP. If we take a minute to think how far we've come digitally in the past ten years, it's difficult to imagine what the next ten years will mean to our digital practices. This workshop will address the relationships between the 2010 revision of the NASP *Ethical & Professional Practices for School Psychologists* to some of the current ethical issues in school psychological practice, with an emphasis on issues related to digital communications, report writing, records storage and transmission, and other digital issues. The workshop format will include a combination of lecture and small-group case discussions. Successful completion of this workshop will meet requirements for the 3 hours of continuing education in ethics required for NCSP renewal.

12:30 PM Lunch**Mental Health in the Schools: Tier 3 and Beyond. (Part II)**

Bob Howard, N. Thurston S.D. Due to the needs of students who are walking through our doors, School Psychologists are expected to carve out a new niche that goes beyond the special education gatekeeper role of years gone by. A discussion of a conceptualization of mental health services in the schools (including the use of wrap-around services) will focus on both the mental health and behavioral components of such a model. Following this discussion, the focus will be on the implementation of an elementary school model including the various templates used to refer, intervene and monitor the progress of clients. Finally, this elementary school model will be generalized to the secondary schools, specifically the high school setting.

How the development of a Math Pathway has impacted district teacher practice and ultimately contributes to the determination of IDEA eligibility.

Erich Bolz, Sharon Bradley, Erika Doyle Richland School District. Erich Bolz, Assistant Superintendent of Special Programs, Sharon Bradley, school psychologist department chair, and Erika Doyle, Math content specialist will discuss the state of Mathematics instruction and assessment in the context of RSD's transition to RtI. Participants in this engaging and interactive presentation will gain a deep understanding of how Richland School District: (1)Development of a Math Pathway, (2)What our current plan to take care of more than computation entails (the scale up of Origo and First Steps),(3) District Assessment Calendar, (4) District Data Sets, (5) How the psych can use the district assessment info to assist in qualifying eligible students

Developing an RTI approach to School Mental Health- School Psychologist Role.*(Continued on page 6)*

Steve Hirsch, Ph.D., Shoreline School District, Eastern Washington University; Malon Dalley, Ph.D., Eastern Washington University.

Life happens! I know because I saw it on a bumper sticker, except of course it wasn't "life" that happens. Every student comes to school with emotional "baggage" and must then find the resources to deal with the stresses that a school day brings. Resiliency is a measure of the student's ability to cope. If only we could get our hands wrapped around a specific student's ability to cope or deal with everyday stress, we can identify which students are at-risk, develop appropriate interventions and monitor their progress. And if we can identify group needs, maybe we can be proactive at the class or building level.

The DESSA (Devereaux Student Strength's Assessment) is an adult-completed 72-item questionnaire, grades k-8, which could provide a measure of each student's competency in eight social and emotional learning areas: self-awareness, social awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision-making and optimistic thinking. The DESSA-mini, is an 8-item questionnaire designed to measure the same traits, but developed to be used with an entire classroom, grade level or building. This workshop is not meant to be a sales pitch for a particular assessment tool or company, but rather an exploration into how we can use a particular tool to develop a multi-tiered model for the delivery of social-emotional learning or resiliency skill training.

Taking the Functional Behavior Analysis to new heights-linking it to intervention. (Part II)

Flint Simonsen, Eastern Washington University. The intent of the FBA is to identify a possible hypothesis for problematic behavior. As conducted in schools, the FBA is often a matter of completing an on-line template with little empirical data supporting a "drop down menu" hypothesis such as escape, avoidance, peer or adult attention-seeking. The interventions resulting from such a canned FBA are equally predictable and not necessarily linked to the hypothesis. This workshop will focus on making the most of the FBA: collecting the type of data needed to differentiate among potential hypotheses; and designing interventions, which are then linked to the chosen hypothesis. The workshop's goal will be the development and progress monitoring of a Behavior Intervention Plan linking data, hypothesis and intervention and how it all fits into an IEP.

3:30 PM Break

3:45 PM

Session 8

Transforming DBT into Educational Settings: The Development of a Skills-Based Curriculum.

Jim Mazza, University of Washington. Dialectical Behavior Therapy (DBT) has been used effectively in outpatient settings over the past decade with high risk adults and adolescents who suffer from emotion regulation problems. Given the resource heavy nature of standard DBT, full implementation into an educational setting as prescribed is extremely difficult and costly. Thus, the challenge was to take advantage of the evidence-base support of DBT and design a curriculum that focused on DBT key concepts that could be implemented in an educational setting. The final product is the Skill Training for Emotional Problem Solving in Adolescents: STEPS-A. STEPS-A is a universal intervention curriculum focused at middle and high school based populations who have difficulty with emotion regulation. Discussed in this talk will be the three main components of STEPS-A as well as the similarities and differences of the curriculum to DBT.

How the development of a Math Pathway has impacted district teacher practice and ultimately contributes to the determination of IDEA eligibility.

Erich Bolz, Sharon Bradley, Erika Doyle Richland School District. Erich Bolz, Assistant Superintendent of Special Programs, Sharon Bradley, school psychologist department chair, and Erika Doyle, Math content specialist will discuss the state of Mathematics instruction and assessment in the context of RSD's transition to RtI. Participants in this engaging and interactive presentation will gain a deep understanding of how Richland School District: (1)Development of a Math Pathway, (2)What our current plan to take care of more than computation entails (the scale up of Origo and First Steps),(3) District Assessment Calendar, (4) District Data Sets, (5) How the psych can use the district assessment info to assist in qualifying eligible students

Roles in and Barriers to the Implementation of RTI: Interviews with School Psychologists

Suzanne Little & Heath Marrs, Central Washington University. Implementing change can be very difficult, and there are certain to be many challenges during the process. When response to intervention (RTI) is implemented in schools, needs for training, leadership, and a standard protocol for implementation are all issues that arise. In interviews with Washington State school psychologists, psychologists discussed the impact of RTI on the roles of the school psychologist. Additionally, barriers to the effective implementation of RTI were reported by practitioners. This presentation will detail the results of this study focusing on roles of school psychologists in RTI and the barriers reported by school psychologists in the implementation of RTI.

Concussion in children and adolescents: What do we know and what can we do? A reasoned approach to assessment and management.

Scott D. Grewe, Ph.D., ABPP/CN, Sageview Youth Psychology. Concussion, or mild traumatic brain injury (MTBI), is a highly preventable form of injury with the potential for significant academic and behavioral sequelae. The current presentation will overview MTBI and it's typical recovery course, detail reasonable supports and accommodations at home and school, and highlight situations where further assessment and intervention may be necessary (post-concussion syndrome; PCS). There is a general consensus that PCS has an immense psychological component and school psychologists are in a good position to monitor and address some of these issues.