
2011 British Columbia-
Washington State Association of
School Psychologists
Fall Conference
November 10th—12th



Registration form: Online: www.WSASP.org

Mail in registration form (on inside cover), checks & purchase orders to:

WSASP PO Box 632, Otis Orchards, WA 99027

TRAVEL INFO: Parking may be expensive. See transportation suggestions provided on the WSASP website and/or contact your WSASP Area Rep.

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Questions? RE: Conference Contact: Steve Hirsch shirsch@ewu.edu

RE: Registration Contact: Deb Lambert wsaspregristration@yahoo.com

Check type of registration (membership in WSASP accompanies registration):

\$240.00 (WSASP Membership included) _____ Professional _____ School Psychologist

\$100.00 (WSASP Membership included) _____ Student _____ Retired

_____ Poster Presenter (\$75) _____ Student Volunteer (\$60)

\$100.00 _____ Meals only --guest/family member (\$100.00 per person)

Type of payment: _____ Check (payable to WSASP) _____ Purchase Order (attach to registration form)

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May we include your contact information in the WSASP directory (board members must check yes)? _____ Yes _____ No

Are you interested in a WSASP board or committee position? _____ Yes _____ No

Special accommodations necessary? (specify): _____

Special dietary restrictions? (specify): _____

Vegetarian Meals? _____ Yes _____ No

Please indicate session choices by checking each session you plan to attend..

This is necessary to determine appropriate room size for speakers.

Speaker	Thurs (9-5)	Thurs (2-5)	Fri (9:15-5)	Fri (10-11:30)	Fri (2-3:30)	Fri (3:45-5:15)	Sat (9:15-12:30)	Sat (9:15-10:45)	Sat (11-12:30)
A									
B									
C									
D									
E									
F									
G									

NOTE: Each day has a choice of longer sessions (Thurs Session A, Friday Sessions AB, and Saturday Sessions ABC) or shorter sessions. **If you select a longer session, please do not select a shorter session during the same time frame.**

9:00-5:00 All Day Session

(A) Diagnosing Autism and Related PDDs, Pediatric Bipolar Disorder, ADHD, and Applications of BASC-2 in Behavioral RTI: An advanced training on the BASC-2. Cecil R. Reynolds, PhD, Texas A&M University. Autism and related pervasive developmental disorders have been diagnosed with increasing frequency over the last decade. Many attribute this to more accurate diagnosis and reporting, while others consider this increase to be associated with trends toward labeling normal behavior as pathological. During this same time, pediatric bipolar disorder and ADHD have also seen notable increases in frequency of diagnosis. This workshop will focus on diagnostic guidelines as well as actuarial determination of autism and related PDDs, differential diagnosis of pediatric bipolar disorder and ADHD, and will also explain applications of the BASC-2 and its accompanying software tool evaluating response to intervention for behavioral programming. Following a brief review of the BASC-2 system, diagnostic guidelines for BASC-2, linear versus nonlinear scores, and the issue of which normative base for BASC-2 to use will be addressed, prior to advancing to specific diagnostic issues as noted above. Additionally, an introduction to the Parenting Relationship Questionnaire (PRQ), the newest addition to the BASC-2 family, will be provided.

OR Half Day Sessions (2:00—5 PM)

(B) Research Based Methods for Improving Working Memory in Children with SLD, ADHD, and Executive Functioning Problems, Peter Entwistle, Ph.D., and Patrick Moran, Ph.D, Pearson Assessments. Recent research has identified that deficits in working memory are a core component of problems with attention, executive functioning, and learning disabilities. The workshop will review current concepts related to memory with particular emphasis on working memory. Participants will be introduced to current and emergent research with an empirically based working memory intervention that shows promise in negating deficits in working memory that contributes to disorders of learning and attention.

(C) Pursuing Increased Achievement Through Targeted Assessment and Progress Monitoring, Kelly A. Powell-Smith, Ph.D., NCSP, Dynamic Measurement Group. This workshop focuses on a reading survey assessment and brief diagnostic assessments linked to the Dynamic Indicators of Basic Early Literacy Skills (*DIBELS*). *DIBELS Next Survey* includes guidelines for setting goals, monitoring progress and making instructional decisions for students functioning below grade-level. The diagnostic tools (*DIBELS Deep*) correspond to critical early literacy skills described by the National Reading Panel (2000). Their primary function is to help differentiate instruction for elementary-aged students identified as at-risk for reading difficulties.

(D) Assessing Childhood Depression from Multiple Perspectives, Maria Kovacs, Ph.D., University of Pittsburgh School of Medicine, Department of Psychiatry. Dr. Maria Kovacs, an expert in childhood depression, will review the characteristics of depressive disorders in school-aged children and adolescents from psychiatric and observational perspectives. She will address methods of assessment, including clinical interviews and rating scales reflecting the perspective of parents, teachers, and the child, with a focus on the newest, revised version of the Children's Depression Inventory (CDI). Participants will discover the advantages and disadvantages of clinical interviews and the role of self-report, parent, and teacher rating forms in assessing depression, and will learn about the type of information collected using each method. This intermediate-level presentation will provide participants with a foundation for interpreting results from the revised CDI in the context of behavioral and emotional evaluations, and increase participants' recognition of the features of depression.

Dinner on your own.

8:00 pm Social Hour/Student Poster Sessions

FRIDAY November 11th, 2011 7:30—9:00am— Networking Breakfast by Region

9:15 am —5 pm Full Day Sessions

(A) The Changing Face of Autism: New Data, New Ideas and the ASRS, Sam Goldstein, Ph.D. In this presentation Dr. Goldstein, co-author of the Autism Spectrum Rating Scales (ASRS), 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 children with Autism Spectrum Disorders 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 Spectrum Disorders. Current information will be provided concerning the most widely used and well developed instruments to diagnose Autism Spectrum Disorders and to complete a thorough assessment of typically occurring co-morbid problems. Emphasis will be placed on the ASRS, the first nationally standardized, norm-referenced instrument designed to identify symptoms, behaviors, and associated features of Autism Spectrum Disorders in individuals age 2 through 18. The presentation will conclude with a review of current treatment modalities, research and future challenges.

(B) The Neuropsychology of Emotional Disorders, Steven G. Feifer, D.Ed., NCSP, Frederick County Public Schools, Frederick, MD This workshop will: 1) Discuss the neural architecture of emotion by detailing key brain regions responsible for the development of empathy and emotional regulation. 2) Discuss the pitfalls of over-relying upon behavior management plans or psychopharmacology to address mental health conditions in children. 3) Explore the neurobiological correlates and treatment options for bipolar disorder, depression, and anxiety disorders in children.

OR shorter sessions (10:00—11:30):

(C) Support for Supervisors of School Psychology Field Experiences, Kay Beisse, Ph.D., Seattle University, Jo Callaghan, MS, Director of Psychology and Elementary Counseling, Edmonds School District, & Samuel Song, Ph.D., Seattle University. The provision of high quality field experiences is critical to the preparation of school psychologists. Ironically, opportunities for training and support for supervisors of field experiences are rare. This session is designed for experienced and novice supervisors, and others interested in becoming supervisors. Goals are to: 1) describe best practices in supervision of school psychology field experiences; 2) identify the knowledge and skills needed to be an effective supervisor; 3) provide a reflection tool that school psychologists can use to evaluate their knowledge and skills in supervision; and, 4) identify school psychologists' needs for training and support in supervision.

(D) Implementing School Wide PBIS in Middle Schools: Results of the First Ever Randomized Effectiveness Study. Jeffrey R. Sprague, Ph.D., University of Oregon. There is much excitement about the widespread adoption of school wide PBIS practices in schools, and yet only two randomized controlled trials of it's efficacy have been completed for elementary school. This session will describe the procedures, measures and outcomes of a three-year study of PBIS implementation in 36 middle schools. Results will be discussed in terms of practice implications and recommendations for future research.

(E) Manifestation Determinations: The Inside Scoop and Relevant Issues. S. Dean Crews, Katherine Blair, & Rob Graham, Eastern Washington University. This discussion will focus on four critical themes that underlie manifestation determinations conducted by school psychologists in the context of disciplinary proceedings. The first is the specific provisions outlined in legislative language on both the federal and state level. The second is the impact of judicial decisions on the interpretation of the legislative language. The third will address those assessments that assist in the determination of disabilities and subsequent relationships between the disability and behavior. The final theme focuses on the conceptualization of behavior as a manifestation of a disability from the perspective of a response to intervention paradigm.

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Does RTI Improve Student Learning? Damn right it does-Data YOU need to take back to your district. Mike Jacobsen, Assessment and Curriculum Director, White River School District, & Steve Hirsch, Eastern Washington University

2:00 - 3:30

(C) Understanding Staff Resistance and Facilitating Support for the Implementation of SWPBS. Laura Feuerborn, Ph.D., NCSP and Ashli Tyre, Ed.D., NCSP. Successful implementation of schoolwide positive behavior supports (SWPBS) requires complex change in schools, including substantial shifts in the perceptions and practices of school staff. Without such shifts, staff resistance may present a frustrating barrier to systemic change. The session will offer participants: 1) an understanding of the link between staff perceptions and implementation, 2) tools for obtaining a data-based understanding of staff perceptions, and 3) practical strategies for facilitating staff support for the implementation of SWPBS.

(D) Differentiating Behaviors Caused by Disability or Personality: Implications for Effective IEP's. Steve Becker, Ph.D., Becker and Associates (Seattle). This workshop discusses identification and effective treatment of behavior problems resulting from disabilities versus adolescent personality styles and disorders. Focus is on students between 12-21 with High-Functioning Autism/Asperger's Syndrome, mild intellectual disabilities, ADHD, Non-Verbal Learning Disability, Oppositional Defiant Disorder, Conduct Disorder, and other emotional challenges. The presenter will discuss diagnostic differences, effective methods of communication, IEP planning, interpersonal relationships, and successful approaches to treatment. Time for questions and answers as well.

(E) New Developments in Special Education Law. Shannon M. McMinimee, School Law Attorney, Preg, O'Donnell, & Gillett PLLC. Recent rulings in special education law These cases and their practical effect on school districts and school psychologists will be discussed.

FRIDAY 3:45 - 5:15

(C) Social justice in school psychology: How is it different from multiculturalism? Samuel Song, Ph.D., Seattle University, Kelly Marth, B.A., & Jodie Jones, Ed.S., NCSP. Social justice is a significant contemporary issue in school psychology evidenced by recent scholarship in school psychology journals and the explicit integration of it within the 2010 NASP Standards. Through engaging-interactive methods, participants will leave the workshop with an overview of what social justice means for school psychology including current scholarship on the topic; how it relates to multiculturalism and diversity; case examples of how to integrate it into school practice, and how to get involved in social justice in school psychology at a state and national level.

(D) Using RTI to Improve the Identification and Treatment of Students with EBD. Clayton R. Cook, Ph.D., NCSP. The identification and treatment of students with emotional and behavioral disorders is riddled with more problems than any other special education eligibility category. The purpose of this presentation will be to discuss how RTI logic can be used to improve the identification and treatment of students with EBD. Attendees will learn how RTI prevents students from being falsely identified as EBD, as well as can be used as a basis for designing and implementing special education services for students who are identified as EBD.

(E) Washington State Psychological Foundation: Creation of a Non-Profit, Timothy Popanz, Ph.D., Chair. The Washington State Psychological Foundation (WSPF) is a non-profit organization founded in 2009 to ensure vulnerable populations have opportunities to live to their fullest potential. WSPF is an outgrowth of the shared values and interests of the psychologists of Washington State. WSPF seeks to empower vulnerable populations through connection to

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resources, community building, and creation of partnerships with psychology. Through education, WSPF further seeks to change public policies and offer training opportunities for psychology students. Through integration with other shared-value disciplines, Washington psychologists will make long-term effects on the health of our local communities. This workshop will discuss the creation of WSPF, including important lessons learned. The workshop will further detail the implementation plan for WSPF's mission and vision: 1. support the health and wellness of non-profit organizations and their leaders; 2. create partnerships with psychology to improve access to resources and service delivery in order to promote community health; 3. educate and empower our local communities to drive policy change; and 4. create training opportunities for student psychologists.

SATURDAY November 12th: 8:00—9:00 Breakfast (WSASP Board Meeting in Separate Room 7:30 –9)

9:15—12:30 3 Hour Sessions (for shorter sessions see G-F)

(A) Interventions and Effective Instruction for Students with Long-Term Memory Impairments Milton J. Dehn, Ed.D., NCSP, Schoolhouse Educational Services, LLC. This workshop will include an overview of memory systems, the neuropsychological processes of memory, and risk factors for memory impairments. The focus will be on interventions and classroom instructional practices that effectively improve memory for students who have mild to severe memory problems.

(B) What Next After IQ-Achievement Discrepancy and RTI? Virginia Berninger, Ph.D., University of Washington, Laurie Ford, Ph.D., University of British Columbia, Sharon Missiaen, Ph.D., Bellingham Schools, WA, and Jeff Ballou, R. Psych., North Vancouver School District & Kenneth Gordon Maplewood School. Following presentations by university professors at University of Washington and British Columbia University, school psychology practitioners/leaders in Washington State and British Columbia will offer their insights, observations, and recommendations for school psychology practitioners and trainers. Recent interdisciplinary research (instructional, genetics—gene candidates and phenotypes/behavioral expression of genes, and brain) will be briefly reviewed in practitioner friendly ways to make the case for (a) the educational relevance of evidence-based developmental, learning, and phenotype profiles (Silliman & Berninger, 2011) and instruction aimed at developmental/instructional levels (Flanagan & Alfonso, 2010; Mather & Fuchs, 2010) with modification for biologically based impairments (Berninger & Richards, 2010; Berninger & O'Malley, 2010) and ongoing monitoring of RTI with Single Case Study Designs (Kratochwill et al., in press) to adjust instruction as needed; and (b) the importance of paying attention to preschool development before and after the school years, and making connections with parents in culturally and linguistically sensitive ways. Visions will be offered by both the university professors and the practicing school psychologists about how the present will evolve into a future that draws on formal assessment and RTI but applies them to the *emerging concept of evidence-based personalized education in multicultural contexts*. Presentation will incorporate audience participation and provide resources for ongoing professional development and conversation on issues raised.

(C) Targeting the I in RTI: Preventing School Failure Through Assessment and Remediation of Deficits in Study and Learning Strategies, Listening Skills, Reading Comprehension Strategies, and Related Academic Skills. Cecil R. Reynolds, PhD, Texas A&M University. Research over the past 30 or more years in educational, school, and related areas of psychology has demonstrated repeatedly that students who engage in strategic learning and test-taking perform at higher levels academically than those who do not. Academic achievement levels can be improved significantly by improving the study skills, learning, reading comprehension, test-taking, and related strategies of learners at all ages and is effective with both regular and special education students. Yet, there are few measures of such skills and strategies. The current workshop describes the development, application, and interpretation of the School Motivation and Learning Strategies Inventory (SMALSI), a scale developed and normed for use with students from 8 years of age through 18 years. Additionally, examples of techniques for remediating measured deficiencies in each area assessed by the SMALSI are presented and resources designated for locating and developing additional methods for improving student characteristics in the measured areas. Special applications of the SMALSI to prevention and to RTI are emphasized. The SMALSI is useful in Tier 1 as well as in remediation with students identified as having a disability.

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(D) Early Detection of Severe Mental Illness Presenting in Adolescence. Dr. Elizabeth Cryer, Staff Psychiatrist, Markham Stouffville Hospital, Assistant Professor Queens University. A number of common and severe psychiatric disorders such as Schizophrenia and Bipolar I Mood Disorder present with prodromal symptoms or a first episode of illness in adolescence. Prompt and effective intervention offers the best chance of minimizing disability and may improve the long term course of the illness. This talk will focus on identifying individuals that are at high risk for developing these illnesses and on early recognition of symptoms.

(E) Emotional intelligence: Applications and implications for education. Donald H. Saklofske, Ph.D., University of Calgary. Emotional intelligence has both its advocates and detractors since being introduced about 20 years ago. Amongst the newest to join the intelligence family, EI has received considerable attention from school psychologists and educators. This presentation will review the background leading to current descriptions of EI, present the main models of contemporary EI, examine research on the construct and its measurement, and discuss the relevance of EI to education. An emphasis will be placed on the relationship of EI to achievement and educational success together with well-being during the primary to post secondary years.

SATURDAY 9:15—10:45 Shorter sessions

(F) The function of Functional Behavioral Assessment: Beyond accountability to sustainable behavior change. Flint Simonsen, Ph.D., Eastern Washington University. Although legally required, the intended function of functional behavioral assessment (FBA) has not always been its result: namely improvement in student problem behaviors. This session will present a systematic framework for efficiently developing effective and sustainable behavior intervention plans. This session will address the most critical issues to create behavior support plans that are legally defensible, but more importantly educationally useful.

(G) Educators' Knowledge of Traumatic Brain Injury and Factors associated with this knowledge Rosetta Seepaul Harrilal, Ed.S., Tacoma Public Schools. Literature review and findings from data analysis will be presented on the dissertation topic 'Educators Knowledge of Traumatic Brain Injury and factors associated with this knowledge.' As a school psychologist who graduated with an EdS in the summer of 2001 in Michigan, the topic of TBI was not covered in the presenter's training. Exactly one week after graduation, she was involved in a serious car accident in Colorado and was diagnosed with TBI. Having been through the recovery process with TBI from being in a coma for three weeks to completing her dissertation, she has the unique opportunity of sharing this information with psychologists. Connections will be made from the review of literature, her data analysis and personal experience.

SATURDAY 11:00—12:30 shorter sessions

(F) Evidence-based Interventions for Anxiety-related Issues in the Schools. Heath Maars, Ed.D., Central Washington University. In this presentation, recent developments in evidence-based interventions for anxiety-related symptoms and disorders will be reviewed. There are a number of anxiety-related issues that may hinder personal and school adjustment in children and adolescents, including generalized anxiety, school avoidance or school phobia, obsessive-compulsive disorder, and social anxiety. A variety of evidence-based interventions that can be implemented by school psychologists at both the group and individual level will be presented. A primary focus of the presentation is to help school psychologists identify appropriate evidence-based interventions, the resources and/or training needed to implement the interventions, and methods for assessing the effectiveness of the interventions.

(G) Readiness and Implementation of Tier 2 School-wide PBIS. Lori Lynass EdD, Northwest PBIS Network. This session will introduce participants to Tier 2 of the PBIS framework. While many schools are now implementing Tier 1 universal supports and most already implement individualized behavior intervention plans, few schools in Washington implement Tier 2 consistently. If we really want to prevent more students from needing intensive interventions, it is critical that we implement Tier 2 interventions with fidelity. An overview of Tier 2, along with a broad look at readiness for Tier 2, action planning for Tier 2 and an overview of the Check, Connect and Expect Program will be covered.