

Announcing the 2010 Spring Lecture Series

Psychometric properties of the CBM tools that we use

Jan 29, 2010 8am-2:30pm Ted Christ, University of Minnesota

The statement “Curriculum Based Measurement (CBM) is reliable and valid” is frequently found within the research and professional literature; however, the statement is incomplete and potentially misleading. Assessment outcomes are reliable and valid for particular purposes and applications; moreover, neither reliability nor validity are simple classifications. The users of CBM should consider the purposes for which they use the CBM data along with the particular procedures and instrumentation they use. They should use their knowledge and understanding of behavior analytic and psychometric principles to interpret, report, and use CBM outcomes to improve student outcomes (and prevent the potential for harm). Dr. Christ will discuss CBM as it contributes to problem solving and response to intervention (RtI). He will discuss how problem solving, RtI and CBM rely on both behavior analytic and psychometric paradigms. He will discuss the historical developments and recent findings to derive implications for practice. Finally, Dr. Christ will discuss impending developments and future research.

Dr. Theodore Christ is an Associate Professor in the Department of Educational Psychology and Co-Director of the Research Institute on Problem Solving (RIPS) at the University of Minnesota. His primary areas of research, teaching, and service relate to assessments used to support problem solving, response to intervention and progress monitoring. Dr. Christ has received more than \$4 million in funding from the US Department of Education for research and development of assessments, which include Curriculum Based Measurement (CBM), Direct Behavior Ratings (DBR), and the Computer-Based Assessment System for Reading (CBAS-R). His research is reported in numerous peer-refereed outlets, national meetings, and book chapters. In 2008, Dr. Christ received the Lightner Witmer Award from Division 16 of the American Psychological Association for “exceptional potential and promise to contribute knowledge and professional insights that are of uncommon and extraordinary quality.”

Social-Emotional Learning: Assessment and Intervention

Feb 19, 2010 9am-3:30pm Val Shapiro & Paul LeBuffe (Devereux Publishing)

Social-Emotional Learning: Assessment and Intervention This webinar will provide participants with an overview of the field of social emotional learning and the ways in which school professionals can help children succeed academically by promoting social emotional competence. Practical ways to assess social emotional strengths will be illustrated using the Devereux Student Strengths Assessment (DESSA). This webinar will train participants in the administration, interpretation, and use of this standardized measure of social-emotional competencies in elementary school aged children. The DESSA assesses eight key competencies through 72 strength-based items completed by parents or teachers. The theoretical model, development and psychometric properties of the DESSA will be presented. Participants in this webinar will benefit by gaining familiarity with a new measure that can be used in universal mental health screening, social-emotional learning promotion and evaluation, and intervention planning. The use of the DESSA in promoting collaboration with parents and program evaluation will be emphasized.

At the Devereux Institute of Clinical Training and Research Val helped to develop community prevention programs utilizing strength-based approaches to promote the healthy social-emotional development of children. Through this work, she has had the opportunity to serve on national committees to advocate for universal social-emotional learning practices, present at national conferences, and publish in scholarly journals. Currently she is working on papers examining whether the SSDP(Seattle Social Development Project intervention worked better (or worse) for people who were high in behavioral disinhibition/externalizing, as well as a qualitative paper examining the transition to adulthood for youths involved in crime and drugs during adolescence. PAUL LeBUFFE is the Co-Director of the Center for Resilient Children at Devereux. Paul is an author of many widely-used assessments of behaviors related to children’s social and emotional strengths and needs. His research interests include the measurement and promotion of resilience in children, test development, and outcome evaluation in behavioral healthcare.

Intervention Integrity: Tools, Tactics, & Practical Steps

Mar 19, 2010 9am-3:30pm Steve Elliot, Vanderbilt University

Intervention integrity is the degree to which an intervention is implemented as planned. Integrity is multi-faceted in nature, including consideration of both the content (how much) and the process (how well) of intervention implementation. In this session, you will learn about several methods or tools that facilitate the design and measurement of interventions for academic and social behavior difficulties and tactics for facilitating high degrees of adherence to an intervention plan. The session also features a series of practical steps or “think rules” to guide your design, implementation, and evaluation of interventions with high integrity. Examples of intervention integrity checklists, rating scales, and observation tools will be illustrated and discussed.

Steve is a Professor of Special Education and the Dunn Family Chair of Educational and Psychological Assessment in Peabody College at Vanderbilt University. Steve has authored more than 130 journal articles, 22 books, 40 chapters, and 5 widely used behavior-rating scales. His research focuses on scale development and (a) the assessment of children’s social skills and academic competence and (b) the use of testing accommodations and alternate assessment methods for evaluating the academic performance of students with disabilities for purposes of educational accountability.

ASD and Bipolar Disorder in our schools- A journey from beginning to present (or a Forest Grove classroom to Supreme Court)

April 16, 2010 9-3:30pm Barbara and Thomas Smith, Smithrehab

The goal of this program is to present various opportunities that educational and mental health professionals might incorporate in day-to-day interaction with children with ASD and Bipolar Disorder and the families of those children. Both ASD and Bipolar Disorder are indeed a huge part of the current psychological, pharmacological, political, educational and legal scene, with incredible money and research being focused on etiology, treatment, and outcomes. The Smiths will take you through a journey encompassing the entire spectrum of bipolar disorder, including history, identification, evaluation, assessment, treatment, and future issues surrounding this significant condition.

BARBARA J. SMITH, JD, currently is the owner of Smith Law and provides private legal services and is of Counsel for Smith Rehabilitation Consultants, including acting as the HIPAA Compliance Officer. Dr. Smith has been the attorney for the Morgan County, Indiana Child Protection Services Division of the State of Indiana Family and Social Services Administration. A trial attorney, Barbara has worked with mental health and medical health professionals in cases of adult and juvenile justice, including helping coordinate special education for those children who have been Wards of the Court.

THOMAS A. SMITH is President and CEO of Smith Rehabilitation Consultants, Inc. He is a Licensed Mental Health Counselor, a Nationally Certified Psychologist, a Diplomate of the American Psychotherapy Association, and a Doctor of Pharmacy. He is an Adjunct Associate Professor at Butler University in Indianapolis, and in addition to having had a private psychotherapy practice and a pharmacy practice, has consulted with local, State, and Federal agencies (including school systems) on disability issues- including those pertaining to children with special educational needs.

Response-to-Intervention in the Context of School and Classroom Effectiveness: The Three Tiers of Behavioral Prevention and Intervention

April 30, 2010 8am-2:30pm Howard Knoff, Arkansas Dept of Education

This presentation will address the “behavioral side” of RTI—something especially important as it is expected that the reauthorized Elementary and Secondary Education Act (ESEA—previously known as NCLB) will have a strong behavioral component. As such, this presentation will describe, in detail, Project ACHIEVE’s Positive Behavioral Support System (PBSS) which utilizes an evidence-based blueprint comprised of seven functional components that involve: (a) Social Skills Instruction for all students; (b) building-wide Accountability processes; (c) staff and administrative Consistency; (d) a “Special Situations” Process focusing on student behavior in the common areas of a school and as related to student teasing, taunting, bullying, harassment, and physical aggression; (e) Intensive Interventions for challenging and challenged students; (f) school-based Crisis Intervention and Response Strategies; and (g) Community and Parent Outreach activities. The presentation will start at the school and classroom level, outlining the preventative approaches and strategies that all schools need for effective classroom management and safe school outcomes.

The discussion will also identify fifteen Tier 2 behavioral interventions that must be available to all schools, through their school psychologists or behavioral consultants, in order to address the needs of behaviorally challenging students. And, it will describe the Tier 3 wrap-around and community-based systems of care services that are needed for intensive need or crisis-prone students.

In the end, participants will leave with a comprehensive picture of the continuum of behavioral interventions that are needed for all students, as well as for students who are not responding to early and appropriate preventative approaches and interventions.

Howard M. Knoff is the Director of Project ACHIEVE, author of the Stop and Think Social Skills Programs, and Director of the Arkansas Department of Education’s School Improvement Grant which is funding the statewide implementation of Project ACHIEVE. Dr. Knoff was previously Professor of School Psychology at the University of South Florida for 20 years and the Director of the School Psychology Program there for 12 years. Dr. Knoff is widely respected for his research and writing on school reform and organizational change, consultation and intervention processes, social skills and behavior management training, personality assessment, and professional issues. He has published over 75 articles and book chapters, and delivered over 500 papers and workshops nationally. He was a recipient of the Lightner Witmer Award from the American Psychological Association’s School Psychology Division in 1989

A Theory- and Research-based Approach to SLD Identification: Integrating Data from RTI and Comprehensive Assessment, Including Measures of Cognitive Abilities and Processes

May 21, 2010 9am-3:30pm Dawn Flanagan, St. Johns University

“RTI and Cognitive Assessment are not mutually exclusive”. While the debate will rage on, neither side is strong enough to convince us to abandon the other. These approaches may be different but can be complementary in the diagnosis of SLD. The point is that Tier II interventions work for many, but not for all, and non-responders require a comprehensive evaluation to understand why they failed to RTI. It is essential for us to evaluate processes such as working memory, processing speed, auditory processing abilities and executive functioning if we are to determine the most appropriate program to fit the individual student’s needs. RTI as a one-size fits all-model is no better than traditional ability-achievement discrepancy for SLD identification. An operational definition of SLD will be presented that integrates data from multiple sources and methods via a tiered service delivery model and that aids in differential diagnosis (i.e., distinguishing SLD from other disabilities and conditions).

Dr. Flanagan teaches classes in the areas of intellectual assessment, tests and measurement, learning disability, and professional issues in school psychology. She has studied, researched, and published on topics related to psycho-educational assessment and evaluation of learning disabilities. She is the co-developer of the CHC Cross-Battery

approach, and has published extensively on the topic of theory-based assessment and interpretation of cognitive and academic abilities.