

Washington State Association of School Psychologists

Annual Fall Conference 2019



The Davenport Hotel

10 S. Post Street
Spokane, WA
October 17th – 19th, 2019

Reservations: Call (800) 899-1482

Parking: The Historic Davenport Hotel, The Davenport Tower, or The Davenport Lusso self-parking is available in our garage on the southwest corner of First Avenue and Post at \$17 per night per car. For valet parking our staff is available 24 hours a day to greet you at each hotel entrance. \$22 per night per car. Prices subject to change.

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

Future Fall Conferences

2020 – Skamania Lodge



Questions?

Registration: contact@wsasp.org

General Conference: conference@wsasp.org

Registration Information

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.

Registration Fees	
Thursday Morning Sessions:	\$25 (<i>charged when you choose your session</i>)
Full Conference (WSASP Members):	\$270
Full Conference (OSPA Members):	
Professional Affiliate:	
Full Conference (Non-Members):	\$350
Students/Retired (WSASP Members):	\$125
Students/Retired (OSPA Members):	
Students/Retired (Non-Members):	\$175
Saturday Only Registration:	\$100

To keep costs down for graduate students, they are being offered a reduced rate of \$100. An optional \$10 donation would help support conference costs.

Cancellation policy: If you need to cancel, you must contact us by **Sunday, 10/13/19** to receive a full refund. If you cancel after 10/13/19, you will be refunded all but \$150.

Clock Hours

There will be 18.5 clock hours available and are included in the cost of registration. After the conference, registrants will be sent an evaluation and will be given proof of clock hours earned.

Presentation materials will be uploaded to www.wsasp.org/confhandouts2019 as they are received.

Conference Agenda

Thursday, October 17th, 2019	
8:00am-6:00pm	Registration
9:00am-12:00pm	Sessions
12:15-1:15pm	Lunch on your own
1:30-3:00pm	Sessions
3:00-3:15pm	Break
3:15-4:45pm	Sessions
4:45-5:00pm	Break
5:00-6:30pm	Session
6:30-8:00pm	Social Hour & Poster Sessions
Friday, October 18th, 2019	
8:00am-5:00pm	Registration
7:30-8:30am	Breakfast
8:30-10:00am	Sessions
10:00-10:15am	Break
10:15-11:45am	Sessions
12:00-12:45pm	Lunch
12:45-1:00pm	NASP 2020 Standards
1:00-2:00pm	General Meeting
2:00-3:30pm	Sessions
3:30-3:45pm	Break
3:45-4:45pm	Sessions
Saturday, October 18th, 2019	
8:00am – 12:00pm	Registration
8:00am – 9:30am	Sessions
9:45am – 11:15am	Sessions
11:15am – 12:15pm	Brunch
12:15pm – 1:45pm	Sessions

Thursday October 17, 2019

9:00am-12:00pm

<p>Suicide Prevention for School Psychologists: The School's Role in Prevention</p> <p><i>Keely Hope, Ph.D., LMHC Associate Professor, Program Director, Counselor Education, Eastern Washington University</i></p>	<p>Suicide is the third leading cause of death in 15-24-year-old and impact an even younger population as well. This training will help you understand the school's role in suicide prevention and how to identify and support students at risk. During the workshop, we will discuss the problem of youth suicide in Washington State, which youth are at risk and why, how to create a supportive and preventative environment and how to identify and intervene with students at risk. In addition, we will discuss postvention which is often overlooked and is truly crucial.</p>
<p>Ethics in School Psychology: A Personal Perspective</p> <p><i>Michael Kirlin, Bethel School District, Ethics Chair for WSASP</i></p>	<p>This is an approved ethics presentation for NASP certification. It will address ethics from an individual perspective: what we need to do for ourselves to develop and maintain standards of professional conduct as school psychologists. Discussed will be general definitions of ethics, the need to care for our personal needs while we focus on what it means to be professionals, unfortunate decisions some educators continue to make that impact one's ability to work in education, protections we need to ensure we are safe in our roles, and dilemmas that school psychologists confront across areas of our role. This is both a direct and indirect presentation, with opportunities to turn and talk to colleagues about challenges and scenarios we face.</p>
<p>Assessment of Dyslexia</p> <p><i>Dr. Nancy Mather University of Arizona</i></p>	<p>This workshop will focus on the assessment of dyslexia. Dr. Mather will address the definition of dyslexia; the importance of assessing cognitive and linguistic processes, including phonological awareness, orthographic coding, processing speed, and rapid automatized naming. In addition, she will discuss several challenges inherent in the assessment of dyslexia, including early identification; twice exceptional students; and co-occurring disorders, such as ADHD and language impairment.</p>
1:30pm-3:30pm	
<p>Executive Functions in Preschoolers: They Do Exist!</p> <p><i>Dr. Steven Guy Pediatric Neuropsychologist, Columbus, OH; Co-author of BRIEF-2</i></p>	<p>The development of executive functioning begins from birth and is critical to the academic and social success for students. Early identification and intervention has been proven to assist students at high risk for executive functioning difficulties. This discussion is designed for psychologists and will include information regarding executive functioning development in preschoolers. It will also examine methods of preschool assessment and most importantly, methods of intervention to assist typically and atypically developing students.</p>

<p>WSU ROAR Program- Empower students with intellectual and developmental disabilities to become self-determined, independent adults that seek a rewarding and purposeful life</p> <p><i>Thomas Falash, Ed.S. Director-WSU ROAR Program WSU College of Education</i></p>	<p>WSU ROAR (Responsibility Opportunities Advocacy and Respect) is a two-year inclusive postsecondary education program for students with intellectual and developmental disabilities (I/DD). The program provides individualized programs of study in education, social skills, and vocational training through person-centered planning. WSU ROAR students live communally on the Pullman campus, attend individualized programming, and complete WSU audit courses with same-aged peers. Most importantly, the WSU ROAR program welcomes young adults with I/DD to be part of the Cougar family experience. WSU ROAR is an accredited Comprehensive Transition Program (U.S. Department of Education).</p>
<p>Using PSW to Identify SLD</p> <p><i>Milton Dehn Schoolhouse Educational Services</i></p>	<p>The Pattern of Strengths and Weaknesses (PSW) method for SLD identification focuses on understanding why the student is experiencing learning difficulties. This workshop will review different PSW models, and it will also compare PSW with the MTSS model. The emphasis will be on Dehn's PSW model, which includes 14 neuropsychological processes that are highly related with specific academic skills. Procedures for identifying statistically significant strengths and weaknesses will be reviewed, along with a demonstration of the Psychological Processing Analyzer software used in Dehn's model.</p> <p style="text-align: center;">This session is from 1:30-4:45pm</p>
3:15pm-3:45pm	
<p>“You see, but you do not observe. The distinction is clear:” How to do useful observations for special education evaluations.</p> <p><i>Laurie Engelbeck, Ph.D., NCSP Issaquah School District, WSASP President</i></p>	<p>As Sherlock Holmes said in Sir Arthur Conan Doyle's <u>The Scandal of Bohemia</u>, seeing is not the same as observing. School psychologists are called on to observe students in class and in testing situations, but often the observations are often brief, and provide little information or added value to the evaluation.</p> <p>Observations have 4 main purposes:</p> <ol style="list-style-type: none"> 1) To assess how the student is accessing his/her general education curriculum 2) To establish that the student was making a good effort and that, therefore, testing is valid 3) To document the antecedents and consequences of the behavior of concern 4) To establish a baseline of behavior prior to a behavior intervention <p>In addition, observations allow us to assess HOW the student approaches a task.</p>
<p>Exploring the Impacts of the Social Thinking Curriculum: A Pilot</p> <p><i>Heidi Perez, Ph.D.; NCS Assistant Professor, Central Washington University</i></p> <p><i>Katie Pardini, School Psychologist Richland School District</i></p> <p><i>Amy Clements Speech-Language Pathologist Richland School District</i></p>	<p>Social Thinking is a curriculum addressing social language and behavior deficits for children and is used in the schools as a tool for promoting growth in these skills. Typically used as a Tier II or Tier III intervention, Social Thinking provides a framework to teach social skills, social-emotional understanding, self-awareness, perspective-taking and self-regulation (Think Social Publishing, 2015). This presentation will focus on introducing the curriculum and then will share the results of a research study completed with a local school district with special education teachers using the curriculum for students with IEP goals.</p>

5:00-6:30pm	
<p>Special Education Case Law</p> <p><i>Lynette Baisch Attorney at Law Porter, Foster, Rorick Seattle, WA</i></p>	<p>This presentation will provide an overview of recent court cases, administrative decisions, and other legal developments that have relevance to the practice of school psychologists. The format will encourage questions and discussion of issues experienced by audience members. The audience should emerge with a greater understanding of options for addressing common legal compliance scenarios. This year's presentation will include emphasis on transition issues and procedural requirements regarding graduation.</p>
6:30-8:00pm	
<p>NASP Requirements to Mentor</p> <p><i>Laurie Ann Harrison, Ph.D. Washington State Association of School Psychologists</i></p>	<p>All new school psychologists are required to have a mentor. The NASP requirements to mentor new school psychologists will be discussed. In addition, we will help identify specific areas of interest and a process in which interested mentors and new school psychologists will be able to connect.</p>
8:30-9:00pm	
<p>Social Hour & Poster Sessions</p>	<p>A time to visit with other school psychologists and view graduate student research.</p>

**Friday
October 18, 2019**

8:30am-10:00am	
<p>Trauma Exposure- Brain states, Learning, and Application</p> <p><i>Kim Hively School Psychologist North Thurston School District Business owner of Elevate Training & Consulting</i></p>	<p>Participants will review the impact trauma exposure has on a developing brain, how trauma impacts a student's learning, and how to apply a Trauma Informed approach into our daily practice as educators (i.e. behavior plans, teaching strategies, facilitating meetings, self-care).</p>
<p>Changing Adult Behavior</p> <p><i>Flint Simonsen, Association Professor of Education, Whitworth University</i></p>	<p>When planning Tier 2 and Tier 3 behavioral interventions, there may be times when working with a challenging student is the easy part. Working with adults may be the more difficult part of the behavior change process. This session will describe strategies for addressing issues of adult resistance and buy-in for the consistent implementation of behavior plans. This workshop will address several points of leverage from functional behavioral assessment through behavior intervention plan implementation. Participants should come with concerns and problems related to implementation struggles. Practical strategies will be provided for strengthening implementation success.</p>

<p>RTI/MTSS and PSW/Testing: The myth of mutual exclusivity in pre- and post-referral evaluation of SLD</p> <p><i>Dr. Sam Ortiz</i></p> <p>SPONSORED BY:</p> 	<p>Few things in school psychology are more polarizing than the debate regarding the value of testing vs. RTI despite the likelihood that most school psychologists do not necessarily fall exclusively into one camp or the other, nor should they. Both testing and RTI are measurement paradigms--different ones, yes, but still frameworks for evaluation against some established standard for comparison. It is in the concept of where the "standard" for comparison comes from and how it is established that makes testing and RTI far more similar than different. This is especially true in the case of English learners where neither approach provides the degree of fairness required to address problems that accompany grade- and age-based expectations of language predicated on monolingual development and where they branch off into answering either diagnostic vs. instructional/intervention questions. This session will provide a discussion of the manner in which testing and RTI can be integrated as complimentary approaches in comprehensive evaluations and how the use of any comparison standard requires an understanding of the question being asked to address the problem of "difference vs. disorder."</p> <p style="text-align: center;">This session is from 8:30am-11:45am.</p>
10:15am-11:45am	
<p>Supervision in School Psychology: A Panel Discussion</p> <p><i>Authors:</i> <i>Jason Parkin (Seattle U.), Shanna Davis (EWU), Joseph Engler (Gonzaga U.), Brendalee Vandouris</i></p> <p><i>Supervisor Panel:</i> <i>Jamie Chaffin (EWU), Elizabeth Willis (EWU), Aliina Crandell (Seattle Schools)</i></p>	<p>While supervision is critical in the development of school psychologists, practitioners find themselves learning supervision skills on-the-job. This presentation will provide a general overview of the supervision process related to the goals and objectives of practicum and internship supervision. Further, it will include a panel discussion with experienced supervisors and recent interns to investigate topics such as implementing a developmental supervision model, establishing an effective supervisory relationship, establishing supervision goals, and troubleshooting difficulties in the supervision process. Practitioners will leave with a better understanding of the supervision process, how it is experienced by supervisors and supervisees, how it might benefit their own skill growth, and its importance in the training of new school psychologists.</p>
<p>Promoting The Role of School Psychologist and Enhancing Your Value With Decision Makers</p> <p><i>Alexandra Franks-Thomas Ed.S., NCSP North Thurston Public Schools, . WSASP Communications Chair. WSASP President-Elect</i></p>	<p>This session is designed for new practitioners, and those looking to expand their self-advocacy toolkit within the systems level. Being able to effectively communicate your essential contribution as a school psychologist to student achievement and improved social-emotional-behavioral outcomes within your building and district is critical. We will focus on linking your training and skills to your district or building's priorities, as well as how to connect with key decision makers surrounding your role. This session will teach participants the fundamentals of good communication and professional advocacy planning, message development, and implementation.</p>
12:45pm-1:00pm	
<p>NASP 2020 Standards</p>	<p>In September 2019, the NASP Leadership Assembly approved the 2020 Standards, including the Practice Model, Standards for Graduate Preparation, Standards for Credentialing, and Standards for Ethics. NASP Delegate Susan Ruby will provide an overview of the new standards and will highlight key issues that may impact practice in Washington State.</p>

1:00pm-2:00pm	
General Meeting	This is the Association's business meeting where we will update you on legislative issues, association financial and membership current levels. In addition, awards will be presented to the hard-working school psychologists in our state!
2:00pm-3:30pm	
<p>Panel Discussion to Support New School Psychologists</p> <p><i>Laurie Anne Harrison, Ph.D. Washington State Association of School Psychologists</i></p> <p><i>Dr. Heidi Perez, Central Washington University</i></p>	<p>Becoming a competent school psychologist takes work and dedication, knowledge and skill. This panel is designed to give practical strategies, goals, tips, and tools for new practitioners or those who will be in the role soon (graduate students) from the perspective of knowledgeable colleagues in the field to help bridge the gap from learning to application.</p>
<p>Hope and Resilience, responding to the effects of trauma and stress on learning and behaviors</p> <p><i>Mary Virginia Maxwell, M.Ed., LMHC, CMHS ESD 105 Community Health of Central Washington</i></p>	<p>Briefly review the findings of the Adverse Childhood Experience Study and key features of complex trauma. Understand the impact of toxic stress on brain development. Recognize that everyone's brains are wired differently, and that brain development directly influences behaviors in the classroom. Describe interventions that help students impacted by complex trauma and toxic stress Explain why using a trauma sensitive/informed lens when dealing with challenging behaviors allows us to:</p> <ol style="list-style-type: none"> 1) move beyond behavior management and punitive discipline, 2) work together to restore the student's capacity to self-regulate, and 3) learn and build the <u>teacher's</u> hope and resilience. <p>Stress has an insidious effect on learning and behavior, and you should recognize the symptoms in the classroom. Chronic stress is linked to over 50 percent of all absences (Johnston-Brooks, Lewis, Evans, & Whalen, 1998). Impairs attention and concentration (Erickson, Drevets, & Schulkin, 2003). Reduces cognition, creativity, and memory (Lupien, King, Meaney, & McEwen, 2001). Diminishes social skills and social judgment (Wommack & Delville, 2004). Reduces motivation, determination, and effort (Johnson, 1981). Increases the likelihood of depression (Hammack, Robinson, Crawford, & Li, 2004).</p>
<p>DSHS Building Partnerships</p> <p><i>Tammie Doyle, Secondary Transition Manager, Division of Vocational Rehabilitation, Washington State Department of Social and Health Services</i></p> <p><i>Marcus Poppen, Ph.D., Assistant Professor, Special Education, Washington State University</i></p>	<p>The Workforce Innovation and Opportunity Act of 2014 (WIOA) established a new emphasis on the provision of services to students and youth with disabilities. This act expanded the population of students with disabilities who can receive services from DVR to include students on IEPs and 504 plans, ages 16-21. It also expanded the types of services DVR is able provide to potentially eligible customers. This law mandates that at least 15% of the state's federal budget is reserved for Pre-Employment Transition Services to support the areas of: Job Exploration, Work Readiness, Self-Advocacy, Post-Secondary Guidance and Counseling, and Work-based Learning. We have recognized the importance of building partnerships with local school districts in the coordination and delivery of these services.</p>

<p>RTI/MTSS and PSW/Testing: The myth of mutual exclusivity in pre- and post-referral evaluation of SLD</p> <p><i>Dr. Sam Ortiz</i></p> <p>SPONSORED BY:</p> 	<p>Few things in school psychology are more polarizing than the debate regarding the value of testing vs. RTI despite the likelihood that most school psychologists do not necessarily fall exclusively into one camp or the other, nor should they. Both testing and RTI are measurement paradigms--different ones, yes, but still frameworks for evaluation against some established standard for comparison. It is in the concept of where the "standard" for comparison comes from and how it is established that makes testing and RTI far more similar than different. This is especially true in the case of English learners where neither approach provides the degree of fairness required to address problems that accompany grade- and age-based expectations of language predicated on monolingual development and where they branch off into answering either diagnostic vs. instructional/intervention questions. This session will provide a discussion of the manner in which testing and RTI can be integrated as complimentary approaches in comprehensive evaluations and how the use of any comparison standard requires an understanding of the question being asked to address the problem of "difference vs. disorder."</p> <p style="text-align: right; color: red;">This is a repeat of the morning session This session is from 2:00pm-5:15pm</p>
<p>3:45pm-5:15pm</p>	
<p>A Study of School Psychology Graduate Program Capacity and the Shortage of School Psychologists in Washington</p> <p><i>Dr. Heath Marrs Central Washington University</i></p> <p><i>Dr. Susan Ruby Eastern Washington University</i></p> <p><i>Dr. Laurie Engelbeck Issaquah School District WSASP President</i></p> <p><i>Dr. Jamie Chaffin Eastern Washington University</i></p>	<p>This session will present the results of a study of the need for school psychologists in Washington and the capacity of graduate training programs in the Pacific Northwest (WA, OR, ID, MT). We surveyed program directors of the 11 school psychology graduate programs in the region about a number of issues related to admissions, capacity of their programs, and future plans for possible expansion. In addition, we surveyed special education directors from around the state about their current need for school psychologists. The study provides information on the severity of the school psychologist shortage and the capacity of graduate programs to meet the needs of the state. We hope to use results to begin planning to address the shortage in Washington State and in the Pacific Northwest.</p>
<p>“Does history repeat itself? An analysis of the correlation between middle school and freshman year high school office referral data”</p> <p><i>Dr. Steve Hirsch Shoreline School District WSASP Professional Development</i></p>	<p>With incoming freshman of varying discipline histories, high school administrators are faced with a choice of following a ‘fresh start’ philosophy where prior discipline records typically don’t surface until first major offense during freshman year (if then) vs. attempting to be proactive and intervening in some fashion (e.g. a meeting with student) prior to a first offense. A Fresh-Start approach assumes that between maturity, peer pressure, an expectation of more mature classroom and building behavior, and a different classroom management approach, there is a lower probability of office referral compared to middle school.</p> <p>Multi-tiered systems of support would suggest that intervention following the identification of high-risk individuals, would be the more successful approach to behavior This research study will provide evidence for one approach or the other. If the ‘high flyers’ of middle school continue their errant ways and quickly become the ‘high flyers’ of high school, one would be hard pressed to say, let’s just sit back and see how they do. We wouldn’t do it for academics. The Middle school discipline referral data would be considered analogous to academic screening and would be viewed as the tool to identify high risk behavioral difficulties.</p>
<p>School Psychologists and Transition Services: Making a Difference</p> <p><i>Cinda Johnson, Ed.D. Associate Professor Director of Graduate Special Education Program Seattle University</i></p>	<p>Participants will leave with ideas and strategies in ways to contribute to the transition of students with disabilities to post-school high school settings. School psychologists have a wealth of knowledge and experience to add to all aspects of transition planning, particularly in transition assessments and services. This session will provide information and resources useful to this important work.</p>

Saturday October 19, 2019

8:00am-9:30am

<p>Beyond Tier 3: Multi-Tiered Systems of Support and School Psychologists</p> <p style="text-align: center;"><i>OSPI Committee</i></p>	<p>This session will examine the role of school psychologists within multi-tiered systems of support (MTSS), provide a forum for participants to discuss their specific roles and how they are/are not working within the framework. We will look at best practice models for integration of school psychologists and explore challenges faced as school psychologists as they expand their role in MTSS. Lastly, we will look at implementation and identify strategies to address common challenges faced by school psychologists in ongoing MTSS implementation.</p>
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9:45am-11:15am

<p>Effective Executive Function Intervention at Every Level; Moving MTSS</p> <p style="text-align: center;"><i>Dr. Steven Guy Pediatric Neuropsychologist, Columbus, OH Co-author of BRIEF-2</i></p>	<p>While the field of psychology has done a good job of defining executive functioning and developing methods to assess for students at risk in this area, we continue to struggle with the question “How do we help a student with executive regulatory difficulties?”. This talk is designed to answer that question. Within each of the tiers of MTSS there are opportunities to identify and care for students with E.F. struggles. The goal for this talk is for school psychologists to be able to identify and prevent larger problems through the process of early identification and treatment of executive functioning difficulties. For those students with more severe symptomatology, research-based methods to intervene and change executive functioning will be presented. Attendees will be able to answer the three questions, What is executive functioning, how do I screen and assess for executive functioning difficulties, and most importantly, what can I do to change executive functioning.</p>
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<p>Changing Practices in MTSS: Formative and Diagnostic Assessment</p> <p style="text-align: center;"><i>Susan Ruby, PhD, NCSP Eastern Washington University</i></p> <p style="text-align: center;"><i>Kathleen Waldron Soler, PhD, NCSP Eastern Washington University</i></p>	<p>School psychologists in Washington State will soon move away from use of discrepancy to identify students with specific learning disabilities. Simultaneously, Washington State school districts are moving forward with MTSS. With these changes, new assessment practices will be required. Our session provides an overview of formative and diagnostic assessment practices for school psychologists to help facilitate data teams and to guide instructional decision making. We will provide guidance for decision making rules with progress monitoring and recommendations for diagnostic tools that can help teams intensify interventions based on student needs.</p>
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<p>Instructional Considerations for Implementing MTSS: Improving the performance of secondary students who are at risk for academic failure in the area of literacy</p> <p style="text-align: center;"><i>Marcy Stein & William Rasplica, Formerly from University of Washington Tacoma and Franklin Pierce School District</i></p>	<p>Preventing academic failure as well as improving academic performance for students who are at risk for academic failure is the goal of an MTSS implementation. However, an effective MTSS implementation is a complex endeavor that involves understanding how research findings in the areas of memory, metacognition, assessment, and instruction can be applied to what happens daily in schools and individual classrooms.</p> <p>Evidence suggests that struggling students require unambiguous and explicit instruction in order to succeed academically. Consequently, teachers need access to teaching materials that offer clear instructional strategies and adhere to evidence-based principles of instructional design. At the same time, they need a carefully designed system for assessing their students to ensure that the students are making adequate progress.</p> <p>In this session, we will present an overview of the critical principles underlying MTSS as applied to literacy instruction in the secondary school with a particular emphasis on reading comprehension and content literacy. We also will discuss in more detail how educators can apply those principles in evaluating their assessment systems, their instructional materials, as well as their non-curricular interventions for literacy to ensure the academic success of their secondary students.</p>
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12:15pm-1:45pm

From Andrew F. To Progress Monitoring: Using Data-Based Individualization to Put the “I” in IEPs

*Sarah Arden, Ph.D.
Senior Researcher
American Institutes for Research*

*William Rasplica
NCII Advisor*

Are you struggling with setting realistic yet meaningful goals for your students while still ensuring alignment to standards? Based upon the recent Supreme Court decision, *Endrew F. v. Douglas*, this session, intended for school psychologists in K-8 settings, will introduce participants to the National Center on Intensive Intervention’s mechanism for providing specially designed instruction: data-based individualization (DBI). Participants will learn how to use DBI to set individualized, standards-aligned IEP goals, based upon progress monitoring data, for students; design individualized instruction; improve and simplify individual education program (IEP) writing; and identify strategies for improving student outcomes. Using the DBI process to design individualized, specialized instruction and evaluate progress, participants will access a variety of resources to better understand how to intensify intervention.

Making the transition to MTSS for Eligibility for Special Education: Year 1 & 2 Planning for Professional Development and Key Leadership Moves

*Dr. Stephanie King
Seattle Public Schools
University of Washington School
Psychology Program*

*Dr. Kristen Missall
University of Washington School
Psychology Program*

Participants in this workshop will have the opportunity to learn about how develop and support the key technical and adaptive skills needed for school psychologist to make the transition to MTSS for Eligibility for Special Education. Workshop practices will include presentation of content, group discussion, conduct a needs assessment, plan for staff development, and identify core leadership strategies necessary to create the climate to support the transition to MTSS for Eligibility. This workshop is designed for school psychologists, principals, and/or district leadership. Teams are encouraged to attend together.

Meaningful PSW: Triangulating Multiple Data Sources (not just test results) to Understand and Help Students with Complex Learning Needs

*Michael Self-Bence
Federal Way Public Schools*

The navigational concept of triangulation involves determining a single point in space from the convergence of measurements from two other distinct points. In diagnostic assessment, the idea of triangulation is that confidence in diagnostic conclusions increases as multiple and varied data sources support a conclusion. Approaches to PSW for SLD determination that rely primarily on psychometric testing may yield a more sophisticated discrepancy-decision formula, but ultimately miss the point of moving away from severe discrepancy. Meaningful PSW includes psychometric testing within an XBA framework, but also incorporates intervention/MTSS data, developmental-family history, and qualitative observations of student performance. Meaningful PSW encourages school psychologists to exercise skills they generally do very well, namely drawing upon multiple and varied data sources to help teams deepen their understanding of, and sharpen their interventions for students with complex learning needs.