

Washington State Association of School Psychologists Fall Conference

Event Schedule

Thu, Oct 21, 2021

7:30am

REGISTRATION/GRAB & GO BREAKFAST

🕒 7:30am - 9:00am, Oct 21

📍 Marie Antoinette Ballroom

Grab and Go Breakfast (7:30-8:30)

Hard-boiled egg

Sliced cheddar cheese

Crackers and peanut butter**

Dried fruit

Juice

Coffee

9:00am

Identifying and Teaching Students with Dyslexia in WA State

🕒 9:00am - 12:00pm, Oct 21

📍 Elizabethan-Presenters Virtual

Dyslexia represents the most common and most prevalent of all known learning disabilities and impacts approximately 1 in 5 individuals. Current, convergent research continues to uncover structural and functional variations in the brains of individuals with dyslexia, which explain why some individuals struggle to master reading, writing, spelling and sometimes math, despite intelligence, effort and quality instruction. During this session, participants will learn about dyslexia, including what it feels like when students struggle to read, write, and speak. Participants will gain resources for learning more about dyslexia and supports for literacy development. They will learn about the current WA legislation on screening for indicators of or weaknesses associated with dyslexia. Participants will learn how to support their school districts with the implementation of universal literacy screening and how to implement and use the screening data to inform educational decisions within the framework of a multi-tiered system of support. Content will include updates on the resources available through OSPI and the work of the Dyslexia Advisory Council.

🗣️ Speakers



Alicia Roberts Frank, Ed.D Regional Administrator for Special Programs/Dyslexia Specialist, Capital Region ESD 113



Jeffrey Niess Executive Director of Specialized Student Services - ESD 112, ESD 112

Navigating Your Local Union!

🕒 9:00am - 10:30am, Oct 21

📍 Isabella-Presenter Virtual

From exploring CBAs to traversing union structures, this session will focus on helping school psychologists gain an understanding of the union, collective bargaining, workplace advocacy, and best practices for psychologists to engage and find a place in their local union.

 Speaker



Jennifer Silves WEA Bargaining Specialist and other WEA Staff supporting, Washington Education Association

Strategies for Academic Success: Boosting Achievement Through Assessment and Targeting Teaching of Learning and Study Skills

🕒 9:00am - 12:00pm, Oct 21

📍 Marie Antoinette-In Person Presenter

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.

The SMALSI targets ten primary constructs which are reflected in the subtest titles below. These constructs are well established in the educational psychology and the general education literatures. They have been demonstrated in literally hundreds of research works spanning at least three decades (for each construct) to be related to academic and educational success. The constructs-subscales of the SMALSI are: Test-Taking Strategies, Study Strategies, Writing-Research Skills, Test Anxiety, Attention and Concentration, Reading Comprehension Strategies, Note Taking and Listening Skills, Time Management, Organizational Techniques, and Academic Motivation.

 Speaker



Cecil R. Reynolds, PhD Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar, Texas A&M University

CANCELLED DUE TO A MEDICAL EMERGENCY-An Integrated Model of Mental Health: From Theory to Practice

🕒 9:00am - 12:00pm, Oct 21

📍 Early Bird-Presenter Virtual

Explore ODE's Integrated Model of Mental Health and discuss what we've learned from Oregon's school communities, and where we are heading. Ample time will be devoted to exploring how this model can be implemented at a systems level to improve the mental health and well-being of school communities.

 Speaker



B. Grace Bullock, Ph.D Senior Mental Health Strategist, Office of Equity, Diversity and Inclusion, Oregon Department

10:30am

How to Advocate Successfully Within Your Union

🕒 10:30am - 12:00pm, Oct 21

📍 Isabella-In Person Presenters

Participation and effective advocacy within WEA and your Local Affiliate can be elusive to professional minority members like school psychologists. Attend this session to hear from practicing school psychologists who have experienced success advocating within our union for change at the local and state level. This will be a panel presentation with an interactive question and action opportunity.

🗣️ Speaker, Attendee



Carrie Suchy, NCSP School Psychologist, Franklin Pierce Schools

🗣️ Speakers



Alex Franks-Thomas School Psychologist, North Thurston Public Schools



Paulette Selman School Psychologist & Special Education Parent Advocate, Paulette Selman Advocacy



Mary Bauer School Psychologist, Area 10 WSASP

12:00pm

LUNCH

🕒 12:00pm - 1:00pm, Oct 21

📍 Marie Antoinette Ballroom

The Deli Table Lunch Buffet

*Curry lentil soup GF

*Spring greens salad GF V

with cucumbers, tomatoes and bell peppers Dressings include: buttermilk ranch, balsamic vinaigrette (GF), and apple cider vinaigrette (GF, V)

*Roasted sweet potato salad** GF

with raisins and cashews

*Display of assorted mini sandwiches and wraps to include:

turkey, roast beef, ham and vegetarian

*Herbed Mayonnaise Dijon and Pickles

*Local chips

*Assortment of Davenport brownies

*Mini lemon meringue tart

*Freshly brewed Starbucks regular and decaffeinated coffee and a selection of Teavana hot teas

1:00pm

MTSS Panel: Words of Wisdom to our WA School Psych Colleagues from those with Experience RE: SLD & MTSS

🕒 1:00pm - 4:00pm, Oct 21

📍 Isabella-Some presenters will be virtual/some in person

Washington schools are about to embark on a 7-year journey that will witness our school districts design and implement a multi-tiered system of support for academic, behavioral and mental health issues for our students. The data from this RTI framework will be the basis for establishing eligibility for special education as learning disabled with 'additional data as determined by the assessment team'. There are naturally, many questions being raised by WA psychologists with respect to the ultimate use of the data-eligibility for an IEP. Representative school psychologists from Florida, North Carolina and Colorado have been assembled to answer these questions as these three states have already made the proposed shift. One foremost question, and for which we encourage the attendees to invite their building administrators to listen in virtually, is how the districts/buildings in these two states utilized their psychologists in both planning and implementation phases. Other questions to be asked will come from both the live audience and from an OSPI survey of key stakeholders conducted this past year. Asking questions will be the president of the WA ST Assoc. of School Psychologists and the Assoc. Director of the Assoc. Wa School Principals as there is concern that the data gathered in the course of delivering instruction, assessment and intervention will not correlate with the data needed for eligibility.

🗣️ Speakers



Caron Nowel School Psychology Coordinator, Charlotte-Mecklenburg Schools



Veronica Fiedler Specific Learning Disability Specialist, Colorado Department of Education



Justyn Poulos General (Other state association member) - IN PERSON, Director of MTSS



Bill Elvey Dispute Resolution Consultant/Investigator, WA Office of Superintendent of Public Instruction



Jason Harlacher, PhD. Senior Researcher, American Institutes for Research



Gina Yonts Associate Director, Association of Washington School Principals



Dr. Christine Espeland Inclusion Director, Association of Washington School Principals



Agatha Ratulowski MTSS Specialist/Intervention Team Specialist , Charlotte-Mecklenburg Schools

The Why and How of Performance Validity Testing in Children and Adolescents: The Pediatric Performance Validity Test Suite (PdPVTs)

🕒 1:00pm - 2:30pm, Oct 21

📍 Marie Antoinette-In Person Presenter

The importance of performance validity and effort assessment in child and adolescent evaluations is increasingly recognized, and this is reflected in the rapidly developing literature on this topic. A surprising number of children fail performance validity testing across many settings, including special education evaluations, forensic cases (e. g., mild TBI litigation), assessments for testing accommodations and 504 plans, social security disability, and more. Contemporary research has provided information regarding the prevalence of invalid test performance among children and youth, the frequency that performance validity tests are used during pediatric evaluations, potential factors underlying children and youth's failure to provide their best effort on testing, and the development of objective methods of assessing the performance validity in pediatric populations.

This training provides an overview of the current literature on pediatric performance validity assessment, with an emphasis on the need as well as methods for evaluating effort in both clinical and school settings when making diagnostic or classification decisions about children and youth based on scores from maximum performance tests such as measures of IQ, academic achievement, and a variety of neuropsychological tests. The training will also provide a detailed introduction to the Pediatric Performance Validity Test Suite™ (PdPVTs™), a new digital performance validity measure developed specifically for use with children and adolescents.

Learning Objectives:

At the end of the training, participants will be able to:

- *Explain the rationale and importance of including performance validity assessment in pediatric neuropsychological, psychoeducational, and related diagnostic evaluations whether the evaluation is completed for clinical or forensic purposes.
- *Distinguish between measures of performance validity and symptom validity.
- *Define the unique details of the development of measures of effort and performance validity.
- *Describe the development and psychometric characteristics of the Pediatric Performance Validity Test Suite.
- *Administer and interpret the newly available Pediatric Performance Validity Test Suite.

🗣️ Speaker



Cecil R. Reynolds, PhD Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar, Texas A&M University

Suicide Prevention (Approved 3 hour training for WA state recertification requirements)

🕒 1:00pm - 4:00pm, Oct 21

📍 Elizabethan-Presenter Virtual

THIS IS A STAND ALONE WORKSHOP AND YOU MUST REGISTER SEPARATELY THROUGH WSASP TO OBTAIN THE ZOOM LINK! This workshop is NOT available through Whova. (Email

intuiteducationalservices@gmail.com for further questions.)

Washington state PEAB & OSPI approved suicide prevention training based on HB 1336 (required training for School Counselors, School Nurses, School Psychologist, and School Social Workers) which covers youth suicide screening and referral needed to be certified and to have certificates continued in those professions. Based on the National Model School District and OSPI Policies. Will focus on theory, best practices, Covid 19 impacts, high-risk groups, tools for implementation, social media influences, and self-care for practitioners.

 Speaker



JoAnna Rockwood School Psychologist, Intuit Educational Services & Edmonds School District

Leadership in Action: Leading for Systems Change

🕒 1:00pm - 2:30pm, Oct 21

📍 Early Bird-Virtual Presenter

The need for effective leadership in systems change efforts is critical for success. School psychologists have the opportunity to assist schools adopt the RTI framework. The purpose of this presentation is to provide information regarding how school psychologists can be effective change agents and help to lead systems change activities. Following a brief overview of major leadership models, the presentation will focus on how school psychologists can use many of their existing skills and knowledge to become effective leaders in their schools and districts.

Learning Objectives: Participants will learn:

- *Effective leadership strategies
- *Essential skills for leaders
- *The importance of partners for change
- *The critical role of leadership in systems change

 Speaker



Leslie Z. Paige, EdS, NCSP NASP Past President

2:30pm

BREAK/VENDOR VISIT

🕒 2:30pm - 3:00pm, Oct 21

3:00pm

School Mental Health Delivery Through an MTSS Lens

🕒 3:00pm - 4:30pm, Oct 21

📍 Early Bird-Presenter Virtual

Mental health is everyone's responsibility. This introductory session will bring concrete examples and resources for the installation of mental health prevention and response within a district-wide, multi-tiered support system, creating a true system of care.

Objectives include:

- Understand the key concepts of mental health integration

- Describe what looks "different" in a district that has integrated mental health into MTSS, compared to a co-located model
- Describe the shifting role of the clinician
- Gain examples, documents, and other tools to help your district or school integrate mental health more efficiently and effectively

🗣️ Speaker



Jessica Swain-Bradway Executive Director, Northwest PBIS Network

Making the Switch: Moving from Discrepancy to Patterns of Strengths and Weaknesses

🕒 3:00pm - 4:30pm, Oct 21

📍 Marie Antoinette-In Person Presenters

In this presentation, practitioners will learn a process for transitioning from using the discrepancy model to using a Patterns of Strengths and Weaknesses approach. This presentation will include ways in which PSW supports culturally responsive assessment and equitable practice. A brief overview of CHC theory and how cognitive deficits can lead to academic challenges will also be presented. Attendees will have the opportunity to discuss and think through what their challenges and needs are, as their school districts approach the coming changes in state requirements.

🗣️ Speakers



Nicole Alston-Abel School Psychologist, Federal Way Public Schools



Maria Hernandez Federal Way Public Schools

4:30pm

COFFEE/SNACK BREAK

🕒 4:30pm - 5:00pm, Oct 21

📍 Marie Antoinette Ballroom

- *Assorted housemade cookies
- *Popcorn (assorted flavors)
- *Seasonal fresh vegetables
- *Freshly brewed Starbucks regular and decaffeinated coffee and Teavana hot teas
- *Regular and strawberry lemonade

5:00pm

Legal Update

🕒 5:00pm - 7:00pm, Oct 21

📍 Marie Antoinette-In Person Presenter

🗣️ Speaker



Lynette Basich Attorney at Law, Porter Foster Rorick LLP

7:00pm

DINNER ON YOUR OWN

🕒 7:00pm - 8:30pm, Oct 21

8:30pm

SOCIAL HOUR-POSTER PRESENTATIONS

🕒 8:30pm - 9:30pm, Oct 21

📍 Marie Antoinette Ballroom

*Select Hosted Bar

*Dessert Bar

Fri, Oct 22, 2021

7:30am

REGISTRATION

🕒 7:30am - 8:30am, Oct 22

GRAB & GO BREAKFAST

🕒 7:30am - 8:30am, Oct 22

📍 Marie Antoinette Ballroom

Grab and Go Breakfast

*Yogurt and granola

*Hard-boiled egg

*Whole fruit

*Juice

8:45am

KEYNOTE ADDRESS: SLD Identification Methods: Comprehensive Assessments for SLD in the Context of MTSS

🕒 8:45am - 10:15am, Oct 22

📍 Marie Antoinette-In Person Presenter

The purpose of assessment should be to plan intervention, but identification issues for students with SLD often emphasize eligibility and “finding the right child.” Multiple methods have been proposed for the identification of SLD, including different forms of cognitive discrepancy methods as well as newer methods that emanate from RTI and MTSS. This presentation reviews the reliability and validity of methods of identification based on these classifications, including IQ-achievement discrepancy, Patterns of Strengths and Weaknesses, and methods based on RTI. Presently there is little evidence supporting a role for systematic assessment of cognitive processes for identification or intervention of SLD, especially if methods incorporate assessments of intervention response. However, all identification methods function weakly if based on a single criterion, rigid cut points, or strict formulae. A hybrid method for identifying SLD in the context of MTSS is presented. In MTSS, the role of school psychologist shifts towards progress monitoring and intervention, which usually results in a need for hiring school psychologists.

🗣️ Speaker



Jack M. Fletcher, PhD Hugh Roy and Lillian Cranz Cullen Distinguished Professor of Psychology, University of Houston

10:30am

Culturally Responsive Assessment and Intervention: Why? What? How?

🕒 10:30am - 12:00pm, Oct 22

📍 Isabella-Virtual Presenter

This session highlights essential skills for providing culturally responsive assessment and intervention services to children and adolescents. The presentation will include a rationale for cultural adaptations in evidence-based treatments, cultural considerations in psychoeducational assessment, and strategies for integrating cultural variables into school-based assessment and intervention. Examples will be shared to demonstrate the subtle and nuanced ways that culture impacts the assessment and intervention process.

🗣️ Speaker



Janine Jones Professor of School Psychology and Associate Dean for Academic Affairs, University of Washington

“Decisions, Decisions: Is It a Speech Language Impairment or Specific Learning Disability in Listening Comprehension/Oral Expression?”

🕒 10:30am - 12:00pm, Oct 22

📍 Elizabethan-Virtual Presenters

IEP Teams are often faced with a conundrum in deciding between a Speech Language Impairment or a Specific Learning Disability in Listening Comprehension/Oral Expression. This presentation will provide a platform for understanding the scope of language and its importance to academic success. Participants will review a variety of formal assessment measures, as well as learn about the redundancy in testing between IEP team members. Participants will leave with explicit interventions and accommodations for these students, as well as other resources that can be implemented in the classroom tomorrow. The role that MTSS and progress monitoring plays in this decision will also be explored.

🗣️ Speakers



Ashley Arnold, M.A. LSSP, NCSP Assessment Consultant, Western Psychological Services (WPS)



Laura Stevenson Assessment Consultant, WPS

The Science of Dyslexia

🕒 10:30am - 12:00pm, Oct 22

📍 Marie Antoinette-In Person Presenter

This presentation will discuss a scientific view of dyslexia as a well-understood form of learning disability with specific reading, cognitive, neural, and genetic characteristics. Definition, assessment, and comorbidity

issues will be addressed, along with the characteristics of effective intervention with dyslexia. The implications of current neuroscience research for intervention will be discussed. Dyslexia is best treated in the context of MTSS frameworks that prevent reading problems through early identification and prevention with explicit, comprehensive and differentiated core general education and tiered interventions. Remediation is possible, but must be highly explicit and intensive, still in the context of general education instruction. For those who do not respond to core instruction, and supplemental instruction and intensive remedial intervention are needed. Like other learning disabilities, dyslexia is real, interferes with adaptation, and has definable neurobiological correlates. But the neural systems are malleable and many students can overcome dyslexia with early intervention. Intractability to instruction makes dyslexia unexpected, not a cognitive discrepancy.

 Speaker



Jack M. Fletcher, PhD Hugh Roy and Lillian Cranz Cullen Distinguished Professor of Psychology, University of Houston

CANCELLED DUE TO A FAMILY EMERGENCY-Beyond Study Skills: From Assessment to Social/Emotional Goals and Objectives to Address Executive Functioning

🕒 10:30am - 12:00pm, Oct 22

📍 Cancelled

As agents of change in our public-school settings, School Psychologists have the duty to use their assessment results to drive consultation and intervention services. This lecture will take participants through what assessments for executive functioning yield in terms of one's social/emotional profile and provide a roadmap for creating goals and objectives and consultative services to general education teachers. We will examine several of the most popular EF assessment tools and provide suggestions for how an item analysis of those tools can help School Psychologist's create individualized goals / objectives. Participants will then be given strategies to help general education teachers better understand how a student's deficits in executive function can impact one's social/emotional profile and simple classroom strategies to implement.

 Speaker



Chris Abildgaard, LPC, NCC, NCSP The Social Learning Center, LLC/University of St. Joseph, CT

The Role of the School Psychologist In The Identification OF Traumatic Brain Injury Among Students and Implementation of Return to Learn Protocols

🕒 10:30am - 12:00pm, Oct 22

📍 Early Bird- Virtual Presenter

While there are many kinds of brain injury, traumatic brain injuries (TBIs) or concussions are the most common in school aged children. For example, in 2019, the Centers for Disease Control (CDC) reported that 15.1% (2.5 million) of US high school students reported a concussion. The CDC also notes that it is only able to capture 1 out of 9 such injuries so the total numbers are likely significantly higher. Unfortunately, a TBI is not a "one and done" injury. In fact, these injuries resulting from an external force which can be quite slight, can result in total or partial functional disability or psychosocial impairment which can have life long impacts. Despite the impact of these injuries, they are often not identified to detect due to a lack of awareness and complex and often perplexing symptoms. School-based professionals are a foundational part of a child's environment and are the most likely to detect these injuries. In addition, schools themselves are arguably the best environment to help the majority of concussed students recover.

Prevention of TBI's is the ultimate goal but seems a difficult task. Awareness is the key to this and schools are the perfect place to provide education about TBIs. Materials are already readily available to be used for this purpose but are not widely used. Awareness around concussions and sports has increased greatly over the last 5 years but concussions off the field draw

much less attention and are much less likely to be identified and prevented.

Once a child is injured, identification of the injury is essential for treatment to be implemented. Schools are more likely even than doctor's offices to notice an injury because, according to CDC estimates, up to 70 percent of those with TBI do not seek medical help. Teaching students, staff, teachers and administrators about how to identify TBIs would provide the most comprehensive detection available to children. Screening tools to detect TBI in children are readily available but rarely used in a school environment.

The school is a key part of a child's recovery from TBI. Eighty percent of TBIs are mild and will not require medical intervention but do require some modifications to a child's environment to ensure a thorough recovery. Schools can play an essential role in helping students recover from a TBI through a process called Return to Learn (RTL) which is similar to Return to Play for concussed athletes. There are some well established RTL programs which are easy for schools to implement and can reduce rates of student absenteeism and drop out. They also improve student performance and reduce behavioral problems. Many TBIs are improperly diagnosed as learning disabilities and these children end up in inappropriate and costly special education environments which do not help them return to learn.

School psychologists are the best suited of all school-based professionals to improve awareness, screen and assist in implementing RTL protocols. They are most likely to be called on when a child exhibits changes in behavior or performance and they already have many tools at hand for screening and assessment. Because of their training, they can also take a lead in implementing or overseeing RTL programs which involve all levels of school-based professionals.

This presentation will provide education regarding the nature of TBIs and how they happen and how they impact students physically and psychologically. We will provide access to resources to be used for increasing awareness and ultimately preventing TBIs among school aged children. Finally, we will provide resources for screening and identification as well as protocols for RTL.

Speakers



Adam Grove Physician, Head To Toe Holistic Healthcare, LLC, and Alaska Traumatic and Acquired Brain Injury Advisory Council



Karyn Grove-Bruce Head To Toe Holistic Healthcare, LLC, and Alaska Traumatic and Acquired Brain Injury Advisory Council

12:00pm

LUNCH

🕒 12:00pm - 1:00pm, Oct 22

📍 Flowerfield

Soup and Salad Station

*French onion soup

*Housemade pastries**, sliced breakfast breads**

*Sliced fresh fruit and seasonal berries

*Classic tuna salad

*Greens:

Baby lettuce mix, Arugula, Bibb, Romaine

*Salad dressings include:

buttermilk ranch, balsamic vinaigrette GF, apple cider vinaigrette GF V and Caesar dressing GF

*Kalamata olives

*Chopped hard boiled eggs

*Diced cucumbers

*Parmesan cheese

*Grape tomatoes

*Green onions

Proteins:

sliced chicken, poached bay shrimp and quinoa

*Mini chocolate mousse tarts

*Petite chocolate and salted caramel cup GF

*Freshly brewed Starbucks regular and decaffeinated coffee and a selection of Teavana hot teas

1:00pm

General Membership Meeting-Washington-Hybrid

🕒 1:00pm - 2:20pm, Oct 22

📍 Marie Antoinette

General Membership Meeting-Alaska-Remote

🕒 1:00pm - 2:20pm, Oct 22

This session will be remote and the link will be provided by Alaska.

2:20pm

BREAK/VENDOR VISIT

🕒 2:20pm - 2:30pm, Oct 22

📍 Mezzanine

2:30pm

MTSS Decisions

🕒 2:30pm - 4:00pm, Oct 22

📍 Marie Antoinette-In Person Presenters

Within MTSS, educators make instructional decisions regarding student placement within tiered prevention/intervention systems, determine student responsiveness to programs and needs for instructional changes, and document that programs are delivered as intended. Schools often create teams for such decision-making. Unfortunately, teams often make decisions in isolation of one another, leading to redundancy and/or gaps in decision-making (McIntosh & Goodman, 2016). Additionally, school-based teams often focus on academic and behavioral/social-emotional needs separately, rather than taking an integrated approach in considering student needs. The purpose of our presentation is to describe basic considerations, potential barriers, and best practices for integrated teaming within MTSS. We will review different levels of school and district teams and best practices for communication within and between teams. Specifically, we will highlight the purpose of each integrated team, necessary team members and roles, questions to ask, rules to follow, and data to use for effective and efficient decision making. We will describe the ideal role of the school psychologist within integrated teams.

🗣️ Speakers



Susan Ruby Professor and Coordinator, SEL Certificate, Eastern Washington University, NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP)



Justyn Poulos General (Other state association member) - IN PERSON, Director of MTSS

School Psychologist: Change Agent

🕒 2:30pm - 4:00pm, Oct 22

📍 Elizabethan-In Person Presenters

Our educational landscape is beginning to shift dramatically in Washington State. In the wake of school closures due to the Coronavirus pandemic, and as new policies and procedures around MTSS, RTI and new SLD identification begin to roll out at the state level, it is crucial that school psychologists have strong communication skills to articulate their role and contributions to school and district systems. It is also crucial that school psychologists ground their work in social justice and advocate for students who are disproportionately receiving special education services and students who were disproportionately impacted by the school closures. In this session, participants will learn how to link their training and skills to district or building priorities, as well as to connect with key decision makers surrounding the school psychologist role. Participants will also learn critical skills for advocacy through a social justice/anti-racist lens. Finally, this interactive session will teach participants the fundamentals of good communication and professional advocacy planning, message development, and implementation.

Speakers



Alex Franks-Thomas School Psychologist, North Thurston Public Schools



Mikael Olson School Psychologist, Issaquah School District

An Integrated System of Mental Health Supports: One District's Action Plan

🕒 2:30pm - 4:00pm, Oct 22

📍 Isabella-In Person Presenters

Richland School District (RSD) formed the Student Health and Safety Committee in the fall of 2019 to address both school-based threat assessment requirements and social emotional learning (SEL) curriculum. Challenges identified by evidence from the RSD's 2018 Healthy Youth Survey data, formative data collection, and state and national statistics pointed toward an increase in the need for additional behavior and mental health support for students. Upon mandated closures associated with the COVID-19 health pandemic, this committee then contributed to RSD's reopening plan developing the wellness components of the district's Return to School Plan. Through continued practitioner advocacy in conjunction with RSD support, positions for RSD's Mental Health Assistance Team (MHAT) were formed in January 2021. MHAT is a multi-disciplinary team focused on the integration of mental health within the district's cross departmental work. The team is establishing processes and procedures to engage stakeholders in evidence-based, data driven decisions which will guide student interventions and effective referral processes to school and community mental health services. Through study of the National School Mental Health's Curriculum, partnering with University of Washington's SMART Center for ongoing technical assistance and consultation, and active work to utilize the expertise of the "four pillars" (school psychologists, school counselors, school social workers, and nurses), RSD's MHAT is working to integrate mental health and wellness as part of a single, multi-tiered system of services.

Speakers



Angie Withers General (WSASP member) - IN PERSON, Area 10



Michelle Sorensen School Social Worker, Co-Lead MHAT, Richland School District



Sara Milam School Psychologist, MHAT Member, Richland School District



Katie Pardini WSASP

CANCELLED DUE TO A FAMILY EMERGENCY - Five Critical Elements to School Based Mental Health Services for Students with ASD

🕒 2:30pm - 4:00pm, Oct 22

📍 Cancelled

Taken right from clinical and consultation experience, participants will learn about five critical elements to infuse into their counseling or social skills groups within the school setting. Due to the overwhelming need for mental health services students are experiencing, the role of the School Psychologist in providing those services is shifting. As more students are being identified as having an educational classification of Autism, School Psychologists and other school-based practitioners have a duty to integrate research based / clinically sound interventions to support those students with neuro-developmental delays. This session will focus on counseling techniques and ways to bridge those interventions used within the school to families and other community supports.

Speaker



Chris Abildgaard, LPC, NCC, NCSP The Social Learning Center, LLC/University of St. Joseph, CT

All Hands on Deck: Equity-Centered SEL and How You Can Help Lead It

🕒 2:30pm - 4:00pm, Oct 22

📍 Early Bird-Virtual Presenters

Many school psychologists want to be more involved with equity-centered SEL efforts in their schools but need effective ways to lead it and feasible ways to do it. This session offers an opportunity to update your knowledge about SEL practices in assessment and intervention across a multi-tiered system. This session offers feasible ways and practical resources to help you serve as a valued SEL consultant in your buildings. This session will provide you with the following 3 objectives:

1. An overview of best practices in the equity-centered SEL framework to-date, including SEL assessment, strategies, and programming;
2. Practical ways you can serve as a building-level SEL consultant and/or leader; and
3. Tips & tricks for leading SEL, including work arounds, strategic moves, and prioritization (i.e., "if you could only do one thing...").

Speakers



Laura Feuerborn Professor, University of Washington Tacoma



Kawena Begay Assistant Professor, University of Washington Tacoma



Mari Meador Implementation Coach, Whole Child , University of Washington Tacoma University of Washington-Tacoma

4:00pm

VENDOR VISIT/SNACK BREAK

🕒 4:00pm - 4:30pm, Oct 22

📍 Flowerfield

- *Trail Mix
- *Davenport freshly baked assorted brownies
- *Regular and strawberry lemonade
- *Freshly brewed Starbucks regular and decaffeinated coffee and Teavana hot teas

4:30pm

Planning for Successful Return to School for Students with Traumatic Brain Injuries

🕒 4:30pm - 6:00pm, Oct 22

📍 Marie Antoinette-In Person Presenter

REAP, a community-based model for management of Traumatic Brain Injury (TBI) in the school setting, will focus on the importance of the multidisciplinary team including Family, Student, Various School-based Members, and Medical/Healthcare Specialists. Application of the concepts of Recognition/Removal/Reduce, Education, Adjustment/Accommodate, and Pacing will be reviewed.

Speaker



Janet Mott Clinical Case Manager and Support Group Facilitator, Brain Injury Alliance of Washington

Centering Equity and Student Voice through Inclusionary Practices

🕒 4:30pm - 6:00pm, Oct 22

📍 Isabella-In Person Presenter

This session will focus on strategies for centering equity and student voice through inclusionary practices. Participants will discuss state-level special education data trends and learn how to access and analyze building-level student and placement data. The discussion will focus on strategies for leveraging student voice and inclusive access in the evaluation process and as part of recommendations for IEP team discussions.

🗣️ Speaker



Tania May Director of Special Education, Office of Superintendent of Public Instruction

Cultural and Linguistic Diversity (CLD), English Language Learners (ELLs), and Special Education (Sped)

🕒 4:30pm - 6:00pm, Oct 22

📍 Elizabethan-In Person Presenters

The population of students that are culturally and linguistically diverse (CLD) continues to rise in America. As educators, we needed a better understanding of their needs in order to better plan for their success. In Richland School District, a group of us worked towards our English Language Learner (ELL) endorsements and the formation of an ELL committee. We have also found it difficult to separate difference from disability. We worked towards having guidance and resources to help us when a student that receives ELL services is being considered for a special education referral. And in order to do that we needed a further understanding of ELL Programming, Student Proficiency in English, Language Development, and Cultural Awareness. We also consider NASP Recommendations, 10 Questions when referring to SPED, and Steve Gill's 16 Critical Data Points and the usefulness of resources such as the cross-battery approach (XBA) and the Culture-Language Interpretive Matrix (C-LIM).

🗣️ Speakers



Tascina Penor School Psychologist, Richland School District



Sally Mack Special Education Teacher, Richland School District

Analysis of RTI Data

🕒 4:30pm - 6:00pm, Oct 22

📍 Early Bird- Virtual Presenter

You've identified who needs to be at which tier. You've provided an empirically supported intervention. You've tracked the data correctly. Now, you must decide on this child's needs regarding future interventions or diagnostic placement. This workshop will teach you three ways to make these decisions: trend analysis, effect size, and gap analysis. The presenter will provide tools and guides to aid in each of these data analysis methods. Participants will be provided examples and practice opportunities to make sure that each method is clear and applicable in their own practice.

 Speaker



S. Kathleen Krach, PhD, NCSP Assistant Professor, Florida State University

Sat, Oct 23, 2021

8:00am

Continental Breakfast

🕒 8:00am - 9:00am, Oct 23

📍 Flowerfield

*Assorted granola bars

*Yogurt

*Freshly brewed Starbucks regular and decaffeinated coffee and Teavana hot teas

9:00am

Helping Students Cope with the Mental Health Aftermath of the Covid-19 Crisis

🕒 9:00am - 10:30am, Oct 23

📍 Marie Antoinette-In Person Presenter

The Covid crisis has been quite unsettling for education and the students receiving educational services. Given the increase isolation caused by virtual classrooms and the inability to hold in-person social activities, the mental health of students appears to be significantly impacted. With increase rates of anxiety, depression and self-harming behavior being reported by school personnel and emergency room doctors, proactive strategies to help all students during the academic year of 2021-2022 are needed. This talk will focus on social emotional learning strategies that can help middle and high school students address their elevated anxiety, depression and feelings of isolation as they begin to transition themselves back to regular education classrooms. For school psychologists, this talk will identify strategies that they can use in their Tier II and Tier III service delivery models that will help reduce the risk of self-harm and suicidal behavior. Finally, implementation of these strategies at the Tier I level will help provide mental health promotion and resilience for current and future crisis situations.

 Speaker



James Mazza Professor, University of Washington

Utilizing Trauma-Informed Practices for Facilitating Difficult Meetings

🕒 9:00am - 10:30am, Oct 23

📍 Early Bird-In Person Presenter

There are many factors that can cause trauma to a person. Many of those factors are unknown, especially now, when families are confined to their own homes and experiencing their own life challenges. However, we are still required to move forward with our daily lives and hold difficult conversations and facilitate meetings. Participants will learn how to recognize when they are faced with a crucial conversation, and learn the trauma-informed skills to master those crucial conversations.

🗣️ Speaker



Kimberly Hively School Psychologist; Business owner, North Thurston School District; Elevate Training & Consulting LLC

Written Expression within MTSS: Scoring and Decision Making Options

🕒 9:00am - 10:30am, Oct 23

📍 Isabella-Virtual Presenter

This presentation will provide participants with an overview of how to think about written expression assessment and intervention for struggling writers and students with disabilities within an MTSS framework. Basic scoring concepts and an overview of how to identify a student's missing skills, concepts and strategies in written expression will be shared. Examples will be given of how to match assessment results to student's needs and the development of specific interventions that will allow students to grow in written expression.

🗣️ Speaker



LeAnne Robinson Western Washington University

If it Walks and Quacks Like a Duck: An Avian Model for Using General Ed Data to Guide Special Ed Eligibility and Placement Decisions

🕒 9:00am - 10:30am, Oct 23

📍 Elizabethan-In Person Presenter

At my high school, I have encountered two particular decisions that often lack supportive data thus leaving the team to their 'gut feelings'. The re-evaluation decision as to whether a student continues to require specially designed instruction (SDI), and the placement of a student new to special ed or new to our school via transfer or promotion from middle school, on our continuum of classes in either English or Math rarely are based on data. Our school offers classes at an Essential level (elementary school equivalent); Skills level (middle school equivalent); co-taught general ed class level (one teacher is gen ed while the other is special ed) or a non-supported general ed classroom with only accommodations. The model presented in this talk will walk you through the establishment of local norms for **any** test used by general ed. Data from these tests could then provide supportive data for either decision. The basic assumption is that if a student's academic levels are similar to those in a specific program or class placement, then the curriculum match is probably the most appropriate for that student and academic success most probable. We were able to establish cutoff criteria in the areas of Reading Comprehension (using the Reading Inventory); Algebra readiness (using iReady); Written Language (using a writing sample to HS level prompt); and Study Skills (using my own 20-item survey). The necessity for this type of data collection and use is a result of the need for remote assessment during the pandemic and also the future direction of SLD eligibility in the state.

Learning Objectives (3)

*Attendees will gain an appreciation for special education decisions that are often made in the absence of data.

*A process will be introduced that will allow audience to identify a range of scores on any test that identifies the student as 'fitting' into a particular placement/program.

*Attendees will be introduced to assessment tools that could provide information on reading comprehension, algebra readiness; written expression and study skills.

 Speaker



Steve Hirsch School Psychologist, Shoreline School District; WSASP PD Chair

10:30am

Brunch

🕒 10:30am - 11:30am, Oct 23

📍 Flowerfield

Brunch Buffet

*Housemade pastries**, sliced breakfast breads**

*Sliced fresh fruit and seasonal berries

*Scrambled eggs GF

*Roasted Yukon gold potatoes
with herbs, bell peppers and red onions

*Smoked bacon

*Pork sausage links

*Spring Mix Salad
with assorted Dressings

*Marinated Portabella Mushrooms
with seasonal vegetables

*Peppercorn Crusted Beef Tri Tip
with Roasted garlic mashed potatoes and Port Wine Demi

*Chicken Marsala and Rice Pilaf

*Milk Chocolate panna cotta shooter

*Raspberry cheesecake bits

*Chilled fruit juices

*Freshly brewed Starbucks regular and decaffeinated coffee and a selection of Teavana hot teas

11:30am

Ethics: The Essence of a School Psychologist

🕒 11:30am - 2:30pm, Oct 23

📍 Marie Antoinette-In Person Presenter

As school psychologists, we strive to promote support of students we serve, particularly those students with disabilities that need attention and advocacy that we provide to them. The essence of a school psychologist lies in advocacy for our students, and our ability to offer a frame of understanding of the students we serve, and their needs. That frame of understanding is developed when we work directly with students, and with the systems in place in our schools that play large roles in how we proceed to advocate and support them. More than ever today, we need to promote the need for students to receive relevant, meaningful instruction before assuming that special education holds a place in academic, social, behavioral and other programs that are provided. This focus applies more than ever to students identified with specific learning disabilities, but also to students regardless of disability.

This presentation will fulfill NASP guidelines for ethics and professional practices certification, The essence of a school psychologist is advocacy of what students need for success. This presentation will focus on what we can provide students, and to our schools, to promote immediate success for those students that struggle, and support throughout their educational experiences.

 Speaker



Michael Kirlin School Psychologist; WSASP Ethics Chair, Tacoma School District

Teaching Hope & Recovery in a Post-Pandemic (?) World

🕒 11:30am - 1:00pm, Oct 23

📍 Elizabethan-Virtual Presenter

Title: Teaching Hope & Recovery in a Post-Pandemic World

Abstract: As the Covid-19 pandemic slows down, our response continues to evolve. We must take care of ourselves and our own trauma from the past two years to create the emotional space to care for our most vulnerable students. This presentation will focus on steps for your recovery; how creativity generates hope for ourselves and our students; and why it is important to integrate the past with our present. This presentation integrates the work of Antonio Damasio (*The feeling of what happens: Body and emotion in the making of consciousness*); Lewis, Amini, & Lannon (*A general theory of love*, Peggy Pace (*Lifespan integration: Connecting ego states through time*) and Dr. Van Der Kolk, (*The body keeps the score: Brain, mind, and body in the healing of trauma.*)

🗣️ Speaker



Susan Smoots, NCSP School Psychologist, Evergreen Middle School, Everett Public Schools

Teamwork Makes the Dream Work: Autism Spectrum Disorder Evaluations

🕒 11:30am - 2:30pm, Oct 23

📍 Isabella-Virtual Presenter

This training will cover the legal and critical components of a school based Autism Spectrum Disorder (ASD) evaluation. Participants will differentiate between DSM-V and IDEA criteria for evaluating autism. Participants will be introduced to a best practices approach to the multidisciplinary team process for special education evaluation of autism. Participants will acquire knowledge and skills in the overall process for assessing autism spectrum disorders (ASDs), including selection of instruments, addressing classification issues, integrating data in the evaluation, and making appropriate recommendations for programming.

🗣️ Speakers



Ashley Arnold, M.A. LSSP, NCSP Assessment Consultant, Western Psychological Services (WPS)



Laura Stevenson Assessment Consultant, WPS

School Mental Health and MTSS Efforts in Washington: Implementation Examples, Resources and Recommendations

🕒 11:30am - 1:00pm, Oct 23

📍 Early Bird-In Person Presenter (s)

The newly released US Department of Education resource, *"Supporting Child and Student Social, Emotional, Behavioral and Mental Health during COVID-19 Era"*, address challenges and recommendations for school mental health, and emphasizes the need for an integrated framework. Highlighted in the new resource is an example of how, in the Northwest Region, several states, universities, education and behavioral health leaders, and regional training and TA entities and other organizations have been collaborating to build capacity to install school mental health within MTSS in several districts. In this session, we will discuss the

Interconnected Systems Framework efforts including the role of the Northwest Mental Health Technology Transfer Center's School Mental Health supplement at the University of Washington SMART Center, which provides training and TA to school mental health providers in Alaska, Idaho, Oregon and Washington. A Washington school district will share an implementation example of what this has looked like in a rural eastside school district including partnerships with universities to increase the mental health workforce. Additional examples of service delivery models at the high school level and middle school levels will also be discussed.

Speakers



Kelcey Schmitz, MSEd Assistant Director of Training and TA, UW SMART Center Training and TA Core



Tawni Barlow, Director of Student Services, School Psychologist General (Non-member) - IN PERSON, Area 8



James Mazza Professor, University of Washington