

WSASP 2023 Fall Conference

Event Schedule

Thu, Oct 19, 2023

9:00 AM

Circle of Courage: Native American Model of Education

🕒 9:00 AM - 9:45 AM, Oct 19

Circle of Courage is a Native American Model of Education. This model delineates 4 components: Generosity, Belonging, Independence, and Mastery. Each of these components play an integral part in guiding and molding Trauma-impacted children to discover themselves by “owning” these 4 self-directed components. Circle of Courage plays an integral part in any Trauma-Informed Classroom, School, or District. We have lots to learn from the Indigenous People of our country.

Aligns to NASP Domains:

- 3: Academic Interventions and Instructional Supports
- 4: Mental And Behavior Health Services and Interventions
- 5: School-Wide Practices to Promote Learning
- 6: Services to Promote Safe and Supportive Schools
- 8: Equitable Practices for Diverse Student Populations

*Will not be recorded

🗣️ Speaker



Donna McPeak
Peak Solutions, LLC

Introducing the New Tests of Dyslexia: Essential For Your Assessment Toolkit

🕒 9:00 AM - 12:00 PM, Oct 19

The new Tests of Dyslexia (TOD) is the first comprehensive assessment of dyslexia for people ages 5-89. The TOD effectively eliminates the need to use different assessments. Instead, it delivers a simple, streamlined solution to help identify individuals with dyslexia quickly and effectively and produce interventions and recommendations. This session includes information on what dyslexia is (and isn't), the rationale for TOD development, an overview all TOD batteries (Screener, Early and Comprehensive), standardization, reliability and validity and other TOD resources including co-normed Rating Scales and the Dyslexia Interventions and Recommendations Companion Guide.

Aligns with NASP Domains:

- 1: Data Based Decision Making
- 3: Academic Interventions and Collaboration
- 5: School-Wide Practices to Promote Learning
- 8: Equitable Practices for Diverse Student Populations
- 9: Research and Evidence-Based Practice

🗣️ Speaker



Stephanie Kneedler, EdD, NCSP
School Psychologist, Assessment Consultant
Western Psychological Services (WPS)

Considerations for Assessing Students who are Deaf and Hard of Hearing: The Special Education Evaluation

🕒 9:00 AM - 10:30 AM, Oct 19

This presentation will serve as guidance for evaluating deaf/hard of hearing students for school psychologists and IEP team. Due to deafness/hard of hearing being a low incident disability with limited normative data, school teams may not be accustomed to thinking about learning issues caused by a sensory impairment access issue vs a learning difference due to a disorder. While there is no standard evaluation process district to district, we draw upon research to provide evidenced based practice.

Aligns with NASP Domains:

8: Equitable Practices for Diverse Student Populations

9: Research and Evidence-Based Practice

👤 **Speakers**



Dr. Betsy Schluge, AuD CCC-A

Educational Audiologist
ESD 123



Dr. Sarah Owens, AuD CCC-A

Educational Audiologist
CDHY

A New Model of Growth Resilience Ecosystemic Consultation (G.R.E.CO) in Schools: Global Lessons for School Psychologists from the Greek-Cypriot Educational System

🕒 9:00 AM - 9:45 AM, Oct 19

Under Construction

👤 **Speaker**



Anastassios Matsopoulos

10:00 AM

In progress! It's about ethics and decision making though!

🕒 10:00 AM - 11:30 AM, Oct 19

Aligns with NASP Domain 10: Legal, Ethical, and Professional Practice

👤 **Speakers**



Shanna Davis, PhD, NCSP

Associate Professor
Eastern Washington University



Kristy Kelly, PhD, NCSP

Associate Clinical Professor
University of Wisconsin-Madison

Responsive Social and Emotional Learning with Students with Learning Disabilities

🕒 10:00 AM - 10:45 AM, Oct 19

Students with Learning Disabilities often have social and emotional needs, yet research and practice recommendations are lacking. Learn about responsive SEL for students with LD, including assessment, strategy selection, implementation considerations, and coordination across tiers.

Aligns to NASP Domains:

- 2: Consultation and Collaboration
 - 4: Mental And Behavior Health Services and Interventions
 - 9: Research and Evidence-Based Practice
-

Speakers



Laura Feuerborn, Ph.D.
University of Washington Tacoma



Ashli Tyre, Ed.D.
Seattle University



Barb Gueldner Ph.D.

11:00 AM

What Every School Psychologist Needs to Know about the Science of Reading

🕒 11:00 AM - 11:45 AM, Oct 19

This session will review the body of evidence known as the Science of Reading and explain why school psychologists need to understand and apply these findings in their work. The National Reading Panel report will be a foundation for reviewing recent research that identifies the most effective reading instruction practices for all students. The session will identify the types of data necessary to understand a student's reading problems, as well as the types of interventions and progress measures likely to improve reading performance.

Aligns to NASP Domains:

- 1: Data-Based Decision Making
 - 3: Academic Interventions and Instructional Supports
 - 8: Equitable Practices for Diverse Student Populations
 - 9: Research and Evidence-Based Practice
-

Speaker



Rachel Chidsey-Brown, Ph.D., NCSP
University of Southern Maine

Equitable School Mental Health Screening: A How to Guide

🕒 11:00 AM - 12:30 PM, Oct 19

Considering our nation's legacy of racism and the growing recognition of social influencers of health on mental health inequities, it is imperative to re-envision how we approach mental health screening in schools using an equity lens. Universal school mental health screening typically focuses on identifying individuals at-risk for or experiencing mental health distress through a deficit lens. Screening for the sole purpose of identifying at-risk individuals ignores key structural risk factors that create, exacerbate, and maintain racial disparities while placing the onus on individuals. Ultimately this approach is ineffective in addressing mental health inequities and has the potential to perpetuate oppressive practices in schools. Equity-focused mental health screening requires a shift from individual- and deficit-focused approaches to systems- and holistic-focused approaches that (a) identify strengths and stressors among individuals, groups, and communities; (b) dismantle marginalizing structures that contribute to differential risk for social, emotional, and behavioral difficulties; and (c) promote positive mental health outcomes for racially and ethnically minoritized youth.

Universal mental health screening is a promising approach to supporting students' mental health and wellness. Tangible examples of how to conduct school mental health screening will be provided throughout the presentation. A practical approach to equity-explicit universal school-based screening will be discussed; in particular, this presentation will provide practitioners with foundational knowledge and skills focused on three critical phases of screening (i.e., preparation, implementation, and followup).

Aligns to NASP Domains:

- 1: Data-Based Decision Making
- 4: Mental And Behavior Health Services and Interventions
- 5: School-Wide Practices to Promote Learning
- 8: Equitable Practices for Diverse Student Populations

📌 Speakers



Stephanie A. Moore, PhD, NCSP, LP

Assistant Professor
University of California, Riverside



Anna C. J. Long, PhD, LP

Associate Professor
Louisiana State University



Jennifer M. Cooper, PhD

Assistant Professor
Yeshiva University



Erin Dowdy, PhD, NCSP, LP

Professor
University of California, Santa Barbara



Ashley Mayworm, PhD, NCSP, LP

Assistant Professor
Loyola University Chicago



Sara Whitcomb, PhD, LP

Professor
University of Massachusetts Amherst

12:00 PM

Getting Students in Rhithm

🕒 12:00 PM - 12:45 PM, Oct 19

A presentation of the student safety solution, Rhithm, and ways that districts can use the daily check-in to inform MTSS, RTI, and best allocate resources to help more Kindergartners reach graduation.

Provide a demonstration of the evidence based application Rhithm. Show district level data and ways to utilize the information to best allocate resources. Show the correlations between Rhithm and improved learning readiness levels district-wide.

Aligns to NASP Domains:

- 1: Data-Based Decision Making
- 3: Academic Interventions and Instructional Supports
- 4: Mental And Behavior Health Services and Interventions
- 5: School-Wide Practices to Promote Learning

🔊 Speaker



Sarah Vance, MS

Rhithm

The School Psychologist's Role in Promoting Scientific Bases of Mathematics Instruction: Avoiding Myths, Embracing Evidence, & Advancing Student Learning

🕒 12:00 PM - 1:30 PM, Oct 19

School psychologists operate at the intersection of evidence-based principles and frontline realities in schools. Thus, school psychologists can be key actors in reducing tension when philosophies are pitted against evidence and assist schools to adopt and deliver more effective instruction at scale. But school psychologists may not understand how Science of Math (SOM), MTSS, and equitable practices are mutually supportive: each attempts to institutionalize the premise that (a) learning is a predictable outcome of highly effective instruction and (b) implementing highly effective instruction in all classrooms is possible with the right resource allocations and commitment to science over philosophy. Yet, we know that we have a long way to go, as current findings reflect that schools struggle to act upon intervention data and assist schools to do the work of sustained, high-quality intervention delivery (Silva et al., 2020). This session will detail key scientific findings pertinent to teaching math and leading a school toward adoption of science-based math instruction in classrooms. Effects on learning and specifically closing of equity gaps will be shared. Attendees will take away tactics to try right away in their own settings and web-based resources to start their own work to adopt science-based math instruction.

Aligns to NASP Domains:

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- 9: Research and Evidence-Based Practice

🔊 Speaker



Amanda VanDerHeyden, Ph.D.

1:00 PM

Evaluating TIER 1 Reading Instruction

🕒 1:00 PM - 1:45 PM, Oct 19

Under Construction

🔊 Speaker



Dennis Sisco-Taylor

Social Justice and Culturally Responsive Professional Practices

🕒 1:00 PM - 4:00 PM, Oct 19

As districts in Washington State continue moving toward implementation of MTSS and new SLD identification policies and procedures, and in recognition of the complexity of disentangling the impacts of school closures on students' current learning and behavioral challenges and possible need for special education evaluations, school psychologists must, now more than ever, ground their work in social justice, advocate for racially, ethnically, culturally, and linguistically minoritized and marginalized students who are disproportionately receiving special education services, and engage in culturally responsive professional practices to help move our systems forward with equity at the center of our beliefs and practices. In this session, participants will learn about the history of assessments, racism and white supremacy in the field of school psychology, disproportionality, and components of social justice, advocacy, and culturally responsive professional practices. One school district's journey in examining their disproportionality and implementing a plan to address it will be shared and resources will be provided.

Aligns to NASP Domains:

- 1: Data-Based Decision Making
- 2: Consultation and Collaboration
- 7: Family, School and Community Collaboration
- 8: Equitable Practices for Diverse Student Populations
- 9: Research and Evidence-Based Practice
- 10: Legal, Ethical, and Professional Practice

🗣️ **Speaker**



Mikael Olson, Ed.S., NCSP
School Psychologist ; WSASP President
Issaquah School District; WSASP

Teacher "Buy-In" for In-Class Academic Interventions: Literature Review, Resources, and Selected Case Study

🕒 1:00 PM - 1:45 PM, Oct 19

In the literature, teachers' level of "buy-in" is often referred to as "Intervention Acceptability" or "Social Validity". As schools in WA state continue to build their MTSS with a strong emphasis on Tier 1 core instruction and Tier 2/Tier 3 general education interventions, it's critically important to understand the role that teachers' acceptability of interventions plays into the overall success of those interventions. Additionally, this data can be used to help districts evaluate the ongoing implementation of MTSS and adjust the level of building support necessary to ensure that evidence-based interventions continue to be used with fidelity. This presentation will review the research literature on Intervention Acceptability as well as methods for assessing Acceptability, including handouts and google forms templates of sample Acceptability measures. We will also provide data from one WA district on pre/post teacher Acceptability ratings and student outcomes for commonly used academic interventions (including the Reading Racetrack for reading fluency; and Cover, Copy, and Compare for spelling) that can be easily implemented in the classroom, either in small groups, or through whole class delivery.

Aligns to NASP Domains:

- 2: Consultation and Collaboration
- 3: Academic Interventions and Instructional Supports

🗣️ **Speakers**



Briley Proctor, PhD
University Trainer
Eastern Washington University



Lee Pruett, MS, NCSP
School Psychologist
Bainbridge Island School District

2:00 PM

Adolescents' Mental Health Problems, Teacher Support, and School Adaptation: A Qualitative Analysis based on the Trajectory Equifinality Model

🕒 2:00 PM - 3:30 PM, Oct 19

In this session, the author of "Adolescents' mental health problems, teacher support, and school adaptation: A qualitative analysis based on the Trajectory Equifinality Model" describes the details of the research by quoting the actual utterances of the interviewees. Adolescents who do not seek help from others, concealing their problems, make it difficult for teachers to detect students' mental health problems early and provide preventive interventions. Individual interviews of secondary-school teachers (n = 15; 8 men and 7 women) were conducted for this study, where they were asked to report their experiences of providing support to students who did not seek help but were deemed to need it. The analysis was based on thematic analysis and the Trajectory Equifinality Model. The 26 cases (11 boys and 15 girls) included in the final analysis were categorized into four problem areas: family problems, school refusal, developmental disabilities, and interpersonal relationships at school, and the interaction processes in each problem domain were described. The results identified effective support behaviors that were common to all problem domains, such as environmental adjustment, as well as support behaviors that were effective for specific problem domains, such as support developing future vision and one-on-one tailored approach. However, it was also indicated that direct interventions without consent from the student risk breaking the connection between schools and students. Future research in other cultures with different teacher roles, and studies for the purpose of theory generation are indicated.

Aligns to NASP Domains:

6: Services to Promote Safe and Supportive Schools

7: Family, School and Community Collaboration

9: Research and Evidence-Based Practice

 **Speaker**



Kyoko Amai, Ph.D.

Chiba University, Japan

Threat Assessment and Behavior Management: A Promising Alternative to Zero Tolerance Policies

🕒 2:00 PM - 3:30 PM, Oct 19

Concerns related to the ineffectiveness and disproportionate use of zero tolerance policies and exclusionary discipline practices have resulted in calls for alternative approaches to school violence prevention. Threat assessment and behavior management (BTAM) is one such alternative. Research indicates that BTAM is associated with lower student aggressive behavior, fewer reports of bullying and fewer long-term suspensions, and lower use of exclusionary discipline. This presentation will provide an overview of BTAM and will review the findings of two studies examining BTAM implementation in three Colorado school districts. Results of these two studies reveal the extent that BTAM is used, the demographics of the students assessed, and the disciplinary and non-disciplinary outcomes of the threat assessments. A particular focus of this research was on potential disparities. Implications for both the use of BTAM as a violence prevention strategy and school discipline reform will be discussed.

Aligned to NASP Domains:

6: Services to Promote Safe and Supportive Schools

 **Speaker**



Franci Crepeau-Hobson, PhD

Professor of School Psychology

University of Colorado Denver

School Psychologist Actions to Prepare their Districts for 2028

🕒 2:00 PM - 3:30 PM, Oct 19

Washington State is on a timeline to sunset the discrepancy approach for SLD evaluations and to adopt a process that includes decision making regarding a student's response to evidence-based interventions delivered with fidelity. While school psychologists may have the knowledge and skills to transition to this process, many schools and districts lack the infrastructure and components necessary to successfully implement and evaluate a Response to Intervention (RTI) approach. Our presentation will provide school psychologists with actionable steps they may take to assist buildings and districts to prepare for the 2028 implementation date.

🗣️ Speakers



Susan Ruby, PhD.
Eastern Washington University



Bill Rasplica
University of Washington-Bothell



Dr. Stephanie King
University of Washington Bothell

4:00 PM

Legal Update

🕒 4:00 PM - 5:30 PM, Oct 19

Overview of significant/interesting caselaw from the past year and legal Q&A

Presentation Objectives:

Stay up to date on legal trends in Washington and beyond; refresh understanding of IDEA's procedures; increase understanding of how to prioritize IDEA's overlapping procedural requirements in complex cases

Aligns to NASP Domain:

10: Legal, Ethical, and Professional Practice

*Will not be recorded

🗣️ Speaker



Lynette Baisch, LLP
Attorney
Porter Foster Rorick LLP

Fri, Oct 20, 2023

8:00 AM

Evaluating Cultural and Linguistic Load of IQ Scores for English Language Learners

🕒 8:00 AM - 8:45 AM, Oct 20

The assessment of culturally and linguistically diverse (CLD) students, including students who are learning English as a second language (English language learners, ELL), continues to be a challenge for school psychologists, many of whom have had limited opportunities for training and practice with students from these populations. Given the diverse demographics in public schools, the provision of state-of-the-art psychological services to children and youth from CLD backgrounds is an increasingly important concern. The present study evaluated the degree to which the Woodcock-Johnson III Cognitive Culture-Language Interpretive Matrix (C-LIM) accurately distinguishes between test scores of English-speakers and English language learners. This, along with prior research suggests that the C-LIM may not accurately measure the cultural and linguistic demand of standardized tests as intended. Implications for school psychologists are discussed.

Aligns to NASP Domains:

- 1: Data-Based Decision Making
- 8: Equitable Practices for Diverse Student Populations
- 9: Research and Evidence-Based Practice

🗣️ Speaker



Carlos O. Calderon, PhD
Associate Professor
Northern Arizona University

Strategies and Tools for Being an Effective Field Supervisor

🕒 8:00 AM - 9:30 AM, Oct 20

The focus of this presentation is how to be a more effective supervisor of School Psychology practicum and internship students (aka, "supervisees"). Topics will include how to use formative and summative measures of competencies and professional work characteristics, addressing conflict with supervisees, differentiating supervision based on student needs, and methods for delivering feedback in a clear yet supportive manner. Sample tools that will be shared include internship contracts, competency forms, plans of performance, supervisor surveys, agendas for supervision meetings, and student logs.

Aligns to NASP Domains:

10: Legal, Ethical, and Professional Practice

🗣️ Speakers



Briley Proctor, PhD

University Trainer
Eastern Washington University



Jamie Lawlar, EdD, NCSP

Eastern Washington University



Elizabeth Willis, M.S., Ed.S, NCSP

Eastern Washington University

School-based Identification of Autism in Females and Nuanced Presentations

🕒 8:00 AM - 9:30 AM, Oct 20

Brief description- discussion of effective ways to identify autism in female and nuanced presentations in a school setting.

Presentation Objectives:

- 1- Explore differences in data interpretation for nuanced presentation of autism
- 2- Identify empirically-supported assessment approaches to effectively identify nuanced presentations of autism
- 3- Discuss data collection options for the school setting

Aligns to NASP Domains:

- 1: Data-Based Decision Making
 - 8: Equitable Practices for Diverse Student Populations
 - 10: Legal, Ethical, and Professional Practice
-

🗣️ Speaker



K. Kawena Begay, PhD, NCSP, Licensed Psychologist

University of Washington Tacoma

Inclusive Education for Students with Extensive Support Needs: School Psychologists as Leaders for Equity in MTSS

🕒 8:00 AM - 11:00 AM, Oct 20

Inclusion occurs when all students, regardless of disability, have the support they need to learn in the general education classroom, interact with peers, and access the resources and opportunities available to all students in the school community. As schools develop more robust multi-tiered systems of support (MTSS), the potential for high-quality universal practices – accessible to all students – has never been greater. However, students with intellectual and/or developmental disabilities are often left out of school teams’ vision of Tier 1 academic, social-emotional, and behavioral supports. This presentation will discuss the school psychologist’s leadership role in shaping school systems and practices to set the stage for inclusion and ensure that all really does mean all. The session will be rich in useful resources and examples.

Aligns to NASP Domains:

- 3: Academic Interventions and Instructional Supports
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- 9: Research and Evidence-Based Practice

🗨️ **Speakers**



Cassie Martin, PhD
Executive Director of Special Education
OSPI



Gail Ghere, PhD
Research Associate
TIES Center



Jaimee Kidder, PhD, BCBA
Special Education Program Supervisor
OSPI



Melissa Ward, PhD., NCSP
Director of Special Education
Northshore School District

9:00 AM

Strategies for Meaningful Data in Evaluation and Referral Meetings

🕒 9:00 AM - 12:00 PM, Oct 20

As School Psychologists, we have all sat through evaluation meetings where row after row of data is read out, while parents stare blankly and teachers turn off their cameras. We sit through referral meetings where teachers and parents alike give one-word answers, leaving us with little to no information to base decisions off of... Psych meetings have become a federal formality, when they have the potential to be so much more!

The 2021 winner of the WSASP Award for Best Practices in Assessment, Amanda Dawson (Ed.S., NCSP) will bring her marketing research experience to the stage to help guide Psychologists to create meaningful and actionable evaluation and referral presentations that not only cover key data points, but which are accessible to a diverse audience that includes parents and educational teams. By looking at meetings with a customer service framework, you will learn how to present visual data quickly and easily, create personalized presentations for your students (in under an hour!), and review ways to make evaluation meetings more accessible to your diverse parents and teachers. An extension of her presentation last year, this year's workshop will include increased time for audience participation, collaboration, and questions, as well as workshop elements that will allow you to harness the power of Microsoft PowerPoint so you can begin using this framework immediately! We will expand our content to include referral meetings as well.

Aligns to NASP Domains:

- 1: Data-Based Decision Making
- 2: Consultation and Collaboration
- 7: Family, School and Community Collaboration
- 8: Equitable Practices for Diverse Student Populations

🗣️ Speaker



Amanda Dawson, Ed.S., NCSP
Westside School

10:00 AM

Applying Theories of Reading Development to Standardized Tests of Academic Achievement

🕒 10:00 AM - 10:45 AM, Oct 20

School psychologists interpret the results of psychoeducational assessment through frameworks and theories of reading development. However, to effectively apply theories like the simple view of reading or orthographic mapping to standardized test results, it is important to understand the interrelationships between tests within batteries. Test batteries operationalize academic skills in numerous ways. Consequently, not all test batteries may conform to these theories in the same way, which has significant consequences for interpretation. In this presentation, participants will be exposed to analyses that stem from predictions of these theories across popular achievement batteries like the WIAT-4, KTEA-3, and WJ-IV. For instance, the simple view of reading predicts that different reading comprehension tests will vary as to whether they are more influenced by student decoding skill or oral language skill. Such information will inform school psychologists selection of which tests to use for any given student.

Aligns to NASP Domains:

- 1: Data-Based Decision Making
- 9: Research and Evidence-Based Practice

🗣️ Speaker



Jason R. Parkin, Ph.D, NCSP
Seattle University

Enhancing Educational Capacity Starting with the Heart

🕒 10:00 AM - 10:45 AM, Oct 20

Moving past pandemic conditions have impacted our overall education system. Attendees will learn how the neuroscience of stress: covering parts of the brain primarily impacted, the central nervous system, and emotion regulation impacts their wellbeing as well as the students they are in contact with and what resources and tools can be accessed and integrated throughout the course of their day to help manage their own regulation, not only during the work day but also when they get home among their partners, families, and community.

Aligns to NASP Domains:

- 5: School-Wide Practices to Promote Learning

🗣️ Speaker



Anne Contreras, MACP
Director of Programs-National Trainer
Pure Edge Inc.

11:00 AM

Math MTSS: What the Research says about using CBM-M for Screening and Progress Monitoring

🕒 11:00 AM - 12:30 PM, Oct 20

During this session, participants will learn about the latest research on using Curriculum Based Measures in Mathematics (CBM-M) across PreK–Grade 12. This session will include a summary of research findings from a recent systematic review and will summarize the psychometric evidence for different tools in regard to their use in data-based decision making. Attendees will learn about best practices in using CBM-M for screening, progress monitoring, and instructional utility as part of an MTSS framework. This session will provide an opportunity for attendees to engage in discussion with the presenters and their peers to help evaluate their school’s current assessment practices and reflect on areas of strength and improvement to support all students’ success in mathematics.

Aligns to NASP Domain:

- 1: Data-Based Decision Making
- 5: School-Wide Practices to Promote Learning
- 9: Research and Evidence-Based Practice

Speakers



Allyson J. Kiss, Ph.D., NCSP

School Psychologist
Anchorage School District



Gena Nelson, Ph.D

Assistant Research Professor
University of Oregon

Issues, Problems, and Meaningful Practices in Specific Learning Disabilities Identification: The Importance of Considering Instructional Response

🕒 11:00 AM - 12:30 PM, Oct 20

This presentation will discuss conceptual and psychometric issues underlying identification of specific learning disabilities in schools. Then, it will focus on SLD identification within response to intervention models and functional assessment practices to promote meaningful SLD identification and treatment planning.

Aligns to NASP Domains:

- 1: Data-Based Decision Making
- 5: School-Wide Practices to Promote Learning
- 10: Legal, Ethical, and Professional Practice

Speaker



Kathrin Maki, Ph.D.

Assistant Professor of School Psychology
University of Florida

Transforming the Delivery of School Mental Health Services: The Whys, the Hows and the Benefits

🕒 11:00 AM - 12:30 PM, Oct 20

This presentation discusses the culturally responsible dual-factor + model which places an emphasis on psychological well-being (in addition to psychopathology), unwavering attention to rectifying discriminatory disparities, an emphasis on population-based over individually focused mental health services, adopting a whole child approach, emphasizing mental health promotion in addition to intervention, using trauma-informed principles, and ensuring access for all children. This model is proactive and promotion oriented and focuses on diversity, equity, and inclusion. The presentation concludes with implications for school psychology training, public policy advocacy, and practical approaches to school-based practice.

Aligns to NASP Domains:

- 4: Mental And Behavior Health Services and Interventions

🗣️ Speakers



Philip J. Lazarus, Ph.D.
Florida International University



Beth Doll, Ph.D.
Florida International University



Sam Song, Ph.D.
UNLV



Keisha Radliff, Ph.D.
Florida International University

12:00 PM

Enhancing your Math Recommendations: Quick Snapshot of Linking Assessment to Instructional Adjustment

🕒 12:00 PM - 12:45 PM, Oct 20

🗣️ Speaker



David Fainstein
Seattle University

1:00 PM

KEYNOTE ADDRESS: Executive Function across the lifespan: Self Regulation influences for cognitive/academic, social- emotional and physical/athletic health

🕒 1:00 PM - 2:30 PM, Oct 20

Aligns to NASP Domains:

- 2: Consultation and Collaboration
- 3: Academic Interventions and Instructional Supports
- 5: School-Wide Practices to Promote Learning
- 7: Family, School and Community Collaboration

🗣️ Speaker



Gerard A Gioia PhD
Pediatric Neuropsychologist
Children's National Hospital

3:00 PM

Using English Proficiency Data to Better Assess Reading Growth for Multilingual Learners

🕒 3:00 PM - 3:45 PM, Oct 20

Disproportionality in the identification of disabilities among children who are culturally and linguistically diverse is an ongoing challenge for educators. School psychologists can help promote better screening and evaluation practices through the use of English language proficiency data when evaluating student progress in interventions. Examining data by English language proficiency level acknowledges the diversity of skills among English learners and helps counter the tendency to view English learners as a homogenous student group.

Aligns to NASP Domains:

1: Data-Based Decision Making

2: Consultation and Collaboration

3: Academic Interventions and Instructional Supports

8: Equitable Practices for Diverse Student Populations

group.

🔊 Speaker



Heath Marrs, Ed.D.

Professor of Psychology
Central Washington University

From the other side of the table: How school psychs can elevate parent voice, from one who became an advocate

🕒 3:00 PM - 3:45 PM, Oct 20

School psychologists excel at facilitation and leadership in school team processes and meetings. Lessons can be learned from experience "on the other side of the table" as a parent supporter and advocate. Get insight on what it's like for parents to face a group of professionals at in-person or online meetings, and what school psychologists can do to increase collaboration, elevate parent voice, and keep complex situations from going sideways.

Aligns to NASP Domains:

7: Family, School and Community Collaboration

🔊 Speaker



Paulette Selman, M.Ed, Ed.S, NCSP

School Psychologist and Parent Advocate
Paulette Selman Advocacy

Behavior Consult

🕒 3:00 PM - 3:45 PM, Oct 20

Under Construction

🔊 Speaker



Mark Derby

4:00 PM

TBD-Amanda Sullivan

🕒 4:00 PM - 4:45 PM, Oct 20

Under Construction

Aligns to NASP Domains:

8: Equitable Practices for Diverse Student Populations

10: Legal, Ethical, and Professional Practice

Speaker



Amanda Sullivan, PhD.
University of Minnesota - Twin Cities

5:00 PM

GENERAL MEMBERSHIP ASSEMBLY

5:00 PM - 6:30 PM, Oct 20

Sat, Oct 21, 2023

8:30 AM

Brain Dance: Creating Inside Out Classrooms to Foster Intellectual Ability, Executive Function and Resilience

8:30 AM - 11:30 AM, Oct 21

Knowledge acquisition has been the traditional goal of our public and private educational systems. Schools were created to provide diverse immigrant populations with the necessary knowledge to become functional citizens and members of society. However, much has changed since the creation of the first organized public schools nearly 200 years ago. Traditional OUTSIDE IN education, that is education with a primary focus on knowledge and teachers, must now shift to an INSIDE OUT approach. INSIDE OUT classrooms focus not so much on knowledge acquisition, but on helping students acquire the necessary skills, abilities, and mindset to manage the overwhelming volume of information they are asked to learn and integrate. An INSIDE OUT classroom is designed to help children develop the ability to organize and apply knowledge to solve problems. In this presentation, Dr. Goldstein will focus on three essential components of the INSIDE OUT classroom: intelligence, executive function, and resilience. In each area, he will discuss science and history, current conceptualizations, and the essentials of these three phenomena in educating children for their future in a post-pandemic world. He will focus specifically on what school psychologists can and must do to instill strong belief, fuel the fire and passion to learn within students, and enhance focus and executive function.

Aligns to NASP Domains:

- 2: Consultation and Collaboration
- 4: Mental And Behavior Health Services and Interventions
- 5: School-Wide Practices to Promote Learning

Speaker



Sam Goldstein Ph.D.
University of Utah

Understanding and Working with Gender Diverse Youth

8:30 AM - 10:00 AM, Oct 21

This presentation will support participants in developing an understanding of gender identity in school-age populations. It will cover topics such as minority stress, intersectionality, and the prevalence of mental health concerns concerning gender-diverse youth.

Aligns to NASP Domains:

- 6: Services to Promote Safe and Supportive Schools
- 8: Equitable Practices for Diverse Student Populations

Speaker



Miu Ezra Hart, EdS, NCSP
School Psychologist
University of Washington

Cultural-Linguistic Test Adaptations: Guidelines for Selection, Alteration, Use, and Review

🕒 8:30 AM - 10:00 AM, Oct 21

This talk seeks to provide a current set of suggestions for working with tests developed for other populations. The authors go beyond procedures for linguistic translations and instead provide suggestions on how to alter, use, and review tests as part of a cultural-linguistic adaptation process. These suggestions are described in a step-by-step manner usable by both test adapters and consumers of adapted tests.

Aligns to NASP Domains:

- 1: Data-Based Decision Making
- 8: Equitable Practices for Diverse Student Populations

🗣️ **Speaker**



S. Kathleen Krach, PhD
Florida State University

Leading for Change: Essential Skills for School Psychologists

🕒 8:30 AM - 11:30 AM, Oct 21

The purpose of this workshop is to provide information regarding effective leadership skills for school psychologists. 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 for system change and advocacy in schools, districts and at state or national levels.

Aligns to NASP Domains:

- 2: Consultation and Collaboration
- 5: School-Wide Practices to Promote Learning
- 6: Services to Promote Safe and Supportive Schools
- 10: Legal, Ethical, and Professional Practice

🗣️ **Speaker**



Leslie Z. Paige, EdS, NCSP
Retired
NASP Past President

10:30 AM

Ethics and the Endemic: A School Psychologist's Three-Year Reevaluation in the Wake of COVID

🕒 10:30 AM - 1:30 PM, Oct 21

School psychologists and educators in all fields have adapted to changes following the onset of the pandemic. Though COVID is with us still, we are continuing to adapt to challenges associated with educational assessment and student advocacy while adhering to our responsibility of identifying students with disabilities who need specially designed instruction. We are now in an endemic phase of the pandemic. We recognize students continue to be impacted by significant loss of instruction over the last three years.

The pandemic also has affected our ability to reach students who are still impacted by continuing COVID concerns, impacting involvement in school and educational progress.

As school psychologists, we need to see ourselves in a similar light. We have been affected by how the pandemic has impacted our perceptions of student needs. Ethically, we are bound to consider the situations students bring with them, cultural, economic and environmental variables, to determine if specially designed instruction is needed. The pandemic magnified these variables dramatically, at a time when social justice and technology has received new and continuing focus and attention. This presentation will address where we are today in terms of school psychology practices, knowing we are moving forward and continuing to adapt to a different world for our students.

Aligns to NASP Domains:

- 1: Data-Based Decision Making
- 2: Consultation and Collaboration
- 3: Academic Interventions and Instructional Supports
- 5: School-Wide Practices to Promote Learning
- 7: Family, School and Community Collaboration
- 10: Legal, Ethical, and Professional Practice

🗣️ Speaker



Michael W. Kirlin, M.S.
School Psychologist/WSASP Ethics Chair
Tacoma Public Schools/WSASP

Suicide Prevention, Intervention and Postvention

🕒 10:30 AM - 1:30 PM, Oct 21

Washington state PEAB & OSPI approved suicide prevention training based from 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, OSPI Policies and evidence based best practices.

Aligns to NASP Domains:

- 4: Mental And Behavior Health Services and Interventions
- 6: Services to Promote Safe and Supportive Schools

***Will not be recorded**

🗣️ Speaker



JoAnna Rockwood, NCSP, NBCT, Ed S, MA Ed
School Psychologist
Edmonds School District/Intuit Educational Services

11:00 AM

Partnering and Advocating with Families

🕒 11:00 AM - 11:00 AM, Oct 21

Part of our job is being an advocate for our students and families. We serve families from all backgrounds and with highly variable levels of background knowledge on education or special education. We will present advocacy strategies and tools to strengthen your skills in this self-advocacy as well as partnering and advocating with families to best serve their students.

Aligns to NASP Domains:

- 7: Family, School and Community Collaboration
- 10: Legal, Ethical, and Professional Practice

🗣️ Speaker



Carrie Suchy, NCSP
School Psychologist
Franklin Pierce Schools/ WSASP Immediate Past President/ GPR Committee

11:30 AM

Hand in Hand: Please Accept the Challenge

🕒 11:30 AM - 1:30 PM, Oct 21

Those that attend this 3 hour workshop will leave with a HUGE task: Spread the word about ALL schools becoming trauma-Informed. Please come and join this amazing group of educators that are willing and able to take the message back to their school, "It is time for a change!" The change is needed not only for students but for educators.

Hand in Hand is a problem-solving workshop. Struggling, sad, dejected, scared, lonely, & hurting children are needing our help ASAP. These students are looking to you for this help. Your school's faculty is also frustrated, stressed, exhausted, and maybe even angry. They are also looking to you for help. Let us spend these 90 minutes together to define what this HELP could look like, for children and faculty. The book *Hand in Hand, A Manual for Creating Trauma-Informed Leadership Committees* will be our guide during our time together. The book is not a requirement for this session. WAIT to hear what we have to say and then hopefully you will WANT to purchase this support.

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-

🔊 Speaker



Donna McPeak
Peak Solutions, LLC