



WSASP 2020 Spring Lecture Series

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WSASP MEMBERS: \$200

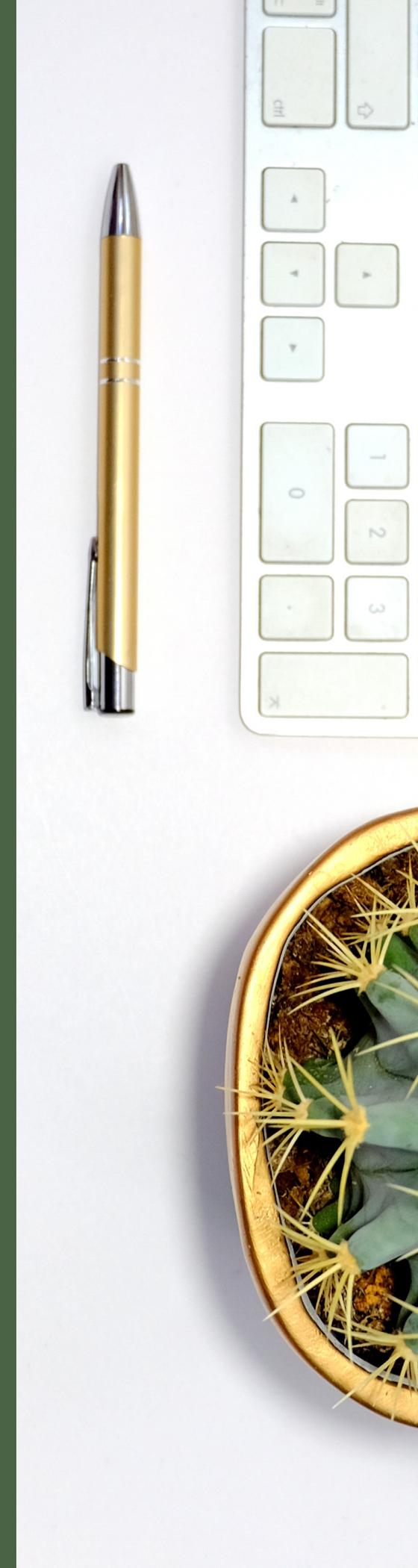
NON-MEMBERS: \$300

STUDENTS: \$100

Register at:

www.wsasp.org





Friday, January 17

9:00 AM

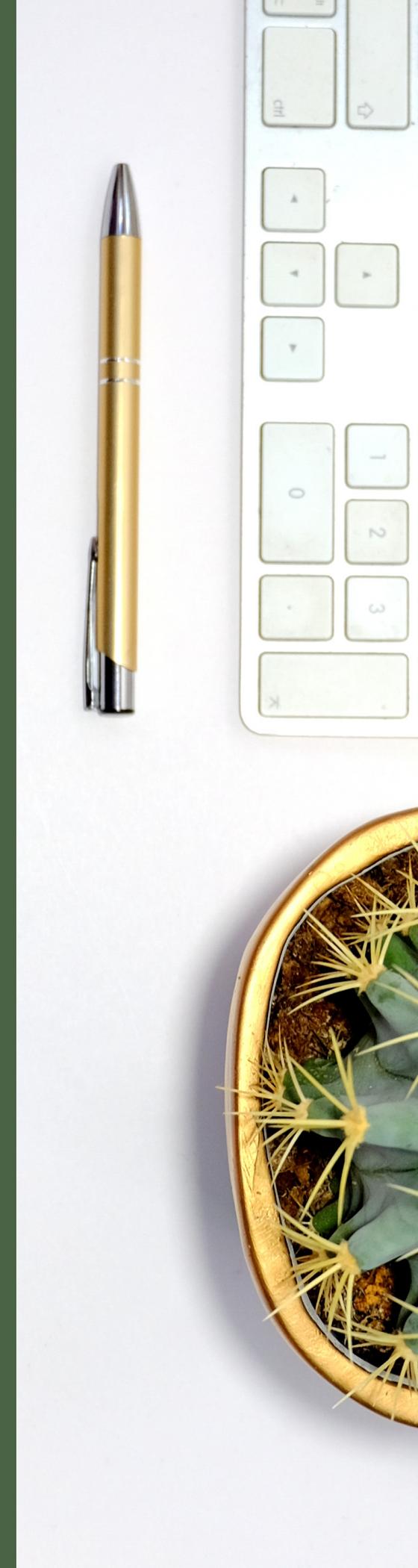
COGNITIVE PROFILE ANALYSIS IN SCHOOL PSYCHOLOGY: CAVEAT EMPTOR

ABSTRACT

Despite the longstanding popularity of cognitive profile analysis methods in school psychology training and practice, numerous empirical studies have questioned their clinical utility. This session will review new and continued concerns associated with profile analytic score interpretations. Relevant psychometric standards for evaluating the adequacy of interpretive methods will be reviewed and conceptually applied. Implications for evidence-based assessment in school psychology will also be discussed.

ABOUT THE PRESENTER

Ryan J. McGill, Ph.D., BCBA-D, NCSP is assistant professor and director of the school psychology training program at the William & Mary School of Education in Virginia. He has authored numerous scientific publications on the clinical assessment of intelligence, specific learning disability identification, and evidence-based assessment and presents regularly on these matters around the world. Prior to entering academia, he was a practicing school psychologist in Southern California.



Friday, January 17

1:00 PM

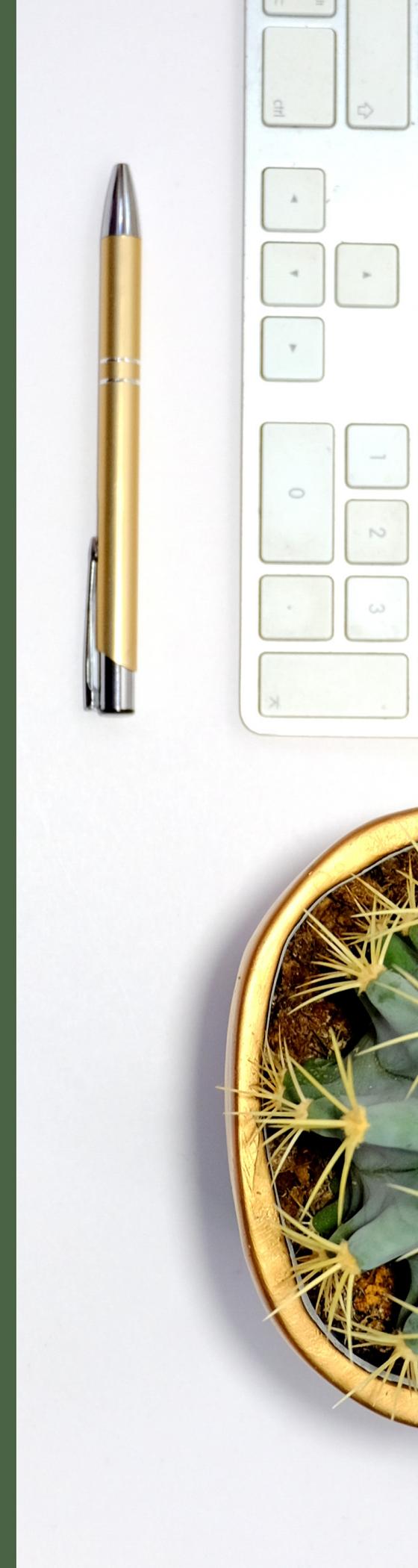
**SUPPORTING STUDENTS WHO HAVE BEEN
DISPLACED OR RECENTLY IMMIGRATED**

ABSTRACT

Given the intense focus on immigration, resettlement, and undocumented students over the past several years, school psychologists may be left with many questions about their responsibilities related to supporting children and their families who are refugees or recently immigrated. This session is intended to help school psychologists understand their legal and ethical obligations, based on recently released NASP resources, when working with families in order to improve school and district practices. Recommendations relate to how students might progress through their education: pre-enrollment/enrollment, active student status, transitioning to post-secondary settings, and broader systemic considerations. Accordingly, this session will cover school employees' roles in determining citizenship status of families who are seeking to enroll their children in school, Immigration and Customs Enforcement (ICE) and Customs and Border Patrol (CBP) activity in and around schools, and facilitating post secondary transitions for students without citizenship documentation, among other topics. Systemic practices that enhance capacity of school systems to address the needs of students and families who are displaced and/or immigrants will be described. Examples of corresponding practices and policies from public school districts will be shared and explored.

ABOUT THE PRESENTER

Tracey Scherr, Ph.D., NCSP, is a professor in the School Psychology Program at the University of Wisconsin-Whitewater



Friday, March 20

9:00 AM

OPTIMIZING TECHNOLOGY: APPLICATIONS FOR SCHOOL PSYCHOLOGISTS

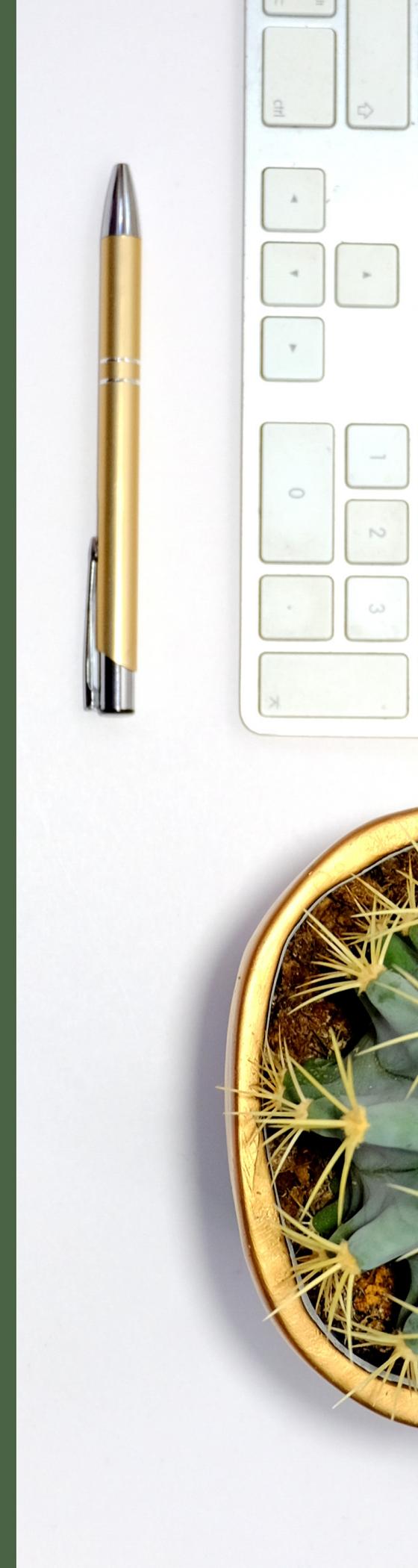
ABSTRACT

The webinar focuses on how to use technology to increase practice knowledge and effectiveness.

The lecture addresses topics like school personnel accessing students' social media accounts, impact of third party vendors on privacy, and utilizing aspect of telehealth into practice. In addition, numerous therapy and productivity apps for smartphones, internet services and sites will be highlighted.

ABOUT THE PRESENTER

Dan Florell, Ph.D., NCSP, is an Associate Professor of Psychology at Eastern Kentucky University and runs a private practice. His research interests are in cyberbullying, telehealth, adolescents, and using technology to enhance school psychologist's practice. He is NASP's Online Communication Coordinator, Historian, and writes the Just a Click Away column in the Communique.



Friday, March 20

1:00 PM

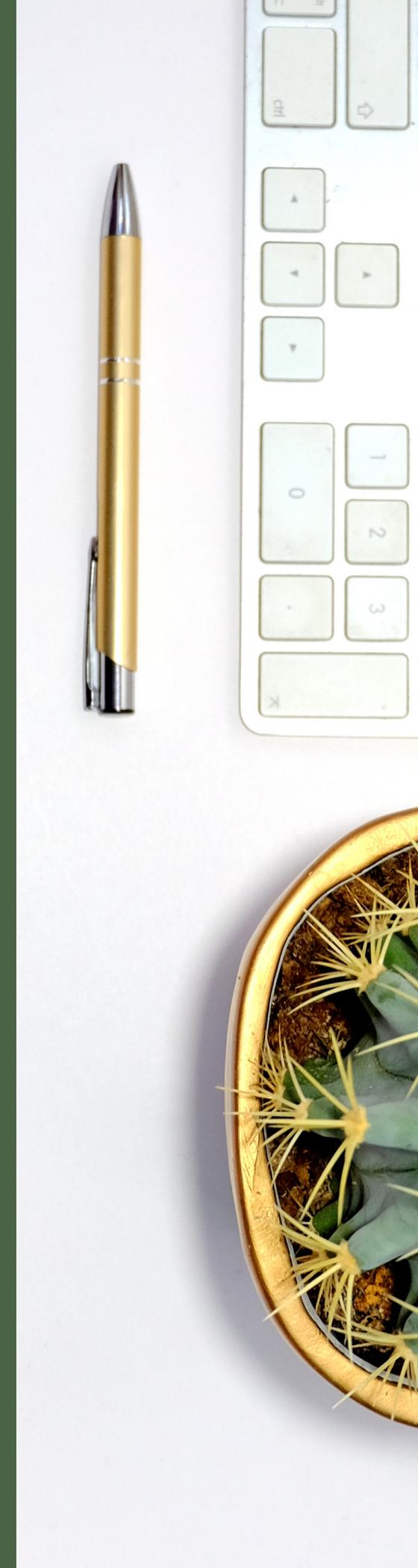
CYBERBULLYING: THE OFFSPRING OF
SOCIAL MEDIA AND ADOLESCENT
DEVELOPMENT

ABSTRACT

Cyberbullying is an outgrowth of adolescents living more of their social life online. Much of this online life is invisible to adults. This workshop will highlight the latest technology that adolescents are using and how developmental factors in adolescence influence their use of technology to cyberbully. The workshop will then focus on possible directions for school policy and interventions.

ABOUT THE PRESENTER

Dan Florell, Ph.D., NCSP, is an Associate Professor of Psychology at Eastern Kentucky University and runs a private practice. His research interests are in cyberbullying, telehealth, adolescents, and using technology to enhance school psychologist's practice. He is NASP's Online Communication Coordinator, Historian, and writes the Just a Click Away column in the *Communique*.



Friday, April 10

9:00 AM & 1:00 PM (ALL DAY)

THE IDENTIFICATION OF EMOTIONAL
DISTURBANCE: ADDRESSING
DISPROPORTIONALITY

ABSTRACT

This one day professional development webinar is designed to increase participant understanding of State and Federal (IDEA) definitions of and criteria for the special education classification of "emotional disturbance" (and associated definitions of social maladjustment). It will also consider the causes of, and begin to identify solutions to, the problem of disproportionality. From this session it is anticipated that participants will improve their ability to conduct emotional disturbance eligibility evaluations.

ABOUT THE PRESENTER

Stephen Brock, NCSP, LEP is a Professor, and the School Psychology Program Coordinator in the College of Education at California State University, Sacramento (CSUS). Dr. Brock's academic work has included study of school-based crisis intervention; system level school crisis response; suicide prevention, intervention, and postvention; ADHD; functional behavioral assessment; violence prevention; threat assessment; reading; and autism and other developmental psychopathologies.



Friday, May 1

9:00 AM

BUILDING AND SUSTAINING MTSS
IMPLEMENTATION TO IMPROVE
INCLUSIONARY PRACTICES

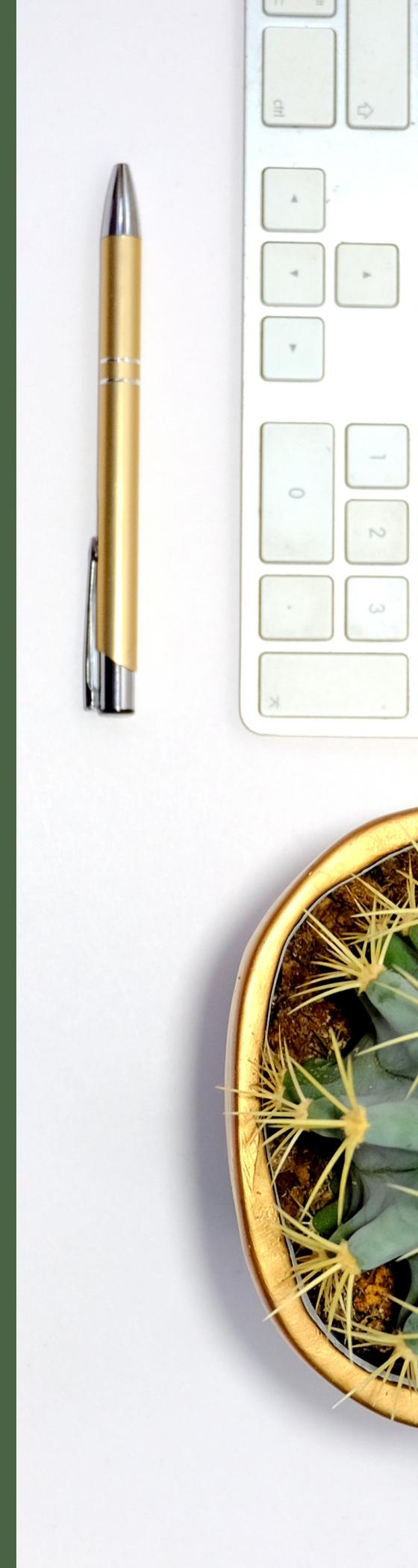
ABSTRACT

An abstract for this presentation is not currently available for this presentation. The brochure will be updated when possible. We apologize for the inconvenience.

ABOUT THE PRESENTERS

Justyn Poulos is the Director of MTSS at OSPI.

Lee Collyer is the Program Supervisor of Special Education Outcomes and Restraint and Isolation at OSPI.



Friday, May 1

1:00 PM

DECREASING BIAS AND INCREASING
REPRESENTATION OF GIFTED STUDENTS
FROM CULTURALLY AND LINGUISTICALLY
DIVERSE BACKGROUNDS

ABSTRACT

Culturally and linguistically diverse (CLD) students, particularly African American, Latinx, and English Language Learners students, are consistently underrepresented in gifted programming. This workshop will explore factors related to their underrepresentation (e.g., teacher bias, procedural bias, etc.). Additionally, this session will help participants identify culturally fair methods to assess CLD students for gifted programs and develop strategies to advocate for and support CLD students' placement in gifted programs.

ABOUT THE PRESENTER

Desiree Vega, Ph.D., NCSP is an Associate Professor in the School Psychology program at the University of Arizona. She previously worked as an Assistant Professor in the School Psychology program at Texas State University. She completed her doctoral studies at The Ohio State University and her pre-doctoral internship with the Omaha Public Schools. Her research, teaching, and service intersect to focus on advancing the academic outcomes of culturally and linguistically diverse students and preparing future school psychologists and researchers to engage in advocacy and implement culturally responsive practices. Dr. Vega's research focuses on three main areas: 1) fostering the academic success of African American and Latinx youth; 2) resilience in higher education among African American, Latinx, and first-generation college students; and 3) preparing culturally competent school psychologists.

Claiming Clock Hours

Evaluations will be sent to registrants in May 2020, following the end of the Spring Lecture Series. You will receive a link to complete a digital roster, followed by a link to complete an evaluation. Following completion of the evaluation, you will receive a document certifying up to 24 clock hours.

For more information:
www.wsasp.org/Clock-Hours