Year	Theme
2018	Various topics – Diagnosis of ASD, classroom management, threat assessment, functional assessment consult, effective leadership
2017	Various topics – counseling, ADHD, medication, social-emotional, decision-makings
2016	The Assessment of and Intervention for Culturally Linguistically Diverse (CLD) Populations
2015	Developing a Multi-Tiered Model for the Delivery of Mental Health Services in the School Setting: The Role of the School Psychologist
2014	SLD Eligibility: 39 years after PL94-142

You can access any handouts or PowerPoints for free at www.wsasp.org/ArchivedSLSHandouts

Year	Title *Presenter(s)*	Clock Hours	Price
2018	**A Comprehensive Developmental Approach to the Diagnostic Assessment of Autism Spectrum Disorders** *Celine A. Saulnier, Ph.D., Associate Professor, Division of Autism and Related Disorders, Department of Pediatrics, Emory University School of Medicine, Licensed Clinical Psychologist, Marcus Autism Center, Children's Healthcare of Atlanta* Autism Spectrum Disorders (ASD) impact multiple areas of functioning, demanding a multidisciplinary approach to assessment, conceptualization, diagnosis, and intervention. With the prevalence of ASD at 1 in 68 children, clinicians need to be aware of risk factors and how to screen and assess for the disorder at every age of development. They also need to be aware of the impact of socio-cultural factors on diagnosis. This workshop will help school psychologists identify, assess, and diagnose symptoms of ASD from infancy through young adulthood using a comprehensive developmental approach to evaluation, focusing on state of the art measures and standards of best practice in the field. **Learning Objectives**: 1. Recognize and define the key features of ASD 2. Identify common diagnostic differentials and comorbid conditions 3. Explain the components of a comprehensive developmental evaluation for ASD	3	$40
2018	**School Psychologists Consulting Around Issues Related to Classroom Management** *David Hulac, Ph.D., Assistant Professor and Program Coordinator, School Psychology Program, University of Northern Colorado* School psychologists are increasingly serving as systems change advocates due to the recognition that the environments in which students learn play a substantial role in their cognitive, emotional, social and behavioral development. The system may benefit from our interventions is the classroom. While many teachers are excellent managers of student behaviors, many have not learned how to implement broad scale, scientifically based classroom management systems. This presentation will introduce school psychologist to the basic principles of classroom management, will explore some of the recent research on classroom management, and will explore the methods that school psychologists can use when consulting around classroom management.	3	$40

2018	**Best Practices in Threat Assessment I: What You Need to Know** *Linda M. Kanan, Ph.D., Consultant, Trainer, and Expert Witness* School personnel should be conducting threat assessment inquiries on students of concern. It is critical that you use important key elements in an effective team threat assessment protocol. This workshop will help you understand and implement that steps to a best practice process of gathering and evaluating information to determine the level of concern. Your next essential task is to create effective and safe action and supervision plans. This introductory workshop will outline these key elements and includes current examples in schools.	3	$40
2018	**Behavior Screening in Schools: Using Population-based Data to Guide Interventions** *Katie Eklund, Ph.D., Assistant Professor, Educational, School & Counseling Psychology, University of Missouri* While schools commonly utilize multi-tiered models of support for academics, practitioners receive less training and experience in developing models for behavioral and emotional support. Systematic screening can be utilized as a first step in a multi-tiered system of support by linking assessment results to evidence based interventions. This workshop will provide an overview of universal screening for emotional and behavioral risk and how practical and accurate screening methods can help better inform schools about where to focus resources for children who demonstrate a variety of behavioral and emotional problems. Participants will learn how to implement and utilize school-wide screening and problem identification data to determine how to make decisions about behavioral interventions. Attendees will also learn how to collect and track school-wide academic, discipline, and behavioral data to evaluate the impact of screening and early intervention efforts. Learning Outcomes: 1. Participants will be able to identify the impact of student behavioral and emotional problems on school functioning. 2. This session will help participants make data-based decisions for prevention and early intervention services based on screening and problem identification data. 3. Participants will be able to utilize best practice considerations for selecting and implementing multiple gate behavioral assessment and intervention strategies to meet the needs	3	$40
2018	**Using Safe and Sound Threat Assessment II: Lessons From the Field** *Linda M. Kanan, Ph.D., Consultant, Trainer, and Expert Witness* This advanced workshop will help you critically examine your implementation of principles of effective threat awareness, sound threat assessment, and safe threat management. It will provide an opportunity to integrate the knowledge gained from case examples and one tragic incident where a threat assessment was completed and yet a student continued down a path to commit an act of violence at school. A review of issues related to the case examples provide lessons learned for *ALL* schools to create psychologically safe environments and sound threat awareness, assessment, and management protocols. The workshop will also clarify and correct the potential for misunderstandings or misapplication of some important concepts. This workshop is designed for professionals implementing the principles from the U.S. Secret Service/U.S. Department of Education related to School Based Threat Assessment, or those who also attended the Best Practices Workshop I.	3	$40

2018	**Functional Assessment Consultation Support** *Edward J. Daly, Ph.D., Professor of Educational (School) Psychology, University of Nebraska-Lincoln* This workshop will present a model for conducting school-based consultation which embeds functional-assessment into the process. The consultation model incorporates innovations not commonly used in functional assessment (direct academic assessment, observations of active responding, reinforcer validation, performance-deficit analysis, brief experimental analysis). The model follows a sequence of problem validation, treatment validation, and treatment evaluation. Protocols for the consultative interviews and the assessments will be shared with participants. The assessments involve curriculum-based measures, classroom observations of active responding, preference assessment, reinforcer validation, and brief experimental analysis. Guidance will be given in terms of how to conceptualize, structure, and interpret the results to present the consultee with evidence-based treatment options for classroom application. Research and case examples will be presented to illustrate each step of the process.	3	$40
2018	**Characteristics and Attributes of Effective Leaders** *Laurie Anne Harrison, Ph.D., School Psychologist, Immediate Past President of WSASP* School psychologists are required to assume a leadership position within the schools. This presentation will address the characteristics needed to substantiate your position as a leader, whether you are running a meeting, or advocating for better working conditions. There are specific strategies which can increase our effectiveness and the opportunity to enhance our profession within the schools. This leadership section will address the physical characteristics needed and assertiveness skills that healthy, strong leaders clearly display.	3	$40
2017	**Core Strategies of Brief Solution-Focused Counseling in Schools: A Toolbox of Practical Techniques** *John Murphy, Professor of Psychology, University of Central Arkansas* This lively, hands-on webinar teaches the core techniques of Dr. Murphy's brief solution-focused counseling and intervention approach — a practical, culture-sensitive, research-supported approach to resolving behavioral and mental health problems at all grade levels. Participants will learn many practical techniques for (a) building cooperative relationships with "resistant" students and others, (b) shifting from problem talk to solution talk, (c) creating practical goals that matter to students, and (d) identify and build on exceptions to the problem. These versatile techniques can also be used in group work, consultation, RTI programs, and other change-focused activities of school practitioners. Real-world videos, demonstrations, and short practice exercises will help you apply the webinar's practical techniques on the job the very next day. LEARNER OBJECTIVES: This session will help participants: 1. Implement practical strategies for building collaborative, culturally responsive relationships with students and others. 2. Shift from problem talk to solution talk. 3. Develop practical goals that matter to students. 4. Identify and build on exceptions to the problem.	3	$30

2017	**Brief Solution-Focused Counseling in Schools; Advanced Skills and Strategies** *John Murphy – Professor of Psychology, University of Central Arkansas* Participants will learn practical skills and strategies to help them: 1.) Develop creative, one-of-a-kind interventions based on student's indigenous resources. 2.) Interrupt problem patterns by changing and viewing and doing. 3.) Empower and maintain small improvements whenever they occur in counseling and intervention process.	3	$30
2017	**School Psychology in the 21st Century: Objective data/Subjective Decision-Making** *Steve Hirsch – School Psychologist, Shorecrest High School* 264 students referred to building intervention teams were followed to assess the degree of minority representation in Special Education at four decision points. Disproportionality was not found during the referral or testing phases but minority students were referred significantly more for formal assessment and exited significantly less compared to White students. When presented with identical data (with only ethnicity being manipulated), for their opinions on whether: a) the scenario data for a student justified formal referral to assessment and b) the data justified a decision to exit student from program, school district staff and then 125 Washington School Psychologists, in a replication study, referred Latino students significantly more than other ethnicities, while more reluctant to exit both Black and Latino students. Background data appeared to be most relevant when Latino and Black students were being evaluated, while intervention progress was most attended to with White and Asian populations. Special Educators appear to enter the decision-making process with pre-conceived stereotypes or biases that overrule objective data. Despite good intentions (trying to help specific populations), we perpetuate disproportionality through our subjective decision-making based on objective data.	2	$30
2017	**Diagnosing ADHD: Conducting Valid, Comprehensive, and Collaborative Assessments** *Caroline Buzanko – Licensed Psychologist, Koru Family Psychology (Alberta)* Attention deficit/hyperactivity disorder (ADHD) is one of the most common childhood psychiatric diagnoses and is associated with long-term pervasive impairment across several domains of functioning (Barkley & Mash, 2007; Ramsay, 2010). ADHD is heterogeneous in nature (Barkley, 2005) and can be extremely difficult to demonstrate diagnostic specificity (Hale, Reddy et al., 2010). Currently, there are no critical diagnostic tests for ADHD, making it difficult to reach a conclusive diagnosis. Despite empirically supported guidelines to promote best practices in diagnosing ADHD (e.g., American Academy of Pediatrics, AAP, 2000; National Institute for Health and Clinical Excellence [NICE], 2013), clinicians often do not follow these guidelines (Koonce, 2007; Kovshoff et al., 2012). In general, there continues to be significant variability and inconsistency in how ADHD is diagnosed (Kovshoff, 2012; Lilienfeld, Ammirati, & David, 2012) and a lack of agreement in how various information sources should be integrated (Wright et al., 2007). Despite the difficulties in assessing for ADHD, psychologists are often required to provide accurate, valid, reliable, and quality assessments that reflect students' unique needs to promote their ongoing success across all areas of functioning. This session delineates a comprehensive approach to diagnosing ADHD. Participants will learn: a) strategies to increase the likelihood of obtaining valid assessment results; b) how to integrate the data to highlight students' areas of strengths and challenges; c) how to maximize collaboration with parents to promote their engagement with treatment recommendations; and c) how to link data to intervention, thereby creating meaningful and effective recommendations for students to maximize their success in all areas of functioning.	3	$30

2017	**Cognitive-Behavioral Therapy in Schools: A Tiered Approach** *Linda Raffaele Mendez, Associate Professor of School Psychology, University of South Florida* The purpose of this presentation is to describe how cognitive-behavioral therapy (CBT) can be used within a multi-tiered system of student mental health supports. Tier 1 includes social-emotional learning (SEL) for all students within a school with progress monitoring to determine which students need additional supports or services. Tier 2 includes group-based interventions for students who are at-risk for or showing early signs of mental health concerns (e.g., anger management, anxiety, depression, post-traumatic stress). Finally, Tier 3 involves individual counseling using a structured approach (as described in Beck, 2011) for youth with significant mental health concerns. Participants will learn about evidence-based interventions available for use at each tier as well as how to manage movement between tiers. Additionally, systems-level issues including funding options, teacher training, and outreach to families will be discussed.	3	$30
2017	**The Ethics of Scientific Thinking** *Kathy McNamara, Ph.D., Professor & Associate Dean, College of Sciences & Health Professions, Cleveland State University* Ethical principles and standards guide school psychologists (and other educators) involved in intervention-related decision making, but of equal importance is the ability to *think* scientifically and ethically. Scientific thinking helps us to proceed carefully and deliberately as we make decisions about student needs and interventions. However, even the most thoughtful planner needs to be aware of the cognitive errors and misperceptions that characterize all decision making, especially by school-based teams. This presentation describes common errors, including errors of knowledge, perception, association, and social influence, and offers advice about ways to minimize these errors when making assessment and intervention decisions.	3	$30
2017	**Medication and Diagnoses in the School Setting** *Kevin Kalikow, Clinical Assistant Professor and Child Psychiatrist, New York Medical College* Dr. Kalikow will review the psychiatric medicines most commonly prescribed to children and adolescents, including the stimulants and other medicines for Attention Deficit Hyperactivity Disorder, the selective serotonin reuptake inhibitors (SSRIs) for depression and anxiety disorders, the mood stabilizers for bipolar disorder, the sleep medicines and the atypical antipsychotics. Dr. Kalikow will review the benefits, side effects and controversies of each class of medicine.	3	$30
2017	**An Ounce of Prevention: Universal Screening for Emotional Behavioral Needs** *Jennifer Rose, School Psychologist, Loyola Community and Family Services (Chicago)* The webinar addresses the following topics: Rationale for implementing school-based universal screening, Preparation for implementation, Model for school-based universal screening and intervention, select list of screening instruments, and Case study examples	3	$30

2016	**Disproportionality in Special Education: The School Psychologist's Contribution** *Steve Hirsch, PhD, NCSP, School Psychologist, Shoreline School District* Since enactment of the 1975 Education of Handicapped Act, special education rosters have contained disproportionately large numbers of minorities. The current study analyzed decision-making at four points or 'gates' in the special education process: 1) referral; 2) formal assessment; 3) eligibility; and 4) the decision to exit. The goal of the research was to assess the contribution to disproportionality at each of the gates. Disproportionality was absent at the referral stage, as minority rates of referral closely matched their proportion in the student population. Teams, however, were more likely to refer students of Latino, Black and Native American heritage for special education testing. Assessment resulted in equal numbers of minorities and non-minorities being found eligible for services. Interestingly, the vast majority of students exited from special education were Caucasian. Is it possible that disproportionality exists, not due to increased referral of minority students, but rather, the lessened likelihood of exiting; a stopped-up funnel analogy? Do minority students have fewer options to formal Sped assessment? The 504 plan is an alternative pathway to special ed assessment, but in the Shoreline district nearly 90% of students with 504 plans are Caucasian! This workshop will explore disproportionality as a result of team decision-making.	2	$30
2016	**Being an Equity-Oriented Practitioner: Centering Educational Equity of Everyday Practice** *Seena Skelton, PhD, Project Director, Great Lakes Equity Center* Creating learning environments where all students regardless of individual characteristics, personal and cultural identities, have access to, and can meaningfully participate and make progress in quality learning experiences that empowers them towards self-determination is a primary goal of educational equity. This session will present a framework that school psychologists can use to center educational equity in everyday practice.	3	$30
2016	**Cognitive Assessment of English Language Learners** *Bryn Harris, Ph.D., Assistant Professor of School Psychology, University of Colorado Denver* The nation is becoming increasingly diverse, and school psychologists need to be prepared for these demographic changes. One of the fastest growing populations within public schools in the United States is English language learners (NCES, 2014). School psychologists have historically encountered challenges when assessing this population in a culturally and linguistically responsive manner (Ochoa, 1999). These challenges may result in the under or overrepresentation of this population in special education. Much of this challenge is differentiating language acquisition and acculturation from atypical behaviors or development. This webinar will provide an overview regarding the language acquisition, acculturation, and educational contexts that may impact the academic and social-emotional success of English language learners (ELLs). The majority of the webinar will focus on different assessment methods of cognitive abilities within ELL populations. Participants will learn when to use nonverbal assessments with ELLs, how to evaluate traditional cognitive measures for their linguistic demand, and when bilingual assessment of ELLs may be warranted. Assessment modifications and alternative cognitive assessments will also be briefly discussed.	3	$30
2016	**Addressing the IDEA Exclusionary Clauses in the Evaluation of SLD with ELL** *Chieh Li, Ed.D., NCSP, Associate Professor and Direct of Clinical Training, Northeastern University* This webinar focuses on the IDEA (2004) exclusionary clauses in the evaluation of specific learning disabilities with English language learners (ELLs) relevant to school psychology. Specific cultural and linguistic considerations for evaluating ELLs in the RTI model will also be discussed. The webinar will provide tools for implementing the IDEA non-discriminatory assessment guidelines for evaluating ELLs.	2.5	$30

2016	**The Assessment of the CLD Population: A 50-Year Dilemma. What progress has been made, what issues remain?** *Sam Ortiz, Ph.D., Associate Professor of Psychology – St. John's University* It has been estimated that 97% of ELs have never received the type of educational programming necessary to help mitigate the potentially adverse effects that linguistic and cultural differences can have on academic performance. Yet, as a group, they continue to be over-represented in special education. Assessment often plays a role in this negative process and despite fifty years of recognition regarding the limitations of EL evaluation, the problem persists. At the heart of the problems in assessment is the fundamental concept of validity which begs the question: do our assessments of an EL represent a valid measure of a particular ability or instead simply reflect their limited English skills? The consequences of placing an EL in special education without valid evidence of a learning disability is both tragic and another aspect of validity. To make matters worse, there is no evidence that special education placement either has the capacity to or actually provides an education that can ameliorate the impact of previous inappropriate instructional programming. Until and unless Els are no longer mistakenly identified as having disabilities when in fact they do not, there will be little impetus to improve their instruction in the general education setting or dissuade schools from using special education placement as an ineffective remedial policy.	4	$35
2016	**Understanding the Cultural Validity in Testing** *Michael Orosco, Ph.D., Associate Professor of Special Education, University of Kansas* Assessment plays a powerful role in the education process in the United States and historically has been based on a narrow view of cognition that fails to take into account the social and cultural nature of learning (i.e., lack of cultural validity). The conceptual relevance of cultural validity is supported by the research that sociocultural experiences shape a student's cognition. To attain cultural validity, the process of assessment must consider how a student's sociocultural context influences the ways in which they make sense of items and the ways in which they process this information. The purpose of this talk is to discuss the concept of cultural validity and how cultural and linguistic background influences the ways in which a student interprets assessment items and the cognitive activities used in completing those items.	2	$30
2016	**Tiered Supports for Culturally and Linguistically Diverse Students** *Dacia McCoy, Ph.D., Assistant Professor, Behavior Analysis – University of Cincinnati* *Wallace Larkin, M.Ed.* Many schools in the United States are currently facing the task of serving culturally and linguistically diverse students with a wide range of academic, social, and behavior support needs. There is an emerging research base on interventions targeting English Language Learners (ELLs) at the class-wide, targeted, and individualized levels. The aim of this presentation is to bridge the gap between research and practice, with a focus on the role of the school psychologist in promoting best practice for ELL students.	3	$30

Year	Session	Hours	Price
2016	**When the Minority is the Majority: Perspectives/Issues in Schools** *Tracy Wilson, M.Ed. – Executive Director Special Services – Pasco School District* *Pedro Gonzalez, M.Ed. – Bilingual School Psychologist – Pasco School District* *Norm Dorpat - School Psychologist – Chief Leschi Schools, Puyallup* Tracy Wilson has worked in the Special Education field as a teacher and administrator since 1991, all but 2 years in the Pasco School District. Pedro has worked in the Pasco School District as a bilingual school psychologist since 2004.. Currently , the Pasco School District is around 70% Hispanic , a total school population around 17,000 students with 12 % special education eligible. Over the past 10 years, the district has doubled in size and proportionately so has the special services enrollment. Our indicator data several years ago began showing an increase in SLD/Hispanic disproportionality. With a majority of the district of minority status, ongoing research and training for referral and eligibility decisions has long been the work of the Pasco School District Special Education Department. Lessons learned, practices used, and ongoing challenges on identification of language based disabilities for ELD students would be shared during the webinar.	2	$30
2016	**Evaluation of ELL Students for the Possibility of Special Education Qualification** *Steve Gill, M.Ed., School Psychologist – Kent School District* This webinar will first focus on the data and research that helps individuals to adjust or change the mindsets of the staff they are working with, with regards to the history and learning characteristics of language learners. Additionally, this same information might help some of the individuals in attendance modify their own beliefs and mindsets. Then, the webinar will discuss some of the data individuals need to examine in order to understand the likelihood students in their schools are casualties of ineffective systems or might be reasonable candidates for special education evaluation. The webinar will take time to evaluate how to integrate data from a pre-referral process into a special education evaluation. Finally, the discussion will focus on setting an agreed upon standard to meet or exceed with regards to appropriate data needed for a special education evaluation of a language learner.	2.5	$30
2015	**Overview of School-Based Mental Health and the Role of the School Psychologist** *Clayton Cook, University of Washington*	2.5	$30
2015	**Universal Screening and Selective Mental Health Services within a Multi-Tiered System of Supports: Building Capacity to Implement the First Two Tiers** *Clayton Cook, University of Washington*	1.5	$25
2015	**Modularized Approach to Cognitive Behavior Therapy** *Aaron Lyon, University of Washington*	2.5	$30
2015	**Motivational Interviewing Tactics to Motivate Students to Change** *Kevin King, University of Washington*	3	$30
2015	**Mental Health Services for Students with Intellectual Disabilities/Autism** *Ralph Bernier, University of Washington*	3	$30
2015	**Trauma-Focused Cognitive Behavioral Therapy** *Nathaniel Jungbluth, University of Washington (There was a disruption in recording during one section of this session. Thank you for your understanding.)*	2.5	$30
2015	**Prevention and Treatment of Depression** *Sam Song, Professor of School Psychology at Seattle University*	2.5	$30

Year	Title / Author	Hours	Price
2015	**High Quality Wraparound Services and Coordinating Mental Health Services in Schools** *Eric Bruns, University of Washington*	3	$30
2015	**Suicide Prevention and Assessment** *James Mazza, University of Washington*	3	$30
2015	**Implementing Mental Health Services within MTSS - Stakeholders_ Services,_School Improvement Plans_Practical Strategies for Implementing the NASP School Psychologist Role** *Jim Hanson, Portland School District*	3	$30
2015	**The Representation of The Mental Health Services Delivery Model on the IEP** *Lihi Rosenthal and Wendy Durst from Seneca Family of Agencies*	1.5	$25
2015	**Clinical Exotica: Treatments for Use in School Settings** *Clayton Cook, University of Minnesota & University of Washington*	1.5	$25
2014	**The collection of RTI type data as to be used in SLD eligibility: Universal Screening, Progress Monitoring, Fidelity** *Susan Ruby*	2	$30
2014	**Establishing underachievement through multiple sources-one foundational piece of SLD eligibility** *Steve Hirsch*	3	$30
2014	**The Evolution of Change: The Coeur d'Alene Experience** *Cindy Garner*	2	$30
2014	**Obstacles implementing a PSW approach: The Vancouver Experience** *Bill Link*	2.5	$30
2014	**Application of CHC Theory and Cross-Battery Assessment to SLD Identification** *Vincent Alfonso*	4	$35
2014	**Utilizing referral or re-evaluation data to develop a PSW Hypothesis: The Shorecrest HS Inferential Model** *Laura Ploudre, Steve Hirsh*	3	$30
2014	**The Federal Way Model- A PSW Approach within a Severe Discrepancy Framework** *Michael Self-Bence*	2.5	$30
2014	**The Franklin Pierce Model: RTI and SLD Eligibility** *Bill Rasplica*	2.5	$30
2014	**Tying it all together: A comprehensive evaluation process for the determination of SLD eligibility** *Susan Ruby, Bill Link, Steve Hirsch*	2.5	$30