

Washington State Association of School Psychologists

Annual Fall Conference
Suncadia Resort
Cle Elum, WA
October 26th-28th, 2017



Suncadia Resort

3600 Suncadia Trail
Cle Elum, WA

Only 90 minutes from Seattle-Tacoma International Airport

WSASP

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

Future Fall Conferences

October 18-20, 2018: Seattle Airport Marriott, SeaTac
October 17-19, 2019: Davenport Hotel, Spokane

Questions?

Registration: contact@wsasp.org

General Conference: conference@wsasp.org

Registration Information

All registration is to take place on-line at www.wsasp.org

WSASP MEMBERS: Please log into your account/renew your membership in order to register at the member rate.

Presentation materials will be uploaded to www.wsasp.org/confhandouts2017 as they are received.

Registration Fees

Full Conference (WSASP Members):	\$240
Full Conference (OSPA Members):	\$240
Full Conference (Non-Members):	\$340
Students/Retired (WSASP Members):	\$160
Students/Retired (OSPA Members):	\$160
Students/Retired (Non-Members):	\$190
Student Presenter/Conference Support:	\$100
One-Day Registration (includes meals/social hour):	\$140

Cancellation policy: If you need to cancel, you must contact us by **Sunday, 10/22/17** to receive a full refund. If you cancel after 10/22/17, you will be refunded all but \$150. This is to cover the cost of food at the conference.

Clock Hours

Clock hours are included in the price of registration. After the conference has ended, you will receive an email with an evaluation link, which will provide clock hours.



WSASP Fall Conference will be on **Guidebook** again! Guidebook allows registrants to view the conference schedule on their phones! You can view session times, view session abstracts. You can add sessions to your own, personal schedule and the app will send you a reminder on where to go when your session begins! In addition, you can view a list of vendors, upload photos, message and email people, and create a to-do list while you're there! Visit guidebook.com/getit from your phone/tablet to download the app.

For up-to-date information on the conference, including any alerts to sessions that may be cancelled during the conference, go to <http://www.wsasp.org/Fall-Conference> ! Questions? Email conference@wsasp.org

Thursday

Oct. 26, 2017

12:15-3:30pm

Networks for Life Suicide Prevention

Susan Martin, ESD105 Consultant

This three hour training meets the requirement for HB 1336 regarding suicide prevention training for all ESA certified employees. Participants will learn data on suicide rates in Washington State and learn strategies to reduce risk factors and building protective factors. Participants will discuss school context and response to suicide in that setting.

Please note: This training is a separate registration fee from the fall conference. This means that if you register to take Networks for Life, you must still register for the rest of the conference should you wish to attend. There will be no registrations taken that day.

12:15-1:45pm

Social-Emotional Learning With the Second Step Program

Amy Walker, Senior Regional Outreach Manager, Committee for Children

Participants in this interactive workshop will learn what the research says about teaching social-emotional skills and self-regulation to young children. Using the *Second Step* Program as an example, the presenter will share practical strategies for teaching empathy, problem solving, emotion management, friendship skills, and self-regulation using games, skill practice, and common language.

What New School Psychologists Should Know: A Panel Discussion

Heidi Perez, Ph.D., Assistant Professor, Central Washington University

Becoming a competent school psychologist takes work and dedication, knowledge and skill. This panel is designed to give practical strategies, goals, tips, and tools for new practitioners or those who will be in the role soon (graduate students) from the perspective of knowledgeable colleagues in the field to help bridge the gap from learning to application. Dr. Perez is an Assistant Professor at Central Washington University and serves as a university representative to the WSASP board. This presentation is designed to support the growth and development of graduate students and newer practitioners in the field. Panelists will be skilled practitioners working in the field of school psychology.

Utilizing the BASC-3 for Intervention and Progress Monitoring

Kathleen M. Woodward, Ed.S., NCSP, Clinical Education Consultant, Pearson Clinical

This session will demonstrate how to use components of the BASC-3 Family to enhance your ability to provide comprehensive services to students. Beyond the traditional rating scales, the BASC-3 Family offers multiple resources for intervention planning including enhanced reports and the Intervention Guide. In addition, the new Flex Monitor of the BASC-3 may be used to address requirements for progress monitoring. The Flex Monitor allows clinicians to design their own progress monitoring forms including reliability coefficients and standard scores. A case study will be presented to illustrate a comprehensive approach to using the BASC-3 tools for assessment, placement, and intervention.

Recent events in schools and communities underscore the importance of addressing student mental health and behavior. While it is often taken for granted, we know that emotional health and well-being supports the development of positive social and academic outcomes for children and adolescents (Balfanz & Boccanfuso, 2007; Noguera, 2007; Arcia, 2006). Understanding the behavioral and mental health needs of this population can be quite

complicated, however. Thoughtful assessment is essential to identifying and implementing effective strategies to address behavioral and emotional concerns. What tools can you rely on for diagnosis, treatment planning, intervention, and progress monitoring? Do your current assessment practices help you in fostering parental involvement in treatment initiatives? Research has demonstrated that increased parental involvement and collaboration with the school plays a role in improving outcomes such as social development, school engagement, and academic learning (NASP, 2012; Moreno, Lewis-Menchaca, & Rodriguez, 2011; Williams & Sanchez, 2011).

Through a discussion and case study approach, this session will demonstrate how to use components of the BASC-3 Family (i.e., teacher reports, parent reports, parenting relationship measures, observations, interventions, and intervention monitoring components) to enhance your ability to provide comprehensive services to children and adolescents. The BASC-3 Family offers multiple resources for intervention planning including enhanced reports and the Intervention Guide. In addition, the Parent Relationship Questionnaire can assist with increasing parental involvement and intervention selection. Participants also will learn how the new Flex Monitor of the BASC-3 may be used to address progress monitoring. The BASC-3 Flex Monitor allows clinicians to design their own progress monitoring forms including reliability coefficients and standard scores. A case study will be presented to illustrate a comprehensive approach to using the BASC-3 tools for assessment, placement, and intervention.

The BASC-3 Family is a perfect fit for the NASP practice model particularly in the areas of Data-Based Decision Making and Accountability (Domain1), Consultation and Collaboration (Domain 2) and the delivery of interventions (Domains 3 & 4). The BASC-3 authors specifically created the Flex Monitor to address the field's lack of data-based decision making when monitoring the progress of a student or the effectiveness of behavioral interventions.

Participants will be able to:

- describe how the scales and components of the BASC-3 help them in identifying students at risk for, or experiencing behavioral and emotional problems;
- identify the links between assessment data and appropriate interventions
- describe how the Flex-Monitor system can help document progress

2:00-3:30pm

Keeping Our Kids Safe: Brain Injury Is More Than Sports Concussion

Brain Injury Alliance of Washington

According to Center for Disease Control and Prevention (CDC), in 2012, an estimated 329,290 children (age 19 or younger) were treated in U.S. EDs for sports and recreation-related injuries that included a diagnosis of concussion or TBI. From 2001 to 2012, the rate of ED visits for sports and recreation-related injuries with a diagnosis of concussion or TBI, alone or in combination with other injuries, more than doubled among children (age 19 or younger). After hearing this presentation, participants will better understand Brain Injury and will be better prepared to recognize it and care for those who experience it. Participants will also gain knowledge of the free services offered through the Brain Injury Alliance of Washington (BIAWA) which are not only of great value to families but also the professionals who interact with these families.

How to advocate for, build, and run effective ESA collaboration teams to meet student's social, emotional and behavioral health needs.

Carrie Suchy, NCSP, School Psychologist, Co-Founder of the ESA Behavioral Health Coalition

This presentation will focus on how to advocate for collaborative teams with such models as the Integrated Student Support Systems previously discussed. How to build these teams will also be explored. Finally, methods of effective collaboration will be explored to equip attendees with the skills necessary to be on effective collaborative multidisciplinary teams. Presenters are members of the ESA Behavioral Health Coalition, established in 2015. Members of the Government and Public Relations Committee co-founded this group in 2015 and has since been working on behalf of WSASP and its membership to build a strong coalition with our colleagues in social and emotional wellness in the schools. This presentation represents the next step in their work advocating for our student and their social and emotional wellness needs.

The Cost of Special Education

Steve Hirsch, Ph.D., NCSP, Shoreline School District

With the best of intentions, PL94-142 came into existence in 1976 and children with disabilities were allowed to attend school with monies set aside to make sure it happened. While we all hope that our current administration will not attempt to erode the civil rights (or money) that comes with such good intentions, consider these two facts; we spend enough money on special education student to fund a very long wall (\$1 billion in WA alone), yet some 30-40% of our HS graduates with IEPs do not spend any meaningful time either going to school or being employed in the year following HS graduation. Something is very wrong here. At some point, someone in the other Washington is going to put two and two together and question the value of Special Education. In this session we will discuss the cost of special education for the student desirous of going to college or seeking employment after graduation and whether or not we are adequately preparing our students for post-HS experience.

At Shorecrest, we developed an informal three-tier model for transition support, be it for college or for employment. Tier 1 focused on the IEP process with an emphasis no longer on the present, but on the future. Tier 2 utilized the services of a DVR-contracted career placement firm to help a group of eleven students identify potential careers and gain paid internships in fields of interest. Tier 3 was our attempt to bring DVR into the picture on a regular basis to help more intensively with both college and career readiness for individual students.

The real cost of special education though, is sadly still ignored at Shorecrest and many other high schools, because expectations are lowered for special education students. We will discuss how, out of 85 Resource Room students, only 1 is taking an AP class (only way to be competitive for college/university admittance). How, out of 85 resource students, only 10 are taking a foreign language (a requirement for entry to 4-yr college). How 25% of the IEPs have provisions for a 'P' to be given if the student is able to master 50% of the content instead of the usual 60% and how success is defined by a D- or better. Are these lower expectations focusing on HS graduation or post HS college/career readiness as a goal? Finally, we will also engage in a discussion of which accommodations/modifications that typically appear on an IEP are geared for college or the work place.

4:00-5:30pm

OSPI Question & Answer

John Bresko, Program Supervisor, Special Education, Office of Superintendent of Public Instruction (OSPI)

8:00pm

Social Hour & Poster Sessions

Graduate students from around the state will present their current research.

Friday

Oct. 27, 2017

8:15-9:45am

Keynote: Power of One: Creating Connections

John Kelly, Ph.D., NASP President

This inspirational presentation will focus on the crucial connections that school psychologists often make with students, which result in transformative experiences in students' lives. Participants will reflect upon their relationships with students and the meaningful and powerful nature of their work. Participants will develop methods to connect with students through interpersonal relationships to effect change. Participants will identify NASP resources which support their professional practice.

10:00-11:30am

Remotely Administered Ability and Achievement Assessments: A Study

Stephanie Taylor, Director of Psychoeducational Assessments and Behavior & Mental Health at Presence Learning, Inc.

Education and healthcare have been moving toward live, online services over the past several years. Ability and achievement assessments, however, have not yet made the leap. Why?: because we don't yet know if it yields accurate results. To answer this question, PresenceLearning and Houghton-Mifflin-Harcourt engaged in an equivalency study comparing online administration of the Woodcock-Johnson IV COG and ACH to in-person administration. This presentation will outline the study methods, results, and implications for future use. Testing methods and testing instruments are constantly changing. The world is now entering a time of online doctors, online therapy, and online assessment. Live, online speech and language assessments have been sanctioned by ASHA, but what about ability and achievement assessments? Do they have a place in schools? Since assessments may only be used in the manner in which they were attended by their publishers, PresenceLearning, the leading provider of live remote speech and language assessments, reached out to Houghton-Mifflin-Harcourt to answer this question.

Over 6 months, a study was conducted of 280 students in three states, ages 5-16. Students were divided into an online group and a control, in-person group using a case control matching design (on age and gender) and administered both the Woodcock-Johnson IV COG and ACH. This presentation will outline in detail:

1. The study methodology
2. The results
3. Implications for future use
4. Recommendations for additional research

Advocating for the Role of School Psychologist

Alexandra Franks-Thomas, Ed.S., NCSP, North Thurston Public Schools, WSASP Area 5 Co-Representative; NASP PPI Participant in July 2016

Carrie Suchy, MA, NCSP, Franklin Pierce School District, WSASP GPR Co-Chair, NASP PPI Participant in July 2014

Sherri Bentley, MS, Tumwater School District, WSASP Area 5 Co-Representative, WSASP GPR Co-Chair, WSASP Past President; NASP PPI Participant in July 2016

This session will address the types of advocacy work that are applicable to the role of the school psychologist. Attendees will learn how to develop and participate in advocacy campaigns which can influence legislation, administrative policy, and professional practices. Attendees will be able to develop personal and organizational plans to promote advocacy agendas at the individual, building/district, and legislative level.

Does Anyone Actually Read These Reports Anyway?: Improving the Acceptability and Readability of Psychoeducational Reports So That Intended Audiences Will Read and Understand Them

Kathleen Waldron-Soler, Associate Professor of Special Education

Susan Ruby, Professor of School Psychology

Eastern Washington University

Our presentation will teach participants how to improve the acceptability and readability of psychoeducational reports. Participants will learn about the impact of intended audiences of psychoeducational reports and online reporting systems such as IEP Online on report writing style. Various report structures will be presented and the pros and cons of these structures will be discussed. Participants will gain knowledge of quality report writing and learn how to improve the readability of their psychoeducational reports.

12:45-1:45pm

General Meeting

This is a meeting for all members and attendees of the conference. Reports will be shared with the general membership, including treasury, professional development, government and public relations, etc. In addition, awards will be given for those nominated and selected.

2:00-5:00pm

Legal Update: Cases and Trends Affecting School Psychologists

Lynette Baisch, Attorney/Porter Foster Rorick LLP

This presentation will provide an overview of recent court cases, administrative decisions, and other legal developments that have relevance to the practice of school psychologists. The format will encourage questions and discussion of issues experienced by audience members. The audience should emerge with a greater understanding of options for addressing common legal compliance scenarios.

Language Development and Oral Language Specific Learning Disabilities

Kelly Coughlan, Ph.D., School Psychologist/Tacoma Public Schools & Tahoma Therapy & Ed. Specialists

Oral Language Specific Learning Disabilities are areas of eligibility which School Psychologists can assess however, it's rarely done which may leave some students misidentified or under-identified. In this session we will review the trajectory of language development at birth, understand the four language systems, review how language is linked to Common Core/SBAC assessments, review federal and state regulations regarding establishing SLD in Oral Language, learn assessment tips, interventions/recommendations, and review model case studies. Kelly is a graduate of Pacific Lutheran University and University of Washington receiving a PhD in Educational Psychology in 2013. She has been a practicing School Psychologist for 15 years in the Pierce County and Olympic Peninsula areas.

Spanish/English Language Dominance in Special Education Assessment

Beth Varner, M.Ed., NCSP, Clinical Account Executive, Houghton Mifflin Harcourt

This session is targeted for school psychologists or other evaluators making Spanish/English language dominance determinations as part of the special education evaluation process. Topics will include an overview of the Woodcock-Muñoz Language Survey, 3rd Edition (WMLS III) and the WJ IV Tests of Oral Language and their use in language dominance determinations. Participants will learn how to select and utilize assessment tools for determining language dominance and informing the evaluation process. Beth Varner, M.Ed., NCSP is a Clinical Account Executive with Houghton Mifflin Harcourt. She completed her school psychology training program at the University of Washington in Seattle and has worked as a school psychologist in Alaska, Washington, and California.

Saturday

Oct. 28, 2017

8:45am-12:00pm

Differentiating ADHD from other Disorders of Attention: Implications for Academic Achievement and Psychosocial Functioning

James (Brad) Hale, PhD, ABPdN, Center for Teaching Brain Literacy

A common finding for many children with learning or behavioral issues is inattention. The kind of attention problem matters both for understanding individual differences in children, and helping them overcome their academic and psychosocial challenges. In this workshop, the presenter will highlight his Circuit Balance Theory (Hale et al., 2009) to explain the types of executive function problems seen in children with ADHD, and other disorders of attention. This framework provides attendees with a better understanding of exactly what ADHD is, and how it differs from other causes of attention problems. After reviewing these individual differences according to Circuit Balance Theory, the presenter will then highlight how different interventions can be used to address a child's attention, learning, and behavioral issues that maximizes intervention effectiveness. Results from medication trials will highlight the need to perform comprehensive evaluations for children with attention problems, and the importance of ongoing progress monitoring to ensure efficacious outcomes for affected children. Results show how medication has a different effect for cognition and behavior, even in a good medication responder, with implications for academic and psychosocial functioning offered. Implications for psychological and educational practice will be addressed. James B. Hale, PhD, ABPdN, is a board-certified Pediatric Neuropsychologist, certified School Psychologist, and certified Special Education Teacher (SLD/EBD), at the Center for Teaching Brain Literacy in Olympia, Washington. A Full Professor of Educational Neuroscience (Ret), Dr. Hale has a wealth of clinical, research, and teaching experience. Having seen over 1000 children clinically, Dr. Hale has worked in school, clinic, and hospital settings across the globe. An internationally-renowned speaker and bestselling author of *School Neuropsychology: A Practitioner's Handbook*, Dr. Hale has over 50 publications and over 200 presentations to his credit. He has conducted research on his workshops, showing that participants show significant gains in knowledge, skills, and improved opinions toward children with disabilities, as a result of his training.

The Good, The Bad and the Ugly: Ethical Issues for School Psychologists

Phil Koester, NCSP, WSASP Ethics Committee Chair & ESA Representative to the OSPI Admissions and Professional Conduct Advisory Committee

Professional ethical standards typically represent the "good:" the proactive behaviors that serve the educational and psychological development of our student clients. The Washington State Code of Conduct defines the "bad:" the behaviors that are defined as harmful to students, professional educators, and school systems and are justification for impacting certification. This workshop will address the issues where the NASP ethical standards and the Code of Conduct converge and diverge, illustrated with examples of the "ugly:" case examples and discussions of dilemmas that illustrate the violations of the codes. This three-hour workshop will include audience participation. *Attendance for the entire workshop will satisfy the NCSP renewal requirement for three hours of continuing education in ethics and risk management.*

Special Education Referral or Not, a Matrix Based Decision Making Process

Steve Gill, M.Ed., Kent School District, ESA Coach, WSASP President

Special Education Referral or Not: The training focuses on a process, guides educators through data collection, critical conversations, and documenting their decisions in a matrix one data point at a time. The result is a pictorial image, the matrix, that represents the discussions of the team. This helps the team to determine whether to implement interventions, add more interventions, or make a special education referral. The discussions and work help the team to know the root cause of the presenting problem. Then the team designs a more targeted intervention or creates the ground work for better analysis of the special education referral. If a special education evaluation is started, this process helps create data that can lead to a more accurate special education evaluation.

Adverse Childhood Experiences (ACEs) and Resiliency

Debbie Townley, School Psych, West Valley School District, Yakima