

Washington State Association of School Psychologists

Annual Fall Conference
Seattle Airport Marriott
Seattle, WA
October 18th-20th, 2018



Seattle Airport Marriott

3201 S 176th St
Seattle, WA 98188

Reservations: (206) 241-2000

Our room block guarantee is \$159/night. You can register in advance without leaving a one-night deposit. You can also register online at:

https://www.marriott.com/meeting-event-hotels/group-corporate-travel/groupCorp.mi?resLinkData=Washington%20State%20Association%20of%20School%20Psychologists%20Fall%20Conference%20Oct2018%5Eseawa%60wsawsaa%7Cwsawsab%60159.00%60USD%60false%604%6010/17/18%6010/21/18%609/28/18&app=resvlink&stop_mobi=yes

Last day to book your room at a discounted rate is **9/28/18**. After this date, it depends on vacancies to get conference rate.

Directions: Exit the airport toward South 170th Street. Turn right onto 170th Street then right again onto International Boulevard/Highway 99. Proceed to 176th Street and turn left. The hotel will be two blocks ahead on the right. Shuttle runs every 15 minutes. No service 2am-4:15am. Pick-up is on third floor of parking garage.

Parking:

Parking has been discounted: \$8.00 for same day meeting attendee parking and all overnight parking is at \$14.00 per day. There is a free shuttle from the airport and the light rail is located nearby to easily get to downtown Seattle.

WSASP

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

Future Fall Conferences

October 17-19, 2019: Davenport Hotel, Spokane
2020 – Skamania Lodge

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.

Registration Fees

Full Conference (WSASP Members):	\$240
Full Conference (OSPA Members):	\$340
Full Conference (Non-Members):	\$100
Students/Retired (WSASP Members):	\$150
Students/Retired (OSPA Members):	\$75
Students/Retired (Non-Members):	
Saturday Only Registration:	

SOS Signs of Suicide, Prevention, and Screening \$50 **

To keep costs down for graduate students, they are being offered a reduced rate of \$100. An optional \$10 donation would help support conference costs.

Cancellation policy: If you need to cancel, you must contact us by **Sunday, 10/14/18** to receive a full refund. If you cancel after 10/14/18, you will be refunded all but \$150.

Clock Hours

There will be 22 clock hours available and are included in the cost of registration. After the conference, registrants will be sent an evaluation and will be given proof of clock hours earned.

*****Please note, SOS Signs of Suicide, Prevention, and Screening is a separate registration from the rest of the conference and must be registered for ahead of time.***

**Presentation materials will be uploaded to
www.wsasp.org/confhandouts2018 as they are received.**

Thursday

Oct. 18, 2018

**9:00am-12:00pm
Breakout Sessions**

SOS Signs of Suicide, Prevention, and Screening

Annie Hetzel and Lane Vanderford, PSESD

- Learn how to identify signs and symptoms of depression and suicide in youth, how to respond effectively using school policy, and how to engage community as partners in prevention.
- Learn the components of the comprehensive SOS suicide prevention program for schools: student and stakeholder education, screenings and intervention.
- Develop a school wide plan for recognition, screening, and response to emotional or behavioral distress in students as required by RCW 28A.320.127

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

Current Issues in Ethics & Risk Management

Fred Provenzano, Ph.D., NCSP, Private practice/ Univ. of Washington

This workshop will address current issues that present ethical dilemmas for school psychologists and represent both the issues related to emerging digital developments and trending changes in interpretation of school policies and procedures. Topics will include such issues as 504 accommodation plans, digital test administration and scoring, storage of records, and impact of social media in schools. The format will include small group and large group discussion.

Please note: *The three-hour format will satisfy the NCSP renewal requirement for continuing education in ethics.*

Using a Pattern of Strengths and Weaknesses for SLD Identification

Vincent C. Alfonso, Ph.D., Gonzaga University School of Education

This session will focus on what is new to cross-battery assessment, relations between CHC abilities and academic skills, an overview of cross-battery assessment via X-BASS (cross-battery assessment system software), and the utility of the X-BASS in pattern of strengths and weaknesses (PSW) analyses. Participants shall be able to identify the various methods used to identify specific learning disabilities, understand the pattern of strengths and weaknesses method used in the identification of specific learning disabilities, understand the theoretical underpinnings, psychometric properties, and practical applications of the X-BASS, and state the major functions of the X-BASS.

**1:00-2:30pm
Breakout Sessions**

Perception is Reality, No, It is Not

Steve Gill, Sumner School District, WSASP President

This presentation will go over the relationship of perception to reality, as it relates to limiting the way in which we approach and solve some problems. That is, our perceptions and beliefs are limiting us at times and we need to examine other possibilities to best serve our children. Or, the perceptions of staff who we are working with are limiting to possibilities for children we want to help. The participants will work in groups to read short stories from educators, discuss them within their groups, and then talk about this to the group as a whole. The purpose of this is to help the participants open their views on certain topics or to provide them tools to help others open their views. This is based upon an upcoming book that has these stories within it and is meant for school psychologists, teachers and/or principals to use for themselves or in groups to work through problems created by believing our perceptions are reality.

Helping Students Show What They Know; Understanding Current Theory Regarding Executive Regulatory Functions – Part 1

Steven Guy, Ph.D., Pediatric Neuropsychologist, Columbus, OH; Co-author of Behavior Rating Inventory of Executive Functioning Second Edition (BRIEF-2)

Executive functioning difficulties are evident to some degree in most conditions that are cared for by school psychologists. It is critical for clinicians to have a firm foundation in executive functions including concepts and theory. This discussion will include recent developments in our understanding of executive functioning including a newer factor structure and neuroanatomy. Possessing this knowledge allows the psychologist greater confidence when diagnosing and developing treatment plans for students. To that end, distinct executive functioning profiles evident in different clinical groups will be reviewed.

A shift: School Psychologists role in the implementation of an MTSS system, data based decision making and using of RTI for SLD

Kelly Glick & Christina Phan, Franklin Pierce Schools

The Every Student Succeeds Act (ESSA) emphasizes the importance of evidence based practices and a multi-tiered system of support (MTSS) framework for identifying and meeting the needs of all students. Previously, the re-authorization of IDEA supported a response to intervention (RTI) approach for the identification of specific learning disabilities (SLD). These are substantial shifts in longstanding ideologies and procedures taking place in schools and provides a unique opportunity for school psychologists to take on leadership roles. This presentation will document one district's journey in the implementation of MTSS and transition to an RTI approach for the identification of SLD. Participants will learn how they can take similar action towards implementation and engage in discussion regarding both positive outcomes and setbacks faced.

Providing the Spectrum of Support for Individuals with Brain Injury

Deborah Crawley & Nicole Graff CBIS, CIRS-A/D, Brain Injury Alliance of Washington

This presentation covers a general overview of brain injury, the role of our organization and how school personnel can more effectively serve individuals with brain injury. It is our goal to provide continued outreach and education to providers so that we may increase knowledge about brain injury, help providers implement gained knowledge and education into their own practices and render positive results to support those whose lives are affected by brain injury.

When Children Are Deaf or Hard-of-Hearing

DeeAnn Wilson, Erin Crafton, & Jen Morris, Northwest School for Deaf and Hard-of-Hearing Children (Shoreline, WA)

Deaf Education professionals will discuss issues that arise when serving children who are deaf and hard-of-hearing. DeeAnn Wilson is an audiologist who works in several districts around greater Seattle and assists teams in considering the physical environment beneficial to children with hearing loss, the type of equipment that is worn, and the importance of having it on the child and working. Erin Crafton is a speech-language pathologist who works in both an American Sign Language (ASL) Bilingual-Bicultural program as well as one where simultaneous speech and Signing Exact English (SEE) are used (Northwest School for Deaf and Hard-of-Hearing Children). She provides aural habilitation sessions with students who are D/HH and will explain speech and language issues such as the difference between ASL and SEE, testing considerations, and how sign can support speech and listening development. Jen Morris is Teacher of the Deaf, and a member of the NWSDDH District Support Team, supporting D/HH children in mainstream settings. She will share stories of situations encountered in this work, highlighting the unique needs of deaf children in the classroom. Time for questions and answers will be provided.

**3:00-4:30pm
Breakout Sessions**

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.

Establishing Partnerships for PREPaRE Implementation

Jody Sweeney and Susan Ruby, Freeman School District and Eastern Washington University

Following the Freeman school shooting in 2018, North East Washington Educational Service District and Spokane Department of Emergency Management established collaborative meetings with representatives from area mental health, school, community, and higher education organizations. Work from these meetings identified strengths and challenges in the region's ability to implement crisis prevention and response plans and activities. This session provides a summary of lessons learned following a school crisis and provides recommendations to better coordinate prevention and response efforts across agencies and schools. We will highlight the steps necessary to complete vulnerability assessments and screening, both before and after a crisis event. Participants will learn how the NASP PREPaRE model may help to establish comprehensive safety and crisis plans.

Wading through the Mud: Considering Social/Emotional, Adaptive and Behavior as areas of disability and SDI

Gretchen Schmidt Mertes, Social Thinking/Private Practice

Though the thirteen eligibility categories are clearly defined, service areas can get muddy. The Individuals with Disabilities Education Act (IDEA) requires school districts to assess children “in all areas of suspected disability.” It further provides that each child’s Individualized Education Program (IEP) must contain measurable annual goals designed to “meet each of the child’s [...] educational needs that result from the child’s disability.” In an attempt to meet that requirement, teams often assess social/emotional skills, behavior and adaptive skills, yet these areas often overlap creating confusion for the team and leading to misperceptions in IEP goals. Social communication and/or executive functioning deficits are often overlooked, and at first glance, students with challenges in these areas often don’t qualify for services. This presentation will explore the relationship between these areas and offer some insights to clarifying terms and better determining areas of need and disability, ultimately leading to better services for students.

Helping Students Show What They Know; Understanding and Improving Executive Regulatory Functions – Part 2

Steven Guy, Ph.D., Pediatric Neuropsychologist, Columbus, OH; Co-author of Behavior Rating Inventory of Executive Functioning Second Edition (BRIEF-2)

Executive functioning difficulties are evident in a variety of conditions seen in the school context. It is important for school psychologists to have a firm foundation in executive functions including concepts and theory, methods of assessment, and effective intervention strategies. This discussion is designed for psychologists and will include recent developments in our understanding of executive function including new data-based models, assessment approaches including checklists and performance based measures, and most importantly, evidence-based interventions.

Understanding and countering common “misses” in behavioral consultation

Ashli Tyre & Laura Feuerborn, Seattle University; University of Washington-Tacoma

In our role as behavioral consultants, we may encounter resistance as we work with teachers and other educators to support the positive behavior of students. In this presentation, school psychologists will learn about sources of resistance as common “misses,” including misunderstandings, mistakes, and misalignments of philosophical orientation. We will discuss strategies for facilitating buy-in through individual, team, and system-level consultation. Please note that basic background knowledge in functional behavior assessment and effective behavioral intervention is presumed.

**4:45-6:00pm
Breakout Session**

Meet OSPI’s new special education director

Glenna Gallo, Assistant Superintendent, OSPI

**8:00-9:00pm
Social Hour & Poster Sessions**

Social Hour & Poster Sessions | Sponsored by Elevation Healthcare

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

Friday

Oct. 19, 2018

9:00am Keynote Session

Keynote: Brain Literacy Empowers Educators to Serve Diverse Learner Needs

James B. Hale, Ph.D., ABPdN, Board Certified Pediatric Neuropsychologist, Licensed Psychologist, School Psychologist, Center for Teaching Brain Literacy

Most educators recognize and value the diverse world we live in, but cognitive diversity is seldom addressed in teacher training programs or ongoing continuing education. This reality is astonishing given research shows cognitive diversity is the norm - not the exception - in our student population. This cognitive diversity interacts with instruction and intervention, and can lead to successful outcomes for some children, but disabilities for others, especially if student cognitive diversity is not addressed during instruction. In this Keynote Address, participants will realize that instruction and intervention is not only about improving observable outcomes, but also improving brain functioning as well. In an effort to understand and address student cognitive diversity in practice, this presentation will provide an overview of how the brain works, with real-world examples offered of how brain functioning impacts student learning and behavior in the classroom. A case study example of how a brain literate approach to assessment and intervention not only helped a struggling student overcome her severe learning disability, but also normalized her dysfunctional brain pattern, so she no longer needed specially designed instruction.

10:45am-12:15pm Breakout Sessions

Developing a Roadmap for Assistive Technology Assessment

Kristin Leslie, ATP, MAT, OTR/L, Director of the Special Education Technology Center (SETC), Central Washington University

While Assistive Technology (AT) has been around since the dawn of IDEA, districts vary widely in how they are addressing AT needs. School Psychologists play a key role in beginning the AT consideration process and in helping the team determine if an AT assessment is needed. As with many areas of Special Education, leadership with clearly established procedures is key in assuring that best practices are followed for AT consideration and assessments. Join this session to view a roadmap for AT consideration and assessments based on well researched quality indicators. Gain confidence in answering parent, advocate and staff questions by understanding the laws and district responsibilities surrounding AT. Be provided with well-vetted resources on AT consideration and assessment procedures and network with other school psychologists to better understand how districts are addressing this topic.

Improving Reading Comprehension Through Knowledge Building – Research to Practice

Marcy Stein, University of Washington Tacoma

Improving reading comprehension for students with disabilities is a complex endeavor that involves understanding research findings in the areas of memory, metacognition, language, reading disabilities, and instruction. In addition, the lack of evidence-based comprehension instruction available in commercial programs is alarming such that teachers do not have adequate tools to help them promote deep understanding of the texts their students read. School psychologists, administrators, and teachers need to have a clear understanding of the high-impact practices in the area of reading comprehension and, more importantly, how those practices can be integrated into not only reading instruction but also instruction in the content areas such as history and science.

In a classic article, Professor Daniel Willingham outlined several misconceptions about reading comprehension instruction and outlined three bodies of research that have implications for educators. He organized the evidence into three distinct instructional categories - teaching students to monitor comprehension, organize content within a text, and integrate background knowledge (Willingham, 2006). In this session, I will refer to Willingham's organizational structure, provide updates, and discuss how to use those findings in evaluating and modifying instruction. Finally, I will clarify common misconceptions about teaching reading comprehension and outline findings from research that have the greatest potential for fostering student understanding.

The Challenges of Writing, and How to Build in Interventions

Laurie Anne Harrison, Ph.D., Snohomish School District

Writing is the most difficult academic subject to teach, and is a frequent concern for teachers as a child progresses through school. Approximately 90 percent of 8th grade boys are at the basic and below level in writing. This presentation will review the neuropsychology of writing, gender differences, with the intent to help school psychologists have a thoughtful discussion with their school teams, and helping school psychologists discuss reasonable interventions in writing, before moving towards testing.

The Neuroscience of Individual Differences in Mathematics Learning and Disability

James B. Hale, Ph.D., ABPdN, Board Certified Pediatric Neuropsychologist, Licensed Psychologist, School Psychologist, Center for Teaching Brain Literacy

Empirical attention to mathematics instruction and intervention has improved in recent times, but still lags well behind efforts to address reading competency and disability. In this workshop, participants will recognize that mathematics skill development is even more complex than reading, requiring many brain-based systems to work together to achieve mathematics competency. In addition, there are some cognitive processes relevant for mathematics skill development that are not as relevant for reading and writing skills. Following an overview of the neuroscience of mathematics in typical learners, the presenter's mathematics subtype research will highlight the different causes of mathematics disabilities, which can have relevance for assessment and intervention practices in the classroom.

**1:30-2:30pm
General Meeting**

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.

**2:45-4:15pm
Breakout Sessions**

Identifying Mathematics Disabilities Using the Concordance-Discordance Model for Targeted Intervention

James B. Hale, Ph.D., ABPdN, Board Certified Pediatric Neuropsychologist, Licensed Psychologist, School Psychologist, Center for Teaching Brain Literacy

Children with mathematics learning disabilities have one or more cognitive processes that interfere with their learning of math concepts, computation skills, and applications (e.g., reading graphs, word problems). In a follow-up to the morning session, this workshop will focus on how assessing and understanding these cognitive processes leads to more accurate identification of mathematics disabilities, which in turn leads to targeted interventions that help children overcome their challenges in math and science. The presenter's Concordance-Discordance Model (C-DM) of specific learning disability (SLD) identification will be detailed, showing the cognitive profiles associated with mathematics SLD subtypes. The workshop will conclude with a mathematics SLD case study that shows how the C-DM revealed the student's processing strengths and weaknesses (PSW), and how this pattern was used to guide subsequent intervention efforts that improved the student's mathematics skills and competency.

Advocating for the Role of School Psychologist

Alexandra Franks-Thomas, Ed.S., NCSP, North Thurston Public Schools, WSASP Area 5 Co-Representative

Carrie Suchy, MA, NCSP, Franklin Pierce School District, WSASP GPR Co-Chair

Sherri Bentley, MS, Tumwater School District, WSASP GPR Co-Chair, WSASP Area 5 Co-Representative

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. This session will expand upon information presented at the Fall 2017 Fall Conference.

LD Perspectives and Dyslexia

Natasha Hays, MD, Pediatrician, Learning Diagnostics and Treatment

Five to ten percent of students are estimated to have dyslexia that is severe enough to cause them significant difficulties. The cognition/reading score "fifteen point discrepancy" model is not a good way to determine the diagnosis. Dyslexia is known to be a condition that has a genetic basis, and brain structure and electrophysiological differences are present. The presentation will present research behind these findings, key components of dyslexia, appropriate evidence-based treatment, and information about the effect of dyslexia on math skills, as well as reading.

Oh the Traps We Fall Into: Traditions vs. Logic and Best Practice in the School Psychology Profession

Steve Hirsch, Shoreline School District

School psychology practice is often dictated, not by Best Practices, or even logical practices, but by tradition and misguided logic, turned into district policy. often we do things because of how we or the district is interpreting the WACs with little regard to logic or common sense. This mini-workshop is focused on airing those practices which are not rooted in logic or best practices but rather tradition or district direction and only serve to interfere with psychologists being more efficient, effective and less restrictive in scope of practice. While the workshop is primarily aimed at first and second year practitioners, seasoned veterans are invited as they too are often trapped in tradition. We will examine our assessment practices, our level of involvement in intervention and our tendency to be overly restrictive when it comes to utilizing IEPs to carve a path toward graduation and beyond. Much of the data shared in this workshop resulted from over 250 returned surveys in 2016.

Early Childhood Assessment

Shanna Davis, Ph.D., NCSP, Assistant Professor, Eastern Washington University

This session will present current information about the role of the school psychologist on early childhood assessment and intervention teams. Specific instruments and services will be discussed including screening tools in different early childhood settings. The specific role of the school psychologist as consultant will be emphasized and how to best address social emotional learning and needs for this population.

Saturday

Oct. 20, 2018

**8:00-9:30am
Breakout Session**

Keynote: Transforming your school through social and emotional learning

R. Keeth Matheny

This is a moving, interactive and highly engaging workshop that gives everyone an inspiring vision for what a transformational SEL program can and should be. It covers the basics, the data, the components and best practices of SEL. This session is filled with inspiring real world examples and anecdotes from the front lines of deep SEL work with schools and students. Participants will leave with a clear vision of SEL and how it connects with coordinated student supports(RTI/MTSS). Most of all, it is a collaborative experience of what SEL feels like when done well. Participants will explore what is social and emotional learning and why it is important, be able to describe how social and emotional learning connects with response to intervention / multi-tier systems of support for students, and will leave with actionable and inspiring ideas for growing a social and emotional learning program that is connected with their multi-tiered systems of support (RTI).

**9:45-10:45am
Panel Discussion**

Panel Presentation: *Moving SEL Forward: Next Steps*

- R. Keeth Matheny, Facilitator
- Gregory E. Moy, PhD, NCSP
Assistant Professor of School Psychology, Seattle University
- Ron Hertel Chair for SEL for OSPI
- Annemarie Huston, member for SEL workgroup, School Psychologist, Seattle Public Schools
- Sherri Bentley, School Psychologist, Tumwater School District
- Alex Franks, School Psychologist, North Thurston School District

**12:00-1:30pm
Breakout Sessions: Tier 1**

Utilizing the SSIS SEL to Create a Multi-Tiered Support System that is Responsive to All Students

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

Multi-tiered systems to support students' development of core social emotional learning (SEL) skills are most effective when assessment and intervention components are integrated to produce frequent data-based feedback to users and system-wide accountability. The SSIS Social Emotional Learning Edition assessments and highly flexible Classwide Intervention Program (CIP) authored by Frank M. Gresham, PhD and Stephen N. Elliott, PhD offer users a powerful set of tools that fit within multi-tiered support systems in both elementary and secondary schools. The SSIS SEL is culturally responsive, consistent with the CASEL SEL competency framework, and is a highly effective and S.A.F.E.R. intervention program. An overview of the CASEL framework will be presented. Participants will learn how to conduct a large-scale screening of students' social emotional functioning and observe examples of how to teach social emotional learning competencies using the SSIS SEL CIP units and resources.

Building a Secondary SEL Program from Roots to Leaves

R. Keeth Matheny, M.S.

This session is all about building an SEL program on your campus. It covers developing a "coherent narrative" of SEL. This session will help move the vision into action, with a clear blueprint for implementation steps and best practices. Part of the session is a continued emphasis on the experience of SEL, with demonstration activities and useful concepts. Models for effective implementation will be discussed with details of benefits, challenges and best practices of various models. Participants will learn steps for developing a social and emotional learning program at the secondary level, explore various models and best practices for a social and emotional learning programs at the secondary level, and experience what a SEL lesson feels like and leave with ideas for effective growth of social and emotional skills.

Second Step

Amy Walker, Committee for Children

Educators all over Washington use Committee for Children's Second Step Program to teach kids important skills to help them thrive in school and in life. Participants will learn what the research says about which social-emotional skills are most important at which grade levels and also how teaching social skills can foster a positive, inclusive school environment where all kids feel welcome. The presenter will also share strategies for implementing Second Step in tier 2.

1:30-3:00pm
Breakout Sessions: Tier 2/3

Introducing *Stronger* social and emotional programming

Laura Feuerborn, University of Washington Tacoma

This session familiarizes school psychologists with the recently revised and updated *Strong Kids* and *Strong Teens* social and emotional learning (SEL) programs. Programming strategies that are both practical and effective will be underscored, along with innovative program components such as mindfulness-based practices, "thinking traps," and SEL for educators. Please note that it is not necessary to purchase a program to benefit from this session.

With or Without You: The Critical Role of Local Action on State SEL Policy Initiatives

Gregory Moy, Seattle University

The Illinois Children's Mental Health Act of 2003 (P.A. 93-0495) represents the first piece of state legislation in the United States to specifically address the social and emotional development of all children through education and coordinated social services. This presentation summarizes the key provisions of the law and presents examples of how this law has been enacted in the fifteen years since its passage. Attendees will experience an historical account of the strengths and weaknesses of the Illinois law as they pertain to school-aged children and the agencies that serve their social and emotional needs. Attendees will be better informed of potential pitfalls or shortcomings of SEL-related legislation and encouraged to advocate on two fronts: (1) to develop capacity in their local districts to meet the SEL needs of students, and (2) to advocate for broader SEL policies that can facilitate real changes in student experiences of school.

Distress Assessment: Understanding and Responding to Threats of Violence in Schools

Jay Schneller Ph.D., NCSP, Tacoma Public Schools

This workshop will provide participants with a process for identifying, documenting, and responding to students in acute distress using the Tacoma School District (TPS) model. Use of the Psychosocial Evaluation & Threat Risk Assessment (PETRA), Adolescent & Child Urgent Threat Evaluation (ACUTE) and the Suicidal Ideation Questionnaire (SIQ) will be discussed, as they relate to understanding student distress. The Emotional Behavior Distress Form (EBDF), a TPS form to document concerns and guide intervention, will also be reviewed. Together, these tools help school psychologists to understand the relevant characteristics of student threats of violence in order to quickly formulate an appropriate plan to mitigate student harm to self or others.

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fThursday, October 18, 2018

10:00am-5:00pm	Registration				
9:00am-12:00pm	<p align="center">SOS Signs of Suicide, Prevention, and Screening <i>Hetzel & Vanderford</i></p> <p align="center">**This course is \$50 and is a <u>separate</u> registration from the conference.</p>	<p align="center">Current Issues in Ethics & Risk Management <i>Provenzano</i></p>		<p align="center">Using a Pattern of Strengths and Weaknesses for SLD Identification <i>Alfonso</i></p>	
12:00-12:45pm	Lunch on your own				
1:00-2:30pm	<p align="center">Perception is Reality, No, It is Not <i>Gill</i></p>	<p align="center">Spectrum of Support for ind. with Brain Injury <i>Crawley & Graff</i></p>	<p align="center">School Psych Role in the Implementing MTSS <i>Glick & Phan</i></p>	<p align="center">Executive Functioning: Bringing You Up to Date <i>Guy</i></p>	<p align="center">When Children Are Deaf or Hard-of-Hearing <i>Wilson, Crafton & Morris</i></p>
2:30-3:00pm	Break				
3:00-4:30pm	<p align="center">Legal Update: Cases and Trends Affecting School Psychologists <i>Baisch</i></p>	<p align="center">Establishing Partnerships for PREPaRE Implementation <i>Sweeney & Ruby</i></p>	<p align="center">Considering Social/Emotional, Adaptive and Behavior as areas of disability and SDI <i>Mertes</i></p>	<p align="center">Executive Functioning: Latest Assessment and Intervention Approaches <i>Guy</i></p>	<p align="center">Understanding and countering common "misses" in behavioral consultation <i>Tyre & Feuerborn</i></p>
4:45pm	<p align="center">Meet the new OSPI Special Education Director <i>Glenna Gallo</i></p>				
6:00pm	Dinner on your own				
8:00pm	<p align="center">Social Hour & Poster Sessions Sponsored by Elevation Healthcare</p>				

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Friday, October 19, 2018

8:00am-5:30pm	Registration				
8:00-9:00am	Breakfast				
9:00-10:30am	Keynote: <i>Brain Literacy Empowers Educators to Serve Diverse Learner Needs</i> <i>Hale</i>				
10:45am-12:15pm	The Neuroscience of Individual Differences in Mathematics Learning and Disability <i>Hale</i>	Developing a Roadmap for Assistive Technology Assessment <i>Leslie</i>	Improving Reading Comprehension Through Knowledge Building – Research to Practice <i>Stein</i>	The Challenges of Writing, and How to Build in Interventions <i>Harrison</i>	
12:30-1:30pm	Lunch				
1:30-2:30pm	General Meeting				
2:45-4:15pm	Identifying Mathematics Disabilities Using the Concordance-Discordance Model for Targeted Intervention <i>Hale</i>	Advocating for the Role of School Psychologist <i>Franks, Suchy & Bentley</i>	LD Perspectives and Dyslexia <i>Hays</i>	Oh the Traps We Fall Into: Traditions vs. Logic and Best Practice in the School Psychology Profession <i>Hirsch</i>	Early Childhood Assessment <i>Davis</i>

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<u>Saturday, October 20, 2018</u>			
8:00am-12:00pm	Registration		
8:00-9:30am	Keynote: Transforming Your School Through Social and Emotional Learning <i>Matheny</i>		
9:45-10:45am	Panel Discussion: Moving SEL Forward: Next Steps <i>Matheny, Moy, Hertel, Johnson, Huston, Bentley, & Franks</i>		
10:45-11:45am	Brunch		
12:00-1:30pm Tier I	Utilizing the SSIS SEL to Create a Multi-Tiered Support System that is Responsive to All Students <i>Woodward</i>	Second Step <i>Walker</i>	Building a Secondary SEL Program from Roots to Leaves <i>Matheny</i>
1:30-3:00pm Tier II/III	Introducing Stronger social and emotional programming <i>Feuerborn</i>	With or Without You: The Critical Role of Local Action on State SEL Policy Initiatives <i>Moy</i>	Distress Assessment: Understanding and Responding to Threats of Violence in Schools <i>Schneller</i>

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