

| Year | Theme |
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| 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 |

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| Year | Title Presenter(s) | Clock Hours | Price |
|-------------|---|------------------------|--------------|
| 2016 | <p>Disproportionality in Special Education: The School Psychologist's Contribution <i>Steve Hirsch, PhD, NCSP, School Psychologist, Shoreline School District</i></p> <p>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.</p> | 2 | \$30 |
| 2016 | <p>Being an Equity-Oriented Practitioner: Centering Educational Equity of Everyday Practice <i>Seena Skelton, PhD, Project Director, Great Lakes Equity Center</i></p> <p>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.</p> | 3 | \$30 |
| 2016 | <p>Cognitive Assessment of English Language Learners <i>Bryn Harris, Ph.D., Assistant Professor of School Psychology, University of Colorado Denver</i></p> <p>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</p> | 3 | \$30 |

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| | <p>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.</p> | | |
| 2016 | <p>Addressing the IDEA Exclusionary Clauses in the Evaluation of SLD with ELL <i>Chieh Li, Ed.D., NCSP, Associate Professor and Direct of Clinical Training, Northeastern University</i></p> <p>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.</p> | 2.5 | \$30 |
| 2016 | <p>The Assessment of the CLD Population: A 50-Year Dilemma. What progress has been made, what issues remain? <i>Sam Ortiz, Ph.D., Associate Professor of Psychology – St. John's University</i></p> <p>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.</p> | 4 | \$35 |
| 2016 | <p>Understanding the Cultural Validity in Testing <i>Michael Orosco, Ph.D., Associate Professor of Special Education, University of Kansas</i></p> <p>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.</p> | 2 | \$30 |

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| 2016 | <p>The Good, The Bad, and the Unethical: Ethical Issues for School Psychologists <i>Phil Koester, M.Ed., NCSP, School Psychologist, Ferndale School District</i></p> <p>Historically, most associations' ethical standards speak to the Good, - What should professionals do to be ethical. They should be good communicators, good collaborators, good service providers etc. The Washington State Code of Conduct was implemented in the early 1990s and represents the Bad – what you should not do e.g. falsification of data, abandonment of generally recognized professional standards etc. The Code specifies different levels of sanctions and their burden of proof. School Psychologists are certified by OSPI and unethical behavior can be punished by the OSPI's Office of Professional Practice (OPP). Punishment comes in one of three forms: revocation of one's certificate, suspension of one's certificate, or a reprimand. How do the NASP ethical standards and Code of Conduct coexist? What are the implications for professional practice?</p> | 2.5 | \$30 |
| 2016 | <p>Tiered Supports for Culturally and Linguistically Diverse Students <i>Dacia McCoy, Ph.D., Assistant Professor, Behavior Analysis – University of Cincinnati</i> <i>Wallace Larkin, M.Ed.</i></p> <p>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.</p> | 3 | \$30 |
| 2016 | <p>When the Minority is the Majority: Perspectives/Issues in Schools <i>Tracy Wilson, M.Ed. – Executive Director Special Services – Pasco School District</i> <i>Pedro Gonzalez, M.Ed. – Bilingual School Psychologist – Pasco School District</i> <i>Norm Dorpat - School Psychologist – Chief Leschi Schools, Puyallup</i></p> <p>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.</p> | 2 | \$30 |
| 2016 | <p>Evaluation of ELL Students for the Possibility of Special Education Qualification <i>Steve Gill, M.Ed., School Psychologist – Kent School District</i></p> <p>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</p> | 2.5 | \$30 |

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| | 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. | | |
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| Year | Title <i>Presenter(s)</i> | Clock Hours | Price |
|------|---|-------------|-------|
| 2015 | Overview of School-Based Mental Health and the Role of the School Psychologist <i>Clayton Cook, University of Washington</i> | 2.5 | \$20 |
| 2015 | Universal Screening and Selective Mental Health Services within a Multi-Tiered System of Supports: Building Capacity to Implement the First Two Tiers <i>Clayton Cook, University of Washington</i> | 1.5 | \$15 |
| 2015 | Modularized Approach to Cognitive Behavior Therapy <i>Aaron Lyon, University of Washington</i> | 2.5 | \$20 |
| 2015 | Motivational Interviewing Tactics to Motivate Students to Change <i>Kevin King, University of Washington</i> | 3 | \$20 |
| 2015 | Mental Health Services for Students with Intellectual Disabilities/Autism <i>Ralph Bernier, University of Washington</i> | 3 | \$20 |
| 2015 | Trauma-Focused Cognitive Behavioral Therapy <i>Nathaniel Jungbluth, University of Washington (There was a disruption in recording during one section of this session. Thank you for your understanding.)</i> | 2.5 | \$20 |
| 2015 | Prevention and Treatment of Depression <i>Sam Song, Professor of School Psychology at Seattle University</i> | 2.5 | \$20 |
| 2015 | High Quality Wraparound Services and Coordinating Mental Health Services in Schools <i>Eric Bruns, University of Washington</i> | 3 | \$20 |
| 2015 | Suicide Prevention and Assessment <i>James Mazza, University of Washington</i> | 3 | \$20 |
| 2015 | Implementing Mental Health Services within MTSS - Stakeholders_ Services_ School Improvement Plans_ Practical Strategies for Implementing the NASP School Psychologist Role <i>Jim Hanson, Portland School District</i> | 3 | \$20 |
| 2015 | The Representation of The Mental Health Services Delivery Model on the IEP <i>Lih Rosenthal and Wendy Durst from Seneca Family of Agencies</i> | 1.5 | \$15 |
| 2015 | Clinical Exotica: Treatments for Use in School Settings <i>Clayton Cook, University of Minnesota & University of Washington</i> | 1.5 | \$15 |

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|------|---|----------------|-------|
| 2014 | The collection of RTI type data as to be used in SLD eligibility: Universal Screening, Progress Monitoring, Fidelity <i>Susan Ruby</i> | 2 | \$20 |
| 2014 | Establishing underachievement through multiple sources-one foundational piece of SLD eligibility <i>Steve Hirsch</i> | 3 | \$20 |
| 2014 | The Evolution of Change: The Coeur d'Alene Experience <i>Cindy Garner</i> | 2 | \$20 |
| 2014 | Obstacles implementing a PSW approach: The Vancouver Experience <i>Bill Link</i> | 2.5 | \$20 |
| 2014 | Application of CHC Theory and Cross-Battery Assessment to SLD Identification <i>Vincent Alfonso</i> | 4 | \$25 |
| 2014 | Utilizing referral or re-evaluation data to develop a PSW Hypothesis: The Shorecrest HS Inferential Model <i>Laura Ploudre, Steve Hirsh</i> | 3 | \$20 |
| 2014 | The Federal Way Model- A PSW Approach within a Severe Discrepancy Framework <i>Michael Self-Bence</i> | 2.5 | \$20 |
| 2014 | The Franklin Pierce Model: RTI and SLD Eligibility <i>Bill Rasplica</i> | 2.5 | \$20 |
| 2014 | Tying it all together: A comprehensive evaluation process for the determination of SLD eligibility <i>Susan Ruby, Bill Link, Steve Hirsch</i> | 2.5 | \$20 |