

2022 ISPA Fall Virtual Conference

REGISTRATION FORM

PLEASE PRINT CLEARLY

Illinois School Psychologists Association

October 14 & 21, 2022

Circle one: Miss / Mrs. / Mr. / Ms. / Dr.

*IEIN# Required: _____

Name (First Name) (Last Name) (email address)

Address (Street or Box) (City or Town) (Zip Code)

Phone Number (Employer) (Residence) School/ District/ Place of Employment

Position Held (Indicate age level served)

	ISPA Member	ISPA Member Student/Intern Retiree	Non-Member
October 14, 2022	<input type="checkbox"/> \$90	<input type="checkbox"/> \$45	<input type="checkbox"/> \$125
October 21, 2022	<input type="checkbox"/> \$90	<input type="checkbox"/> \$45	<input type="checkbox"/> \$125
Both	<input type="checkbox"/> \$150	<input type="checkbox"/> \$75	<input type="checkbox"/> \$190

Payment must accompany registration form in all cases
Credit cards must be used to pay registration on-line
Credit cards must be used to pay by FAX (847-864-7580)
No purchase orders will be accepted

REGISTRATION FEE TOTAL \$ _____

Register on-line at www.ilispa.org

Register by Mail (Send registration form and check payment)
ISPA Convention
Department 4651
Carol Stream, IL 60122

CREDIT CARD PAYMENTS

Name on credit card _____

Card Number _____

Expiration Date _____ CVC _____

MC: _____ Visa _____ Discover _____ AmEX _____

Billing Address _____

City, State, Zip _____

Signature _____

Refund Policy

ISPA will attempt to honor all requests. Refunds (less \$25 administrative fee) are only available through **October 10, 2022**. No refunds will be issued after this date. Refunds will be issued 3 weeks following the close of the event in the form of original payment.

All cancellation and changes must be made to in writing to shirleypitts_ispa@yahoo.com

I have read and agree to the registration and cancellation policies.

Signature _____

2022 ISPA Fall Virtual Conference

Workshop Selections

The following workshops will be offered on **Friday, October 14, 2022**. You may attend any or all of them. You will receive CPDUs for the workshops for which your attendance is confirmed and you submit evaluation forms.

8:30am - 9:30am (1.5 CPDs)

Workshop 1: Trauma informed practices (1.5 PD Credit)

Presented by Christina Chester, PhD, NCSP, LP

Participants will gain awareness of concerns associated with trauma and the strategies that can be used to engage students in learning. We will review concepts on how trauma impacts the brain, adverse childhood experiences, and how to review building practices from an equity-focused trauma-informed lens.

10:00am - 11:30am (1.5 CPDs)

Workshop 2: Enhancing Outcomes for Preschool Students: Resources for School Psychologists(1.5 PD Credit)

Presented by Mary Satchwell, Ph.D.

The purpose of this workshop is to provide information about current best practices for early childhood assessment, academic and behavioral interventions, as well as resources to support parents and teachers and enhance outcomes for preschool students. Participants will learn about current early childhood curricula, standardized and play-based assessments, progress monitoring tools, and research-based academic and behavioral interventions. Participants will learn about resources to support effective consultation for parents and teachers of children in early childhood programs. Finally, participants will learn about resources for parents and teachers supporting young children with limited verbal abilities as well as students from culturally and linguistically diverse backgrounds. Time for discussion of practitioner experiences in various early childhood settings as well as pandemic impact on child development and functioning will also be included.

11:30am - 12:30pm (1.5 CPDs)

Lunch
Vendor Lunch Fair

12:30pm - 2:00pm (1.5 CPDs)

Workshop 3: Moving Towards Data-Based Decisions: Application of Hattie's Research to School-wide Instruction (1.5 PD Credit)

Presented by Rob Dixon, PhD, NCSP, LP

Decisions of using specific interventions often stem from past practices, a trusted mentor, and/or philosophical positions rather than using data to inform direction and interventions in the classroom. Meta-analyses performed by John Hattie and colleagues has transformed the education field to allow educators and school psychologists to select interventions using data to guide decisions. The following participant learning outcomes are:

1. Identify key components of meta-analysis and the application to education research.
2. List strong interventions across the core areas of student, home, school, classroom, teacher, curricula, student learning strategies, and teaching strategies.
3. Develop strategies to collaboratively work within the school community to advance and support research-based interventions.

2:30am - 4:00pm (1.5 CPDs)

Workshop 4: TBD (1.5 PD Credit) Presented by TBD

Workshop Selections

The following workshops will be offered on **Friday, October 21, 2022**. You may attend any or all of them. You will receive CPDUs for the workshops for which your attendance is confirmed and you submit evaluation forms.

8:30am - 9:30am (1.5 CPDs)

Workshop 1: Helping Students Show What They Know: Enhancing Executive Functioning (1.5 PD Credit)
Presented by Steven Guy, D.Ed., ABSNP

This session will focus on recent developments in our understanding of executive function (EF), including concepts and theory, assessment approaches, and--most importantly--evidence-based interventions for improving EF. This workshop will answer the following questions about EF: What is it? How do I assess for it? What can I do about it?

10:00am - 11:30am (1.5 CPDs)

Workshop 2: Culturally Responsive Crisis Teams (1.5 PD Credit)
Presented by Christina Chester, PhD, NCSP, LP

Workshop participants will gain awareness of how crisis team members are selected and trained to provide support with a Diversity, Equity, and Inclusion (DEI) lens. This includes understanding implicit bias and how it can impact teams engaging in prevention, psychological triage, and school support after a crisis event.

11:30am - 12:30pm (1.5 CPDs)

Lunch
Vendor Lunch Fair

12:30pm - 2:00pm (1.5 CPDs)

Workshop 3: Executive Function in the Everyday Context: The Evidence for Assessment and Intervention (1.5 PD Credit)
Presented by Peter Isquith, PhD

Executive functions contribute demonstrably to students' success in the academic, social, emotional and behavioral domains, and executive dysfunction contributes to a wide range of clinical conditions. In this presentation, we will discuss a functional framework for understanding executive functions, the contributions of rating scale and performance measures to assessment, profiles in common clinical populations, and associations with outcomes and biological markers. We will introduce enhancements to the BRIEF2 and focus on a step-by-step approach to interpreting profiles of executive function strengths and weaknesses. We will examine how this data informs development of interventions and review evidence for approaches to interventions.

From this workshop, participants will be able to:

1. Describe the most widely used model of everyday executive function
2. Explain the pros and cons of performance-based and rating scale measures of executive functions
3. Discuss an algorithm for interpreting and writing findings from the enhanced BRIEF2
4. Describe approaches to identifying targets for intervention and monitoring progress
5. Identify one or more specific intervention programs or methods with demonstrated efficacy

2:30am - 4:00pm (1.5 CPDs)

Workshop 4: Transgressions in School Psychology: Examining the Ethical Challenges and Hurdles of Practitioners (1.5 PD Credit)
Presented by Rob Dixon, PhD, NCSP, LP

Ethics are the formal principles that define the actions of a professional to help children and youth succeed academically, socially, behaviorally, and emotionally. In contrast to ethical dilemmas that are composed of determining a specific course of action decisions based on conflicting ethical reasons, ethical transgressions are clear violations against professional expectations. The following participant learning outcomes are:

1. Update and refine the current list of potential transgressions and dilemmas in the field by incorporating the recent literature on RTI practices, shortages, mental health priorities and technologies.
2. Identify the current ethical transgressions, ethical problem solving, and ethical tugs (i.e., open-ended questions) endorsed by practicing school psychologists.
3. Develop strategies to assist school psychologists who encounter ethical transgressions and dilemmas in the field. This can be directed to continuing professional development activities and/or graduate training.

ISPA reserves the right to substitute qualified faculty