

2024 ISPA Annual Virtual Convention

REGISTRATION FORM

PLEASE PRINT CLEARLY

Illinois School Psychologists Association

March 14 & 15, 2024

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
March 14, 2024	<input type="checkbox"/> \$95	<input type="checkbox"/> \$50	<input type="checkbox"/> \$135
March 15, 2024	<input type="checkbox"/> \$95	<input type="checkbox"/> \$50	<input type="checkbox"/> \$135
Both	<input type="checkbox"/> \$155	<input type="checkbox"/> \$80	<input type="checkbox"/> \$200

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

Refund Policy

ISPA will attempt to honor all requests for substitutions.
Refunds (less \$25 administrative fee) are only available
through **March 6, 2024**. 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

CREDIT CARD PAYMENTS

Name on credit card _____

Card Number _____

Expiration Date _____ CVC _____

MC: _____ Visa _____ Discover _____ AmEX _____

Billing Address _____

City, State, Zip _____

Signature _____

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

Signature _____

2024 ISPA Annual Virtual Convention

Workshop Selections

The following workshops will be offered on **Thursday, March 14, 2024**. 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.

8:00am - 9:30am (1.5 CPDs)

Workshop 1: Party of One? No Problem! How YOU Can Build Safe, Affirming, and Supportive School Climates for LGBTQIA+ Students and Families. (1.5 PD Credit)

Presented by Dr. Julie Herbstrith, Ph.D.

This workshop will present individual, and systems approaches to supporting LGBTQIA+ children and families. Participants will be provided with the knowledge, skills, and understanding necessary to help them facilitate positive relations with LGBTQIA+ students and families. Practitioners will be provided a safe, open space to learn and ask questions about LGBTQIA+ issues, which will facilitate their ability to create an authentic, informed dialogue with students and families who belong to the LGBTQIA+ community. In addition, participants will learn how to leverage psychological principles to facilitate systems change in schools.

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

Workshop 2: Keeping Up with New Technology in Practice: Intro to AI, VR, and Wearables (1.5 PD Credit)

Presented by Dan Florell, Ph.D., NCSP

This course will include a deep dive into the factors that confer resilience to developing human beings. Data from trauma research and historical disasters will inform principles for educators, caregivers, and clinicians working with clients / patients who need to cultivate resilience. At the end of the session, attendees will be able to:

- 1) Define the term **resilience** and apply it to psychological development
- 2) Describe the *stress - diathesis model* and how nature and nurture interact to confer vulnerability and resilience, and may lead to mental illnesses
- 3) Outline practical strategies and interventions to help students and families maximize resilience and prevent related sequelae of psychological distress.

11:30am - 12:30pm

Lunch /Awards

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

Workshop 3: Changing the Game in ADHD Treatment (1.5 PD Credit)

Presented by: Charles A. Barrett, PhD, NCSP

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

Workshop 4: TBD (1.5 PD Credit)

Presented by Ray Kotwicki

This course will include a deep dive into the factors that confer resilience to developing human beings. Data from trauma research and historical disasters will inform principles for educators, caregivers, and clinicians working with clients / patients who need to cultivate resilience. At the end of the session, attendees will be able to:

- 1) Define the term **resilience** and apply it to psychological development
- 2) Describe the *stress - diathesis model* and how nature and nurture interact to confer vulnerability and resilience, and may lead to mental illnesses
- 3) Outline practical strategies and interventions to help students and families maximize resilience and prevent related sequelae of psychological distress

Workshop Selections

The following workshops will be offered on **Friday, March 15, 2024**. 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.

8:00am - 9:30am (1.5 CPDs)

Workshop 1: Evidence-Based Assessment and Clinical Decision-Making in School Psychology (1.5 PD Credit)

Presented by Ryan J. McGill, Ph.D., BCBA-D, NCSP

Description: Surveys continue to indicate that practitioners allocate the bulk of their time to clinical assessment and related activities. Through applied examples, strategies for enhancing confident clinical decision-making via the evidence-based assessment framework will be outlined.

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

Workshop 2: Explaining Testing Results to Kids (and their families!) (1.5 PD Credit)

Presented by Liz Angoff, Ph.D.

Description: Talking to kids about learning and developmental differences is tricky! Yet, if we do not have these conversations with our children, they tend to create their own narratives for why things are hard - and these narratives are often negative and isolating. As a result, too many children face anxiety and depression on top of their learning challenges. School Psychologists are in a unique position to help kids change this narrative and their relationship to learning - for life.

In this workshop, you will learn a 4-step approach to helping children develop an accurate and hopeful self-narrative, using empowering and personalized language to explain a diagnosis or difference to the children you work with. This approach builds on research looking at how to talk to young people about their differences using collaborative, growth-mindset, and neurodiversity-affirming frameworks to show them the power of their amazing brains!

11:30am - 12:30pm

Lunch / Region Meetings

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

Workshop 3: Navigating the Complexities of Autism Assessment (1.5 PD Credit)

Presented by Dr. Ray W. Christner, Psy.D., NCSP, ABPP

Description

In the evolving landscape of adult autism understanding, clinicians are increasingly encountering referrals to assess the presence of adult autism. Overlapping symptoms and differences, including coexisting conditions, often compound this intricate process and present a challenge in achieving accurate identification. Misdiagnosis or misinterpretation of symptoms and differences can lead to unsuitable interventions and support, thereby impacting the quality of care. This webinar aims to delve into the art and science of assessing adult autism, with a focus on maintaining diagnostic standards and embracing neurodivergent-affirming practices. This will include a discussion of using standardized measures and collaborating with the individual to understand their experiences. Utilizing two case examples, the presenter will offer insights into differentiating autism from other conditions, ensuring a thorough and empathetic approach to diagnosis and subsequent recommendations for intervention and support.

As the understanding of autism continues to evolve, school psychologists are more frequently faced with the task of evaluating the existence of autism. The complexity of this task is heightened by overlapping symptoms and differences, including the presence of coexisting conditions, making the accurate identification of autism a challenging endeavor. Incorrect identification or misinterpretation of these symptoms and differences can result in inappropriate interventions and support, adversely affecting the standard of care and education. This webinar is designed to explore the nuanced art and science of evaluating autism, emphasizing the importance of upholding diagnostic standards while adopting practices that affirm neurodiversity. It will cover the use of standardized assessment tools and the importance of working closely with individuals, families, and school staff to grasp the unique experiences of the individual student. Through the examination of a case study, the presenter will share insights on distinguishing autism from other conditions, advocating for a comprehensive and compassionate approach to identifying autism, and offering guidance on interventions and support tailored to the individual's needs.

Learning Objectives

Those attending this webinar will be able to:

1. Identify components of a comprehensive evaluation process to evaluate autism and explore differential diagnosis.
2. Discuss the integration of neurodivergent-affirming and standard assessment approaches for a comprehensive, respectful, and supportive evaluation.
3. Use evaluation data and collaboration to identify support, accommodation, and intervention options.

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

Workshop 4: A Season for Champions (1.5 PD Credit)

Presented by Andrea Clyne, Ph.D., LP

This webinar explores emotional disturbance and trauma and how it impacts children in the school setting. We investigate the structure of the This session will celebrate school psychologists as champions for children and for schools, focusing on our strength, empowerment, and capacity for growth. At a time when the mental health and academic needs of children and youth are at an all-time high, the services of school psychologists are more relevant and necessary than ever. Continuing to show up for children and families during seasons of struggle reveals school psychologists as champions.

Learning objectives:

- Explore your identity as a school psychologist and reaffirm a deep purpose in your work.
- Learn ways to cultivate your agency as a champion for children and youth.
- Identify practices that support school climate improvement so that staff morale is boosted and students experience belonging and inspiration at school.

ISPA reserves the right to substitute qualified faculty