

ISPA Convention 2019 Workshop Session Listing

Thursday, January 31

Full Day

Best Practices in Dyslexia Assessment and Intervention

Catherine Christo, PhD, NCSP

The objectives of this workshop are to provide participants with information regarding dyslexia: possible causes, impact on reading, early markers, evaluation for special education, how to conduct intervention-focused assessments, and strategies for intervention. This workshop will address areas deemed important in *Understanding Dyslexia* developed by the Illinois State Board of Education. As a result of attending this workshop it is expected that participants will have a clear understanding of how dyslexia is best defined and explained to parents and other team members, the essential areas to include in an assessment, how to interpret the data, and how to identify appropriate, research based assessments. A focus of the presentation will also be on increasing participants' basic knowledge regarding how children learn to read and what happens in dyslexia. This foundational knowledge will help them in attaining the skills noted above and in being useful members of IEP teams.

Morning

Best Practices in Assessing Culturally and Linguistically Diverse Students

Charles Barrett, PhD, NCSP

Attendees will be exposed to a comprehensive, evidence-based, and practitioner friendly assessment model that effectively differentiates between language difference and disability (particularly Specific Learning Disability) for English Learner (EL) students. Additionally, participants will develop the skills necessary to effectively design culturally sensitive assessment batteries to validly assess diverse students' cognitive abilities and academic skills. Implications for influencing practice and policy decisions in local school divisions related to serving diverse students and families will be discussed. Attendees will: develop the necessary skills to make data-based decisions in order to more effectively serve diverse students and families; develop the necessary skills to design appropriate batteries to assess diverse students' cognitive abilities and academic skills; and develop the necessary skills to influence practice and policy decisions in their local school divisions related to teaching and assessing diverse students.

Ethics and Test Interpretation

Gary L. Canivez, PhD

Ethics guide school psychology practice in all areas for beneficence and nonmaleficence. All professional associations have ethical principles and standards, many of which are the same or similar. Ethical standards of the National Association of School Psychologists (NASP, 2010) and the American Psychological Association (APA, 2010) include both general and specific ethical principles and standards that relate to test use and APA produced Guidelines for Test User Qualifications (Turner, DeMers, Fox, & Reed, 2001) that interface with ethics so are also important to consider. This workshop details the specific

ethical principles and standards that relate to test use so that school psychologists remain mindful of their implications and act in accordance. Ethical standards related to general competence, test selection, test administration, test scoring, and test interpretation will be addressed with examples and discussion. Details of what is necessary to practice ethically sound assessment and test interpretation will be provided.

Executive Functions Assessment and Interventions

Milt Dehn, EdD

Executive functions include self-regulation skills, self-realization, and self-determination. Well-developed executive functions play an essential role in academic learning and performance, as well as in social and intrapersonal functioning. This workshop proposes an in-depth, neuropsychological approach to executive functions assessment that goes beyond simple rating scales. The presentation includes a review of the new McCloskey Executive Functions Scale (MEFS). The workshop also includes details on evidence-based interventions that address specific executive weaknesses.

Rethinking Discipline of At-Risk Youth Using a Peer Mentoring Model

Dan Koonce, PhD & Miguel A. Salinas, EdS

Working with At-Risk students can be a challenging endeavor because traditional interventions may only have marginal effects on improving student outcomes. When discipline is involved to address At-Risk student behavior, changing the responsibilities and roles of student deans can have significant impact on the way students respond. The peer mentoring model that will be presented engages At-Risk student mentors to support other At-Risk students in the school building. We incorporated restorative justice, psychology of persuasion, culturally relevant practices and peer mentoring to change the behavioral and academic trajectory of At-Risk students. Participants will: learn the essential components of the comprehensive peer mentoring program; will develop an understanding of the pillars (restorative justice, psychology of persuasion, peer mentoring, culturally relevant practices) that contribute to a successful peer mentoring program; and learn how to engage all stakeholders (teachers, administration, parents, students, community members, parents).

Afternoon

Best Practices for Social Justice in Schools

Charles Barrett, PhD, NCSP

Having been recently adopted as a strategic goal of the National Association of School Psychologists (NASP), this session will discuss the organization's commitment to social justice in all aspects of the profession, including research, practice, teaching, advocacy, and policy. Using NASP resources, this session will provide practical suggestions for embedding a social justice paradigm into psychological services for students, families, schools, and communities. NASP resources to support professional learning about social justice will be highlighted. Participants will be able to: describe what social justice is and why it is meaningful to the equitable practice of school psychology; describe the social justice implications related to various areas of school psychology practice (e.g., prevention, intervention,

counseling, and assessment); and learn how to infuse social justice principles into school and systems wide policy decisions to meet the needs of marginalized groups.

What School Psychologists Need to Know About Tourette & Other Tic Disorders

Kathy Giordano & Wendy Wegman

1 in 100 students have tic disorders...50% remain undiagnosed. Tourette syndrome and tic disorders are highly underdiagnosed and misunderstood. The Center for Disease Control and Prevention estimates that 86% of students with tic disorders have more than one co-morbid disorder which interferes with education. School Psychologists play a critical role in the recognition of Tourette, the common related disorders, strategies and symptoms of these complex neurological disorders. Attendees will be prepared to share effective/positive supports to replace ineffective negative consequences allowing students with Tourette and tic disorders to be successful academically and socially in school and as adults. Session includes experiential activities and discussion throughout.

LGBTQ+ 101: An A to Z Competency Workshop for Practitioners

Julie C. Herbstrith, PhD

This workshop will increase practitioners' cultural competence when working with students and families who identify as lesbian, gay, bisexual, transgender, queer, or other (LGBTQ+). Via an interactive, psycho-educational approach, participants will be provided a safe, open space to (a) learn proper terminology to use when describing or addressing LGBTQ+ students and families; (b) identify and address microaggressions and overt discrimination; (c) serve as advocates, allies, and agents of systems change within their schools. This session will: increase participants' awareness, knowledge, and skill level in working with and supporting students and families who identify as lesbian, gay, bisexual, transgender, queer, or other (LGBTQ+); teach participants how to serve as advocates, allies, and agents of systems change within their schools; and facilitate participants' abilities to create an authentic, informed dialogue with LGBTQ+ students and families.

Rethinking Discipline of At-Risk Youth Using a Peer Mentoring Model

Dan Koonce, PhD & Miguel A. Salinas, EdS

See Thursday AM listing.

Friday, February 1

Morning

Best Practices in Assessing Culturally and Linguistically Diverse Students

Charles Barrett, PhD, NCSP

See Thursday AM listing.

Best Practices in School-Based Threat Assessment

Stephen E. Brock, PhD, NCSP, LEP

This session explores what are considered to be best practices in the assessment of students who present as a danger to others. It is anticipated that from this session participants will be better prepared to participate in behavior threat assessment and management activities.

Moving from Intuition-Based to Evidence-Based Interventions: Using "What Works" to Enhance Your Consultation Skills

Robert J. Dixon, PhD, NCSP, LP

To achieve positive educational outcomes, school psychologists can assist and consult with educators to advance "what works" in school, home, and life. By moving beyond, "I think this works," to leveraging rich educational research history, school psychologists can work with teachers to incorporate best practices and positively impact the educational outcomes in the school environment. Participants will:

- Define effect size in relationship to the choice of educational interventions.
- Describe specific high impact educational practices at the school, family, and individual level
- Develop consultation approaches using "what works"

What School Psychologists Need to Know About Tourette & Other Tic Disorders

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See Thursday PM listing.

Afternoon

The Identification of Emotional Disorders: Addressing Disproportionality

Stephen E. Brock, PhD, NCSP, LEP

This session explores best practices in the application of IDEA's Emotional Disturbance (ED) eligibility criteria. This workshop devotes special attention toward how to address the disproportionality that has resulted in some ethnic groups being over-represented in this special education category. It is anticipated that from this session participants will be better prepared to appropriately identify student with emotional conditions that require special education assistance.

Evidence-Based Interventions for Students with Memory Impairments

Milt Dehn, EdD

Many students with learning problems and disabilities have impairments in short-term, working, or long-term memory. Evidence-based instruction, training, and interventions designed to enhance memory functions can improve academic learning and performance. This workshop will begin with an overview of the neuropsychological foundations of memory. Classroom instructional practices that effectively improve memory will be discussed, followed by group and individual interventions, included internet-based training for working memory. See bio Thursday AM.

Positive Ethics & School Psychology: Soaring Without Getting Your Wings Clipped

Robert J. Dixon, PhD, NCSP, LP

Positive ethics is grounded in positive psychology and seeks to anchor our professional decisions on overarching positive ethical principles. Discussion and participant interactions will focus on reviewing ethical principles in light of gaining skills, experience, and competence rather than highlighting the potential trouble and consequences of poor decisions. We will highlight applications to your professional life that will help you from getting your wings clipped. This session meets the 3-hour ethical practice/legal regulations requirement for NCSP renewal. At the end of this workshop, participants will be able to:

- Describe the foundation of positive ethics.
- Apply a positive ethics approach to ethical decision making and risk management
- Develop a professional growth framework to reinforce best practices in the schools.

Enhancing Outcomes for Preschool Students: Resources for School Psychologists

Mary Satchwell, PhD, NCSP

The purpose of this workshop is to provide information about current practices for early childhood assessment, academic and behavioral interventions, as well as resources to support parents and teachers to enhance outcomes for preschool students. Participants will learn about current early childhood curricula, standardized and play-based assessments, progress monitoring tools, and 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.

STUDENT & INTERN SESSION: You're Hired! Tips to a Successful First Few Years as a School Psychologist

Facilitated by Members of the ISPA Governing Board and Leaders from Across Illinois

This session will begin with some essential strategies to transition from the life of a graduate student to that of an employed school psychologist. Strategies to enter the job market and successfully interview for a position will be reviewed. It will also include a panel of school psychologists and supervisors to answer student questions regarding getting and keeping your first job as a school psychologist. Panelists will also discuss what employers are looking for in successful school psychologists, and they will offer strategies to succeed in your few first years of employment.

Saturday, February 2

Improving Student Mental and Behavioral Health: Opportunities at Tier 1

Robert J Dixon, PhD, NCSP, LP

Schools are faced with a number of challenges that require our attention: academic, behavioral, and more recently mental health. Rather than focus exclusively on behavioral compliance, school psychologists can positively impact the mental health of students, which may be the trigger of the behavioral problems. Participants will

- identify strategies to reduce the negative risk factors of mental illness,
- explore ways to increase positive resilience factors among students, and
- discuss specific interventions points that target both the classroom system and the school system levels.

Motivational Interviewing to the Rescue: Working with “Unmotivated” Students and Staff

Brenda Huber, PhD, ABPP

Often we school psychologists are asked to “talk to” students who are perceived to be under-achieving, lazy or unmotivated as if another adult trying to convince them to change will flip the magic switch to their engagement. At other times, we are called upon to work with staff that are resistant to making changes that would benefit students or the system. In situations like these, Motivational Interviewing (MI) can be used to increase a person’s readiness to change their behavior. During this session, participants will have opportunities to observe, practice, and experience brief MI strategies. Participants will leave with tools to take back to their settings and apply immediately.

Best Practices for Conducting FBAs and Developing BIPs

Erin Miller, MA, BCBA

This session will review best-practices based on research for conducting Functional Behavior Assessments (FBAs) including indirect and direct observation methods, data collection, and determining the functions of problem behavior. Participants will learn how to use the results of an FBA to write a Behavior Intervention Plan (BIP) that uses evidence-based antecedent, reactive and replacement behavior strategies based on the function of the problem behavior.