

ISPA Convention 2019 Presenter Bios

Charles Barrett, PhD, NCSP

Best Practices in Assessing Culturally and Linguistically Diverse Students (Thursday and Friday AM)
Best Practices for Social Justice in Schools (Thursday PM)

Charles' passion for serving children began while he was a summer camp counselor in the Catskill Mountains following his freshman year in college. Working with children from New York's urban areas, his life was forever changed after spending seven weeks with a group of intelligent and energetic boys. Although he considered a career in speech pathology—having stuttered for several years throughout elementary and middle school—Charles' desire to serve children and families became even more evident after this pivotal experience.

After completing his undergraduate studies in Psychology and English at St. John's University, Charles' graduate degrees in Human Development (MEd) and School Psychology (PhD) were earned at Lehigh University. Particularly interested in critically examining the factors that contribute to the misidentification and overrepresentation of culturally diverse students with various disorders and disabilities, his scholarship and professional practice are anchored by justice and equity, and represents his unwavering commitment to advocating for populations who have been marginalized by systemic oppression. Charles frequently presents at state and national conferences and has published in peer-reviewed and other periodicals. In September 2016, he received the Virginia Academy of School Psychologists' Best Practices Award (School Psychologist of the Year) in recognition of his service to the Commonwealth's families and students.

A nationally certified school psychologist (NCSP) with Loudoun County Public Schools (LCPS), Charles is actively involved in the training and development of future psychologists through his roles as assistant director, internship supervisor, and chair of the Committee on Diversity for LCPS' APA-Accredited Doctoral Internship in Health Services Psychology. He also holds leadership positions within the National Association of School Psychologists (NASP), including co-coordinator of the Bilingual Interest Group, co-chair of the African American Subcommittee, chair of the Social Justice Committee, and Virginia Delegate to the NASP Leadership Assembly. Charles currently serves as adjunct faculty in the Department of Psychology at Northern Virginia Community College and the Graduate School of Education at Howard University.

Charles and his family reside in Northern Virginia.

Stephen E. Brock, PhD, NCSP, LEP

Best Practices in School-Based Threat Assessment (Friday AM)
The Identification of Emotional Disorders: Addressing Disproportionality (Friday PM)

Stephen E. Brock, PhD, NCSP, LEP, is a Professor and the School Psychology Program Coordinator at California State University, Sacramento. He is a past president of NASP, has an extensive publication record, and has made over 300 state, national, international conference presentations. His areas of expertise include developmental psychopathology, school mental health, and school crisis response.

Gary L. Canivez, PhD***Ethics and Test Interpretation*** (Thursday AM)

Gary L. Canivez is a Professor of Psychology at Eastern Illinois University principally involved in the School Psychology training program. He earned his Ph.D. from Southern Illinois University-Carbondale and was a school psychologist for 8 years in the Phoenix metropolitan area before entering academia. He previously taught graduate courses as an adjunct faculty for Arizona State University and Northern Arizona University. Dr. Canivez is a Fellow of the American Psychological Association Division of Quantitative and Qualitative Methods, a Charter Fellow of the Midwestern Psychological Association, and a member of the Society for the Study of School Psychology. He is a past president of the Arizona Association of School Psychologists, is an Associate Editor for Archives of Scientific Psychology; and a Consulting Editor for Psychological Assessment, School Psychology Quarterly, and the Journal of Psychoeducational Assessment. He has served as a grant reviewer for the Israel Science Foundation, the Swiss National Science Foundation, the Kuwait Foundation for the Advancement of Sciences, and The Research Council of the Sultanate of Oman. The author of over 100 peer reviewed research and professional publications and over 200 professional presentations and continuing education/professional development workshops, Dr. Canivez has research interests in applied psychometrics in evaluating the psychometric fitness of psychological and educational tests (including international applications); and his research has been supported by the National Institutes of Health/National Institute of Mental Health.

Catherine Christo, PhD, NCSP***Best Practices in Dyslexia Assessment and Intervention*** (Thursday Full Day)

Dr. Catherine Christo is a Professor Emeritus in the School Psychology program at California State University, Sacramento. She has experience as a practicing school psychologist, as a Licensed Educational Psychologist, and as an educational consultant. Dr. Christo's primary areas of interest are reading disabilities (dyslexia), assessment, response to intervention models, and the use of data for program evaluation and progress monitoring. She has published and provided training in the areas of response to intervention, progress monitoring, assessment, and identification of and intervention for students with reading disabilities.

Milt Dehn, EdD***Executive Functions Assessment and Interventions*** (Thursday AM)***Evidence-Based Interventions for Students with Memory Impairments*** (Friday PM)

Milton Dehn, Ed.D. is an internationally recognized speaker on cognitive processing assessment, PSW assessment, working memory, and children's memory impairments. Dr. Dehn's career has been divided between university teaching in a graduate school psychology program, practicing school psychology in schools, and a private practice setting. Dr. Dehn is a co-founder of Schoolhouse Educational Services, a publisher of psychological assessment materials. He is also the author of Essentials of Working Memory Assessment and Intervention, the Children's Psychological Processes Scale, Essentials of Processing Assessment-Second Edition, Working Memory and

Academic Learning, Helping Children Remember, Long-Term Memory Problems in Children and Adolescents, and the Psychological Processing Analyzer.

Robert J. Dixon, PhD, NCSP, LP

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

Positive Ethics & School Psychology: Soaring Without Getting Your Wings Clipped (Friday PM)

Robert J. Dixon, PhD, NCSP, LP has been practicing school psychology for over 25 years. In the last 15, he has been teaching in and directing the School Psychology Program at the University of Wisconsin-La Crosse. In his role as Graduate Educator, he has developed several courses that reflect his interests in Response to Intervention (RtI), Research & Program Evaluation, and Supervision. He has been a member of school improvement efforts in La Crescent, MN, La Crosse, WI and Onalaska, WI. He has served on the Board of Directors for NASP and is the current chair of APA Division 16 ethics committee. He keeps his practice current by volunteering with a local school district.

Kathy Giordano

What School Psychologists Need to Know About Tourette & Other Tic Disorders (Thursday PM and Friday AM)

Kathy Giordano has provided information and resources nationally for educators and parents since 2003 as an Education Specialist for the Tourette Association of America. She has a background in teaching Grade 7-12 English and as a behavioral consultant with a focus on positive/proactive interventions for complex neurological disorders. Kathy and her husband Tony have three adult children, two of whom have Tourette. She recently co-authored a book with her son, Matt, and husband titled *A Family's Quest for Rhythm* which is an honest portrayal of parenting, educating and growing up with Tourette, OCD, ADD and challenging behaviors. Kathy contributed to the newly released book, *The Clinician's Guide to Treatment and Management of Youth with Tourette Syndrome and Tic Disorders*.

Julie C. Herbstrith, PhD

LGBTQ+ 101: An A to Z Competency Workshop for Practitioners (Thursday PM)

Julie C. Herbstrith is an Associate Professor of Psychology at Western Illinois University. She teaches within the School Psychology program and her primary research interests are in the area of multiculturally competent school psychology practice. In addition to research and teaching, she serves as a school psychologist in area school districts.

Brenda Huber, PhD, ABPP

Motivational Interviewing to the Rescue: Working with “Unmotivated” Students and Staff (Saturday AM)

Brenda Huber, PhD, ABPP serves half-time as the Director of the Psychological Services Center at Illinois State University and half-time as Training Director of the Illinois School Psychology Internship Consortium. In addition to supervising others, she engages in clinical work informed by developmental, cognitive-behavioral, and systems theories. She began her career as a middle school language arts and communications teacher. After acquiring a master's degree in counseling from Purdue University, she worked in therapeutic foster care before returning to graduate school to study the relationship between attachment organization, emotion regulation, and social-information processing. Having served as a school psychologist and an outpatient therapist, she is currently providing systems-consultation to rural communities engaging in collaborative and innovative solutions to children's mental health needs. Her interests include developing the role of the doctoral-level school psychologist in schools and healthcare settings, promoting culturally competent and socially responsible service delivery, and exploring avenues by which research and practice can influence public policy development.

Dan Koonce, PhD

Rethinking Discipline of At-Risk Youth Using a Peer Mentoring Model (Thursday AM and PM)

Dan Koonce, Ph.D., is an Associate Professor in the School Psychology department, and coordinator of the School Psychology program at Governor State University. He earned his Ph.D. in Educational Psychology from Oklahoma State University in 1999. His entry into the field of school psychology was fostered through working with adjudicated adolescents in Oklahoma and New York. He served as school psychologist in both urban and suburban school districts in Illinois, Oklahoma and Rhode Island. Prior to his appointment at the Governor State University, he served as trainer of school psychologist at two different universities and provided technical assistance/training to school districts throughout the state for the Illinois PBIS Network. The focus of his technical assistance was in the development and implementation of tier 2/tier 3 behavioral interventions. His research interests are in the area of social justice, disproportionality in special education/school discipline, early literacy, and the professional practices of school-based clinicians.

Erin Miller, MA, BCBA

Best Practices for Conducting FBAs and Developing BIPs (Saturday AM)

Erin Miller is a Board Certified Behavior Analyst and the Manager of Specialized Behavioral Support and Strategy for Chicago Public Schools. Erin has over ten years of experience working with children and adults with diverse needs in school, home, and community settings. Operating from a behavior analytic framework, Erin's work focuses on building capacity in school districts by training school staff to implement the principles of Applied Behavior Analysis (ABA) in classroom and school-wide settings, improving behavioral and academic outcomes for students diagnosed with disabilities.

Miguel A. Salinas, EdS**Rethinking Discipline of At-Risk Youth Using a Peer Mentoring Model** (Thursday AM and PM)

Miguel A. Salinas currently serves as a Behavior Intervention Specialist for Jane Addams Middle School at Valley View School District. He is certified bilingual school psychologist and serves as the developer and facilitator of the 3M Alliance mentoring program, which support students both academically and behaviorally. He has been working with students of color across of variety of settings including urban/suburban school districts, sheltered workshops and group homes. The focus of his work has been with At-risk students of color from early childhood to urban high schools. As an educational consultant he has focused on applied interventions and student outcomes. Miguel has provided trainings in restorative justice which has allowed staff to develop deeper and more meaningful relationships amongst each other strengthening the collaborative teaching process.

Mary Satchwell, PhD, NCSP**Enhancing Outcomes for Preschool Students: Resources for School Psychologists** (Friday PM)

Mary Satchwell, Ph.D. is a licensed school psychologist who works in Park Ridge – Niles School District 64 as part of an Early Childhood Diagnostic Team. Dr. Satchwell completed her Ph.D. in School Psychology at Loyola University Chicago and holds a Dual Master's degree in Elementary Education and Special Education. She is a Nationally Certified School Psychologist and has served as a member of the governing board for the Illinois School Psychologists Association since 2010 as well as serving as a member of the Illinois Children's Mental Health Partnership since 2014. Dr. Satchwell teaches graduate courses at Loyola University as an adjunct faculty member and supervises Doctoral and Specialist level practicum and specialty practicum students. She is also currently serving as a School Board Member for the Maercker Elementary School District 60 in Chicago's western suburbs.

Wendy Wegman**What School Psychologists Need to Know About Tourette & Other Tic Disorders** (Thursday PM and Friday AM)

Wendy Wegman is an Education Specialist for the Tourette Association of America. In this role, Wendy provides knowledge, awareness and understanding of Tourette syndrome by speaking with parents and school personnel around the country to help best meet the needs of students with Tourette syndrome. Additionally, she presents nationally at school districts and education conferences. Prior to joining the Association, Wendy was a classroom teacher for over twenty years. Her passion and love for serving the TS community stem from her son's personal challenges and successes with Tourette syndrome. Wendy has a BA and an MA in Education from Mills College.