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**Virginia Academy of School Psychologists**

**2019 Fall Conference**

**Program Descriptions**

**Thursday, September 26 - Friday, September 27, 2019**

**The Omni Richmond Hotel**

**Richmond, Virginia**

Registration: vaspweb.org

**VASP CONFERENCE INFORMATION**

**Registration and Cost**

VASP Members - $150 for one day, $225 for two days.

Non-members - $200 for one day, $375 for two days. (It pays to joins VASP before the conference! See website for membership application.)

Student VASP Members - $60 for one day, $100 for two days.

\*\*Register by 9/18/19 to avoid Late Fees of $25 per day. Same-day registration will be available at the door if space permits – Late Fees ($25 per day) will apply. Please register early!

**Meals**

Thursday and Friday continental breakfast and lunch costs are included in your registration fee. The VASP Business Meeting and Awards Presentation will take place during Thursday’s luncheon. For dietary requirements, email Kelly Acevedo at kefkd5@gmail.com.

**Weather and Other Cancellation**

In the unlikely event there is a cancellation, we will send a notice to the email address listed in your registration.

**Refunds**

VASP registration fees are refundable if requests are received by 09/13/18 at vaspweb.org. After that date, a $50 processing fee will be deducted for the refund. VASP is not responsible for hotel fees or cancellations.

**Accessibility**

The Omni is ADA compliant. For special needs, please email Kelly Acevedo at: kefkd5@gmail.com.

**Continuing Education Credit**

VASP is approved by the National Association of School Psychologists to offer professional development for school psychologists. VASP maintains responsibility for the programs we offer.

**PROGRAM**

**Wednesday, September 25, 2019**

**7:00 – 9:00 p.m. VASP Board Meeting**  Room: Shenandoah

All VASP Members are welcome to attend the Board Meeting.

**Thursday, September 26, 2019**

**7:30 – 8:30 a.m.** Registration and Continental Breakfast – James River Foyer

**8:30 – 11:30 a.m. Ethics – Why ‘Who is the Client?’ Can Be the Wrong Ethical Question** (3 hours) – by Mary Alice Fisher, Ph.D.; Executive Director, The Center for Ethical Practice

Room: James River Salon D

Asking “Who is the client?” can be helpful as a clinical question, can be necessary as a reimbursement question, and can sometimes become a legal question, but this workshop discusses why it is not helpful as an ethical question.

Learning Objectives: Participants will

1. Explain why “Who is the client?” is not helpful as an ethical question

2. Explain why it is ethically important to clarify your responsibilities to all parties in a case

3. Describe what the NASP Ethics Code requires about these responsibilities

**8:30 – 11:30 a.m.**  **School Psychologists and the Myth of a Post-Racial American Society** (3 hours) – by Charles Barrett, Ph. D., NCSP; Loudoun County Public Schools and NASP Delegate

Room: James River Salon A

As the United States continues to become increasingly diverse, the students, families, schools, and communities that school psychologists serve are also becoming more heterogeneous, which presents extraordinary learning opportunities for developing more informed and effective clinical practices. It is imperative that school psychologists develop an appreciation for their students’ and families’ unique histories through the lens of race. The recent addition of social justice as one of NASP’s strategic goals underscores the importance of school psychologists infusing principles of equity into all aspects of service delivery. Consistent with Bronfenbenner’s ecological perspective (Bronfenbenner, 1969), school psychologists must recognize the injustices that diverse groups have been subjected to, and in some ways continue to experience, within various contexts (e.g., community and country). This session will offer practical implications for practice and policy to promote equity and justice.

Learning Objectives: Participants will

1. Using national and local data sources, explore significant race-based inequities for school-age children including academic achievement and social, emotional, and behavioral functioning.

2. Using a social justice framework, explore the implications for equitable school psychology practice, including prevention, intervention, and assessment.

3. Be exposed to the central role of school psychologists as agents of systems change and influencers of necessary policy decisions that are intentionally informed by principles of justice and equity.

**8:30 – 11:30 a.m. The Identification of Orthographically-Based Reading and Writing Issues** (3 hours) – by Marlene Sotelo-Dynega, Psy.D., ABSNP, NCSP; Associate Professor and Director of Graduate Programs in School Psychology, St John’s University

Room: James River Salon B

Participants will learn about the construct of orthography and how to determine if additional testing is necessary when working with children who are experiencing reading and writing difficulties. Participants will be presented with a review of several measures of orthographic skills and a case study that will highlight useful tools that facilitated the identification of orthographic dyslexia.

Learning Objectives: Participants will

1) Develop a better understanding about the heterogeneous nature of dyslexia.

2) Learn about the construct of orthography.

3) Learn how to incorporate orthographic measures into their assessment batteries.

**11:45 a.m. – 1:00 p.m. VASP Business Meeting, Luncheon, and Presentation of Awards** (School Psychologist of the Year, Graduate Student of the Year) – James River Salon C

**1:00 – 2:30 p.m. Keynote Address: 2020 Vision – Leadership in Focus** (1.5 hours) – Leslie Paige, Ed.S., NCSP; NASP President

Room: James River Salon C

The Keynote Address will include NASP updates and resources. School psychologists are leaders at the local, state, and national level, and can make a difference in the lives of the children and schools we serve.

Learning Objectives: Participants will

1. Learn how NASP is addressing member needs

2. Learn about NASP resources, activities, and advocacy efforts

3. Learn how it is a time for leadership and advocacy

4. Learn how school psychologists are leaders – and make a difference!

**2:45 – 4:15 p.m. Why Did My Child Lose Skills? Reporting Assessment Growth in Low Incidence Populations** (1.5 hours) by Selena Oliver, NCSP; Solutions Analyst, Pearson Clinical Assessments

Room: James River Salon D

Assessing and documenting meaningful growth in low incidence populations using traditional psychometrics, such as standard scores and percentile ranks, can be frustrating and challenging. This workshop will familiarize participants with the psychometric options for reporting growth in low incidence populations. Using a theoretical case study, participants will learn how to use special population profiles, growth scale values, student growth percentiles, and test age equivalents to provide meaningful interpretation of assessment results for those students whose growth is difficult to explain to parents and advocates using a standard scores model.

Learning Objectives: Participants will

Describe scenarios for appropriate use and interpretation of growth scale values.

1. Describe scenarios for appropriate use and interpretation of student growth percentiles.

2. Describe scenarios for appropriate use and interpretation of test-age equivalents.

3. Describe scenarios for appropriate use and interpretation of special population studies.

**2:45 – 4:15 p.m. Introducing the New Bateria IV** (1.5 hours) – by Lauren Wallack, M.S.; Clinical Assessment Consultant, Riverside Insights

Room: James River Salon A

In this session, participants will be introduced to the new Bateria IV. Starting with a review of the revision goals and presentation of the new subtests, participants will leave the session with a better understanding of why this Spanish parallel of the WJ-IV should be a part of every evaluation for a student identified as an English Learner. We will also explore how this instrument can be used with other bilingual assessment tools to conduct a fair assessment of English Language Learners, discussing best practices and practical considerations in the field.

Learning Objectives: Participants will

1. Understand the revision goals and changes with this newest edition

2. Understand the new subtests in the Bateria IV Cognitive and Achievement Batteries

3. Understand Best Practices and considerations in using the Bateria IV for El students

**2:45 – 4:15 p.m. The Blissful and Bizarre World of ASMR and Brain Tingles** (1.5 hours) – Craig Richard, Ph.D.; Professor, Shenandoah University

Room: James River Salon B

Autonomous Sensory Meridian Response (ASMR) is a deeply relaxing feeling also called “Brain Tingles” or “Brain Orgasms”. The soothing sensation is commonly simulated by ASMR videos on YouTube, as well as real world moments of positive, personal attention. People across the globe report ASMR as being helpful for reducing stress and falling asleep, with potential benefits for clinical conditions like anxiety, insomnia, and depression. The presentation will cover the history, popularity, biological origins, research, myths, and potential benefits of ASMR.

 Learning Objectives: Participants will

1. Understand the various triggers and relaxing sensations of ASMR.

2. Understand the potential health benefits of ASMR for reducing stress and improving sleep.

**4:15 – 6:00 p.m. Happy Hour and VASP 50th Birthday Extravaganza** – Come have fun, meet friends old and new, and network with colleagues! Hors D’Oevres and Cash Bar

**Friday, September 27, 2019**

**7:30 – 8:30 a.m.** Registration and Continental Breakfast– James River Foyer

**8:30 – 11:30 a.m. School Psychology: Leadership in Action** (3 hours) – Leslie Paige, Ed. S., NCSP; NASP President

Room: James River Salon A

The purpose of this workshop is to provide information regarding effective leadership and advocacy. Following a brief overview of major leadership models, the presentation will focus on how school psychologists can use many of their existing skills and knowledge to become effective leaders in schools, districts, and at state or national levels.

Learning Objectives: Participants will

1. Learn how to develop leadership skills

2. Learn how to be effective leaders at a school, district, state, or national level

3. Learn how effective leadership skills are needed for successful advocacy and systems change.

**8:30 – 11:30 a.m. The Essence of Cognitive-Behavioral Therapy (CBT) for School-Based Behavioral Health Services** (3 hours) – Ray Christener, Psy.D., NCSP; Cognitive Health Solutions

Room: James River Salon D

This workshop will expose school-based providers to the use and application of cognitive-behavior therapy (CBT) with children and adolescents within a school setting. Participants attending the session will learn the foundational tenets of CBT, as well as obtain skills in case conceptualization, session structure, specific CBT strategies, and relational interventions.

Learning Objectives: Participants will

1. Obtain an understanding of CBT with children and adolescents

2. Be able to apply case conceptualization skills to intervention selection

3. Be able to implement CBT programs and interventions within a school-based behavioral health model

**8:30 – 11:30 a.m. Developing Professional Autonomy, Belonging, and Competence through Social Emotional Learning (SEL)** (3 hours) – Lisa Micou, Ph.D., NCSP; Intervention and Training Specialist for Social Emotional Learning, Chesterfield County Public Schools

Room: James River Salon B

The NASP Practice Model offers a blueprint of high standards identifying the value of school psychologists in realizing a multi-tiered system of supports for student SEL growth. However, school psychologists do not always have the bandwidth to demonstrate those skillsets. Fortunately, SEL is not just for students. This workshop will provide reflection on the NASP Practice Model, collaboration with other school psychologists, and development of action steps to foster growth.

Learning Objectives: Participants will

1. Gain knowledge of best practices for supporting growth of student SEL skills in a multi-tiered system of support

2. Reflect on strengths and needs within the NASP Practice Model to develop a plan for expanding their services within a multi-tiered system of support

3. Gain an understanding of how SEL can support and connect with other components of an instructional day

**11:45 a.m. – 12:45 p.m. Buffet Lunch** - James River Salon C - Featuring the VASP President’s Forum: 50 Years of VASP – What a Long Strange Trip It’s Been!

Presenters: Ron Reeve, Ph.D. (VASP President 1986-87), Curry School of Education (retired); Troilen Seward, Ed.S. (VASP President 1989-90), VASP Legislative Lobbyist; John Lindstrom, Ph.D. (VASP President 1992), Richmond Behavioral Health Authority; Dede Bailer (VASP President 2001), School Psychology Services, Fairfax County Public Schools; Jackie Jones, Ed.S. (VASP President 2003), Prince George County Public Schools; Terri Sisson, Ed.S. (VASP President 2008 and 2019), Psychological Assessment Resources

In the fall of 1969 we watched *Butch Cassidy and the Sundance Kid*, *True Grit*, and *Easy Rider* in theatres, and we listened to the Beatles, Led Zeppelin, Crosby, Stills and Nash, Creedence Clearwater Revival, Janis Joplin, and The Doors. And on October 18, 1969, 25-30 school psychologists who were attending the Fall VPA Convention met together and agreed to organize a school psychology organization in Virginia, to be called VASP.

VASP's first 50 years will be highlighted with information and reminiscences from six former VASP Presidents. From our inaugural 1969 effort to ensure that only qualified school psychologists were hired in Virginia, to our current efforts to improve our ratio within the Standards of Quality, VASP has been an essential advocate for school psychology services in Virginia.

\*\* Graduate Students are invited to bring their lunch to **James River Salon A** for a Conversation Hour with Leslie Paige, NASP President

**1:00 – 4:00 p.m. Unstuck and On Target: Improving Executive Function, On-Task, and Flexible Behavior in Elementary School Age Children** (3 hours) – Lauren Kenworthy, Ph. D.; Pediatric Neuropsychologist, Director of the Center for Autism Disorders, Division of Pediatric Neuropsychology, Children’s National Health System and Professor of Pediatrics, Neurology, and Psychiatry at George Washington University Medical School

Room: James River Salon D

This workshop will provide a description of the Unstuck and On Target intervention, which is a cognitive-behavioral school and home based intervention program targeting flexibility, goal-setting, and planning. Demonstrations and video models of key skills will be provided. Results of recent randomized, controlled trials of the Unstuck intervention will be reviewed, which indicated improvements in classroom behaviors such as following directions, transitioning easily, and engaging socially.

Learning Objectives: Participants will

1. Recognize executive functioning weaknesses in children, distinguish among different executive functioning skills, and learn about targeted treatment for specific components of executive dysfunction

2. Apply specific strategies to support improvement in executive functioning at home, in treatment, or at school

3. Describe key accommodations for people with executive dysfunction

4. Learn specific scripts or vocabulary and when to use them to increase executive function skills

5. Summarize the research results examining the effectiveness of an EF intervention.

**1:00 – 4:15 p.m.**

**Session A Part 1 - Fostering Compassion in Schools** (1.5 hours) – Tammy Gilligan, Ph.D.; School Psychology Program Director, James Madison University; and Debi Kipps-Vaughan, Psy. D.; Professor, James Madison University

Room: James River Salon A

Supporting Teacher in providing responsive classrooms to students with behavioral/emotional needs has gained much attention through developing trauma-sensitive schools. A foundational element in supporting teacher is providing an understanding of how to be compassionate towards oneself as an educator. This experiential session will provide context and activities for fostering compassion for ourselves, and fostering compassion in school staff and students. Information from P. Jennings’ book ‘Trauma Sensitive Classrooms’ will be shared, along with mindfulness curriculum and more traditional wellness strategies.

Learning Objectives: Participants will

1. Learn a framework for conceptualizing the relationship of compassion, trauma sensitivity, mindfulness, and self-care

2. Learn strategies for promoting compassion for self and helping teachers develop compassion for self for transference to the classroom

**Session A Part 2 – The School Psychologist’s Toolkit for Creating Trauma-Sensitive Schools** (1.5 hours) – Terri Sisson, Ed. S.; Educational Assessment Consultant, Psychological Assessment Resources

Room: James River Salon A

Children who have experienced trauma are more likely to have academic and behavioral problems in school, precisely the students brought to the attention of the school psychologist. This workshop explores the importance of creating trauma sensitive schools, how to determine if a student has experienced trauma, as well as how to intervene effectively. Participants will learn strategies for assessment, counseling, and consultation and will leave with a virtual toolbox to use in everyday practice.

Learning Objectives: Participants will

1. Understand the different types of trauma, as well as the impact trauma has on everyday functioning

2. Understand the concept of trauma sensitive schools, including the school-wide changes that will help support students impacted by trauma as well as all students in the school

3. Explore the role of the school psychologist and learn new strategies to use in their practice

**1:00 – 4:15 p.m.**

**Session B Part 1: A Preliminary Analysis of School Psychologist’s Job Descriptions in the State of Virginia** (1.5 hours) – Eric Mesmer, Ph.D., NCSP, Professor of Psychology, Radford University; Jared Caughron, Ph.D., Associate Professor of Psychology, Radford University; and Cassandra Rich, Graduate Student, Radford University

Room: James River Salon B

Job descriptions serve multiple roles including recruiting job candidates and communicating to others the job responsibilities of a particular position. Given the shortage of school psychologists, job descriptions may be an important tool for recruiting candidates.

Learning Objectives: Attendees will
1. Understand data regarding the characteristics and content of school psychologists’ job descriptions in Virginia

2. Describe job descriptions in their divisions and determine how their responsibilities align with the job description.

**Session B Part 2 – Student Teachers’ Perceptions and Knowledge of School Psychology** (1.5 hours) – Ryan Harting, MA, Loudoun County Public Schools and James Madison University

Room: James River Salon B

In a survey of recent student teachers in Virginia, we found that they were very familiar with the assessment role of school psychologists, but they were unable to identify the role of the school psychologist when compared to counselors, administrators, and social workers. This presentation will emphasize methods school psychologists can use to inform new teachers about the broad spectrum of services they can provide including presentations at orientation, one-pages, pre-referral consultation, staff meetings, and a more comprehensive view of the role online. There will be time for participants to share their own ideas.

Learning Objectives: Participants will

1. Recognize the limitations of new teachers’ knowledge of the role of school psychologists, based on recent research in Virginia.

2. Learn concrete ways to develop teachers’ awareness of the range of school psychological services available in their buildings and districts.

**Questions?** Email us! Sarah Nevill, snevill@culpeperschools.org or Kelly Acevedo, kefkd5@gmail.com .