



# **Virginia Academy of School Psychologists Fall Conference**

Thursday, September 28 - Friday, September 29, 2017

**Hilton Norfolk The Main  
Norfolk, VA**

## **Preliminary Program**

Registration: [vaspweb.org](http://vaspweb.org)



# VASP CONVENTION 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 join VASP before the conference! See website for membership application.)

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

\*\*Register by 9/21/17 to avoid Late Fees. Same-day registration will be available at the door if space permits – Late Fees will apply. Please register early!

## Hotel

Hilton Norfolk The Main room rates are \$149 per night. Go to:

[http://www.hilton.com/en/hi/groups/personalized/O/ORFWAHH-VAP-20170927/index.jhtml?WT.mc\\_id=POG](http://www.hilton.com/en/hi/groups/personalized/O/ORFWAHH-VAP-20170927/index.jhtml?WT.mc_id=POG)

Reserve room by 09/06/17 to guarantee the special rate.

## 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.

## 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 September 14, 2017 at [vaspweb.org](http://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 Hilton Norfolk The Main is ADA compliant. For special needs, please email Linda Noelle at: [LindaMNoelle@gmail.com](mailto:LindaMNoelle@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.

## Walk/Run Event – Move and Mingle!

VASP will sponsor an “on your own” Walk/Run with likely 5K and 1 mile options. Funds raised will be used for VASP Student Grants. Register online for a fun and healthy way to help Virginia's school psychology students! Participants will also get a free gift!

# PROGRAM

**Wednesday, September 27, 2017**

**7:00pm-9:00pm VASP Board Meeting**

**Thursday, September 28, 2017**

**7:30am-8:30am Registration and Continental Breakfast**

**8:30am-11:30am Thursday Morning Workshops**

**Assessing Two Areas Often Overlooked in the Evaluation of SLD.**  
**Stephanie E. Livesay, MA, CAS, Assessment Consultant, WPS**

School psychologists are often stretched for time to get all their work done within timelines, due to their many and varied responsibilities; therefore, assessment batteries must be efficient and effective. When SLD assessment tools are selected, school psychologists may disregard Listening Comprehension and Phonological Processing subtests, since the IEP Team includes Speech Language Pathologists who can address these areas. This session will focus on the importance of these two processes, along with Oral Expression, as part of the SLD evaluation by school psychologists. It will also offer efficient methods of collecting this information; inform participants on the use of the Phonological and Print Awareness Scale (PPA Scale) for evaluation and progress monitoring; and offer insight into the value of the Oral Passage Understanding Scale (OPUS) for item analysis and determination of needs regarding listening comprehension.

Learning Objectives: 1) Participants will become more familiar with the need for phonological processing and listening comprehension assessments as part of the SLD evaluation, 2) Participants will become familiar with the Phonological and Print Awareness Scale (PPA Scale) and how it can be utilized as part of a school psychologist's diagnostic evaluation and progress monitoring, and 3) Participants will be introduced to The Oral Passage Understanding Scale (OPUS) and its value to school psychologists for diagnostic purposes.

**Interprofessional Practice: Considerations for School Psychologists.**  
**Marie C. Ireland, M.Ed., CCC-SLP, BCS-CL, Virginia Department of Education & Kimberly A. Murphy, PhD, CCC-SLP, Old Dominion University**

This program will examine opportunities to build skills in Interprofessional Practice (IPP) and Interprofessional Education (IPE). It will review Core Competencies for

Interprofessional Collaborative Practice and demonstrate how to move from a team-based approach (e.g., multidisciplinary, interdisciplinary, transdisciplinary) to a true IPP/IPE model. The presentation will address the inextricable link between language and cognition, and will offer a discussion on how data from speech-language assessments may influence the analysis within psychological assessments. Finally, there will be a review of research focusing on the impact of poverty and dialect on neurologic development and learning. This program aims to help attendees build a true interprofessional team, to support the educational, emotional, and social health of students.

Learning Objectives: 1) Participants will be able to describe the core competencies of interprofessional collaborative practice, 2) Participants will recognize specific language features that may impact psychological assessments, 3) Participants will gain knowledge to appropriately recommend areas of consideration for evaluation and treatment for education, and 4) Participants will gain skills to build a true interprofessional team that can support the educational, emotional, and social health of students.

**Comprehensive Bilingual Evaluations: Model Development and Implications for Practice. Charles Barrett, PhD, Leslie Cajas-Layne, MA, NCSP, Sandy Salguero, MA, NCSP, & Angelica Parent, MS, Loudoun County Public Schools**

This presentation outlines a model for the comprehensive evaluation of diverse students. Practitioners will be provided with evidence supporting the importance of gathering rich qualitative and contextual information about students and families; the role of oral language assessment to determine language proficiency and dominance; cognitive assessment; and academic achievement testing. Coupled with implications for practice, longitudinal data will be shared to support the effectiveness of the assessment paradigm.

Learning Objectives: Attendees will develop the skills necessary to: 1) effectively work with diverse students and families, 2) design appropriate batteries to assess diverse students' cognitive abilities and academic skills, and 3) influence practice and policy in their local school divisions related to assessing diverse students.

**11:30am-11:45am Break**

**11:45am-1:00pm Lunch  
VASP Business Meeting and Awards**

**1:15pm-4:15pm Thursday Afternoon Workshops**

**Modern Methods in Assessment of Attention, and Strategies for Intervention.  
Peter C. Entwistle, PhD & Selina Oliver, MA, CAS, Pearson Clinical Assessments**

This workshop will review the different types of attention; methods to assess them; and discuss differences between Working Memory and Attention, as well as the role each plays in academic achievement.

Learning Objectives: 1) Learners will identify different types of measurable attention, 2) Learners will recognize a continuum of assessment strategies to aid in differential diagnosis, and 3) Learners will learn to utilize evidence-based interventions for variables of attention.

**The SLD Evaluation Process: Following Best Practice through Use of Rtl and PSW. Melinda Cruz, PhD, Jennifer Mabry, PhD, Eric Mesmer, PhD, & Emily Dove, EdS, Radford University**

This presentation will explore the SLD evaluation and identification process from a best practice perspective, utilizing Rtl (Response to Intervention) and PSW (Patterns of Strengths and Weaknesses) models. Additionally, the role of the school psychologist in the team decision to evaluate, selection of assessment tools, data-based decision making, and advocacy for addressing student needs appropriately will be addressed. Further, these issues will be reviewed through the lens of selected case examples, with participants engaged in mock eligibility decision-making exercises.

Learning Objectives: 1) Participants will develop a greater awareness of best practices and ethical considerations in the SLD identification process through use of Rtl and PSW models, and 2) Participants will enhance their decision-making skills through group exercises involving mock eligibility decision making.

**Roundtable Discussions**

**Three discussions, occurring simultaneously for one hour each:**

**1:00pm-2:00pm**

**2:10pm-3:10pm**

**3:15pm-4:15pm**

**Engage in one, two, or all three discussions on the following topics:**

**Integrating Mindfulness Practices into the K-12 Community. Tammy D. Gilligan, PhD, James Madison University**

How can school psychologists promote and support teacher and student well-being through mindfulness programming? This discussion will promote dialogue around realistic and sustainable strategies for weaving mindfulness into classrooms, while honoring the unique culture of specific schools. Discussion will also highlight expected outcomes from the consistent use of mindfulness interventions.

**Integrating Counseling in Your School Services. Lawrence Sutton, Ed.D., LPC, VASP Continuing Education Director.**

NASP and VASP both support the need for school based counseling services for at-risk students. School psychologists are in a unique position to deliver these services, along with their fellow student support team members. This discussion will review counseling techniques that can be implemented successfully, as well as offer tips to tailor these services to your school's unique culture.

**NASP Hot Topics. Terri Sisson, EdS, NASP Delegate, VA.**

Our NASP Delegate from the Commonwealth of VA will lead a table discussion on current NASP initiatives, hot topics in the schools from both a national and VA perspective, and recent legislation affecting our role and function as school psychologists.

**5:00pm-7:00pm VASP Social and Silent Auction  
(Appetizers and Cash Bar)**

**Friday, September 29, 2017**

**7:30am-8:30am Registration and Continental Breakfast**

**8:30am-11:30 Friday Morning Workshops**

**Scientific Thinking: A Basis for Ethical Practice. Kathy McNamara, PhD, NCSP, Cleveland State University, Cleveland, Ohio**

Upholding ethical standards in the face of daily pressures from administrators, staff, and parents is an important consideration for practitioners in all settings. Join Dr. McNamara for a discussion of relevant and timely ethics-related concerns. This session satisfies NCSP and State Board of Psychology requirements for continuing education in ethics, and will provide attendees three hours of ethics training to meet continuing professional development requirements for NCSP renewal.

Learning Objectives: 1) To understand the nature of "scientific thinking" as the basis for ethically appropriate practice, and 2) To be able to identify specific "thinking" errors and biases that influence school psychologists' and team's decisions, as well as strategies to minimize their impact.

Dr. McNamara served on the NASP Ethical & Professional Practices Committee for ten years (five of them as Chair), and is currently on the NASP Ethics Advisory Panel. Additionally, Kathy McNamara currently serves as the Associate Dean of the College of Sciences & Health Professions at Cleveland State University (CSU), following her service as the School Psychology Program Director at CSU and as an experienced practitioner. She is a frequent presenter on the topic of professional ethics, and is the author of several chapters on ethics that appear in the publications *NASP Best Practices* and in the *Handbook of School Psychology*.

**Dabbing and Other Ways to Playfully Connect with Adolescents. Erica Pritzker, MA & Anne Stewart, PhD, James Madison University**

This session will introduce neuroscience findings and social development to frame age-appropriate play-therapy approaches to adolescents. Using this brain-wise,

developmental, and attachment framework, participants will engage in experiential activities, to empower adolescents to better understand themselves, their emotions, and their interactions with others.

Learning Objectives: 1) Participants will be able to use play therapy with adolescents to enhance skills of emotional regulation, perspective taking, and understanding the self, and 2) Participants will demonstrate techniques that engage adolescents in play therapy and reflect an understanding of the key social and biological changes during this developmental period.

**Woodcock Munoz Language Survey-III. Lauren DeFrancesco, MS, Houghton Mifflin Harcourt**

The purpose of this presentation is to provide an overview of the new Woodcock Munoz Language Survey III and how it applies to the practice of adequately assessing an English Language Learner before and throughout the psychoeducational evaluation process in light of his/her language needs. We will explore how conversational fluency is often recognized as academic fluency for our English language learners, and how this perception influences our assessments and eligibility decisions; review how testing with the WMLS III will enhance state language assessments; and introduce participants to the subtests and cluster-level analysis.

Learning Objectives: 1) Attendees will gain knowledge on how to integrate subtests and cluster-level data into the overall psychoeducational evaluation; and 2) Attendees will be able to recognize that state testing is limited in identifying language dominance.

**11:30am-11:45am Break**

**11:45am-1:00pm Lunch**

**1:15pm-4:15pm Friday Afternoon Workshops**

**Social-Emotional Learning: A Model that Works for ESSA. Selena Oliver, MA, CAS, Pearson Clinical Assessments**

Students with well-developed social-emotional skills spend more time on task as well as further time helping others, resulting in a decrease in negative behavior and a significant increase in learning and academic achievement. This workshop will explore CASEL-aligned social emotional learning and the impact on ESSA sensitive outcomes.

Learning Objectives: 1) Learners will identify the relationship between social-emotional learning and ESSA Outcomes, 2) Learners will identify the key components of CASEL-aligned social-emotional learning, and 3) Learners will acquire knowledge of evidence-based tools for social-emotional learning and intervention.

**Utilizing Comprehensive Assessments to Inform Intervention  
Planning for Attention and Executive Function Concerns in School-Aged Youth.**  
Jodi Kennis, MS, Multi Health Systems (MHS)

This training will provide an overview of Executive Function (EF) and Attention-Deficit/Hyperactivity Disorder (ADHD), specifically its role in the education field. Review will be made of best practices in the assessment of EF and ADHD. Participants will be introduced to continuous performance tests and ratings scales as important diagnostic tools in the assessment of attention and EF related concerns. Case studies examples utilizing the multi-step interpretation process will be presented.

Learning Objective: Participants will understand how to interpret continuous performance tests and rating scales in their assessment of EF and ADHD.

**Relationships and Resilience: You Have the Power of One to Start a Fire, but You  
Need the Power of Many to Keep the Fire Burning.** Stephen Sroka, PhD,  
President, Health Education Consultants; Adjunct Assistant Professor, School of  
Medicine, Case Western Reserve University, Cleveland, Ohio

This presentation focuses on why relationships may be the most important variable in effective school psychology. Challenges addressed are communication, collaboration, culture, and caring. The Whole Child (physical, social, and emotional), adverse childhood experiences, brain-based learning, mental health, physical fitness, social emotional learning, and school climate are explored. The program is filled with “tips from the trenches” to help you keep students and staff safe and healthy, so they can learn more and live better. Research-based and reality-driven, this session offers honesty, humor, and hope. This session will fire you up professionally and personally.

Learning Objectives: 1) Identify and discuss real life issues that impact learning and living for the whole student and building relationships, 2) Identify and demonstrate methods and materials to build relationships with the whole student, and 3) Discuss the Power of One and Power of Many to make a difference within the four challenges of building relationships: communication, collaboration, culture, and caring.

“Boy is retarded,” reads the top of Dr. Stephen Sroka’s third-grade report card. In elementary school, he was mocked and bullied for having a crossed eye and a speech impediment. He was crippled in a HS fight. In a wheelchair for a year, it was questionable whether he would ever walk again. Doctors said, “Listen to your teachers.” The more he listened, the smarter the teachers became. His high school counselor told him that he didn’t have the IQ to go to college, but he didn’t know that he had the *I WILL* to do so. He learned to live with the gifts of ADHD and Dyslexia. He taught for 30 years in the urban school environment. He went from the “Projects” to being inducted into the National Teachers Hall of Fame. He received the *Outstanding School Health Educator Award* from the American School Health Association. He was awarded *The Walt Disney American Outstanding Teacher of Health and Physical Education*, and has been on Oprah and covered in USA TODAY. Currently an adjunct professor as well as president of his company, he was presented the *Person of the Year Award* by the International Association for Truancy and Dropout Prevention. However, his most meaningful “award” was his then-six year old daughter telling him he was smarter than the cartoon



character, Inspector Gadget. (Obviously, his wife does not agree.) He travels the world striving to reach, elevate, and inspire with **The Power of One** message. After a cardiac arrest, he realized that The Power of One was not enough. He needed The **Power of Many**. We all do. He always did; he just didn't know it before. He does now.

**SPECIAL THANKS TO OUR CO-SPONSOR**  
**The Virginia Department of Education**