



Courtesy of Kingsmill Resort

2018 Fall Conference
Thursday, September 20
Friday, September 21
Kingsmill Resort
Williamsburg, Virginia

Criterion Validity of Autism Questionnaires * Culturally Responsive Consultation: School Psychologists Speak * Best Practices in Early Childhood Assessment: Integrating Play Based Assessment with Norm-Referenced Testing Procedures * Early Childhood Mental Health: Prevention is Key * Adoption and Foster Care * Integrating Counseling in Your School * Integrating Your School Ser- SLD Exclusionary Applied in Virgi- Crisis of Confi- School Psycholo- Know about the blem * Social Jus- Theory to Practice and Ethics * Gang School-Based Interventions * Informed Schools

Counseling in vices * How the Clause is Being nia * Psychology's dence: What gists Need to Replication Pro- tice: Moving from * Legal Update Awareness * Substance Use Creating Trauma & Classrooms *

Introduction to the MIGDAS-2 Sensory-Based Diagnostic Interview Process * Training Self-Regulation Skills in Elementary School Children Using Game-Based Interventions * Criterion Validity of Autism Questionnaires * Culturally Responsive Consultation: School Psychologists Speak * Best Practices in Early Childhood Assessment: Integrating Play Based Assessment with Norm-Referenced Testing Procedures * Early Childhood Mental Health: Prevention is Key * Adoption and Foster Care * Integrating Counseling in Your



VIRGINIA ACADEMY OF
School Psychologists

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

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

****Same-day registration will be available at the door if space permits – Late Fees (\$25 per day) will apply. Please register early!**

Hotel

Call Kingsmill at 1-800-832-5665 and mention VASP, but the group rate was only guaranteed until 9/2/18.

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 vegetarian and other 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

Kingsmill 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. VASP thanks the Virginia

Department of Education for financial support for this conference, which they are doing in support of the work of school psychologists in the Commonwealth. Lisa Kelly-Vance's presentations are supported financially in part by NASP. Dr. Kelly-Vance is President of NASP. Stephanie Livesay is from Western Psychological Services, which is financially supporting her presentation. Lauren DeFranesco is from Houghton Mifflin Harcourt, which is financially supporting her presentation.



PROGRAM

Wednesday, September 19, 2018

7:00 – 9:00 p.m. VASP Board Meeting

Room: Randolph

Thursday, September 20, 2018

7:30 – 8:30 a.m. Registration and Continental Breakfast

Lower Level Lobby

8:30 – 9:30 a.m. Keynote Speaker – Dr. Lisa Kelly-Vance, NASP President
“Unlock Potential: Prevention is Key”

Room: Burwell Ballroom

The keynote will include NASP updates and resources. Dr. Kelly-Vance will also discuss self-care for school psychologists, our colleagues, and the students we serve.

Learning Objectives: Participants will learn 1. How NASP is addressing member needs 2. About NASP resources, activities, and advocacy efforts 3. Strategies for personal and professional self-care 4. Strategies for helping children and youth engage in self-care.



10:00 – 11:30 a.m. Criterion Validity of Autism Questionnaires (1.5 hours)

Jennifer Croyle, Psy. D., Penn State University

Room: Burwell A

School psychologists are often tasked with conducting autism assessments, related to the increase in autism referral questions. However, they most frequently rely on questionnaires as opposed to a gold-standard measure for diagnosis. This presentation will 1) review how changes in diagnostic criteria regarding Autism Spectrum Disorders apply to school psychologists; 2) review a widely-used gold standard autism measure; and 3) provide an overview of the criterion validity of current autism rating scales, such as the ASDS and ASRS.

Learning Objectives: 1. Develop a basic understanding of the diagnostic criteria changes for Autism Spectrum Disorders from the DSM-IV TR to the DSM-5 and how these criteria apply to School Psychologists 2. Develop an understanding of the validity of current measures used to diagnose Autism Spectrum Disorders.

10:00 – 11:30 a.m. Culturally Responsive Consultation: School Psychologists Speak

(1.5 hours)

Janise Parker, Ph.D., NCSP, College of William and Mary

Room: Fairfax

Culturally responsive consultation is critical for promoting student success. Ingraham (2000) developed the Multicultural School Consultation (MSC) framework to guide school-based practice. However, there is limited empirical research outlining how key elements of the MSC manifest in practice. This presentation will review findings from a qualitative study that sought to understand strategies school psychologists employed (based on the MSC) when consulting with or about someone from a different cultural background. In-depth descriptions of their experiences will be explicated.

Learning Objectives: 1. Participants will be able to identify key elements of an established framework for providing culturally responsive consultation 2. Participants will learn how to provide culturally responsive consultation by (a) including multiple people in a student's life, (b) demonstrating support for the student, parents, and teachers, (c) educating school personnel, and (d) engaging in ongoing learning (e.g., seeking feedback from cultural guides).

10:00 – 11:30 a.m. Best Practices in Early Childhood Assessment: Integrating Play Based Assessment with Norm-Referenced Testing Procedures (1.5 hours)

Lauren DeFrancesco, M.S., Houghton Mifflin Harcourt

Room: Burwell B

Conducting a comprehensive assessment of a child's strengths and weaknesses in cognition, communication, motor, and social abilities is key to early intervention and instructional planning. Much debate surrounds the best way to conduct an early childhood assessment (e.g. play-based vs. norm-referenced). This session will focus on a best practice approach to conducting an early childhood assessment through the integration of play-based assessment practices and norm-referenced testing data.

Learning Objectives: 1. Participants will discuss and be able to describe play-based assessment techniques 2. Participants will discuss and be able to describe norm-referenced tests for early childhood 3. Participants will learn how to integrate play-based assessment practices and norm-referenced testing data.

12:00 p.m. – 1:15 p.m. VASP Business Meeting, Luncheon, and Presentation of Awards

(School Psychologist of the Year, Graduate Student of the Year)

Room: Burwell Ballroom

1:30 – 4:30 p.m. Early Childhood Mental Health: Prevention is Key (3 hours)

Lisa Kelly-Vance, Ph. D, NASP President

Room: Burwell A

The purpose of this workshop is to provide information about addressing mental health in young children. Participants will learn strategies they can implement with preschoolers and their families that prevent problems and reduce existing concerns. Case examples will be provided.

Learning Objectives: 1. Participants will learn about common mental health concerns in early childhood 2. Participants will learn prevention and intervention strategies to promote mentally healthy young children 3. Participants will learn how to help families help their children improve mental health factors.

1:30 – 4:30 p.m. Roundtable Discussions (1-3 hours; participants can attend one, two, or all three sessions; sessions occur simultaneously and will each be offered three times in a row)
Room: Fairfax

Adoption and Foster Care with Linda Noelle, Ph.D., NCSP (VASP President) and Candice Hughes, Ph.D., NCSP (The Chicago School of Professional Psychology)

Children and adolescents require stability -- through a combination of family, school, and community supports -- to thrive in school and in life. Yet, those with adoption and foster care experiences are faced with additional layers of challenges related to identity, permanency, attachment, and an overall sense of belonging. Academic problems, behavioral issues, and emotional concerns occur more frequently in this group of students as compared to their non-adopted/foster counterparts. Drs. Hughes and Noelle, both NASP-published adoption/foster care authors with strong adoption ties themselves, will lead a discussion on school-based intervention strategies to assist school personnel in supporting these students' needs.

Integrating Counseling in Your School Services with Amy Aussiker, Ph.D. VASP CO-Representative for SW Virginia

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, both short term and more long term IEP services. This discussion will review counseling techniques that can be implemented successfully, offer tips to tailor these services to your school's unique culture, as well as suggestions for working collaboratively with fellow student support team and school members.

How the SLD Exclusionary Clause is Being Applied in Virginia with Kaitlynn Carter, Ed.S., (Greene County Public Schools), and Debi Kipps-Vaughan, Psy.D. (James Madison University)

Close attention to the SLD exclusionary clause may help with appropriate identification of students and finding the best interventions to meet needs. How does consideration of cultural factors, socioeconomic/environmental disadvantage, and limited English proficiency impact decision making for SLD eligibility? We will share research results which suggest changes to current practices in using the SLD exclusionary clause. Practitioners can compare their own practices and consider changes as far as involvement in the process.

1:30 – 3:00 p.m. Psychology's Crisis of Confidence: What School Psychologists Need to Know about the Replication Problem (1.5 hours)

Ryan McGill, Ph. D., College of William and Mary

Room: Burwell B

This session will provide participants with strategies to identify questionable research practices (QRPs) when reviewing the professional literature and using published research findings to identify evidence-based practices. Specific topics to be covered include a historical review of key events that have led to the so-called

“replication crisis” in scientific psychology, the emerging open science movement, implications of the replication crisis for practicing school psychologists, and the important role that the practitioner can play in ensuring that the field of school psychology remains incorruptible.

Learning Objectives: 1. Participants will learn about key events that have led to the so-called “replication crisis” and potential implications for the field of school psychology 2. Participants will be able to distinguish between QRPs and outright research misconduct 3. Participants will learn strategies to identify QRPs in published research findings.

3:15 – 4:45 p.m. Social Justice: Moving from Theory to Practice (1.5 hours) – Charles Barrett, Ph.D., Loudoun County Public Schools and NASP Delegate
Room: Burwell B

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. Participants will become familiar with significant accomplishments related to social justice, next steps for the association, and how all practitioners, graduate students, and faculty can meaningfully engage in advancing social justice in their respective settings. NASP Resources to support professional learning about social justice will be highlighted.

Learning Objectives: 1. Participants will become familiar with significant accomplishments related to social justice and next steps for the association 2. Participants will describe how all practitioners, graduate students, and faculty can meaningfully engage in advancing social justice in their respective settings 3. Participants will be aware of NASP resources to support professional learning about social justice.

5:30 p.m. Happy Hour – Moody’s Tavern – Hors D’oeuvres and Cash Bar – Come have fun, meet friends old and new, and network with colleagues!



Friday, September 21, 2018

7:30 – 8:30 a.m. Registration and Continental Breakfast
Lower Level Lobby

8:30 – 11:30 a.m. Legal Update and Ethics (3 hours)
Patrick Andriano, Esq., Reed Smith
Room: Burwell Ballroom

Attendees will receive legal updates and practical tips on making ethical decisions during 504 eligibility meetings, as well as writing ethically sound psychological evaluations. Through hypotheticals and discussion, the presentation will cover the school psychologist's role in the 504 process and eligibility requirements. Attendees will also be instructed on writing ethically and legally sound reports.

Learning Objectives: 1. Attendees will have a greater understanding in making ethical decisions during the 504 eligibility process 2. Attendees will have a greater understanding of writing ethically and legally sound reports.

8:30 – 10:00 a.m. Gang Awareness (1.5 hours)

Percy White, Gang Prevention and Intervention Coordinator for the City of Alexandria, NOVA Gang Task Force

Room: Fairfax

Participants will learn the definition of gangs, common juvenile street gangs in Virginia, how they operate, how they make money, and their main goals of operation. Sex trafficking is a common practice of gangs and will also be reviewed. Risk factors for being involved in a gang, why youth join gangs and the role of family (both home and community) will be discussed. Finally, positive, prosocial interventions that can inhibit a student from becoming involved in a gang will be discussed, as well as how to work with a student who is known to be in a gang.

Learning Objectives: 1. The participant will have a better understanding of gangs in Virginia (commonly found gangs, how they operate, and what students are at risk) 2. The participant will learn positive, prosocial interventions that can help prevent a student from becoming involved in gang activity.

10:15 – 11:45 a.m. School-Based Substance Use Interventions (1.5 hours)

Debi Kipps-Vaughan, Psy. D., James Madison University, and Maggie Dassira, M.A., City of Manassas Public Schools

Room: Fairfax

This session will introduce a service delivery model for school based substance abuse interventions that can be implemented by school psychologists. Participants will gain an understanding of the use of screening instruments, the SBIRT (Screen, Brief Intervention, Referral to Treatment) and the Teen Intervene Program format. Context for providing this mental health service in schools will be provided, as well as avenues for collaborating with other school staff in providing this service.

Learning Objectives: 1. Participants will gain knowledge about using screening instruments for substance use disorders 2. Participants will gain knowledge about using the SBIRT (Screen, Brief Intervention, Referral to Treatment) to intervene with students with substance use disorders.

11:45 a.m. – 12:45 p.m. Boxed Lunch - Burwell Ballroom

1:00 – 4:00 p.m. Creating Trauma Informed Schools & Classrooms (3 hours) - Eric Rossen, Ph.D., NCSP, NASP Director of Professional Development and Standards

Room: Burwell Ballroom

This presentation will help school psychologists effectively describe the impact of trauma; make decisions regarding trauma screening and assessment; discuss relevant school or district policies that promote a trauma-informed school environment within an MTSS framework; identify related case law and state statutes; apply a trauma-informed approach to IEP development; and apply practical, implementable strategies at the district and classroom levels to support students with a history of adversity or trauma.

Learning Objectives: This session will help participants 1. Define and describe the complex nature of trauma and its impact on students 2. Apply school-wide and classroom-based strategies to support traumatized students using a trauma lens 3. Identify the components of trauma-informed schools 4. Apply a trauma-informed approach to trauma assessment and IEP development.

1:00 – 2:30 p.m. Introduction to the MIGDAS-2 Sensory-Based Diagnostic Interview Process (1.5 hours)

Stephanie Livesay, MA, CAS, Assessment Consultant, WPS

Room: Fairfax

School psychologists are faced with the complex process of identifying students with Autism Spectrum Disorder. Often there is a challenge in collecting and organizing the extremely important qualitative interview and observational data. This session introduces participants to the MIGDAS-2 sensory-based diagnostic tool, designed for and by school evaluators to comprehensively gather the descriptive information necessary to effectively recognize autism spectrum brain style differences in students, which is vitally important for program planning. Participants will sample the full range of MIGDAS-2 protocols.

Learning Objectives: 1. Become familiar with the MIGDAS-2 process for gathering parent and teacher narrative information to individualize the input received from those sources beyond behavior rating scale data 2. Become familiar with the MIGDAS-2 diagnostic interview protocols for students across age and ability levels, including how to structure the sensory-based student interview using sensory materials and preferred topics 3. Learn how to integrate the use of the MIGDAS-2 process with the use of additional measures, such as behavior rating scales and the ADOS-2.

2:45 – 4:15 p.m. Training Self-Regulation Skills in Elementary School Children Using Game-Based Interventions (1.5 hours)

Virginia Larsen, M.Ed., MA, CAGS and Elena Savina, Ph.D.

Room: Fairfax

Presentation will discuss game-based socio-emotional learning curriculum that bridges self-regulation skills with socio-emotional competencies. The curriculum is designed in a thematic format where children go on imaginary adventures into the wilderness. It trains a broad range of skills including neurocognitive functions, strategic skills, self-awareness, emotion regulation, active communication, and collaboration with others.

Learning Objectives: Attendees will 1. Learn about neurocognitive and socio-cultural approaches to self-regulation 2. Enrich their toolkit of techniques aimed at improving children's self-regulation and social skills.