

**VIRGINIA ACADEMY OF SCHOOL PSYCHOLOGISTS
Fall Conference 2016**

September 29-30, 2016

The Inn at Virginia Tech
Blacksburg, VA

Co-sponsored by the Virginia Department of Education



VASP Convention in a Nutshell

Registration and Cost

You can register, select workshops and make payments at www.vaspweb.org

Cost: VASP member rate is \$100 for one day registration or \$175 for both days.

Nonmember rate is \$200 for one day registration or \$350 for both days.

Student Member & Retired Member rate is \$20 for one day registration or \$30 for both days.

CPD Credits:

VASP is approved by the National Association of School Psychologists to offer professional development for psychologists. VASP maintains responsibility for the program. Credits may also be used for recertification by the VDOE if approved by the attendees' school division.

Hotel:

A block of rooms is available for \$120.00 per night. Reservations can be made by calling 1-877-200-3360. Deadline for room reservations is 9/09/2016. Click here to make reservations online:

<https://bookings.ihotelier.com/The-Inn-at-Virginia-Tech---Skelton-Conference-Ctr/bookings.jsp?hotelID=75607&groupID=1609910>

Lunch:

Lunch is included with registration. [Register online](#) for the VASP Thursday Luncheon Buffet (featuring VASP Business Meeting and Awards) and for the boxed lunch on Friday.

Refunds

Registration fees are refundable if requested by September 15, 2016. After that, a \$20.00 processing fee will be deducted from the refund. VASP is not responsible for hotel cancellation fees.

Weather or Other Cancellation:

In the unlikely event there is a cancellation we will send a notice via e-mail.

Accessibility:

The facility is ADA compliant. For special needs, please e-mail the VASP Conference Chairperson.

Contact Information:

Kelly Forsythe, VASP Conference Chairperson at kefkd5@gmail.com

Virginia Larsen, VASP President-Elect at vglarsen@gmail.com

Sarah Nevill, VASP President at snevill@culpeperschools.org

Schedule-At-A-Glance

Wednesday, September 28, 2016

7:00 pm – 9:00 pm VASP Board Meeting

Thursday, September 29, 2016

7:00 am – 8:00 am Registration

8:00am - 8:25 am Welcome and Keynote Address Latham Hall

8:30am – 12:00pm *Targeting the I in RTI: Preventing School Failure Through Assessment and Remediation of Deficits in Study and Learning Strategies, Listening Skills, Reading Comprehension Strategies, and Related Academic Skills* Dr. Cecil Reynolds Latham Hall

8:30am – 12:00pm *Planning, Selecting and Tailoring Interventions for Unique Learners* Dr. Jennifer Mascolo Assembly Hall

8:30am – 12:00pm *Improving Student Engagement in Secondary Schools – It's all about Relationships* Dr. James Russo Solitude

12:30pm – 1:30pm VASP Business Meeting Luncheon and Awards

2:00 pm - 5:30pm *The RIAS-2, Intelligence, and Its Assessment: What we Need to Know from Intelligence Tests and How Best to Obtain It* Dr. Cecil Reynolds Latham Hall

2:00 pm - 5:30pm *The Coping Power Program: Preventative Interventions for Angry, Aggressive Youth in Schools* Dr. John Lochman Assembly Hall

2:00 pm-3:25pm *Using the DESSA to Measure Student Social Emotional Competencies in an Elementary Level Social Emotional Learning Pilot Program* Dr. James Russo Solitude

3:35 pm – 5:30pm *Bridging the Cultural Gap* Ana Bonilla, LCSW Solitude

5:30 pm VASP Social and Silent Auction

Friday, September 30, 2016

7:30 am – 8:30 am	Registration		
8:30am – 12:00pm	<i>School Climate, Safety and Threat Assessment in Virginia</i>	Dr. Dewey Cornell	Latham Hall
8:30am – 12:00pm	<i>PBIS and Virginia Tiered Systems of Supports...Changing How We Do Business!</i>	Robin Haymore	Solitude
8:30am – 10:00pm	<i>Ethics and Interventions: Considerations in an Era of Intervention-Based Services</i>	Dr. Eric Mesmer, Dr. Melinda Cruz, and Emily Winters, MS	Assembly Hall
10:05am – 12:00pm	<i>Counseling Interventions: Adding to Your Bag of Techniques</i>	Dr. Debi Kipps Vaughn	Assembly Hall
12:30 pm – 1:30 pm	Lunch Break – Box Lunch		
12:30 pm – 1:30 pm	VASP Regional Representatives Working Lunch		Solitude
2:00 pm - 5:30pm	<i>Transforming Disability Identification and Discipline Procedures through Culturally Responsive Approaches</i>	Dr. Janine Jones	Latham Hall
2:00 pm - 5:30pm	<i>WPS Online Evaluation System and Associated Evaluation Tools: Using Standardized Assessment Tools to Evaluate Autism Spectrum Disorder</i>	Stephanie Livesay	Assembly Hall

Workshop Descriptions

Thursday, September 29, 2016 – Morning Workshops

Targeting the I in RTI: Preventing School Failure through Assessment and Remediation of Deficits in Study and Learning Strategies, Listening Skills, Reading Comprehension Strategies, and Related Academic Skills.

Cecil R. Reynolds, PhD
Texas A&M University

Research over the past 30 or more years in educational, school, and related areas of psychology has demonstrated repeatedly that students who engage in strategic learning and test-taking perform at higher levels academically than those who do not. Academic achievement levels can be improved significantly by improving the study skills, learning, reading comprehension, test-taking, and related strategies of learners at all ages and is effective with both regular and special education students. Yet, there are few measures of such skills and strategies. The current workshop describes the development, application, and interpretation of the School Motivation and Learning Strategies Inventory (SMALSI), a scale developed and normed for use with students from 8 years of age through 18 years. Additionally, examples of techniques for remediating measured deficiencies in each area assessed by the SMALSI are presented and resources designated for locating and developing additional methods for improving student characteristics in the measured areas. Special applications of the SMALSI to prevention and to RTI are emphasized. The SMALSI is useful in Tier 1 as well as in remediation with students identified as having a disability.

At the conclusion of this workshop, participants will:

1. Understand the development, standardization, and psychometric characteristics of the SMALSI;
2. Be able to administer and score the SMALSI accurately;
3. Understand the interpretation of the SMALSI and its application to the identification of deficiencies or problems in each of the areas assessed;
4. Understand applications of the SMALSI to Tier 1 RTI methods;
5. Understand the relationship between each of the SMALSI constructs and academic performance;
6. Be able to define the constructs represented and assessed by the SMALSI;
7. Be able to develop and apply remedial methods to enhance student's skills in deficient/problem areas;

8. Be able to locate additional resources and teaching materials to address skill development in each SMALSI area to enhance the individualization and effectiveness of instruction in each area; and
9. Determine the need for additional assessment or referral related to issues associated with high levels of test anxiety.

Planning, Selecting and Tailoring Interventions for Unique Learners

Jennifer Mascolo, Psy.D., NCSP

Teacher's College, Columbia University

Dr. Mascolo will provide an overview of interventions for at-risk learners, based upon the Wiley's Essentials book for which she is the lead author: *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. This resource provides step-by-step procedures for planning, selecting, and tailoring interventions for at-risk learners with a unique focus on how to individualize interventions using actual case examples. This workshop will offer some guidelines for gathering and interpreting assessment data in a manner that assists in identifying targets for intervention relating to specific academic, cognitive, and behavioral manifestations of students with learning difficulties in reading, math, writing, and oral language. Practitioners will also recognize and learn how to intervene with students from underserved and mis-served populations who are at risk for learning failure including English-language learners and students from impoverished environments.

The learning objectives for this workshop are:

1. Increase understanding of the characteristics and processes associated with specific learner profiles;
2. Enhance understanding of how to identify and develop specific interventions for students with specific learning difficulties in reading, math, writing and/or oral language; and
3. Enhance awareness of how specific difficulties interfere with classroom learning and how to select interventions to assist students who are at-risk for academic under-achievement.

Improving Student Engagement in Secondary Schools – It's all about Relationships

James Russo, Ed.D., NCSP

Chesterfield County Public Schools

Helping teachers build classroom communities with respectful, positive relationships is critical to improving student engagement and academic success. Learn how one school division has

implemented a continuum of Restorative Practices at the secondary level to improve student engagement in learning, increase achievement, and decrease suspensions. Participants will become knowledgeable of the basic beliefs of Restorative Practices and leave with specific techniques to help teachers begin to build positive classroom communities.

In this session participants will:

1. Develop an understanding of Restorative Practices procedures and approaches to improve student school engagement.
2. Identify how the adoption of Restorative Practices with student-teacher interactions will reduce the frequency of traditional disciplinary interventions.
3. Learn how to introduce Restorative Practices techniques to teachers, classrooms, and schools.

Thursday, September 29, 2016 – Afternoon Workshops

The RIAS-2, Intelligence, and Its Assessment: What we need to know from intelligence tests and how best to obtain it.

Cecil R. Reynolds, PhD
Texas A&M University

Psychologists spend a great deal of time conducting cognitive assessments, and often the bulk of this time is spent in the assessment (administration, scoring, and interpretation) of tests of intelligence. The expenditure of so much time in intellectual assessment appears to be predicated on the myths of profile analysis, i. e., that a careful analysis of the patterns of subtest scores on intelligence tests will reveal cogent diagnostic and intervention-related insights justifying the hours often spent in such endeavors. Through a critique of the widely publicized failure of profile analysis of IQ tests and the reasons for this failure the lack of value of profile analysis will be noted and the relevant information obtained from intelligence tests revealed. The useful information available from sound intelligence tests as measures of intellect will be emphasized and the Reynolds Intellectual Assessment Scales approach to rapid but reliable and valid intellectual assessment presented in detail, along with a review of the RIAS-2 (and its modifications from RIAS), as a preferred model of intellectual assessment. The design of the RIAS-2 and its development are reviewed including commentary on its standardization, reliability studies, and validity evidence. Administration and scoring changes from the RIAS are taught followed by presentation of guidelines for interpretation. The importance of assessment of complex memory functions in intellectual assessment is reviewed.

After completing this workshop, learners should be able to:

1. Understand the concept of *g* and its relationship to profile analysis of IQ subscales;
2. Define the constructs assessed by the RIAS-2;
3. Describe the RIAS-2 development, standardization, and scaling processes;
4. Administer and score the RIAS-2 accurately;
5. Interpret RIAS-2 scores;
6. Understand the importance of complex memory as a component of intellectual assessment and prediction of academic achievement.

The Coping Power Program: Preventative Intervention for Angry, Aggressive Youth in Schools

John E. Lochman, PhD, ABPP

The University of Alabama

The Coping Power program is a school-based intervention delivered to at-risk children in the late elementary school and early middle school years. Coping Power is based on an empirical model of risk factors for substance use and delinquency, which addresses key factors including: social competence, self-regulation, and positive parental involvement. Results indicate that the Coping Power Program is effective in reducing children's aggressive behavior and preventing their substance use. Specific findings include:

- Reduced substance use at end of intervention and at one-year follow-up
- Reduced delinquent behavior at one-year follow-up
- Reductions in aggressive behavior at home and at school by end of intervention
- Improved social competence

After completing this workshop, learners should be able to:

1. Understand and describe the risk factors for substance use and delinquency, including: social competence, self-regulation, and positive parental involvement;
2. Understand and describe the Coping Power Program, including best practice for implementation in school settings;
3. Understand and describe the components of the Coping Power Program for Children/Students, Parents, and Teachers; and
4. Describe the research-based benefits and outcomes of the Coping Power Program.

Using the DESSA to Measure Student Social Emotional Competencies in an Elementary Level Social Emotional Learning Pilot Program

James Russo, Ed.D., NCSP

Chesterfield County Public Schools

Social and emotional learning (SEL) programs aim to develop knowledge, attitudes, and skills necessary for understanding and managing emotions, showing empathy, and establishing and maintaining positive relationships. Learn about one district's SEL pilot program using the Caring School Community program and Devereaux's DESSA tool to measure the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making over a six-month period. The Caring School Community will be cross-walked with PBIS, Kagan, and the Leader in Me programs.

By attending this session, participants will be knowledgeable of:

1. The Caring School Community Social Emotional Learning Program
2. The use of Devereaux's DESSA for measuring SEL competencies
3. The alignment of the Caring School Community with PBIS, Kagan and Leader in Me programs
4. A framework for piloting and evaluating school/district SEL program initiatives

Bridging the Cultural Gap

Ana Bonilla-Galdamez, MSW, LCSW-C

School Psychologists and Social Workers are fundamental in building the bridge between home culture and school culture. She feels that all students can succeed and overcome their challenges, which means school mental health professionals need to understand students' cultural beliefs and practices, and the ways in which these factors shape parents' and students' experiences and perspectives. Ana Bonilla Galdamez will discuss working in teams to implement the LYFE (Latino Youth for Excellence) Program, a pro-social and prevention program for 9th graders. She will also discuss "Padres Hacen la Diferencia" to educate and support immigrant parents in negotiating the public school system. Finally, the mentoring program she developed, "Mentoring Matters," which links "at promise" elementary age children with adult professionals in the community who make a commitment to the child through 5th grade and beyond.

After completing this workshop, learners should be able to:

1. Understand and Describe the LYFE Program, and its relationship to preventing At-Risk behaviors in young high school students.
2. Understand and Describe the needs of immigrant parents and students, and how to build educational program to support these parents and students.
3. Understand the Mentoring Matters program and how to facilitate long-term connections between elementary students and adult professionals.

Friday, September 30, 2016 – Morning Workshops

School Climate, Safety and Threat Assessment in Virginia

Dewey G. Cornell, Ph. D.

University of Virginia

The first objective is to learn school climate and safety conditions in Virginia's 322 public high schools based on student and staff perspectives, and to identify characteristics of schools that have the lowest rates of student risk behavior and peer aggression. The second objective is to analyze statewide patterns of student threats of violence and how they are being resolved by threat assessment teams, with particular attention to racial differences in school discipline.

Counseling Interventions: Adding to Your Bag of Techniques

Debi Kipps Vaughn, Psy.D.

James Madison University

This presentation will provide an array of counseling interventions that are theoretically based and meaningful for counseling children in schools. Therapeutic principles will be reviewed to 're-vamp' the school psychologist's counseling skills. Participants will increase their knowledge of specific counseling interventions to use with school age children and participants will increase their understanding for using a child-centered approach in counseling.

Ethics and Interventions: Considerations in an Era of Intervention-Based Services

Eric Mesmer, PhD.

Melinda Cruz, Ph.D.

Emily Winters, M.S.

Radford University

This presentation will focus on discussion of the NASP Principles for Professional Ethics, and the central importance of those principles when considering the selection, design, and implementation of academic and behavioral interventions. This workshop will count toward the ethics requirements for NCSP credentials.

By attending this session, participants will:

1. Explore relevant aspects of the NASP Principles for Professional Ethics and their implications for delivery of interventions.
2. Consider how to weigh ethical issues when consulting with others on intervention selection.

PBIS and Virginia Tiered Systems of Supports...Changing How We Do Business!

Robin L. Haymore, Ed.S, NCSP
Pittsylvania County Schools

Exclusionary school discipline practices are being replaced with multi-tiered systems of supports, and in lockstep, the role of the School Psychologist is also evolving. Rather than primarily a reactionary resource, School Psychologists are now key members of prevention-focused PBIS teams: informing pro-social behaviors, conducting data analysis, and consulting on issues related to over-identification and disproportionality.

In this session, participants will:

1. Learn how one school division employs a PBIS framework to tackle these challenging issues
2. Understand how School Psychologists are essential to the implementation process.

Friday, September 30, 2016 – Afternoon Workshops

Transforming Disability Identification and Discipline Procedures through Culturally Responsive Approaches

Janine M. Jones, PhD, NCSP, LP
University of Washington

This session is a follow up to the workshop presented in Richmond on August 12, 2015. Dr. Jones will address the disproportionality of students of color referred for discipline and identified for special education under the category of Emotional Disability. This session is

designed to assist school psychologists in supporting PBIS, Restorative Practices and other positive interventions. Making disability determination decisions, using culturally responsive assessment practices will also be reviewed, including addressing culture in interviews and analyzing cultural factors in the context of eligibility criteria. Particular attention will be given to the Commonwealth of Virginia.

WPS Online Evaluation System and Associated Evaluation Tools: Using Standardized Assessment Tools to Evaluate Autism Spectrum Disorder

Stephanie Livesay, M.A., C.A.S.

Western Psychological Services (WPS)

This workshop informs participants on using standardized assessment tools to evaluate Autism Spectrum Disorder (ASD). Following an overview of DSM-5 criteria for ASD, best practices for how to use a variety of currently available assessment tools as part of a diagnostic evaluation for ASD will be described, including the CARS2, SRS-2, and ABAS-3. Use of an online evaluation system incorporating these tools will be demonstrated, including guidance in how to use online features to enhance the efficiency and effectiveness of the assessment process, improve report writing, and facilitate intervention planning.

Presenter Bios

Ana Bonilla-Galdamez, MSW, LCSW-C is a licensed clinical social worker who received her MSW from Catholic University's NCSWS in Washington. Ana's entire professional career has served the youth within the City of Alexandria, first with the CSB in prevention work and 18 years as a school social worker. Ana designed and implemented LYFE (Latino Youth for Excellence) as a pro-social and prevention program for 9th graders. She started "Padres Hacen la Diferencia" to educate and support immigrant parents in negotiating the public school system. More recently, Ana created a mentoring program, "Mentoring Matters," to link "at promise" elementary age children with adult professionals in the community who make a commitment to the child through 5th grade and beyond. The program now sponsors 52 active mentors. Ana received the Frederic Milton Thrasher Award for Superior Service in gang prevention in 2010 by the National Gang Crime Research Center. Ana was recognized as the Virginia NASW Social Worker of the Year in 2014 and as the NASW National Social Worker of the Year in April, 2015, the first time a school social worker has received that honor.

Dewey G. Cornell, Ph. D. is a forensic clinical psychologist and Bunker Professor of Education in the Curry School of Education at the University of Virginia. Dr. Cornell is Director of the U.Va. Virginia Youth Violence Project and a faculty associate of the Institute of Law, Psychiatry, and Public Policy. His research and teaching is concerned with the prevention of youth violence and bullying, as well as the facilitation of healthy student development and achievement through a supportive and structured school climate. Dr. Cornell has worked with juvenile and adult violent offenders, testified in criminal proceedings and legislative hearings, and consulted on violence prevention efforts. He has authored more than 200 publications in psychology and education, including studies of juvenile homicide, school safety, bullying, and threat assessment. Two of his books are *School Violence: Fears Versus Facts*, and *Guidelines for Responding to Student Threats of Violence*. He is currently conducting a federally-funded study of school climate and bullying in more than 700 Virginia secondary schools. Education: Ph.D., University of Michigan-Ann Arbor; M.A., University of Michigan-Ann Arbor; B.A., Transylvania University.

Melinda Cruz , Ph.D. is an Assistant Professor in the Department of Psychology at Radford University. Education: Ph.D., University at Buffalo; B.A., University at Buffalo.

Robin L. Haymore, Ed.S, NCSP is a Nationally Certified school psychologist who is currently serving as the Director of Special Education for Pittsylvania County Schools. She oversees the special education operations of 19 schools in the division. Robin started her career as a teacher in Texas, and she holds special education endorsements in ED, SLD, and ID. She has had extensive experience in both inclusive and self-contained classroom settings, and she has specialized in early childhood programs and elementary education. Robin's visionary leadership has enabled her to blaze trails in the area of educational reform, improving policies and procedures, incorporating data-driven decision-making, and bringing about improvements in school climate. In fact, Robin's ability to overcome barriers and bring about institutional change has been celebrated all along the way of her educational career. Robin is currently leading the charge with PBIS and VTSS in the division, and has a wealth of experiential knowledge to share with others working to bring about change in schools. Robin lives on a farm with her husband Travis, who is also a school psychologist. Together, they enjoy gardening, playing music, running, and spending time with the fur babies.

Janine M. Jones, PhD, NCSP, LP is an Associate Professor and Director of the School Psychology Program at the University of Washington. She is a Licensed Psychologist whose research focuses on providing culturally responsive interventions in school psychology practice. She also studies cultural factors associated with resilience on African American children. She is the author and the editor of

the book *The Psychology of Multiculturalism in the Schools: A primer for practice, training and research*. In addition to her research on multiculturalism, Dr. Jones studies engagement between schools and families including strategies that foster healthier relationships between home, school and community. Her educational background includes a Master's degree in Marriage, Family and Child Therapy from the University of Southern California and a Doctoral Degree in School Psychology from the University of Texas at Austin.

Deborah Kipps-Vaughn, Psy.D. is a Licensed Clinical Psychologist and Associate Professor of Graduate Psychology in the School Psychology program at James Madison University. She is a former President of the Virginia Academy of School Psychologists (VASP). Her scholarly interests and research topics include the coordination of mental health services for children and adolescents under Comprehensive Services Act and Community Services Boards; Improving data collection for academic interventions; and anger management for high risk youth. Education: Psy.D James Madison University; Ed.S. James Madison University; M.S. James Madison University; B.S. Virginia Polytechnic Institute & State University.

Stephanie Livesay, M.A, C.A.S. attained her B.A. in psychology from the University of Maryland, Baltimore County. She then received her M.A. and Certificate of Advanced Study in School Psychology from Towson University in Maryland. She worked in public education for nineteen years, seventeen of which were as a School Psychologist in Maryland Public Schools before joining WPS as an Assessment Consultant. In addition to being a school psychologist, she has been active in her national, state, and local associations. She has served on the Board of Directors for the National Association of School Psychologists (NASP) and as NASP Delegate for Maryland. She has also served on the Board of the Maryland School Psychologists' Association as President, Legislative Chairperson, Newsletter Editor, Program Co-chairperson, and several other roles. She was a member of the Legislative Committee for both the Maryland State Education Association (MSEA) and the Howard County Education Association (HCEA). She also served as a Board of Directors member for HCEA and on the negotiations committee. During the 2013/2014 school year, she was appointed to serve on the Governor's Commission on Special Education Access and Equity as a representative of the Maryland School Psychologists' Association. She has an interest in leadership development and strategic planning for organizations, and she took part in the development of the current strategic plan for NASP. She has been presented the MSPA Presidential Award for her service to MSPA and school psychology in Maryland on four occasions (2003, 2005, 2006, and 2008).

John E. Lochman, PhD, ABPP is Professor and Doddridge Saxon Chairholder in Clinical Psychology at The University of Alabama in Tuscaloosa, Alabama, and an Adjunct Professor of

Psychiatry and Behavioral Sciences at the Duke University Medical Center. In addition to his academic responsibilities, Dr. Lochman is the Director, Center for Prevention of Youth Behavior Problems. Dr. Lochman received his Ph.D. in Clinical Psychology from the University of Connecticut in 1977. He has authored more than 150 scientific articles, chapters and books, and this work has primarily focused on the causes and consequences of highly aggressive behavior in childhood. In addition to his prevention research on the Coping Power program, Dr. Lochman also is a co-principal investigator on a study of the preventive effects of the comprehensive, intensive Fast Track program, designed to prevent adolescent conduct problems, funded by National Institute of Health (NIMH). Dr. Lochman serves on grant review committees at NIMH and at several private foundations. He is on the editorial boards for the Journal of Consulting and Clinical Psychology and the Journal of Abnormal Child Psychology, and an associate editor for Behavior Therapy.

Jennifer Mascolo, PsyD, NCSP is a full-time lecturer in the graduate School Psychology program at Teacher's College, Columbia University. Dr. Mascolo is also a nationally certified school psychologist and a licensed psychologist in New York and New Jersey. Her research interests include intelligence, the relationship between academic and cognitive functioning, and assessing and intervening with specific learning disabilities. Dr. Mascolo has coauthored three books, including the first and second editions of the Achievement Test Desk Reference and Essentials of the WJ III Tests of Cognitive Abilities, as well as several book chapters and peer-reviewed journal articles focused on using and interpreting specific cognitive and academic measures as well as assessing, diagnosing, and intervening with specific learning disabilities. Recent projects include an edited book on tailoring interventions for unique learners to be published as part of John Wiley's Essentials series. Education: St. John's University (2000) MS, [School Psychology]; St. John's University (2002) PsyD, [School Psychology].

Eric Mesmer, Ph.D. is an Associate Professor of Psychology at Radford University. Before coming to Radford University, Dr. Mesmer taught in the school psychology program at Oklahoma State University. Dr. Mesmer's expertise is in academic interventions, how teachers administer them and whether students benefit from these interventions. He has recent publications on RTI for teachers and the impact of public feedback during team meetings on teacher implementation of interventions. He teaches behavioral assessment, academic assessment and intervention, pre-internship seminar and supervises practicum students. Education: Ph.D., University of South Florida; Ed.S., University of South Florida; M.A./C.A.S., Appalachian State University; B.S., James Madison University.

Cecil R. Reynolds, Ph.D. is an Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A&M University. He is the author of over 300 scholarly publications, author or editor of over 50 books, and the creator of numerous widely-used psychological tests including the Behavior Assessment System for Children, the most frequently administered test of its type in the English-speaking world, the Reynolds Intellectual Assessment Scales, the Test of Memory and Learning, the School Motivation and Learning Strategies Inventory, and 28 other commercially published tests. Dr. Reynolds is past president of the National Academy of Neuropsychology (NAN) and APA Divisions 5, 16, and 40 (Evaluation, Measurement, and Statistics; School Psychology; and Clinical Neuropsychology). He serves on 11 journal editorial boards. He is past editor of Applied Neuropsychology, and of the Archives of Clinical Neuropsychology, and a former Associate Editor of School Psychology Quarterly. In January of 2009 he began a 6 year term as editor in chief of the APA journal, Psychological Assessment and also serves as Associate Editor of the new APA open access journal, Archives of Scientific Psychology. Dr. Reynolds has received awards recognizing him for excellence in research (e.g., Lightner Witmer Award, Senior Scientist Award from APA Division of School Psychology, and NAN's Distinguished Neuropsychologist Award, the Academy's highest award). His service has been recognized through the President's Gold Medal for Service to NAN and the Academy's Distinguished Service Award, as well as the UNC at Wilmington 50th Anniversary Razor Walker Award for Service to the Youth of America.

James Russo, Ed.D., NCSP is the Supervisor of Psychological and Diagnostic Services for Chesterfield County Public Schools. Dr. Russo has been implementing Restorative Practices (sometimes referred to as Restorative Justice) in Chesterfield for the past five years. In addition to being a Nationally Certified School Psychologist, he is a certified Restorative Practices trainer through the International Institute for Restorative Practices in Bethlehem, PA. In addition to Restorative Practices, Dr. Russo has also overseen the successful implementation of PBIS, Multi-Tiered System of Support practices, and Social-Emotional Learning in Chesterfield County.

Emily Winters, M.S is currently a graduate student in the School Psychology program at Radford University.

Directions to the Inn at Virginia Tech and Skelton Conference Center:
Take interstate 81 to exit 118 (US 460W) to Christiansburg/Blacksburg. Follow US 460W for about 9 miles. Turn right on Prices Ford Rd. (VA 412). Inn at Virginia Tech is at 901 Prices Ford Road.