

GASP Fall 2016 Conference
“A Spectrum of Opportunities: Improving Outcomes for All”
Savannah Riverfront Marriott, Savannah GA
October 3-5, 2016

“The Neuropsychology of Mathematics: Diagnosis & Intervention”
Presenter: Steven G. Feifer, D.Ed., ABSNP

This workshop will explore how young children learn and acquire basic mathematical skills from a brain-based educational perspective. The role of language, working memory, visual-spatial reasoning, and executive functioning will be featured as primary cognitive constructs involved in the acquisition of basic number skills. There will be a discussion on three primary ways in which numbers are formatted in the brain, as well as critical neurodevelopmental pathways that contribute to skills such as automatic fact retrieval, quantitative reasoning, and the development of number sense. The expected learner outcomes will be to better understand three prominent subtypes of math disabilities in children, learn critical assessment techniques to tease out each subtype, and to introduce more efficient ways to diagnose and remediate math disorders in children. The following objectives will be covered:

1. Discuss international trends in mathematics, and reasons why the United States lags behind many industrialized nations in math and science.
2. Explore the role of various neurocognitive processes including language, working memory, visual-spatial functioning, and executive functioning, with respect to math problem solving ability and quantitative reasoning.
3. Introduce a *brain-based* educational model of math by identifying three basic subtypes of math disabilities in children, and developing numerous games and intervention strategies for each subtype.
4. Introduce the *Feifer Assessment of Math (FAM)* battery as a more viable means to both assess and remediate math disabilities in children.

“Best Practices in the School Neuropsychological Assessments of Students Who are Deaf, deaf, and hard of hearing”**Presenter: Kurt Metz, Ph.D., NCSP, ABSNP**

The overarching goal of this session is to dispel the misconceptions and myths surrounding school neuropsychological evaluations and school-age learners who are Deaf, deaf, and hard of hearing (DHH). Requisite skills needed to competently and effectively evaluate this population (which can take months or years to acquire) are discussed. The “Gold Template” for school neuropsychological evaluations will be explained and applications specific to this population will be described. Learners who are DHH and have additional disabilities (i.e., “Deaf-And” or Deaf-plus”) and their evaluation needs alongside of the diagnostic implications will also be a focus for this session. Finally, accommodations and modifications for evaluations will be highlighted followed by cogent reasons regarding why these may or may not work well for learners who are DHH.

Participants in this session will learn:

- how the confluence of factors such as demographics, languages, individual developmental timelines, test construction issues, and examiner qualifications influences assessment parameters and outcomes.
- best practices and requisite skills for evaluating learners who are DHH.
- why the language and communication profiles of Deaf children born to Deaf parents provide the framework for the “Gold Template” of school neuropsychological assessment.
- which assessment accommodations and modifications may or are may not be appropriate for various subgroups of learners who are DHH

“Unstuck and On Target: An Executive Function Elementary School Curriculum”**Presenter: Lauren Kenworthy, Ph. D.**

Executive dysfunction is common in autism spectrum disorders (ASD), attention deficit hyperactivity disorders (ADHD), traumatic brain injury and other developmental and acquired disorders of childhood. It is linked to academic, social and adaptive problems (Pugliese et al, 2015; Blair & Razza, 2007; Loftin, Odom, & Lantz, 2008). We have developed a school/home-based intervention targeting flexibility, goal-setting and planning called Unstuck and On Target (UOT). UOT remediates EF deficits through a cognitive/behavioral program that emphasizes self-regulatory scripts, guided/faded practice, and visual/verbal cueing in school and at home. This mini skills session teaches how to implement UOT in small school-based group sessions and it also presents data from a randomized controlled efficacy trial of Unstuck in mainstream 3rd-6th grades and preliminary data from a second school-based trial of UOT for children with ADHD or ASD in low-income (Title 1) schools.

The session will present a new intervention framework focusing on EF, including strategies that participants can use immediately. It will include specifics on how to identify a student who needs EF intervention, and introduce a series of accommodations, small group activities, and scripts/vocabulary, to promote EF skills. It will show participants how to use these tools through

examples, vignettes and videos. The session will focus on the elementary school UOT intervention, but will also include some material from middle and high school extensions of UOT that are currently being developed and tested. After the session, participants will be able to:

1. Recognize EF problems and distinguish among different EF skills
2. Apply specific techniques to support improvement in EF
3. Use specific scripts/vocabulary to increase EF skills
4. Summarize the research results examining the effectiveness of UOT

“Bilingual Social/Emotional/Behavioral Assessment”

Presenter: S. Kathleen Krach, Ph.D.

This presentation focuses on bias in the translation of social, emotional, and behavioral tests. Specifically, the authors address tests developed in the United States (U. S.), but later adapted for use with non-English speakers, and / or individuals who live(d) outside of the United States. Ethics and best practices for use and selection of test translations are described, along with problems endemic to ad-hoc translation. In addition, the authors surveyed publishers to determine what languages and normative data have been made available other than the English version (with U.S. norms). This information is tabulated to be presented. The most popular language available was English; normative data was available for English speakers from the United States, Australia, Canada, and the United Kingdom. Spanish was the second most popular, with 12.59% of the tests translated into Spanish (8.3% with norms). These Spanish norms may be general (all Spanish speakers) or specific (e.g., Puerto Rican norms). In addition, country-based norms are described for some tests, but the actual language is not (e.g., there are norms for Spain but it is unclear if the language is Castilian, Basque, Catalan, Galician, or Occitan)

“Empirically-Based Use of Behavior Logs in Classrooms”

Presenter: S. Kathleen Krach, Ph.D.

Teachers commonly use behavioral logs as a primary methods for controlling classroom behavior, but frequently they are using these logs incorrectly (Tillery, Varjas, Meyers, & Collins, 2010). For this reason, this paper provides specific information on how to correctly use behavioral logs for techniques such as Check-in / Check-out, Behavioral Report Cards, and token economies. Each of these are described in terms of empirical support for their use and how they would be integrated into a Positive Behavioral and Intervention Support (PBS / PBIS; OSEP, 2009) model. In addition, the authors provide concrete examples for school-based practitioners to use when working with students. Finally, data from a research study where charts were evaluated for 10 classrooms (~150 students) and compared the type of data collected by each teacher for each child. Findings indicated that teachers either used: no system, their own systems, or a computer-based system (Class Dojo) for charting behavior. Therefore, a discussion of the use of Class Dojo will be included.

“Introduction to the Vineland Assessment of Adaptive Behavior – Third Edition (Vineland-3)”**Presenter: Maggie Kjer, Ph.D.**

This session will provide an orientation to the changes in the revised Vineland-3, along with guidance on the basic use of the instrument. The Vineland-3 is the leading instrument for the assessment of adaptive behavior. This workshop will provide an overview of the changes in the revised Vineland-3, along with guidance on the basic use of the instrument. The Vineland-3 offers both the respected semi-structured interview format (Interview Form) which focuses discussion and gathers in-depth information, and also offers convenient rating forms (Parent/Caregiver, and Teacher Forms). Also, there is now Comprehensive (full-length) and Domain-Level (abbreviated) versions of each form. The presenter will provide an intermediate level experience for attendees by demonstrating interview techniques for several subdomains and use of comprehensive versus domain level forms. The first three broad domains (Communication, Daily Living Skills, and Socialization) are widely cited in research related to developmental disorders and intellectual disabilities. These domains are also in alignment with the guidelines specified by the American Association on Intellectual and Developmental Disabilities (AAIDD) for assessing adaptive behavior. The optional fourth domain in the Vineland-3, Motor Skills, is available when appropriate to the needs of specific clients. Finally, the optional Maladaptive Behavior Domain measures problem behaviors that may interfere with the development or expression of adaptive behaviors. Additionally, the Vineland-3 online scoring and administration on Q-Global will be demonstrated. The Vineland-3 has updated norms, improved items, item level probes to facilitate interviewing, Spanish versions of the Parent/Caregiver Forms, and basal and ceiling rules for the rating forms. These new features will be presented for discussion during this workshop

Participants will be able to:

- 1) Compare and contrast the fundamental changes from the Vineland-II to the Vineland-3
- 2) Demonstrate how the Vineland-3 is administered and scored
- 3) Identify uses for the Comprehensive versus the Domain Level forms
- 4) List several advantages of the semi-structured interview format for adaptive skills assessment

“Rating Scale of Impairment (RSI): Introduction and Application”**Presenter: Amy Patenaude, Ed.S. NCSP**

Participants will be introduced to the Rating Scale of Impairment™ (RSI™) and its utility as a tool for data-based decision making. Review will be made of content, administration, scoring options, interpretation, and psychometric properties of the RSI™. A case study will be applied to the recommended interpretation process.

By the conclusion of this presentation, participants will have acquired the following practical skills that can be directly applied in the educational and private settings:

- Knowledge of how impairment is defined across the disciplines of medicine, mental health, and education

- Familiarity with why assessment of impairment is critical to a comprehensive evaluation
- Understand how impairment differs from both symptoms and adaptive behavior
- Knowledge of the RSI™ and its essential features
- Confidence in the psychometric properties of the RSI™
- Familiarity with the RSI™ administration, scoring and reporting
- Experience in interpretation of the RSI™ through the application of a case-study using the recommended interpretation process

“Assessment of Executive Function using the CEFI: From Assessment to Intervention”

Presenter: Amy Patenaude, Ed.S., NCSP

This presentation will provide an overview of historical and current definitions of executive function (EF) and results from the largest study of EF behaviors in the general and special populations. The discussion will include a review of current measures and details about the *Comprehensive Executive Function Inventory* (CEFI; Naglieri & Goldstein, 2014). The CEFI’s psychometric qualities and utility for evaluating EF will be described. Emphasis will be placed on how the CEFI can be used to identify research based interventions to improve EF skills and the relevance of EF to academic performance for all ages.

By the conclusion of this presentation, participants will have acquired the following practical skills that can be directly applied in the educational and private settings:

- Learn a practical and research based definition of executive function
- Knowledge of the CEFI and its essential features
- Confidence in the psychometric properties of the CEFI
- Familiarity with the CEFI administration, scoring and reporting
- Integrate information from the CEFI with measures of ability for assessment and treatment planning
- Experience in interpretation of the CEFI through the application of a case-study using the recommended interpretation process

“Ethics - Special Topics ”

Presenter: Jeff Tysinger, Ph.D.

The purpose of this session is to promote ethical competency in one’s daily practice. Special topics for discussion include multicultural issues and diversity, student privacy and confidentiality, mental health screenings, and crisis intervention.

“Advocacy in Action – Public Policy Made Easy”

Presenters: Matt Vignieri, Ed.S. and Susan Bryant, Ed.S.

This session focuses on how federal and state education policy and grassroots advocacy shapes positive learning environments for all students. School psychologists are in a unique position to advocate for the needs of students, families, schools, and communities, and this can be done simply and on a daily basis. The Pyramid of Advocacy will be discussed as well as resources and talking points.

“Project S.A.V.E.”**Presenter: Lisa Wilson, RN**

On average, 1,000 people a day—including three children—experience sudden cardiac arrest. Project S.A.V.E. was started in 2004 with the mission of promoting and improving prevention of sudden cardiac arrest in children, adolescents and others in Georgia communities. Cardiac arrest can often be prevented. Lisa’s focus is to increase AED awareness, have devices installed in as many places as possible and train others to use this life-saving device.

“Q-Interactive User's Panel Session”**Discussion Leader: Maggie Kjer, Ph.D.**

This hands-on and interactive panel discussion is designed to assist school psychologists with Pearson’s q-Interactive (iPad) platforms. Seasoned users from urban, suburban, and rural districts in Georgia will answer frequently asked questions, address the challenges and demonstrate solutions. Also, the panel will discuss how their districts went about getting iPads for their psychologists.

“GASP SEI: Evaluating School Psychologists’ Services”**Presenter: Bruce Rogers, Ed.D.**

A relevant and useful evaluation tool is vital for our clarity of purpose. The right tool documents the varied scope of our practice. The solution is an evaluation tool developed for school psychologists, by school psychologists, and in alignment with the NASP Model. Using the Georgia School Psychologist Services Evaluation Instrument (GASP-SEI), school psychologists will apply the assessment tool to their individual practice; qualitatively rank effectiveness of service delivery; and generate conversations with stakeholders. This instrument is developed with groundings in continuous improvement of services.

The purpose of the instrument and this presentation is to provide:

1. Knowledge of potential areas of service in which school psychologists can be most effective
2. A relevant, unbiased and reliable assessment tool for evaluating school psychologists in the schools
3. A tool to assist the school psychologist in improving services in his or her work environment.

“ESSA, OSD, ERC and the School Psychologist”**Presenter: Margaret Ciccarelli, Attorney**

In this presentation, the legal implications of these documents will be discussed, as well as their impact on Georgia students and our profession.