

## 2018 GASP Spring Conference Workshop

April 27<sup>th</sup>, 2018

Presenter: Maggie Kjer, PhD

Pearson Clinical Assessment Consultant, Georgia

### ***Topic One: Like it or not, Dyslexia is here to Stay: Developing Targeted Interventions***

#### **Description:**

This session will provide participants with a brief overview of the current reading research, reading disorders with a focus on dyslexia, reading intervention /instructional practices, and the school psychologist's role in supporting literacy for school aged children. The presenter will address the current practices of differentiation between SLD in Reading and the specific reading disorder type Dyslexia.

This workshop will address best practices in identifying reading disorders and providing targeted, research supported interventions. The current research will be discussed to demonstrate the orthographic and phonological connection in Dyslexia and other reading disorders. The presenter will explain how the Georgia Regs for SLD identification support a balanced, research supported approach to identifying reading disorders. Additionally, the presenter will provide an overview of the current trends in Dyslexia treatment and assessment.

The presenter has built into the presentation several discussion points to engage attendees and encourage active attendee participation. The school psychologists' role in identifying reading disorder subtypes and targeted interventions will be discussed. A detailed list of references will be provided to workshop attendees.

#### **Learning Objectives:** Participants will be able to:

- 1) Explain current trends in the identification and treatment of dyslexia and reading disorders
- 2) Discuss the implications of RtI (MTSS) models for treating reading disorders in school aged children
- 3) Describe at least two interventions for dyslexia and how they differ from other interventions designed for specific LD in reading.

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## ***Topic Two: Advanced WISC-V Workshop: Interpretation and Case Study***

### **Description:**

When conducting a comprehensive evaluation, it is imperative that cognitive assessment instruments be reliable and valid, developmentally appropriate, and clinically useful for determining patterns of strengths and weaknesses in order to better comprehend learner outcomes. The presenter will provide a detailed but very brief overview of the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) test structure.

Content of this workshop is intended for those practitioners who routinely assess students between the ages of 6 and 16 using the WISC-V for the provision of special services. Particular emphasis will be placed on interpretation of the WISC-V scales within a sample case. The presenter will review in detail how to utilize WISC-V **process and contrast scores**. Use of this additional interpretive information will be demonstrated via a complex sample case.

Attendees will demonstrate their new skills via Knowledge Checks of the advanced interpretive options using the WISC-V throughout the workshop session.

**Learning Objectives:** Participants will be able to:

- 1) Demonstrate their learning via discussion regarding the advanced interpretive options of the WISC-V
- 2) Investigate interpretive models that may be applied to the WISC-V
- 3) Use process and contrast scores from the WISC-V to evaluate cognitive processes associated with learning disabilities