WORKSHOP SCHEDULE
Bethesda, MD
July 25–27, 2016

MONDAY, JULY 25, 2016

Concurrent Workshops – 8:30–11:45 a.m.

WS01MB: Building Capacity to Prevent and Reduce Bullying
(This session is repeated.)
Christina Conolly, PsyD, NCSP

Learn practical strategies for developing a district-wide bullying prevention initiative that teaches students pre-K–12th grade how to rise above bullying. Gain useful information on how to select a bullying prevention curriculum for your school.

Learner Objectives:
This session will help participants
1. review definitions of bullying, including cyberbullying;
2. identify resources to develop a district-wide bullying prevention program;
3. examine the current federal guidelines for schools to respond to bullying; and
4. identify school disciplinary procedures that incorporate a positive behavior interventions and supports (PBIS) model and techniques for collecting information about bullying.

WS02MB: Conducting Risk, Danger, and Threat Assessments
Melissa A. Reeves, PhD, NCSP, LPC

Learn the processes and procedures needed to establish a consistent school- and district-wide approach to threat, risk, and danger assessment. Sample forms and case examples will be shared.

Learner Objectives:
This session will help participants
1. review current statistics and relevant legal cases related to risk, danger, and threat assessment;
2. develop a comprehensive team-based approach to risk assessment, identification of early warning signs, primary prevention, risk assessment models, assessment procedures, interventions, and postvention; and
3. examine specific strategies for working with difficult parents.

WS03MB: Assessment, Identification, and Treatment of ADHD at School
Stephen E. Brock, PhD, NCSP, LEP

Learn best practices for identifying, assessing, and treating students with ADHD. Specific attention will be placed on strategies designed to obtain valid and reliable assessment results. While specifically emphasizing environmental modifications and accommodations, this session will provide school psychologists with the very latest and most practical classroom interventions for students with symptoms of inattention, hyperactivity, and/or impulsivity.

Learner Objectives:
This session will help participants
1. develop their skills in conducting psychoeducational evaluations of students known to have or suspected of having ADHD;
2. identify assessment practices, tools, and specific profiles for use when evaluating students with ADHD; and
3. learn how assessment data can be used to inform instruction and school-based intervention.

WS04MB: Making Ethical Decisions in Challenging Situations
Franci Crepeau-Hobson, PhD, NCSP

This session covers common ethical concerns faced by school psychologists and includes a discussion of how most school psychologists handle ethical dilemmas. The presentation also addresses the NASP Principles for Professional Ethics, as well as best practices for approaching and solving ethical dilemmas in school psychology. The session will also include discussion of ethical case studies and practice using the problem-solving model promoted by NASP’s Ethical and Professional Practices Committee.

Learner Objectives:
This session will help participants
1. understand the need for learning and using an ethical problem-solving process,
2. address the most common ethical concerns reported by school psychologists,
3. learn four broad ethical principles which will serve as a framework for all other principles,
4. confront a colleague about ethically questionable practices, and
5. become familiar with one commonly used problem-solving model.

Concurrent Workshops – 1:00–4:15 p.m.
WS05MB: Building Capacity to Prevent and Reduce Bullying
Christina Conolly, PsyD, NCSP

Learn practical strategies for developing a district-wide bullying prevention initiative that teaches students pre-K–12th grade how to rise above bullying. Gain useful information on how to select a bullying prevention curriculum for your school.

Learner Objectives:
This session will help participants
1. review definitions of bullying, including cyberbullying;
2. identify resources to develop a district-wide bullying prevention program;
3. examine the current federal guidelines for schools to respond to bullying; and
4. identify school disciplinary procedures that incorporate a positive behavior interventions and supports (PBIS) model and techniques for collecting information about bullying.

WS06MB: Brief Solution-Oriented Counseling in the Schools
(Kathleen Minke, PhD, NCSP

Solution-oriented counseling stresses working from the student’s view of the problem and moving quickly to generate possible solutions. It is a research-supported, culturally sensitive approach well suited for the practical realities of schools and school problems.

Learner Objectives:
This session will help participants
1. review key assumptions related to brief solution-focused counseling,
2. learn the skills associated with conducting brief solution-oriented counseling in school settings, and
3. identify ways to become more solution-oriented in their day-to-day work.
Collaborating to Enhance Student Outcomes

*(This session is repeated.)*

Anastasia “Stacy” Kalamaros Skalski, PhD

Who are the influential decision makers in your school systems and how can you engage them in understanding the value of school psychologists? What do school psychologists do that directly contributes to enhanced school and student outcomes? This session will explore how school psychologists can connect with internal and external stakeholders to expand their professional roles and increase access to school psychological services. Participants will explore the communication and advocacy resources available in the NASP *Practice Model Implementation Guide* and also examine how the local and state educational agency systems and public policies provide opportunities for school psychologists.

**Learner Objectives:**
This session will help participants

1. learn strategies for identifying and engaging influential decision makers in their local and state educational agencies for the purpose of increasing access to school psychological services and improving student outcomes;
2. examine current opportunities for school psychologists that exist as a result of public policy and systems changes triggered by the passage of the Every Student Succeeds Act (ESSA) and the Affordable Care Act (ACA);
3. become familiar with the NASP advocacy and communication resources, including the NASP *Practice Model Implementation Guide*, that are available to help school psychologists expand their professional roles and influence.

Assessment and Progress Monitoring of Students With Severe and Low Incidence Disabilities

*(This session is repeated.)*

Franci Crepeau-Hobson, PhD, NCSP

Validly and reliably assessing the skills and abilities of students with severe and low incidence disabilities is often challenging. Namely, students with significant motor, visual, hearing, or linguistic limitations often are unable to be comprehensively and accurately assessed with many of the widely used cognitive assessments. As such, it is likely that a significant number of children with severe physical, communicative, or sensory impairments are currently assessed in ways that may underestimate their abilities.

**Learner Objectives:**
This session will help participants

1. review the literature examining a variety of tests of cognitive ability that can be used with students with severe and low incidence disabilities,
2. become familiar with recommended assessment best practices for a range of specific low-incidence disabilities, and
3. learn specific processes and procedures for ongoing progress monitoring.

**TUESDAY, JULY 26, 2016**

**Full Day Workshop – 8:30 a.m.–4:15 p.m.**

**FDTB:** Comprehensive Student Assessment Using CHC Theory and Patterns of Strength and Weakness

*Andrew Shanock, PhD, NCSP*

This entertaining and informative presentation will show how school psychologists can adopt the Cattell–Horn–Carroll (CHC) assessment framework in order to effectively apply the Patterns of
Strengths and Weaknesses (PSW) to learning disorder (LD) identification. While CHC will be the primary focus, other frameworks, including Cognitive Hypothesis Testing (CHT) and Dehn’s Process Analysis Model, will be reviewed. The structured models assist school-based teams and school psychologists in organizing a truly individualized assessment of each child. Through the PSW approach, school psychologists can better assist in the development and enhancement of academic interventions. Various assessment batteries will be reviewed to identify the specific cognitive constructs they measure as well as the cultural and linguistic demands that may impact performance and/or interpretation. Specific, research-based interventions that may be connected to cognitive profiles will also be reviewed. Finally, sample evaluations will be distributed and discussed.

**Learner Objectives:**
This session will help participants
1. learn the names and define primary broad cognitive factors within the CHC model;
2. recognize the similarities and differences between cognitive processing assessment models;
3. understand the steps to completing a collaborative cross battery assessment;
4. examine, categorize, and analyze data using sample comprehensive case evaluations; and
5. analyze data through peer discussion and identify with at least two hypotheses and intervention strategies for sample cases.

**Concurrent Workshops – 8:30–11:45 a.m.**

**WS09TB: Brief Solution-Oriented Counseling in the Schools**
*Kathleen Minke, PhD, NCSP*

Solution-oriented counseling stresses working from the student’s view of the problem and moving quickly to generate possible solutions. It is a research-supported, culturally sensitive approach well suited for the practical realities of schools and school problems.

**Learner Objectives:**
This session will help participants
1. review key assumptions related to brief solution-focused counseling,
2. learn the skills associated with conducting brief solution-oriented counseling in school settings, and
3. identify ways to become more solution-oriented in their day-to-day work.

**WS10TB: DSM-5: Implications for School-Based Practice**
*(This session is repeated.)*
*Stephen E. Brock, PhD, NCSP, LEP, & Melissa A. Reeves, PhD, NCSP, LPC*

Learn essential information for using the DSM-5 to inform practice in school settings. Changes from the DSM-IV-TR will be detailed. New diagnostic criteria and categories in DSM-5, with a focus on the disorders commonly encountered in children and adolescents, will be discussed. These DSM-5 categories will be linked to special education regulations and eligibility determination. A major focus of the session will be on integrating these changes and their implications into school psychology practice.

**Learner Objectives:**
This session will help participants
1. understand the new structure and organization of the DSM-5,
2. learn about new and updated diagnostic categories and their criteria in DSM-5,
3. relate DSM-5 diagnostic categories to special education law and eligibility determination, and
4. integrate updates to DSM-5 diagnostic categories and criteria into service delivery in the schools.
Validly and reliably assessing the skills and abilities of students with severe and low incidence disabilities is often challenging. Namely, students with significant motor, visual, hearing, or linguistic limitations often are unable to be comprehensively and accurately assessed with many of the widely used cognitive assessments. As such, it is likely that a significant number of children with severe physical, communicative, or sensory impairments are currently assessed in ways that may underestimate their abilities.

Learner Objectives:
This session will help participants
1. review the literature examining a variety of tests of cognitive ability that can be used with students with severe and low incidence disabilities,
2. become familiar with recommended assessment best practices for a range of specific low-incidence disabilities, and
3. learn specific processes and procedures for ongoing progress monitoring.

Concurrent Workshops – 1:00–4:15 p.m.
WS12TB: Supporting Traumatized Students in the School Setting
(This session is repeated.)
Eric Rossen, PhD, NCSP
Traumatic or adverse experiences can undermine students’ ability to learn, form relationships, and manage their feelings and behavior. This presentation will help school psychologists describe the impact of trauma and apply practical, implementable strategies in school settings to support students with a history of trauma.

Learner Objectives:
This session will help participants
1. define and describe the complex nature of trauma and its impact on students,
2. apply strategies to support traumatized students using a trauma lens, and
3. identify the components of trauma-sensitive schools.

WS13TB: Building Your Positive Psychology Toolkit
(This session is repeated.)
Terry Molony, PsyD, NCSP
School climate improves when school psychologists use positive psychology in everyday practice. Attendees will develop a positive psychology toolkit with activities and strategies for use with individuals or groups of all ages and grades. Several themes of positive psychology (signature strengths, positive affect, hope, optimism, gratitude, flow, and engagement) will be emphasized with related activities to help foster them. A bibliography of books, websites, and films will also be provided.

Learner Objectives:
This session will help participants
1. describe the themes of positive psychology and explain how they can be applied to the school setting,
2. design a personal toolbox of positive psychology activities and strategies that can be used with students and teachers related to the themes, and
3. discuss the recent research in positive psychology and how it can be applied to schools.

WS14TB: Classroom Coaching and School Psychology: Developing Your Toolbox to Positively Impact Instruction  
Robert J. Dixon, PhD, NCSP, LP
Response to intervention (RTI) and multitiered systems of support (MTSS) emphasize the importance of Tier 1 instructional practices and supplemental interventions to support the core when needed. Often, student engagement and learning opportunities within the core are overlooked in the rush to provide supplemental services. This session will focus on developing assessment strategies for the school psychologist to enhance consultation and coaching efforts and ultimately improve core instruction practices.

Learner Objectives:
This session will help participants
1. identify common reasons for learning difficulties in the regular classroom that go beyond within-child problems,
2. implement an assessment strategy that focuses on authentic learning opportunities,
3. examine the assessment data to frame consultation efforts, and
4. develop action plans and coaching efforts to improve core instruction.

WEDNESDAY, JULY 27, 2016
Concurrent Workshops – 8:30–11:45 a.m.

WS15WB: Leading Instructional Support Teams to Positively Impact Students  
(This session is repeated.)  
Andrew Shanock, PhD, NCSP
This engaging and audience participatory presentation will focus primarily on the school-based intervention team (SBIT) model as a way to provide a consistent meeting structure to enhance team members’ ability to become effective, efficient, and collaborative problem solvers who address both behavioral and academic issues. The goal of the presentation is to provide a framework in which prereferral teams will be known as well-regarded, invaluable resources for the entire school community. Discussion will be based on the realities of school systems.

Learner Objectives:
This session will help participants
1. identify issues that impact the perception of prereferral teams amongst educators within their individual systems;
2. learn multiple textbook and Web-based intervention resources to elevate expertise and team knowledge of specific academic and behavioral interventions;
3. communicate to educators within their buildings about the specific data and information needed prior to meeting;
4. help educators better understand data to establish baselines and set appropriate goals; and
5. identify effective ways to communicate the difference between an intervention, modification, and accommodation to their educational staffs.

WS16WB: Supporting Traumatized Students in the School Setting  
Eric Rossen, PhD, NCSP
Traumatic or adverse experiences can undermine students’ ability to learn, form relationships, and manage their feelings and behavior. This presentation will help school psychologists describe the impact of trauma and apply practical, implementable strategies in school settings to support students with a history of trauma.
Learner Objectives:
This session will help participants
1. define and describe the complex nature of trauma and its impact on students,
2. apply strategies to support traumatized students using a trauma lens, and
3. identify the components of trauma-sensitive schools.

WS17WB: Building Your Positive Psychology Toolkit
_Terry Molony, PsyD, NCSP_
School climate improves when school psychologists use positive psychology in everyday practice. Attendees will develop a positive psychology toolkit with activities and strategies for use with individuals or groups of all ages and grades. Several themes of positive psychology (signature strengths, positive affect, hope, optimism, gratitude, flow, and engagement) will be emphasized with related activities to help foster them. A bibliography of books, websites, and films will also be provided.

Learner Objectives:
This session will help participants
1. describe the themes of positive psychology and explain how they can be applied to the school setting,
2. design a personal toolbox of positive psychology activities and strategies that can be used with students and teachers related to the themes, and
3. discuss the recent research in positive psychology and how it can be applied to schools.

WS18WB: DSM-5: Implications for School-Based Practice
_Stephen E. Brock, PhD, NCSP, LEP, & Melissa A. Reeves, PhD, NCSP, LPC_
Learn essential information for using the DSM-5 to inform practice in school settings. Changes from the DSM-IV-TR will be detailed. New diagnostic criteria and categories in DSM-5, with a focus on the disorders commonly encountered in children and adolescents, will be discussed. These DSM-5 categories will be linked to special education regulations and eligibility determination. A major focus of the session will be on integrating these changes and their implications into school psychology practice.

Learner Objectives:
This session will help participants
1. understand the new structure and organization of the DSM-5,
2. learn about new and updated diagnostic categories and their criteria in DSM-5,
3. relate DSM-5 diagnostic categories to special education law and eligibility determination, and
4. integrate updates to DSM-5 diagnostic categories and criteria into service delivery in the schools.

Concurrent Workshops – 1:00–4:15 p.m.
WS19WB: Leading Instructional Support Teams to Positively Impact Students
_Andrew Shanock, PhD, NCSP_
This engaging and audience participatory presentation will focus primarily on the school-based intervention team (SBIT) model as a way to provide a consistent meeting structure to enhance team members’ ability to become effective, efficient, and collaborative problem solvers who address both behavioral and academic issues. The goal of the presentation is to provide a framework in which prereferral teams will be known as well-regarded, invaluable resources for the entire school community. Discussion will be based on the realities of school systems.
Learner Objectives:
This session will help participants
1. identify issues that impact the perception of prereferral teams amongst educators within their individual systems;
2. learn multiple textbook and Web-based intervention resources to elevate expertise and team knowledge of specific academic and behavioral interventions;
3. communicate to educators within their buildings about the specific data and information needed prior to meeting;
4. help educators better understand data to establish baselines and set appropriate goals; and
5. identify effective ways to communicate the difference between an intervention, modification, and accommodation to their educational staffs.

WS20WB:  
Assessment, Identification, and Treatment of Autism at School  
Stephen E. Brock, PhD, NCSP, LEP  
Be prepared to address the growing need for identification and treatment of autism spectrum disorders (ASD) in your district. In this session, participants will learn contemporary best practices for the assessment, identification, and treatment of ASD in the school setting.

Learner Objectives:
This session will help participants
1. understand their roles, responsibilities, and limitations with regard to assessment and intervention;
2. review the latest research findings and identify promising versus questionable interventions; and
3. explore valuable resources that will help them increase their knowledge, skills, and confidence in identifying and treating ASD in their schools.

WS21WB:  
Using CBT With Students Who Are Anxious or Depressed  
Melissa A. Reeves, PhD, NCSP, LPC  
This session will highlight a variety of cognitive–behavioral therapy (CBT) strategies that can be used with students who exhibit symptoms of anxiety and/or depression. Case study examples will be featured, and specific examples of practical techniques and activities will be shared.

Learner Objectives:
This session will help participants
1. review key components underlying CBT,
2. use and teach a variety of popular CBT strategies, and
3. integrate CBT techniques in an educational setting.

WS22WB:  
Improving Student Mental and Behavioral Health: Intervention at Tier 1  
Robert J. Dixon, PhD, NCSP, LP  
Schools are faced with a number of challenges that require our attention: academic, behavioral, and more recently mental health. Rather than focus exclusively on behavioral compliance, school psychologists can positively impact the mental health of students, which may be the trigger of the behavioral problems.

Learner Objectives:
This session will help participants
1. identify strategies to reduce the negative risk factors of mental illness,
2. explore ways to increase positive resilience factors among students, and
3. discuss specific interventions points that target both the classroom system and the school system levels.

**PREPaRE Workshops**

**Monday, July 25, 8:30 a.m.–4:30 p.m.**

PPO1MB: PREPaRE Workshop 1: Crisis Prevention and Preparedness: Comprehensive School Safety Planning

Provides a broad overview of the school safety and crisis teams’ roles and responsibilities, with a special emphasis on crisis prevention and preparedness.

**Tuesday, July 26, 8:30 a.m.–4:30 p.m. and Wednesday, July 27, 8:30 a.m.–4:30 p.m.**

PPO2TWB: PREPaRE Workshop 2: Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals

Provides a specific examination of the school-based mental health professionals’ roles and responsibilities, with a special emphasis on crisis intervention and recovery.

**Thursday, July 28, 8:00 a.m.–2:00 p.m.**

TOT1THB: PREPaRE Workshop 1, Training of Trainers (ToT): Crisis Prevention and Preparedness: Comprehensive School Safety Planning

Prerequisite: Completion of Workshop 1

Provides workshop participants with the information and practice needed to become a PREPaRE trainer for Workshop 1.

**Thursday, July 28, 12:30–5:00 p.m. and Friday, July 29, 8:00 a.m.–4:00 p.m.**

TOT2THFB: PREPaRE Workshop 2, Training of Trainers (ToT): Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals

Prerequisite: Completion of Workshop 2

Provides workshop participants with the information and practice needed to become a PREPaRE trainer for Workshop 2.

**There is an intentional overlap between PREPaRE ToT 1 and PREPaRE ToT 2 to cover common logistical content—it does not represent a conflict for registrants interested in attending both workshops.**