



NEW JERSEY ASSOCIATION OF
SCHOOL PSYCHOLOGISTS

NJASP Winter Conference 2008
P.O. Box 4069
Hamilton, NJ 08610

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NEW JERSEY ASSOCIATION OF
SCHOOL PSYCHOLOGISTS

WINTER 2008

SCHOOL PSYCHOLOGY: NOW MORE THAN EVER

Friday, December 19, 2008

Crowne Plaza Hotel Monroe/Jamesburg , Jamesburg, New Jersey 08831
609-655-4775

Program Schedule

- | | |
|--------------|---|
| 8:15-9:00 | Registration/Refreshments/Exhibits |
| 9:00-10:00 | Keynote I “Make a Difference: Be the Difference!” |
| 10:00-11:15 | Keynote II “Got Skillz: The Art of Racial Negotiation in Teacher-Student Relationships” |
| 11:15-11:45 | Networking/Exhibits/ Presenters’ books will be available for sale |
| 11:45- 12:45 | Luncheon/Raffle/Book Signing |
| 12:45-2:15 | Session 1 Workshops |
| | A. Intervention and Referral Services |
| | B. The Neuropsychology of Reading Disorders: Diagnosis and Intervention |
| | C. Executive Function: Concepts and Assessment |
| | D. Suicide: Preventable Tragedy |
| 2:20-3:50 | Session 2 Workshops |
| | E. The Homework Challenge: A Model for Resolving Chronic Homework Problems |
| | F. Introduction to the Conners 3 and CBRS |
| | G. Empirically Based, Effective Threat Risk Assessment in Schools |
| | H. The Neuropsychology of Mathematics: Diagnosis and Intervention |
| | Session 1 and 2 Workshops (repeated at 12:45 and 2:20) |
| | I. Playing and Working Through the Anger of Black Boys in Schools |
| | J. LD Identification in the Context of Tiered Service Models and RTI |

Keynote Addresses

“Make a Difference: Be the Difference!”

Ralph E. “Gene” Cash, Ph.D., President, NASP

“Got Skillz: The Art of Racial Negotiation in Teacher-Student Relationships”

Howard C. Stevenson, Ph.D., University of Pennsylvania

Crowne Plaza Hotel Monroe/Jamesburg
(609) 655-4775
390 Forsgate Drive Jamesburg, NJ 08831
(Off Exit 8A, NJ Turnpike)

Directions to the Crowne Plaza Hotel
NJ TURNPIKE NORTH OR SOUTH TO EXIT 8A, AFTER TOLL STAY LEFT, GO
AROUND RAMP AND MAKE RIGHT INTO HOTEL PARKING LOT.

DIRECTIONS

Friday, December 19, 2008
CROWNE PLAZA HOTEL MONROE/JAMESBURG
(OFF EXIT 8A NJ TURNPIKE)
390 FORSGATE DRIVE • JAMESBURG, NJ 08831

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www.njasp.org

WORKSHOPS

WORKSHOP A Intervention and Referral Service
Gary L. Vermeire, Program Coordinator, Safe and Drug-Free Schools Unit
Office of Educational Support Services, New Jersey Department of Education

This workshop is designed to provide participants with an orientation to the New Jersey Department of Education's (NJDOE's) Intervention and Referral Services (I&RS) initiative. Under N.J.A.C. 6A:16-8, each school building is required to establish a coordinated system of I&RS and a multidisciplinary team for planning and delivering I&RS services to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs. Participants in this session will receive an overview of the requirements for building-based systems of I&RS and the NJDOE's best practices in support of I&RS. Participants also will be provided with information on available training, technical assistance and networking services and the resource materials developed by the NJDOE in support of the effective implementation of I&RS.

WORKSHOP B The Neuropsychology of Reading Disorders: Diagnosis and Intervention
Steven G. Feifer, D.Ed., NCSP
Frederick County Public Schools

This workshop will examine reading from a brain-behavioral perspective, and classify reading disorders into four distinct subtypes. There will be a discussion linking each reading subtype with scores of evidence based interventions. The use of neuropsychological assessment within a 4-tiered response to intervention (RTI) system will be discussed as the primary means to pinpoint specific reading disorders in children. Lastly, the 90 minute dyslexia evaluation will provide practitioners with a multi-method approach to assessment by integrating the tenets of both norm reference testing and curriculum-based measurement. The primary learning objectives will be:

1. Discuss the pitfalls of relying solely upon an IQ/Achievement discrepancy model, or solely upon a curriculum based measurement model to evaluate reading disorders in young children.
2. Introduce a brain-based model of reading based upon the National Reading Panel's basic conclusions. This model will integrate the tenets of both nationally norm referenced testing, as well as curriculum based measurement.
3. Discuss four major subtypes of reading disabilities from a neuroanatomical point of view, and share 20 evidence based instructional strategies to assist children at various stages of the reading process.
4. Introduce the 90 minute dyslexia evaluation to be used with students from kindergarten through high school featuring names and descriptions of more than 25 subtests to choose from.

WORKSHOP C Executive Function: Concepts and Assessment
Julie Alexander, PhD, NCSP
Psychological Assessment Resources, Inc.

This workshop will focus on developing a working understanding of the concepts and assessment methods for the inclusion of an executive function model in everyday school-based practice. Participants will gain a solid foundation in definitions and concepts of executive function and associated subdomains. Development and applicability of the Behavior Rating Inventory of Executive Function (BRIEF) will be reviewed. Application of these concepts to a wide range of clinical disorders and age groups will be presented, including intervention techniques.

WORKSHOP D Suicide: Preventable Tragedy
Ralph E. "Gene" Cash,, Ph.D.
President, National Association of School Psychologists

Suicide claims the lives of over 30,000 people in the United States annually and profoundly impacts the well-being of nearly 200,000 who were close to the victims. Many of the deaths by suicide are among children and adolescents, the only age group in which the suicide rate is increasing. In a typical high school class of 30 students, two will attempt suicide each year. This workshop will discuss the prevalence data, risk factors, protective factors, and warning signs of suicide and will focus on what school psychologists and other mental health professionals can do to help prevent these tragic deaths.

WORKSHOP E The Homework Challenge:
A Model for Resolving Chronic Homework Problems
Kenneth Goldberg, Ph.D.
Clinical Psychologist, Private Practice
S. Jay Kuder, Ed.D.
Rowan University

This workshop addresses the child who is chronically homework-noncompliant. Participants will learn about homework problems from the points of view of behavioral learning, social modeling, systems, and information processing. Participants will learn how to direct parents to be helpful partners in resolving homework problems and how to guide teaching staff toward the employment of effective strategies. Participants will increase their skill at consulting with teachers at the earliest stages of homework problems.

WORKSHOP F Introduction to the Conners 3rd Edition and Conners Comprehensive Behavior Rating Scales
Danielle Politi, Ed.S. NCSP
Multi-Health Systems

During this presentation, the Conners 3 and the Conners CBRS will be introduced. We will discuss the content, structure, administration and scoring options, and interpretation for both scales. Links between the new Conners scales, DSM-IV-TR, and IDEA 2004 will be reviewed, including Response To Intervention (RTI). Participants will receive sample copies of the Conners 3 and Conners CBRS forms and software reports.

By the conclusion of this workshop, participants will have acquired the following practical skills and principles that can be directly applied in the educational setting:

- Knowledge of the new Conners 3 and Conners CBRS and the essential features
- Familiarity with Conners 3 and Conners CBRS administration and scoring options
- Application of the Conners 3 results in data-based identification of ADHD and related issues in school-aged youth, including eligibility determination under IDEA 2004 as well as DSM-IV-TR diagnosis, and
- Use of results from the Conners 3 to guide intervention planning and monitor progress, including RTI.

WORKSHOP G Empirically-Based, Effective Threat Risk Assessment in the Schools
Julie Alexander, PhD, NCSP
Psychological Assessment Resources, Inc.

This presentation will provide a brief summary of the school violence literature as it relates to student suicide and homicide with regard to mitigating these events before they occur. Threat risk assessment procedures and content of the Adolescent and Child Urgent Threat Evaluation (ACUTE), Psychosocial Evaluation and Threat Risk Assessment (PETRA), and the Structured Assessment of Violence Risk in Youth (SAVRY) will be covered. Topics addressed will include identifying predisposing and precipitating characteristics of school violence, threat risk assessment, and evaluation of psychosocial functioning to guide the development of interventions to keep threats of violence from becoming acts of violence.

WORKSHOP H The Neuropsychology of Mathematics: Diagnosis and Intervention
Steven G. Feifer, D.Ed., NCSP
Frederick County Public Schools

This workshop will explore how young children learn and acquire basic mathematical skills in the elementary years from a brain-based educational perspective. There will be an extended discussion on the three primary ways in which numbers are formatted in the brain, as well as the central role of language to expand upon these conceptually ordered number sets. Specific brain pathways which assist in recalling basic math facts, ordering numbers into sets, calculating multiple-step equations, and tackling those dreaded word problems will be a critical feature of the presentation. In addition, cultural stereotypes regarding gender differences in mathematics will be explored, as well as the relationship between anxiety and mathematical performance during classroom learning situations. Lastly, two critical constructs often overlooked when evaluating students with math difficulty; namely working memory and executive functioning, will be featured. 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 topics will be explored:

1. Discuss international trends in mathematics as well as primary numeric abilities inherent in all species, not just human beings.
2. Develop a brain-based educational model of math disorders by identifying three basic neural codes in which numbers are formatted in the brain.
3. Discuss three basic subtypes of math disabilities, and tie in appropriate remediation and educational strategies for each subtype.
4. Discuss basic gender differences in mathematical performance of students, in addition to the role of anxiety in hindering math aptitude.
5. Introduce the 90 minute mathematics evaluation as a more viable means to identify and remediate math disorders in children. Specific psychological constructs such as visual-spatial reasoning

skills, working memory, and executive functioning will be explored.

Session 1 and 2 Workshop (repeated session)

WORKSHOP I. Playing and Working Through the Anger of Black Boys in Schools
Howard C. Stevenson, Ph.D., University of Pennsylvania

African American boys who repeatedly experience rejection from many societal agencies of education, control and counseling are in need of intervention from culturally competent educators and health providers. These rejections happen with systemic but excessive punishments that don't fit the "crime." This talk will focus on helping educators who work with Black boys to understand their cultural and developmental identities, expressions, and behaviors in order to reduce conflicts between the boys. The PLAAY (Preventing Long-term Anger and Aggression in Youth) Project used basketball, martial arts, and racial socialization strategies to reduce aggression in boys. Videotape examples will be provided of boys striving with manhood and the meaning of life pressures as well as suggestions for culturally relevant intervention in school settings.

Full Session

WORKSHOP J. LD Identification in the Context of Tiered Service Models and RTI
George McCloskey, Ph.D.,
Philadelphia College of Osteopathic Medicine, Philadelphia, PA

This presentation will briefly overview the three tier service delivery models including appropriate instruction, assessment and progress monitoring practices at each tier. Participants will gain knowledge of how three-tier models can be used to prevent "instructional disabilities" through balanced literacy and numeracy curricula use at Tier1, how to address skill deficiencies at Tiers 2 and 3, how to improve identification of learning disabilities at Tier 3, and suggested strategies for resolving RTI issues at all tiers and developing procedures for the effective use of RTI.

REGISTRATION INFORMATION			
Pre-Registration		On-Site Registration	
NJASP Members	\$ 100	NJASP Members	\$ 120
Non-Members	\$ 155**	Non-Members	\$ 175
Students*	\$ 40	Students*	\$ 60
**Conference/Membership deal \$165			
**Available to non-members only who qualify for full membership-only available through pre-registration.			
*Requires signature of faculty advisor			
Members of the school psychology associations of PA, NY, NH, MA, ME and CT can attend at the members' rate in accordance with NASP's NE Regional State Association Conference Sharing Agreement.			
If you make payment with a voucher from your school district, please bring a copy of it when you check in at the registration table.			
Make check payable to NJASP. NJASP Federal I.D. #22-2359102			
NJASP is a N.J. Department of Education Registered Professional Development Provider #204			
NJASP is a NASP Approved Provider #1014			
If paying by credit or debit card, go to www.njasp.org to register online.			
Deadline for pre-registration is December 5, 2008			
Cancellation policy: To receive a refund, you must email johncbird@aol.com by December 12, 2008			
Please see www.njasp.org for information regarding NJASP's grievance policy			

REGISTRATION FORM

Please rank order three workshop choices.
Assignments will be made to two workshops

Name: _____

Job Title: _____

Address: _____

Employer: _____

Phone (Work): _____ (Home): _____

FAX: _____

Membership Status: _____

Faculty Signature (students members) _____

Special Arrangements: _____

Luncheon Choice:

Mediterranean Pasta

Vegetarian Lasagna

Chicken Florentine

This is to apprise you that the New Jersey Association of School Psychologists is a volunteer, professional, statewide, non-profit association organized and certified to provide members of the school psychologist profession with opportunities for continuing professional development. As such, it is not subject to the recent Business Regulation Certification Act per P.L.2004, c.57, II. c. For your records, our tax identification number is 22-2359102

Conference Committee: Terry Molony • Gabe DiTomasso • Bernie Selman • Barry Barbarasch

WORKSHOP SELECTIONS

Session 1 Workshops

____A. Intervention and Referral

____B. Neuropsychology of Reading Disorders

____C. Executive Functions

____D. Suicide: Preventable Tragedy

Session 2 Workshops

____E. The Homework Challenge

____F. Introduction to the Conners 3 and CBRS

____G. Empirically-Based Threat Risk Assessment

____H. Neuropsychology of Mathematics

Session 1 and 2 Workshops (Repeated sessions)

____I. Playing and Working Through Anger

____J. LD Identification in the Context of Tiered Service Models and RTI

Return with check or money order payable to NJASP by December 5. You will not receive confirmation of registration.

NJASP Winter CONFERENCE
P.O. Box 4069
Hamilton, NJ 08610

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