



NJASP SPRING CONFERENCE

Friday May 11, 2018

Holiday Inn East Windsor
399 Monmouth Street, East Windsor, NJ 08520

Keynote: Darcia Narvaez, Ph.D.
The Evolved Nest and Child Wellbeing

Program Schedule:

7:15-8:30
Registration/
Continental Breakfast/
Exhibits

8:15-8:30
Board Meeting

8:30-9:30
Keynote

9:30-11:45
AM Workshops

11:45-1:00
Networking/Lunch
Awards & Book
Signing

1:00-3:30
PM Workshops

5.5 hours of
Continuing
Professional
Development (CPDs)

WORKSHOPS

Darcia Narvaez

Getting Kids on Track for Fulfilling Their Potential (Attending Neurobiology)

Joel Bocanegra

RTI/MTSS Consultation with Diverse Populations and Settings: Notes from the Field

Jaclyn Morrison

Intelligent Testing in the Schools: Turning Theory and Research into Practical Skills for the School Psychologist with a Caseload

Amanda Montani

Introduction to Restorative Practices: Becoming a Restorative School Psychologist

Barry Barbarasch,
Stephanie Frasier, and
Jessica Trindade

Ask the School Psychologist: A Discussion of Practice versus Theory

Workshop descriptions and speaker bios below

REGISTER ONLINE AT WWW.NJASP.ORG

WORKSHOP DESCRIPTIONS AND SPEAKER BIOS:

Keynote 8:30-9:30 AM

The Evolved Nest and Child Wellbeing

Darcia Narvaez, Ph.D., University of Notre Dame, Notre Dame, Indiana

Every animal has a nest for its young that matches up with the maturational schedule of the offspring. The Evolved Nest refers to the developmental system that humans inherit as an adaptation from their ancestors. The human nest in early life is particularly intensive because of the vast immaturity of newborns. Nest components influence the neurobiological formation of all systems, affecting wellbeing for the long term. Early experience shapes systems that influence cognitive, social, emotional and moral capacities. Understanding the species typical nest helps us identify species-atypical experience and target ways to mitigate its effects.

This session will help participants:

- Understand and remember the six ancestral caregiving practices of the Evolved Nest that foster optimal development.
- Identify the different ethical mindsets that can govern behavior.
- List ways to help students self-heal from a degraded evolved nest and foster prosocial mindsets

Dr. Darcia Narvaez is Professor of Psychology at the University of Notre Dame who focuses on moral development and flourishing from an interdisciplinary perspective. She is a fellow of the American Psychological Association and the American Educational Research Association. She writes a popular blog for Psychology Today (“Moral Landscapes”). One of her recent books, Neurobiology and the Development of Human Morality: Evolution, Culture and Wisdom won the 2015 William James Book Award from the American Psychological Association and the 2017 Expanded Reason Award.

****Dr. Narvaez’s book, Neurobiology and the Development of Human Mortality; Evolution Culture and Wisdom will be available for purchase and signing during lunch.**

Morning Workshops 9:30-11:45 AM

WORKSHOP 1:

Getting Kids on Track for Fulfilling Their Potential (Attending to Neurobiology)

Darcia Narvaez, Ph.D., University of Notre Dame, Notre Dame, Indiana

AM Session Only

The RAVES DEEP model helps educators and counselors facilitate moral character development through Relationships, Apprenticeship, Village connection, Expertise development and Self-authorship. RAVES provides an intentional, holistic, comprehensive, empirically-derived approach to moral character development. Developmental Ecological Ethical Practices (DEEP) model helps revamp the neurobiological underpinnings of the self. DEEP enables participants to foster self-calming, grow sociality, and expand social and ecological imagination. Instruction is informed deeply by evolution, ancient philosophy and current developmental and learning sciences about what contributes to cultivate human wellbeing. Handouts will be provided and guidebooks from the Minnesota Community Voices and Character Education project are available.

This session will help participants:

- Describe how the five elements of a classroom and school foster student wellbeing (RAVES).
- Apply to their practice the five elements of a classroom and school that foster student wellbeing (RAVES).
- Understand ways that healing of undercared for students can be mitigated through DEEP activities

See keynote for bio

****Dr. Narvaez's book, *Neurobiology and the Development of Human Mortality; Evolution Culture and Wisdom*, will be available for purchase and signing during lunch.**

WORKSHOP 2:

RTI/MTSS Consultation with Diverse Populations and Settings: Notes from the Field Joel Bocanegra, Ph.D., Idaho State University, Pocatello Idaho

This workshop is a half day workshop with the same session running in the AM and PM

This presentation will cover the topic of RTI/MTSS consultation with diverse populations and within diverse settings. Although the presentation will be grounded within the literature, the main focus will be sharing experiences and lessons learned from the field on the actual implementation of system change. Participants will learn some tips and tricks for increasing buy-in, adapting the models to be more culturally relevant, and leveraging the resources found within each community in order to maximize success.

This session will help participants:

- Learn how to work with diverse populations
- How to adapt system change models to diverse settings
- How to achieve buy-in and commitment

Dr. Bocanegra is an assistant professor at Idaho State University. His research focuses on diversity issues to include: recruitment, cultural competency, and system change. Dr. Bocanegra has experience as bilingual school psychologist, trainer, and regularly conducts consultations and presentations on the implementation of system change models in diverse environments. Dr. Bocanegra has consulted with a wide range of schools to include urban, rural, Native American, and Middle Eastern schools.

WORKSHOP 3:

Intelligent Testing in the Schools: Turning Theory and Research into Practical Skills for the School Psychologist with a Caseload

Jaclyn D. Morrison, M.A., NCSP, Pearson Clinical

This workshop is a half day workshop with the same session running in the AM and PM

Intelligence testing plays an important role in explaining a student's current academic successes and failures. School psychologists must have a solid understanding of intelligence theory in order to measure and interpret the results, however this is often not clearly explained in our training programs. This workshop will synthesize research on intelligence and learning disabilities, profile analysis, and best practices for linking data to intervention. We will provide distinctions between often overlapping nomenclature in the field (i.e. what is the difference between a cognitive ability vs. a psychological process?) and present a flexible approach for SLD assessment geared toward the NJ special education code. Special focus will be placed on using clinical judgement within the comprehensive evaluation framework, as well as meaningful approaches for linking your data to IEP goals and instructional supports available in your districts.

This session will help participants:

- Synthesize research and best practice on issues related to SLD assessment
- Develop a deeper understanding of how to interpret assessment data that informs instruction
- Use clinical judgement when interpreting test scores with a focus on qualitative information and district specific boundaries.

Jaclyn Morrison is a nationally certified school psychologist with five years of experience working within the NJ public school system. Currently, she works as a Senior Clinical Assessment Developer for Pearson Clinical, on their neuropsychology team. She has been directly involved with the development of assessment tools that school psychologists use in the field, recently contributing as an author on the upcoming KABC-II_NU release. This unique professional profile has given Jaclyn the desire to bridge the gaps that exist between the academia research, testing instruments and interpretative suggestions available, and the practical implications for psychologists employed by schools.

WORKSHOP 4:

Introduction to Restorative Practices: Becoming a Restorative School Psychologist

Amanda Montani, M.A., Psy.S.

This workshop is a half day workshop with the same session running in the AM and PM

Restorative practices is a philosophy encompassing restorative justice, an alternative approach to repairing harm between two or more parties. Differing from traditional punitive methods such as suspension and expulsion, restorative practices in schools offers not only a more teachable approach to discipline, but a continuum of methods to build community. This workshop will arm participants with an introduction to the founding concepts of restorative practices. Participating in a restorative circle to create an experiential learning opportunity, school psychologists will engage with one another to discuss how restorative practices can

work practically with staff, students, and families. Consideration for cultural implications, working with students with special needs, and managing time demands will be encouraged in this collaborative group forum. We will promote a goal of all members leaving the session with a plan for next steps towards a more meaningful, restorative practice.

This session will help participants:

- Understand the principles of restorative practices as a philosophy
- Learn proactive and responsive strategies for building community in schools
- Problem solve with colleagues around realistic ways to build new strategies into practice

***Amanda Montani** is currently working as a school psychologist in Allentown School District. A graduate of Gallaudet University in Washington, DC, she spent the early part of her career in DC Public Schools with a more unique role as a school psychologist. Focusing on conflict resolution and behavior support for students, she became interested in restorative justice. After moving to New Jersey with her growing family in 2012, she began to pursue a graduate certificate in Restorative Practices from the International Institute for Restorative Practices (IIRP) while working as a school psychologist at the Morris County Vocational Technical School District. During that time, she became a member of NJASP and a participant of the Diversity Committee. Finding the concepts of Restorative Practices immediately applicable as a school psychologist, Amanda pursued the Trainer of Trainers certificate from the IIRP. In 2016, she and her still growing family moved to Allentown, PA where they currently reside. She is looking forward to continuing to provide future professional develop on the topic while putting the training into action with students, families, and educators.*

Afternoon Workshops

1:00 - 3:30 PM

WORKSHOP 5:

Ask the School Psychologist: A Discussion of Theory Versus Practice

Barry Barbarasch, Ed.D, Stephanie Frasier, Ed.S. NCSP, Jessica Trindade, M.A. P.D.

PM Session only

This workshop is an opportunity to “ask a School Psychologist” about the challenges you face, the direction of your career and any other questions you may have. School Psychology is a fulfilling career, but we all stumble upon challenges. Some of you may simply be interested in how our roles and functions vary across the state. Perhaps you can even take new ideas to your district! This workshop is ideal for early career or school psychologists in new positions. It is interactive and attendees will be encouraged to participate via questions and discussion.

This session will help participants:

- Answers their questions regarding the field of school psychology
- Develop a better understanding the roles and functions of the school psychologists varies throughout the state
- Develop strategies he/she can use to expand his/her role within the school

Dr. Barry Barbarasch, Ed.D., has been a school psychologist for over 35 years, in New York and New Jersey. He is currently President of NJASP and chairperson of NJASP Government and Professional Relations committee. He also serves on the Government and Professional Relationships committee of the National Association of School Psychologists. Barry is currently Adjunct Professor in both the school psychology doctoral program at the Philadelphia College of Osteopathic Medicine, and the Masters/Certification program at Rowan University.

Stephanie Frasier, Ed.S. NCSP, has been a school psychologist with Lenape Regional High School District for over 16 years. She is currently past president of NJASP, a member of NJASP's research and conference committees. As a member of the research committee, she has contributed to studies presented at the International Association of School Psychologists (ISPA) and the National Association of School Psychologists (NASP). Before becoming a school psychologist she worked as a mobile therapist providing wrap around services to at-risk youth and a behavioral specialist at the Bancroft School in Haddonfield, NJ. While working at Bancroft she developed, implemented and oversaw behavior plans and served as a member of the behavior management committee. Stephanie's current interests includes assisting students transition from high school to adulthood, writing collaborative reports with the LDT/C, and partnering with families and outside service providers to better assist the needs of high school students.

Jessica P. Trindade, M.A. P.D. NCSP, has been a school psychologist for 5 years in the Woodbridge Township School District. She is currently President-Elect and a member of the Government and Professional Relationships committee of the New Jersey Association of School Psychologists (NJASP). During her graduate school years and early career, Jessica presented poster presentations on risk factors and parent psycho-education on co-morbid ADHD depression and the social and emotional impact of bullying at the National Association of School Psychologists (NASP) Annual Convention. She was also a research assistant for several projects, including two that geared toward improving trauma-related services for the Latinx community at the Newark Beth Israel Center's Regional Diagnostic Treatment Center. She also published an article in the NASP Communique about securing internships for culturally and linguistically diverse students. Currently, Jessica has a special interest in the Multi-Tiered Systems of Support (MTSS) model, early intervention, bilingual and linguistic diversity, and parental engagement.

WORKSHOP 6:

RTI/MTSS Consultation with Diverse Populations and Settings: Notes from the Field Joel Bocanegra, Ph.D.

This workshop is a half day workshop with the same session running in the AM and PM

See “AM Workshops” for description

WORKSHOP 7:

Intelligent Testing in the Schools: Turning theory and research into practical skills for the School Psychologist with a caseload

Jaclyn D. Morrison, M.A., NCSP, Pearson Clinical

This workshop is a half day workshop with the same session running in the AM and PM

See ***“AM Workshops”*** for description

WORKSHOP 8:

Introduction to Restorative Practices: Becoming a Restorative School Psychologist

Amanda Montani, M.A., Psy.S., School Psychology

This workshop is a half day workshop with the same session running in the AM and PM

See ***“AM Workshops”*** for description

Registration Information

Early Bird
available until 4/1/18
For NJASP Member only \$110.00

Pre-registration
available until 4/29/18

NJASP members	\$120	Students*	\$55
Non-members	\$175	Conference/New Member Deal**	\$165

Late Registration
available 4/30/18

NJASP members	\$140	Students* \$60	Non-members \$195
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Award winning book by keynote speaker, Dr. Narvaez, will be available through NJASP for \$20 with conference attendance (50% off retail price)

*requires code from faculty advisor

**only available to NEW members who qualify for full membership

Conference attendees will receive 5.5 CPDs. NJASP is a New Jersey Department of Education Registered Professional Development Provider #204. NJASP is a NASP Approved Provider #1014.

Members of the school psychology associations of PA, NY, MA, ME and CT can attend at the members' rate in accordance with NASP's NE Regional State Association Conference Sharing Agreement.

General Information:

- Whether you plan to pay online via PayPal or by Purchase Order, you must register online. Go to www.njasp.org to log into your account and register online. Email NJASPconference@gmail.com if you have difficulties.
- If are not able you to register online, a copy of the registration form is included below.
- You can print a copy of your conference registration by logging into your NJASP account.
- Cancellation policy: To receive a refund, you must email: NJASPconference@gmail.com by May 6, 2018. Please see www.njasp.org for information regarding NJASP's grievance policy.
- NJASP Federal I.D. #22-2359102.

Additional information for Processing the Purchase Order:

- Register online and select the option for Purchase Order. Your account will indicate that you have an unpaid balance until a check is received from your employer.
- Follow your employer's procedures for processing POs
- Your business office can email the PO (be sure to include your name on the PO) to NJASPTreasurer@gmail.com, or mail to:
NJASP
PO Box 9658
Hamilton, NJ 08650

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.

Questions:
Contact NJASP Conference Committee at:
NJASPconference@gmail.com

NJASP
PO Box 9658
Hamilton, NJ 08650

Registration Form

Name: _____ Job Title: _____
 Employer _____

Address _____ City, State, Zip _____

Phone _____ Email address _____

Membership Status _____

Faculty signature (student) _____

Special Arrangements/Diet _____

Morning Workshops:	Session pick one
1: Getting Kids on Track for Fulfilling Their Potential (Attending to Neurobiology)	<input type="checkbox"/>
2: RTI/MTSS Consultation with Diverse Populations and Settings: Notes from the field	<input type="checkbox"/>
3: Intelligent Testing in the Schools: Turning theory and research into practical skills for the School Psychologist with a caseload	<input type="checkbox"/>
4: Introduction to Restorative Practices: Becoming a Restorative School Psychologist	<input type="checkbox"/>
Afternoon Workshops:	
5: Ask the School Psychologist: A Discussion of Theory Versus Practice	<input type="checkbox"/>
6: RTI/MTSS Consultation with Diverse Populations and Settings: Notes from the field	<input type="checkbox"/>
7: Intelligent Testing in the Schools: Turning theory and research into practical skills for the School Psychologist with a caseload	<input type="checkbox"/>
4: Introduction to Restorative Practices: Becoming a Restorative School Psychologist	<input type="checkbox"/>