



**MOVING FORWARD!**

**NJASP SPRING CONFERENCE**

**Friday May 10, 2019**

**NEW LOCATION!**

Sheraton Edison Hotel Raritan Center  
125 Raritan Center Parkway, Edison, NJ 08837

**Keynote: David Bateman, Ph.D.**

Why We Do What We Do

**Program Schedule**

**7:30-8:30**

Registration/Continental  
Breakfast/Exhibits

**8:30 – 9:30**

Keynote: Why We Do  
What We Do

**9:30 – 11:45**

Morning Workshops

**11:45 – 1:00**

Lunch

**1:00 – 3:30**

Afternoon Workshops

**8:00 – 4:00**

PREPaRE Workshop

6.5 hours of Continuing  
Professional  
Development (CPDs)

**WORKSHOPS**

Barbara Williams, Ph.D.  
Terry Molony, Psy.D.  
Julia Coyne, Ph.D.

PREPaRE: School Safety and Preparedness  
Training

David Bateman, Ph.D.

Andrew F. and How FAPE Has Evolved

Paul Baker, Psy.S.

Put Down Your Rock Sisyphus! Using  
Systems Level Consultation and Grant  
Writing to Develop Your MTSS Program

Achieving Positive Outcome Using MTSS  
(Multi-tiered System of Supports)

Samuel Ortiz, Ph.D.

Assessment of English Language Learners:  
Evidence-Based Evaluation and Best  
Practice

*Workshop descriptions and speaker bios below*

**REGISTER ONLINE AT [WWW.NJASP.ORG](http://WWW.NJASP.ORG)**

## WORKSHOP DESCRIPTIONS AND SPEAKER BIOS:

### Keynote

**8:30 AM – 9:30 AM**

#### **Why We Do What We Do**

**David Bateman, Ph.D. Shippensburg University, Shippensburg, PA.**

Working in education can be difficult. Often, the day-to-day responsibilities cause us to forget why we do what we do. This presentation will challenge school psychologists to rethink the role they play in education, especially as it relates to students with disabilities.

#### Learning Objectives:

- Learners will be reminded of the purpose of special education.
- Learners will be provided information that will cause them to rethink the why of what they do.
- Learners will understand the role they play in schools, and remind all attending the team aspect in their role.

***David F. Bateman, Ph.D.**, is a professor at Shippensburg University in the Department of Educational Leadership and Special Education where he teaches courses on special education law, assessment, and facilitating inclusion. He is a former due process hearing officer for Pennsylvania for over 580 hearings. He uses his knowledge of litigation relating to special education to assist school districts in providing appropriate supports for students with disabilities and to prevent and to recover from due process hearings. He has been a classroom teacher of students with learning disabilities, behavior disorders, intellectual disability, and hearing impairments, and a building administrator for summer programs. Dr. Bateman earned a Ph.D. in special education from the University of Kansas. He has recently co-authored the following books: *A Principal's Guide to Special Education*, *A Teacher's Guide to Special Education*, *Charting the Course: Special Education in Charter Schools*, and the forthcoming *Special Education Leadership: Building Effective Programming in Schools*, and *Current Trends and Issues in Special Education*.*

## **Full Day Workshop**

### **8:00 AM – 4:00 PM**

#### **WORKSHOP 1:**

##### **PREPaRE: School Safety and Preparedness Training**

**Barbara Williams, Ph.D. Rowan University Glassboro, NJ**

**Terry Molony, Psy.D. Cherry Hill Public Schools Cherry Hill, NJ**

**Julia Coyne, Ph.D, NCSP, Montclair State University**

*Full Day Workshop*

***Participants must attend both A.M. and P.M. sessions and they will receive the NASP PREPaRE 1 certificates.***

This 1-day workshop provides school-based mental health professionals, administrators, security professionals, and other educators the knowledge and resources to help them establish and sustain comprehensive school safety and crisis prevention and preparedness efforts. With updated research and strategies, this workshop makes a clear connection between ongoing school safety and crisis preparedness. It also will emphasize the unique needs and functions of school teams and the steps involved in developing these teams, including a model that integrates school personnel and community provider roles. The workshop also explores how to prepare for school crises by developing, exercising, and evaluating safety and crisis plans.

- Provides a broad overview of the school crisis team's roles and responsibilities, with a special emphasis on crisis prevention and preparedness.
- **Per participant materials fee: \$35**
- Maximum size of the group: **100**

#### **Who Should Receive Workshop 1 Training?**

PREPaRE Workshop is appropriate for all school personnel who need to understand how the comprehensive school crisis team is organized and functions. This can include, but is not limited to, school mental health professionals, administrators, teachers, other pupil services personnel, security officers, front office staff, transportation directors, and before and after school activities coordinators.

***Barbara Williams, Ph.D., NCSP*** is a professor and coordinator of the School Psychology Program at Rowan University, Glassboro, NJ. Before becoming a graduate educator, Dr. Williams had extensive experience working in the public schools as a school psychologist and director of special services. She holds a Ph.D. from Temple University. She is past President of New Jersey Association of School Psychologists (NJASP) and past New Jersey Delegate and Delegate Representative for the Northeast Region for the National Association of School Psychologists (NASP). She currently serves as the Chair of the NCSP Certification Board for NASP.

***Terry M. Molony, Psy.D., NCSP*** is a school psychologist in NJ, where she infuses positive psychology into every day practice. In addition, she is an assistant clinical professor in the Clinical Psychology Program at the Philadelphia College of Osteopathic Medicine. Terry was selected as NASP's 2014 School Psychologist of the Year.

***Julia Coyne, Ph.D., NCSP*** is the Director of the School Psychology Program at Montclair State University, NJ. Dr. Coyne received a Ph.D. in School Psychology from Loyola University in Chicago.

*She holds New Jersey and national certification in school psychology. She is a program reviewer for the NASP Program Evaluation Board, a PREPaRE trainer and the editor of the World-go-Round newsletter for the International School Psychology Association (ISPA). Her research interests include post-injury cognitive rehabilitation in learning, supporting learning in multi-tiered systems, leadership and training in school psychology, crisis intervention and prevention, accreditation and international school psychology. She supervises the school psychology externship and oversees psychoeducational assessment services and training at the Psychological Services Clinic at Montclair State. She completed her postdoctoral fellowship in pediatric rehabilitation research at the Kessler Foundation in West Orange, NJ, where she conducted pilot and funded research.*

## **Morning Workshops**

**9:30 AM – 11:45 AM**

### **WORKSHOP 2:**

#### **Andrew F. and How FAPE Has Evolved**

**David Bateman, Ph.D., University of Shippensburg, Shippensburg, PA**

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

The recent Supreme Court decision on what is meant by FAPE has changed the requirements for school districts related to what is meant by appropriate progress. This session will highlight how FAPE has changed, and give guidance of what should be done related to a child's unique circumstances.

#### **Learner objectives:**

- Learners will understand how FAPE has evolved.
- Learners will understand the main points of the recent Supreme Court decision.
- Learners will understand their role in the assessment of students with disabilities and why this is so important.

***See keynote for bio***

### **WORKSHOP 3:**

#### **Put Down Your Rock Sisyphus! Using Systems Level Consultation and Grant Writing to Develop Your MTSS Program**

**Paul Baker, Psy.S., Martin County School System, Inez Kentucky**

*AM session only*

The challenges effecting our students and schools may seem to many school psychologists as too numerous and daunting. While these "boulders" are big, school psychologists have a particular skill set and are uniquely positioned to help. This session will shed light on a common concern of new and seasoned school psychologists alike: How do we utilize our training to the fullest extent? This is a good introduction to any school psychologist interested in engaging in consultation for systems level change.

#### Learner Objectives:

- Through the example of the author's efforts, participants will learn a framework for applying the lessons learned to their own situation.
- Learn how to utilize existing skills and apply them to systems level change.
- Come away with a "road tested" process of writing grants.

**Paul Baker, Psy.S.** is the Lead School Psychologist and MTSS Coordinator with Martin County School System in Inez, KY. Paul is the Project Director for Martin County's ACHIEVE program, a School Transformation Grant funded (\$310K) by US Department of Education. Paul is also the former President of the Kentucky Association for Psychology in the Schools and serves as the Association's current legislative chair. At the national level, Paul is a member of the NASP Government and Professional Relations Committee.

#### **WORKSHOP 4:**

##### **Assessment of English Language Learners: Evidence-Based Evaluation and Best Practice**

**Samuel Ortiz, Ph.D., St. John's University, Queens, NY**

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

This presentation provides a review of the relationship among linguistic, cognitive, and academic development and the application of research regarding EL evaluation within a practical, systematic framework. Specific procedures are presented, which permit any evaluator to conduct assessments of English learners that generate valid data to support conclusions and diagnostic decisions regarding English learners. Topics include: understanding bias in testing; issues regarding test score validity; advantages and disadvantages of typical methods for evaluating English learners; the importance of "true peer" comparisons, research foundations and use of the Culture-Language Test Classifications and Interpretive Matrix, and integration of the Ortiz PVAT in conducting EL evaluations. The knowledge and skills gained will be useful to practitioners at all levels and provides a solid base for engaging in evaluation of English learners that constitutes defensible and current best practices.

#### Learner Objectives:

- Understand the true nature of bias in testing as a function of construct validity.
- Identify the two main variables that affect test score validity for English learners.
- Identify the limitations of various approaches to testing English learners and the extent to which validity is undermined by cultural and linguistic factors.
- Apply research findings in a manner that permits a "true peer" comparison for English learners.
- Learn how to apply and use the Culture-Language Test Classifications and Interpretive Matrix as a method for evaluating the extent to which cultural and linguistic factors may have compromised the validity of test performance and results.
- Integrate the Ortiz PVAT to enhance the quality and diagnostic validity of testing.
- Use a systematic process for evaluation of English learners that constitutes current best practice.

**Dr. Samuel Ortiz** is Professor of Psychology at St. John's University, New York. His Ph.D. is in clinical psychology from the University of Southern California with postdoctoral training in bilingual school psychology from San Diego State University. He served as Visiting Professor/Research Fellow at Nagoya University, Japan, as Vice President for Professional Affairs of APA Division 16 (School Psychology), as Chair of APA's Committee on Psychological Tests and Assessment as member of the Coalition for Psychology in Schools and Education, and as a member of APA Presidential Task Force on Educational Disparities. Dr. Ortiz serves on various editorial boards and is an expert on a variety of topics including nondiscriminatory assessment, evaluation of English learners, Cross-Battery Assessment (XBA), and learning disabilities. He is author of the Ortiz PVAT, X-BASS v2.0, and his books include "Assessment of Culturally and Linguistically Diverse Students: A practical guide," and "Essentials of Cross-Battery Assessment, 3rd Edition."

## **Afternoon Workshops**

**1:00 PM – 3:30 PM**

### **WORKSHOP 5:**

#### **Achieving Positive Outcomes Using MTSS (Multi-tiered System of Supports)**

Paul Baker, Psy.S., Martin County School System, Inez Kentucky

*PM Session only*

Students with behavioral and emotional health needs struggle to stay in school and are often disciplined at higher rates than their peers. Many of these students require direct instruction in interpersonal relationship and communication skills. This session will explore the Project ACHIEVE program implemented in a rural KY school district and how expanding the role of the school psychologist and applying a multi-tiered system of supports improved student outcomes for students with and without disabilities.

#### **Learner Objectives**

- Learn how direct instruction in social skills and interpersonal relationship skills (e.g. conflict resolution, goal setting, communication) improved student outcomes in a rural school setting.
- Learn how MTSS increased collaboration between educators, school-employed and community-employed mental health providers to provide a more comprehensive and responsive educational setting.
- Explore how the role of the school psychologist can be best utilized to improve services in response to student needs.

**See AM workshop 3 for bio**

## **WORKSHOP 6:**

### **Endrew F. and How FAPE Has Evolved**

**David Bateman, Ph.D., University of Shippensburg, Shippensburg, PA**

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

*See keynote for bio & AM workshop 2 for description*

## **WORKSHOP 7:**

### **Samuel Ortiz, Ph.D., St. John's University, Queens, NY**

*This workshop is a half-day workshop running in the AM and PM*

*See AM workshop 4 for description and bio*

## **Registration Information**

### **Early Bird**

For NJASP Members only \$115.00      3/18/19 – 4/10/19

### **Pre-Registration Available until 4/29/19**

NJASP Members	\$125	Students	\$60
Non-Members	\$180	Conference/New Member Deal*	\$170

### **On-Site Registration**

NJASP members	\$140	Students	\$65	Non-members	\$195
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\*Only available to NEW members who qualify for full membership

Conference attendees will receive 6.5 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](http://www.njasp.org) to log into your account and register online. Email [NJASPconference@gmail.com](mailto: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](mailto:NJASPconference@gmail.com) by May 3, 2019. Please see [www.njasp.org](http://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](mailto: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](mailto: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 \_\_\_\_\_

<p><b>Full Day Workshop:</b>  <i>**This is a full day workshop and will fulfill your choice for AM &amp; PM session. Do not mark any choices below if you would like to attend this workshop. An additional \$35 will be charged for mandatory training materials**</i></p>	<p><b>AM &amp; PM Session</b></p>
<p><b>1: PREPaRE: School Safety and Preparedness Training</b></p>	
<p><b>Morning Workshops:</b></p>	<p><b>Pick One</b></p>
<p><b>2: Endrew F. and How FAPE Has Evolved</b></p>	
<p><b>3: Put Down Your Rock Sisphysis! Using Systems Level Consultation and Grant Writing to Develop Your MTSS Program</b></p>	
<p><b>4: Assessment of English Language Learners: Evidence-Based Evaluation and Best Practice</b></p>	
<p><b>Afternoon Workshops:</b></p>	<p><b>Pick One</b></p>
<p><b>5: Achieving Positive Outcomes Using MTSS (Multi-Tiered System of Supports)</b></p>	
<p><b>6: Endrew F. and How FAPE Has Evolved</b></p>	
<p><b>7: Assessment of English Language Learners: Evidence-Based Evaluation and Best Practice</b></p>	