



NJASP SPRING CONFERENCE

Friday, May 14, 2021

Virtual conference with the opportunity to earn up to 16 CPDs! See below for details.

Program Schedule:

8:30-9:30

Keynote

9:45 - 12:15

AM Workshops

12:15 - 1:30

Lunch

1:30 - 4:00

PM Workshops

4:15 - 5:15

Awards; Raffle

16 hours of
Continuing
Professional
Development
(CPDs)

Keynote:

**Addressing Implicit Bias Promoting Intercultural
Competence**

Milton Fuentes

Workshops

Stephanie Rahill

Updating Practices for the Communication of Assessment Results: Creating integrated, useful and strength-based psychological reports

Charles Barrett

Best Practices for Social Justice in Schools

Best Practices in Assessing Racially and Ethnically Minoritized Students

Dawn Flanagan

The Dual Discrepancy/Consistency (DD/C) Pattern of Strengths and Weakness Method

How to Use Discrepancy-Based Methods (AAD, RTI, PSW) Responsibly, Reduce Diagnostic Error, and Narrow the Gap Between Assessment Results and Interventions

Barbara Bole Williams

An Introduction to the 2020 NASP Principles for Professional Ethics

Conference attendees can receive up to 16 CPDs. 3 months of free access for all conference sessions will be available for registrants for review. Registrants will be awarded additional CPDs upon passing a review quiz and completing a session evaluation. All sessions are NASP approved.

NJASP Spring Conference Agenda

Keynote - 8:30 to 9:30 am

Addressing Implicit Bias and Promoting Intercultural Competence

Workshop description: As noted in the Professional Standards of the National Association of School Psychologist (2020), school psychologists acknowledge, remain aware, and collaborate with professionals to address the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities (p. 9). While these are critical endeavors that can be fostered and maintained by intercultural competence; regrettably, implicit biases may compromise these efforts. Implicit biases are cognitive traces that are informed by past experiences and inform our current performance (Grenwald and Banaji, 1995). These biases may lead to problematic attitudes, discriminatory practices, and maladaptive dynamics in our professional work; hence, school psychologists need to be equipped with the necessary knowledge, skills, and attitudes to adequately address these biases and promote intercultural competence. To this end, this session will highlight best practices informed by social psychology research for understanding and monitoring implicit biases and promoting respect for diversity with the aim of fostering an inclusive and supportive school setting.

Learner objectives:

- Define implicit bias
- Explain at least one strategy to assess implicit bias
- Describe at least three awareness-raising and prejudice-reduction exercises that can lead to the lessening of implicit biases

Speaker: Milton Fuentes, Psy.D.

Bio: *Dr. Milton A. Fuentes received his MA in Psychology with a Latinx Psychology focus from Montclair State University and his Psy.D. in clinical psychology from the Graduate School of Applied and Professional Psychology at Rutgers University. He completed a pre-doctoral fellowship in clinical and community psychology at Yale University and secured post-doctoral training in epidemiology at Columbia University. He is the 2012 President of the National Latinx Psychological Association. Dr. Fuentes has served as an ethnic minority delegate to APA's Council of Representatives and as a member of APA's Board for the Advancement of Psychology in the Public Interest, APA's Committee on Ethnic Minority Affairs, and the APA Equity, Diversity and Inclusion Collaborative. Dr. Fuentes' research and clinical interests are in the areas of Latinx, multicultural, and family psychology, program development, pedagogy, and motivational enhancement. He serves as a consultant to several organizations, including the former Violence Prevention Office of the American Psychological Association as well as numerous institutions of higher education, community-based agencies, and corporate clients. After engaging in an extensive and competitive application*



process and completing the relevant forum training, he secured membership in the Motivational Interviewing Network of Trainers. Dr. Fuentes is currently a professor in the psychology department at Montclair State University as well as a licensed psychologist in New Jersey and New York.

9:45 am -12: 15 pm Morning Workshops

Workshop 1: Updating practices for the communication of assessment results: Creating integrated, useful and strength-based psychological reports

Description: School psychologists continue to spend a great deal of time in assessment-related activities and in the development of written reports to communicate assessment findings. This presentation will discuss specific ways that school psychologists can evaluate their current report-writing practices and will provide tools for creating integrated or theme-based reports that are both useful and practical for teachers and parents. The presentation will include the presentation of a tool to organize findings into integrated themes and will include examples of how to organize reports that are strength-based and specific to referral questions. Finally, this presentation will include a discussion of how to effectively communicate assessment findings during feedback conferences with parents.

Learner Objectives:

- Participants will learn how to evaluate their current report-writing practices with the goal of finding specific areas for improvement in their reports
- Participants will learn specific strategies for organizing assessment results into an integrated report that is useful, practical, strength-based and responsive to the stated referral questions.
- Participants will develop new strategies for how to communicate assessment results when presenting results orally at meetings with parents and teachers.

Speaker: Stephanie Rahill, Ph.D., NCSP

Bio: *Stephanie Rahill, Ph.D., NCSP is an Associate Professor and Director of the MA/CAGS Program in School Psychology at Georgian Court University. Her research interests include communication strategies for school psychologists, report-writing practices, developing effective school-family relationships and professional practices in school psychology. She teaches courses in assessment, consultation, school crisis, practicum and internship at Georgian Court University. She has previously practiced as a school psychologist in Virginia, Florida and at an international school in Manila, Philippines.*



Workshop 2: Best Practices for Social Justice in Schools

Description: The United States continues to become increasingly less homogenous. As a consequence of these demographic trends, the students, families, schools, and communities that school psychologists serve are more heterogeneous, which presents extraordinary learning opportunities for developing more informed and effective clinical practices. Although uncomfortable and unsettling for some, it is imperative that school psychologists develop an appreciation for their students' and families' unique histories through the lens of race. In fact, the recent addition of social justice as one of the National Association of School Psychologists' (NASP) strategic goals underscores the importance of school psychologists infusing principles of equity into all aspects of service delivery. Further, and consistent with Bronfenbrenner's ecological perspective (Bronfenbrenner, 1969), school psychologists must recognize the injustices that racially and ethnically minoritized students and families have been subjected to, and in some ways continue to experience, within various contexts (e.g., community and country). This session will offer practical implications for practice and policy to promote equity and justice.

Learner Objectives:

- Participants will be able to describe what social justice is and why it is meaningful to the equitable practice of school psychology.
- Participants will be able to describe the social justice implications related to various areas of school psychology practice (e.g., prevention, intervention, counseling, and assessment).
- Participants will learn how to infuse social justice principles into school and systems wide policy decisions to meet the needs of marginalized groups.

Speaker: Charles Barrett, Ph.D., NCSP

Bio: Charles A. Barrett, PhD, NCSP is a lead school psychologist with Loudoun County Public Schools and adjunct lecturer at Northern Virginia Community College, the Graduate School of Education at Howard University, and the College of Education and Human Development at George Mason University. An award-winning educator for his commitment to students, families, schools, and communities, Charles holds various leadership positions with the National Association of School Psychologists (NASP) and frequently speaks to a variety of professional and lay audiences about promoting positive outcomes for children. To learn more about Charles, including his books on a variety of topics that are relevant to educators and communicate hope and wholeness, visit www.charlesbarrett.org.



Workshop 3: How to Use Discrepancy-Based Methods (AAD, RTI, PSW) Responsibly, Reduce Diagnostic Errors, and Narrow the Gap Between Assessment Results and Interventions

Description: This workshop addresses a ubiquitous problem in SLD identification methods- *diagnostic errors*. We begin with a brief overview of SLD identification methods, including Ability-Achievement Discrepancy (AAD), Response to Intervention (RtI), and alternative research-based procedures, namely Patterns of Strengths and Weaknesses (PSW). Next, because all SLD identification methods use cut scores or thresholds (e.g., standard scores of less than or equal to 85, benchmarks) diagnostic errors are inevitable - that is, false positives (i.e., classification of a student as SLD when the student is not SLD) and false negatives (i.e., failure to classify a student as SLD when the student is SLD). We demonstrate these diagnostic errors in all SLD methods (AAD, RtI, PSW) using data from actual cases and acknowledge the supporting research. However, rather than succumb to the “gloom and doom” conclusion of *just say no* to AAD, PSW, and even RtI, it makes more sense to understand the reasons for diagnostic errors and learn how to circumvent them in practice. Because school psychologists are required to use cut scores to identify SLD, we provide best practice recommendations that reduce diagnostic errors. When school psychologists follow these recommendations, most so-called “diagnostic errors” will be negligible and thus unlikely to change your case conceptualization. Emphasis is placed on the PSW method given its growing popularity in school districts across the country.

Learner Objectives:

- Understand the reasons for diagnostic errors when cut scores are used in SLD identification methods and how to minimize these errors in practice.
- Understand the most salient similarities and differences among PSW methods thereby allowing them to make better informed decisions when selecting a PSW method to use in practice.
- Implement the Dual Discrepancy/Consistency (DD/C) method of SLD identification; Identify manifestations of cognitive processing weaknesses in the classroom; Link assessment findings to interventions.

Speaker: Dawn Flanagan, Ph.D.

Bio: Dawn P. Flanagan, Ph.D. is Professor of Psychology at St. John's University in Queens, NY. She is also an Affiliate Clinical Professor at Yale Child Study Center, Yale University School of Medicine in New Haven, CT. She serves as an expert witness, learning disabilities consultant, and test/measurement consultant and trainer/speaker for organizations both nationally and internationally. Dr. Flanagan is Chair of the Professional Advisory Board for the Learning Disabilities Association of America (LDA). She is also a widely published author as well as a co-developer of the Cross-Battery Assessment approach and its corresponding software system (X-BASS). Her most recent books include *Contemporary Intellectual Assessment: Theories, Tests, and Issues - 4th edition*; *Essentials of Specific Learning Disability*



Identification - 2nd edition; Essentials of WISC-V Assessment; and Clinical Use and Interpretation of the WJ IV: Scientist-Practitioner Perspectives. She is also co-developer of the new Intervention Library: Finding Interventions and Resources for Students and Teachers (IL:FIRST®). Dr. Flanagan is Fellow of APA's Division 16 and Diplomate of the American Board of Psychological Specialties.

12:15 pm - 1:30 pm Lunch

1:30 pm - 4:00 pm Afternoon Workshops

Workshop 4: An Introduction to the 2020 NASP Principles for Professional Ethics

Description: This workshop will provide participants with a review of the changes to the 2020 NASP Principles for Professional Ethics. It will also cover skills and strategies to enable participants to use a problem-solving model to effectively interpret the 2020 NASP Principles for Professional Ethics in school psychology. This problem-solving approach can be applied as school psychologists encounter ethical and legal issues in their work settings, with the goal of avoiding ethical violations and protecting the rights and welfare of children and advocating for their best interests. Using actual cases, the workshop will provide examples of behaviors that would comply with standards of appropriate professional conduct. Instructional strategies will include lecture, guided discussion and practice in applying the problem-solving model. Participants will earn 3 CEUs to fulfill the ethics and professional practice requirements for NCSP renewal and professional development hours.

Learner Objectives:

- Learn about the proposed changes in the 2020 NASP PPE
- Learn a general ethical & professional practices (EPP) problem-solving model
- Practice the model in small groups
- Learn about resources to use the model in daily practice

Speaker: Barbara Bole Williams, PhD, NCSP

Bio: *Barbara Bole Williams, PhD, NCSP is a professor and coordinator of the School Psychology Program at Rowan University, Glassboro, NJ. Before becoming a graduate educator, Barbara had extensive experience working in New Jersey public schools as a school psychologist and director of special services. She holds a PhD 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 is the immediate past Chair of the NCSP Certification Board for NASP. Currently, she is a member of NASP Program Accreditation Board.*

Barbara has served on the NASP Ethics Committee for seven



years as representative from the Northeast region of the country. She is presently a member of the NASP Ethics Advisory Panel. She is the lead author in the 2008 NASP publication, Professional Ethics for School Psychologists: A Problem-Solving Model Casebook (2008) and second edition (2011) co-authored by Leigh Armistead and Susan Jacob. A third edition of the book is in press corresponding to the revisions to the 2020 NASP Principles for Professional Ethics. Barbara was a member of the writing team to develop the NASP 2020 revised ethics code. She was honored as the recipient of the 2011 Lifetime Achievement Award from NASP conferred at the 2011 NASP Convention in San Francisco, CA.

Workshop 5: Best Practices in Assessing Racially and Ethnically Minoritized Students

Description: Participants will be exposed to comprehensive, evidence-based, and practitioner friendly assessment models to effectively differentiate between language difference and disability (particularly Specific Learning Disability) for English Learner (EL) students and Attention Deficit Hyperactivity Disorder (ADHD) for Black students. Additionally, participants will develop the skills necessary to effectively design culturally responsive assessment batteries to validly assess racially and ethnically minoritized students' cognitive abilities, academic skills, and social, emotional, and behavioral functioning. Related to ADHD, specific emphasis will be placed on how rater characteristics influence diagnostic decisions. An interactive workshop with multiple opportunities for active engagement, participants will be encouraged to consider the manner in which data are gathered throughout the assessment process and informs next steps for children and adolescents. Implications for school-based psychological practice and influencing practice and policy decisions in local school divisions related to serving racially and ethnically minoritized students and families will be discussed.

Learner Objectives:

- Participants will develop the necessary skills to make data-based decisions in order to more effectively serve racially and ethnically minoritized students and families
- Participants will develop the necessary skills to design appropriate batteries to assess racially and ethnically minoritized students' cognitive abilities and academic skills
- Participants will develop the necessary skills to influence practice and policy decisions in their local school divisions related to teaching and assessing racially and ethnically minoritized student
- Participants will discuss best practice recommendations for the comprehensive assessment of Attention Deficit Hyperactivity Disorder
- Participants will discuss how rater characteristics such as race, acculturation, and SES influence diagnostic decisions
- Through the lens of social justice, participants will discuss the implications for equitable school-based psychological practice and policy

Speaker: Charles Barrett, PhD, NCSP

Bio: See morning workshop

Workshop 6: The Dual Discrepancy/Consistency (DD/C) Pattern of Strengths and Weaknesses Method: Why the Why Matters When Students Fail to Respond to Instruction and Intervention

Description: The second half of this workshop will focus on implementation of the most widely used PSW method of SLD identification - the Dual Discrepancy/Consistency (DD/C) method. DD/C will be compared to other PSW methods on a number of important factors (e.g., criteria used for discrepancy and consistency, use of overall ability scores, use of cut points, research evidence). The PSW component of the Cross-Battery Assessment Software System (X-BASS) will be demonstrated, as it conducts the analyses necessary for determining the DD/C pattern. Emphasis is placed on specific cognitive processes and their relationship to specific academic skills because these relationships assist in determining “consistency” and in understanding important explanatory or contributory factors for academic skill weaknesses. PSW is the only method of SLD identification that directly addresses the question: “Why is the student having difficulty learning and achieving despite at least average overall ability to think and reason?” When a multidisciplinary team understands the reason(s) for unexpected underachievement, despite adequate instruction and remedial efforts, then the connection to intervention becomes salient. For example, we will demonstrate that when the manifestations of cognitive weaknesses are identified (e.g. Auditory working memory weakness manifests as difficulty taking notes), it results in ecological validity for test findings as well as a focus for intervention. We will conclude with recommendations for linking assessment finding to intervention.

Learner Objectives:

- Understand the reasons for diagnostic errors when cut scores are used in SLD identification methods and how to minimize these errors in practice.
- Understand the most salient similarities and differences among PSW methods thereby allowing them to make better informed decisions when selecting a PSW method to use in practice.
- Implement the Dual Discrepancy/Consistency (DD/C) method of SLD identification; Identify manifestations of cognitive processing weaknesses in the classroom; Link assessment findings to interventions.

Speaker: Dawn Flanagan, Ph.D.

Bio: See Morning workshop

4:15 - 5:15 Awards and Raffle

Registration Information

Early Bird

available until 4/7/2021

For NJASP Member only \$155

For Non-NJASP Members \$195

Affiliated Organization \$155

Pre-registration

available until 5/7/2021

NJASP members	\$195	Students*	\$75
Non-members	\$225	Affiliated Organization	\$195

*requires code from faculty advisor

Conference attendees can receive up to 16 CPDs. 3 months of free access for all conference sessions will be available for registrants for review. Registrants will be awarded additional CPDs upon passing a review quiz and completing a session evaluation. All sessions are NASP approved. 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 Credit Card or by Purchase Order, you must register online. Go to <https://cvent.me/2K0vL2> to 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.
- Cancellation policy: To receive a refund, you must email: NJASPconference@gmail.com by May 7, 2021. Please see <https://cvent.me/2K0vL2> 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) _____

Morning Workshops:	Session pick one
1: Updating practices for the communication of assessment results: Creating integrated, useful and strength-based psychological reports	
2: Best Practices for Social Justice	
3: How to Use Discrepancy-Based Methods (AAD, RTI, PSW) Responsibly, Reduce Diagnostic Errors, and Narrow the Gap Between Assessment Results and Interventions	
Afternoon Workshops:	
4: An Introduction to the 2020 NASP Principles for Professional Ethics	
5: Best Practices in Assessing Racially and Ethnically Minoritized Students	
6: The Dual Discrepancy/Consistency (DD/C) Pattern of Strengths and Weaknesses Method: Why the <i>Why</i> Matters When Students Fail to Respond to Instruction and Intervention	