



NJASP WINTER CONFERENCE

Friday December 14, 2018

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

Keynote: Lisa Kelly-Vance, Ph.D
Unlock Potential: Prevention is Key

Program Schedule:

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

8:30 – 11:00
Morning Sessions

11:00 – 12:45
Lunch
Keynote: Unlock Potential: Prevention is Key

12:45 – 3:30
Afternoon Sessions

6 hours of Continuing Professional Development (CPDs)

WORKSHOPS

Lisa Kelly-Vance

Early Childhood Mental Health: Prevention is Key

Andria Amador

The Power of Systems Change to Improve Behavioral Health Services to Students

Peter K. Isquith

Executive Function in the Everyday Context: The Evidence for Assessment and Intervention

Jaime Cifuentes & Danielle Taylor

Dyslexia: How to Screen to Intervene

John C. Lestino, Kyle Lawrence, Jillian Matysik, Kimberly Nizolek

Active Leadership and Programming: A Continuum of Services of Support for Students, Staff and School/Communities through a School Psychologists Lens

Workshop descriptions and speaker bios below

REGISTER ONLINE AT WWW.NJASP.ORG

WORKSHOP DESCRIPTIONS AND SPEAKER BIOS:

Keynote

Unlock Potential: Prevention is Key

Lisa Kelly-Vance, Ph.D. National Association of School Psychologists President

The keynote will include NASP updates and resources and will discuss self-care for school psychologists, colleagues, and the students we serve.

Learning Objectives:

- Participants will learn strategies for personal and professional self-care.
- Participants will learn strategies for helping children and youth engage in self-care.
- Participants will learn how NASP is addressing member needs.
- Participants will learn about NASP resources, activities, and advocacy efforts.

Lisa Kelly-Vance, Ph.D. began her career as a School Psychologist in Council Bluffs, Iowa serving children birth through 21 and leading the early RTI initiatives. She is a Professor of School Psychology at the University of Nebraska at Omaha and serves as the Program Director. Her research and applied interests are assessment and interventions with preschool children in the context of play, mental health in early childhood, school-based academic and social interventions, prevention, and self-care. She is the current President of the National Association of School Psychologists and her theme is “Unlock Potential: Prevention is Key.”

Morning Workshops

8:30 – 11:00 AM

WORKSHOP 1:

Early Childhood Mental Health: Prevention is Key

Lisa Kelly-Vance, Ph.D. National Association of School Psychologists President

AM Session Only

The purpose of this workshop is to provide information about addressing mental health in young children. Participants will learn strategies they can implement with preschoolers and their families that prevent problems and reduce existing concerns. Case examples will be provided.

Learning Objectives:

- Participants will learn about common mental health concerns in early childhood.
- Participants will learn prevention and intervention strategies to promote mentally healthy young children.
- Participants will learn how to help families help their children improve mental health factors.

See keynote for bio

WORKSHOP 2:

The Power of Systems Change to Improve Behavioral Health Services to Students Andria Amador, CAGS, NCSP

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

This session will review how schools can embark on a systems change projects designed to better meet the behavioral health needs of students. By sharing the stages of implementation, discussing ways to build integrated partnerships and reviewing factors that impact fidelity and sustainability this session will help school staff plan for making improvements to the functioning of their schools. Understanding the role that implementation science and leadership play in developing new initiatives helps school design model of change that are effective and stand the test of time. Discussion will include the expanded role of mental health staff in schools.

This session will help participants

- Participants will be able to identify the stages of implementation
- Participants will learn skills require to lead change
- Participants will identify ways to develop integrated partnerships
- Participants will learn about how the NASP Practice Model can impact an expanded role.

***Andria Amador, CAGS, NCSP**, is the Senior Director of Behavioral Health Services for the Boston Public Schools (BPS). Andria has dedicated her career to urban school psychology and began her career as a school psychologist before becoming an administrator. Andria, along with her staff and partners, have developed the Comprehensive Behavioral Health Model (CBHM). CBHM is a multi-tiered system of supports designed to support the behavioral health needs of students across a continuum of prevention, early-intervention and intensive services. Implementation of CBHM requires BPS school psychologists to expand their scope of service delivery to include all NASP Domains of Practice. Andria has the pleasure of serving as the NASP Delegate for the Massachusetts School Psychology Association. She is also the coordinator of the NASP Supervision Interest Group and the chair of the NASP Practice Model Committee.*

WORKSHOP 3:

Executive Function in the Everyday Context: The Evidence for Assessment and Intervention

Peter K. Isquith, Ph.D.

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

Executive functions contribute demonstrably to children's success in the academic, social, emotional and behavioral domains, and executive dysfunction contributes to a wide range of clinical conditions. In this presentation, we will discuss a functional framework for understanding executive functions, the contributions of rating scale and performance measures to assessment, profiles in common clinical populations, and associations with outcomes and biological markers. We will introduce enhancements to the BRIEF2 and focus on a step-by-step approach to interpreting profiles of executive

function strengths and weaknesses. We will examine how this data informs development of interventions and review evidence for approaches to interventions.

Learning Objectives:

- Describe the most widely used “practical skills” model of executive function
- Explain the pros and cons of performance-based and rating scale measures of executive functions
- Discuss an algorithm for interpreting and writing findings from the enhanced BRIEF2
- Describe approaches to identifying targets for intervention and monitoring progress
- Identify one or more specific intervention programs or methods with demonstrated efficacy

Peter K. Isquith, Ph.D., is a Licensed Psychologist with specialty in developmental neuropsychology who practices in schools across Vermont and New Hampshire, and is a senior attending psychologist with the Deaf and Hard of Hearing Program at Boston Children’s Hospital. He is an Instructor in Psychiatry at Harvard Medical School and Assistant Professor in Psychiatry at Geisel School of Medicine at Dartmouth. His primary area of research is the development and disorders of self-regulation across the lifespan and he is author of several works on the topic and co-author of the Behavior Rating Inventory of Executive Function (BRIEF) family of instruments and the Tasks of Executive Control (TEC).

WORKSHOP 4:

Dyslexia: How to Screen to Intervene

Jaime Cifuentes Ed.S/NCSP

Danielle Taylor, Psy.D.

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

This hands-on presentation will provide practitioners with information about the development of a local, authentic dyslexia screening instrument created using CBM-R and RTI principles. The measure was designed to assess potential reading problems in K–1st graders, as required by a 2014 NJ Department of Education mandate. The session will include general information about Dyslexia as well as specific details regarding the logistics necessary to design and to utilize CBM-R, including how to organize an assessment team, how to create a screening instrument, how to collect and manage data, how to use data to make decisions regarding risk, and how to monitor program implementation including fidelity.

Learning Objectives:

- Be able to define the term, Dyslexia.
- Have an understanding of the fundamentals of CBM-R creation.
- Know the necessary steps to create a local assessment team.
- Be able to identify at least three pros and pitfalls associated with CBM-R creation and implementation.

Dr. Danielle Taylor, Psy.D., earned a B.A. in Psychology from Hartwick College as well as a M.S. in Educational Psychology and Statistics and a doctorate in School Psychology from the University at Albany. She also earned her NJDOE Supervisor certification through Montclair State University. Dr. Taylor is also a certified Pet Partners therapy team evaluator. She is a nationally and NJDOE certified school psychologist that has worked in public and private schools, as well as, clinical settings in NJ, NY, PA, and VA. Dr. Taylor is a sought after speaker, having presented at state and national conferences, provided educational workshops to both professionals and families including several school districts and child study teams in NJ on a variety of topics including Dyslexia, academic

interventions, behavior management, psycho-educational assessment, and animal-assisted therapy. Professionally active, she serves as Vice-Chair of the Children's Interagency Coordinating Council-Atlantic County, Co-Chair of the Transition Coordinators Network of South Jersey, and on the New Jersey Association of School Psychologists Executive Board. She is also an adjunct psychology professor at Rowan University.

Jaime Cifuentes started his career in mental health in 1986 as an outpatient and crisis therapist at the Cumberland County Guidance Center. He served diverse populations of children and families while closely working with senior clinical psychologists and psychiatrists. Jaime has been a school psychologist since 1990. He has also served as supervisor of special services for 14 years at the Hopewell Township School District where he retired in 2017. He has experience in both rural and urban districts. From 2002-2006, Jaime worked at the Vineland Public School District as a bilingual School Psychologist. He later helped open "IMPACT", the first nationally acclaimed model pre-school program. Following the IMPACT program, Jaime headed a task force to form the SUCCESS program, Vineland's first in-district program that served adolescents with emotional and behavioral disorders. Academically, Jaime has been a graduate-level adjunct professor at The Philadelphia College of Osteopathic Medicine and Rowan University where he has helped train future school psychologists through the programs' Internship and Practicum terms. Jaime has been an active member of NJASP since 1990 where he has served as regional chair, multicultural affairs committee, and president for 2003-2004 year. Jaime is also a member of NASP and has presented at the national level on various topics. Besides teaching, Jaime works a school psychologist-consultant for various school districts and the Department of Human services. Primordially, Jaime considers himself an advocate of all children and as such has led initiatives in many areas through the Government and Professional Relations and Professional development committees. At present, Jaime is co-leading NJASP's sub-committee on Dyslexia screenings and has presented on the topic at the state and national level.

Afternoon Workshops

12:45 - 3:30 PM

WORKSHOP 5:

Active Leadership and Programming: A Continuum of Services of Support for Students, Staff and School/Communities through a School Psychologist's Lens

John C. Lestino, MA, LPC

Kyle Lawrence, Ed.S., NCSP

Jillian Matysik, Ed.S

Kimberly Nizolek, Ed.S.

PM Session Only

Leadership is not an abstract term in the work of school psychologists. Services provided, especially from a continuum-of-services model, are in keeping with NASP, APA, and other services delivery paradigms [e.g., See NJTSS] deliverable for all students. This workshop will build a psychological services model built around Dr. David Shriberg's leadership model, developed from the book "Practicing Leadership Principles and Applications 4th Edition" paradigm.

Participants will learn through insightful perspectives and discussion around examining both traditional and contemporary approaches to leadership through a multidisciplinary, integrated, local and national lens; [See, N. Haslam/A. Fiske, *Relational Models Theory* and K. Polk's, *Matrix Model/ACT as theoretical models that support leadership*, which will also be shared in the program].

A panel discussion will follow a brief overview of leadership models. Panelists will discuss and share how they have impacted their settings as to the above constructs.

The presentation will encourage participants to develop their own leadership styles by building on their personal strengths and talents, while exploring the different approaches to leadership through the lens of a school psychologist and working in school settings. There will be a commitment to share the importance of ethical and cultural considerations that delves into different aspects and applications of leadership from managerial to psychological to military constructs of leadership.

This session will help participants:

- Participants will find, embrace, and harness their leadership potential.
- Participants will understand consultation as means to extend leadership opportunities.
- Participants will understand and be able to work with behavioral and academic concerns as to guide leadership and its impact for students, staff, parents and the community.

John C. Lestino, MA, LPC, has been a practicing school psychologist for over 30 years. He is a two-time Past President for NJASP and has been honored as the NASP and NJASP school psychologist of the year. John is also the recipient of Rowan University's award for Mental-Health and Service to Children and has received statewide and national recognition from NASP and NJASP in the areas of school-based mental health practices, violence prevention, advocacy and leadership, statewide programming in practicing PBIS in schools, and prevention and reduction programs and violence. John has testified on IDEA reauthorization at the United States Department of Education in Washington D.C and has also worked with the New Jersey Department of Education and NJASP in the development of a MTSS/NJTSS model for a continuum of support. John is currently an adjunct professor at Philadelphia College of Osteopathic Medicine and has been supervising school psychology interns for over 20 years. He has served as a Past-Delegate for NASP and NJASP and currently chairs the NJASP Professional Development Committee.

Kyle Lawrence, Ed.S. received his undergraduate degree from Saint Joseph's University in Psychology. He then earned both his Master's and Educational Specialist degrees from the Philadelphia College of Osteopathic Medicine. He currently works as a school psychologist at the Northern Burlington County Regional School District where he serves students ranging from 7th to 12th grade.

Jillian Matysik, Ed.S., is a school psychologist in the Audubon School District where she serves students from 3rd to 6th grade. She received her master's degree from Saint Joseph's University in Experimental Psychology and her educational specialist degree from Philadelphia College of Osteopathic Medicine in 2011.

Kimberly Nizolek, Ed.S., is a school psychologist in the Highland Park School District and a doctoral student at Fairleigh Dickinson University's School Psychology Psy.D. program. She received her master's and education specialist degrees from Rowan University. Kimberly has seven years of mental health experience working in various roles at Carrier Clinic, a behavioral health facility, with a diverse range of clientele, including children, adolescents, and adults who suffer from severe mental illness. Kimberly is also the committee chair for the Conference Committee and a member of the Graduate and Undergraduate Student Organization for the New Jersey Association of School Psychologists (NJASP).

WORKSHOP 6:

**The Power of Systems Change to Improve Behavioral Health Services to Students
Andria Amador, CAGS, NCSP**

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

See “*AM Workshops*” for description

WORKSHOP 7:

**Executive Function in the Everyday Context: The Evidence for Assessment
and Intervention**

Peter K. Isquith, 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 8:

Dyslexia: How to Screen to Intervene

Jaime Cifuentes Ed.S/NCSP

Danielle Taylor, Psy.D.

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

For NJASP Member only \$115.00 10/31/2018

Pre-registration available until 11/26/2018

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

On-Site Registration

NJASP members	\$145	Students* \$65	Non-members \$200
---------------	-------	----------------	-------------------

*requires code from faculty advisor

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

Conference attendees will receive 6 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 December 1, 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: Early Childhood Mental Health: Prevention is Key	
2: The Power of Systems Change to Improve Behavioral Health Services to Students	
3: Executive Function in the Everyday Context: The Evidence for Assessment and Intervention	
4: Dyslexia: How to Screen to Intervene	
Afternoon Workshops:	
5: Active Leadership and Programming: A Continuum of Services of Support for Students, Staff and School/Communities through a School Psychologist's Lens	
6: The Power of Systems Change to Improve Behavioral Health Services to Students	
7: Executive Function in the Everyday Context: The Evidence for Assessment and Intervention	
4: Dyslexia: How to Screen to Intervene	