



NJASP WINTER CONFERENCE

Friday, December 10, 2021

Virtual Conference

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

Keynote:

Re-Thinking the Care and Education of Children: Preparing Today's Children for Tomorrow's Unknown

Sam Goldstein, Ph.D.

Program Schedule:

8:30-9:30

Keynote

9:45-12:15

AM Workshops

12:15-1:30

Lunch

1:30-4:00

PM Workshops

4:15-5:00

Raffle

16 hours of
Continuing
Professional
Development
(CPDs)

Workshops:

Sam Goldstein, Ph.D.

Autism Update: Applying the Latest Science to Understand, Evaluate, and Educate and Treat Children with Autism Spectrum Disorders with a Focus on Post High School Transition

Daniella Maglione,
PsyD

Introduction to the Wide Range Assessment of Memory and Learning, 3rd Edition

Nate von der Embse,
Ph.D.

Integrating Preventative Mental Health Services in MTSS

Nate von der Embse,
Ph.D.

Supporting Teacher Emotional Wellbeing: Guidance for School Psychologists

Steven G. Feifer, D.Ed.

The Neuropsychology of Stress and Trauma: How to Develop a "Trauma Informed School"

Eli Freund

Cognitive Assessments and Math Interventions: Too Much Math That My Head Hurts

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.

WORKSHOP DESCRIPTIONS AND SPEAKER BIOS:

Keynote 8:30-9:30 AM

Re-Thinking the Care and Education of Children: Preparing Today's Children for Tomorrow's Unknown

Sam Goldstein, Ph.D., Adjunct Assistant Professor in the Department of Psychiatry, the University of Utah School of Medicine

What will our schools throughout the world be like thirty years from now? What knowledge, skills, attitudes, values and behaviors will future students need to thrive in diverse educational environments and transition successfully into adult life and vocation. Even more importantly, how will we get there? How will instructional systems develop the means of teaching students and challenging their abilities? In this opening keynote, Dr. Goldstein will offer his vision for education in the future, emphasizing a focus on knowing what to do and how to do it rather than focus on the role of acquisition of more and more knowledge. He will offer insights from his forty years of clinical experience, working with over 10,000 children with diverse educational needs, his research and that of others, and current science. He will briefly discuss the adverse impact of the global pandemic on children. Dr. Goldstein will suggest that our educational systems worldwide need to be turned inside out and that School Psychologists are in the unique position to guide these changes. He will offer a blue print for the next thirty years of education.

This session will help participants:

- Be aware of current research concerning the state of children's education today
- Have a working understanding of the needs for the successful future of our children
- Begin to appreciate and formulate our role as a school psychologist in shaping the future of children



Dr. Sam Goldstein obtained his Ph.D. in School Psychology from the University of Utah and is licensed as Psychologist and certified School Psychologist in the state of Utah. He is also board certified as Pediatric Neuropsychologist and listed in the Council for the National Register of Health Service Providers in Psychology. He is Fellow of the American Psychological Association and the National Academy of Neuropsychology. He is an Adjunct Assistant Professor in the Department of Psychiatry, the University of Utah School of Medicine. He has authored, co-edited, or co-authored over fifty clinical and trade publications, three dozen chapters, nearly three dozen peer-reviewed scientific articles, and eight psychological and neuropsychological tests. Since 1980, he has served as Clinical Director of The Neurology, Learning and Behavior Center in Salt Lake City, Utah.

Morning Workshops

9:45 AM - 12:15 PM

WORKSHOP 1:

Autism Update: Applying the Latest Science to Understand, Evaluate, Educate and Treat Children with Autism Spectrum Disorders with a Focus on Post High School Transition

Sam Goldstein, Ph.D.

In this mini-skills presentation, Dr. Goldstein, author of the Autism Spectrum Rating Scales, Assessment of Autism Spectrum Disorders in Children – 1st and 2nd Editions, and Treatment of Autism Spectrum Disorders, will provide an overview of the current science in regards to understanding, assessment, educating and treating ASD in children, teens and young adults. This intermediate to advanced presentation is designed to help practicing school psychologists remain current with the increasing volume of literature published in just the last five years on Autism Spectrum Disorder. Dr. Goldstein will address cutting edge research in evidence based school and clinical psychology practice in the assessment of ASD in schools. The presentation will also offer a framework for using a range of measurements to provide evaluation and differential eligibility determination with a focus on preparing students with ASD for post high school transition.

This session will help participants:

- Be aware of current research concerning the causes, evaluation, education and treatment of youth and young adults with ASD
- Have a working understanding of the process of assessment and differential diagnosis for ASD
- Have an understanding of how to design behavioral, educational and clinical interventions based on assessment data



Sam Goldstein obtained his Ph.D. in School Psychology from the University of Utah and is licensed as Psychologist and certified School Psychologist in the state of Utah. He is also board certified as Pediatric Neuropsychologist and listed in the Council for the National Register of Health Service Providers in Psychology. He is Fellow of the American Psychological Association and the National Academy of Neuropsychology. He is an Adjunct Assistant Professor in the Department of Psychiatry, the University of Utah School of Medicine. He has authored, co-edited, or co-authored over fifty clinical and trade publications, three dozen chapters, nearly three dozen peer-reviewed scientific articles, and eight psychological and neuropsychological tests. Since 1980, he has served as Clinical Director of The Neurology, Learning and Behavior Center in Salt Lake City, Utah.

WORKSHOP 2:

Introduction to the Wide Range Assessment of Memory and Learning, 3rd Edition

Daniella Maglione, PsyD

The Wide Range Assessment of Memory and Learning, referred to as the WRAML3, measures short- and long-term memory functioning and the ability to learn new material in children and adults. This workshop will provide an introduction to the administration, scoring, and interpretation of the WRAML3. Since its initial publication in 1990, evaluating memory functioning across the lifespan has become more prominent, due to the increased interest in the role of memory impairments among children with attention and learning problems, as well as the need to evaluate memory complaints related to increased risk of mild cognitive impairment. The WRAML3 assesses multiple facets of memory, including immediate recall, delayed recall, and recognition. The test battery also differentiates between visual, verbal, or more global memory deficits.

This session will help participants:

- Discuss general administration and scoring of the WRAML3
- Describe the new WRAML3 subtests
- Discuss the process of interpreting performance



***Daniella Maglione, PsyD**, is a Florida Licensed School Psychologist and Certified School Psychologist who resides in Lithia, Florida. She received her M.S. in Counseling and Human Services and Ed.S. in School Psychology from Florida State University. Daniella received her PysD from National Louis University. Daniella is fluent and proficient in English and Spanish. Daniella was employed as a Bilingual School Psychologist for Hillsborough County Schools for 17 years and was Team Leader for the Bilingual Team of Hillsborough County for 6 of those years. She has previously presented at the National Association of School Psychologist (NASP), Florida Association of School Psychologist (FASP), Georgia Association of School Psychologist (GASP), Florida Psychological Association (FPA), National Latino Psychological Association (NLPA) Conferences on English*

Language Learner (ELL), Dyslexia, Autism, ELL, and Gifted issues. In April of 2014, Daniella was hired as an Assessment Consultant for Pearson. Currently, she is employed as a National Senior Clinical Consultant with the Training and Implementation Team. She is a member of the Florida Association of School Psychology and the National Association of School Psychology. The Florida Association of School Psychology (FASP) nominated her as the 2014 Florida School Psychologist of the year for her work with Gifted ELL students. Daniella is also the co-author of the newly published Social Skills Improvement System (SSIS) SEL Brief and Mental Health Scales – Spanish Forms.

WORKSHOP 3:

Integrating Preventative Mental Health Services in MTSS

Nate von der Embse, PhD

This session will describe the key components necessary to integrate mental health services within Multi-Tiered Systems of Support at Tiers 1 and 2 including (1) universal screening to establish base rates of social-emotional and behavioral risk, (2) problem identification to specify function and skill deficits, (3) understanding the decisional process to inform Tier 1 to Tier 2 intervention, and (4) model implementation processes, including teacher training and Tier 2 capacity building. We will explore practical guidance on how to implement preventative mental health services with examples across settings (urban, rural) and lessons learned from implementing services during a pandemic. A *Solution-focused Emotional and Behavioral Assessment* (SEBA) model that enhances the efficacy of existing MTSS efforts will be reviewed. Implementation strategies, including the use of novel technology (Discrete Event Simulation and Cost Modeling) that will assist educators in identifying contextual barriers and facilitators to a successful implementation. Resources will be shared, including a best practice guide for universal screening as well as a consultation manual for Tier 2 capacity building.

This session will help participants:

- Learn key skills from a practical example of the implementation process to increase the capacity of educators to recognize mental health problems including teacher training.
- Learn important consultative processes from Tier 1 to Tier 2 intervention and implementation, the specific tools utilized, and identifying data sources to evaluate effectiveness.
- Receive access to various materials (i.e., consultation guide, screening best practices document) to promote school-and community-based mental health services as well as a guide for the implementation of universal screening programs.



Nathaniel P. von der Embse, PhD, is an associate professor of school psychology at the University of South Florida. Dr. von der Embse serves as an associate editor for the Journal of School Psychology and is co-director of the School Mental Health Collaborative (www.smhcollaborative.org). His research interests include universal screening for behavioral and mental health, teacher stress and student test anxiety, and training educators in population-based mental health services. He received the 2018 Lightner Witmer Award for early career scholarship from Division 16 of the American Psychological Association.

Afternoon Workshops

1:30 PM - 4:00 PM

WORKSHOP 4:

Supporting Teacher Emotional Wellbeing: Guidance for School Psychologists

Nate von der Embse, PhD

During the current pandemic, the physical and mental health of educators, students, and families is the forefront of many conversations. This session will describe an evidence based program to support teacher emotional wellbeing. We will discuss practical considerations in how to identify sources of stress and be facilitators of wellbeing in a school setting. The workshop will focus on awareness of links between happiness (both of teachers and students), classroom relationships, and student academic success, fluency with positive activities through personal application, and confidence and skills needed to promote students' happiness. Specific guidance will be provided for school mental health professionals to improve school climate. Resources will be shared, including an electronic dropbox of intervention scripts, progress monitoring tools, and handouts.

This session will help participants:

- Participants will identify specific facilitators and inhibitors to teacher wellbeing
- Participants will learn evidence-based strategies to improve teacher wellbeing through applied practice and reflection
- Participants will receive access to free electronic resources to promote teacher wellbeing at their schools



Nathaniel P. von der Embse, PhD, is an associate professor of school psychology at the University of South Florida. Dr. von der Embse serves as an associate editor for the Journal of School Psychology and is co-director of the School Mental Health Collaborative (www.smhcollaborative.org). His research interests include universal screening for behavioral and mental health, teacher stress and student test anxiety, and training educators in population-based mental health services. He received the 2018 Lightner Witmer Award for early career scholarship from Division 16 of the American Psychological Association.

WORKSHOP 5:

The Neuropsychology of Stress and Trauma: How to Develop a “Trauma Informed” School

Steven G. Feifer, D. Ed., ABSNP

This presentation will explore the neural underpinnings of stress and trauma in children and its impact upon learning. Environmental deprivation, poverty, childhood abuse, witnessing violence, and *pandemics* can impact both cognitive and social-emotional development in children. There will be a discussion on five steps that schools can take to become more “*trauma-informed*”. Targeted assessment strategies, specific classroom accommodations, and school-based interventions will be presented as students return to school from the recent pandemic. Schools can enhance emotional wellness through early prevention efforts, appropriate assessment and screening techniques, and an improved school climate to foster emotional growth for all children.

This session will help participants:

- Discuss the prevalence of trauma and stress for school aged children, as well as the various sources from which trauma can occur.
- Explore key brain regions that are impacted when students experience stress and trauma, and the subsequent effect on academic and social skills’ development.
- Review five essential steps toward the development of a “*trauma informed*” school.
- Discuss the impact of the pandemic on the social-emotional learning needs of children, and how to utilize the *PASS-12* to screen for subsequent anxiety related concerns.
- Discuss four key assessment strategies in developing a “trauma informed” assessment and introduce the new *FACT* rating scale.



Steven G. Feifer, D. Ed., ABSNP is a renowned speaker and author of eight books and numerous articles on learning and emotional disorders in children. He is a licensed psychologist with more than 20 years of experience working directly in the schools, and is dually trained and board certified in school neuropsychology having completed research stints at the National Institutes of Health. Dr. Feifer has earned numerous distinctions throughout his career including being awarded the Maryland School Psychologist of the Year, the National School Psychologist of the Year, and recently received the Outstanding Contribution to the Education and Training of Psychologists award by the Maryland Psychological Association. Dr. Feifer currently assesses children at the Monocacy Neurodevelopmental Center in Frederick, MD, and is a faculty instructor in the School Neuropsychology Post-Graduate Certification Program. He has authored three tests on diagnosing learning disabilities in children, all of which are published by PAR.

WORKSHOP 6:

Cognitive Assessments and Math Interventions: Too Much Math That My Head Hurts

Eli Freund

The purpose of this workshop is to provide best practices of mathematical interventions of students of all grades. The workshop will also show how school psychologists will link their cognitive assessments to student's mathematical functioning. There will be a brief conversation of neurological mathematical functioning. Are there links? The workshop will also provide key ideas of how to consult and support teachers on mathematical lessons.

This session will help participants:

- Identify updated research of mathematical functioning of students' response to teachers' instruction
- Identify best practices of mathematical interventions
- Link cognitive assessments to mathematical functions
- Identify supports school psychologists can utilize when consulting with teachers on math instruction



***Eli Freund** is the Past NJASP President. He has been a school psychologist for over 15 years and a supervisor of special education for over 5 years. Outside of being a practicing school psychologist in the public schools, Eli is the founder/owner of NeuroEducational Consulting Group LLC. They consult with public schools on UDL implementation, writing stronger IEPs, bilingual assessments and developing special education programs.*

4:15 - 4:45 Raffle

Registration Information

Early Bird

available until 11/5/2021

For NJASP Member only \$155

For Non-NJASP Members \$195

Registration available until 12/9/2021

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

*requires code from faculty advisor

Conference attendees can receive up to 16 CPDs.

NJASP is a New Jersey Department of Education Registered Professional Development Provider #204. NJASP is a NASP Approved Provider #1014. 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/9KnwrV> 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 December 3, 2021 . Please see <https://cvent.me/9KnwrV> for information regarding NJASP's grievance policy. • NJASP Federal I.D. #22-2359102.
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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: Autism Update: Applying the Latest Science to Understand, Evaluate, and Educate and Treat Children with Autism Spectrum Disorders with a Focus on Post High School Transition	<input type="checkbox"/>
2: Introduction to the Wide Range Assessment of Memory and Learning, 3rd Edition	<input type="checkbox"/>
3: Integrating Preventative Mental Health Services in MTSS	<input type="checkbox"/>
Afternoon Workshops:	
4: Supporting Teacher Emotional Wellbeing: Guidance for School Psychologists	<input type="checkbox"/>
5: The Neuropsychology of Stress and Trauma: How to Develop a “Trauma Informed School”	<input type="checkbox"/>
6: Cognitive Assessments and Math Interventions: Too Much Math That My Head Hurts	<input type="checkbox"/>