

WSPA Fall Conference 2018



Holiday Inn Manitowoc
October 24th-26th, 2018

Sessions At A Glance

Wednesday: October 24th, 2018				
All Day 8:30-4:15 A	PREPaRE Workshop 1, Second Ed (2011). Crisis Prevention and Preparedness: Comprehensive School Safety Planning (Scott Woitaszewski & Todd Savage)	Many Hats, One Spirit: Applying Motivational Interviewing to School-based Coaching and Interventions (Jon Lee)		
Thursday: October 25th, 2018				
Morning 8:30-11:45 B	My Job is What Now Exactly? An Introduction to the role of the School Psychologist within a Comprehensive School Mental Health System (Elizabeth Cook)	Student Session: You're Hired! Tips to a Successful First Year as School Psychologist (Christine Neddenriep & Rob Dixon)	Develop Meaningful Social Skills with Adolescents on the Spectrum: The PEERS Program (Christine Peterson, Jessica Muszynski, & Amy Van Hecke)	Advanced School Safety & Crisis Response Skills (Scott Woitaszewski)
Afternoon 1:30-4:45 C		A Comprehensive Approach to Tier 2 Social-Emotional and Behavioral Interventions (Katie Eklund & Stephen Kilgus)	Trauma Sensitive Schools: Challenges and Considerations After Implementation (Travis Pinter)	Seclusion & Restraints in the Schools: Implications, Concerns, & Options (Marvin Nordeen)
Friday: October 26th, 2018 Wear your Favorite School Spirit				
Morning 8:30-11:45 D	Culturally Responsive Problem Solving (Markeda Newell)	School Psychology & 504 (Matt Bell)	DPI Updates: A Crowdsourced Conference Session (Elizabeth Cook)	Expanding the Role of School Psychologists through Grant Writing (Deb Benish)

Lunch on Thursday (included in registration fee) will include a special guest speaker. We will also conduct our annual meeting for the association. The Silent Auction to support the WSPA Children's Services Fund is Thursday and closes at 5 pm.

The Wisconsin School Psychologists Association (WSPA) is approved by the National Association of School Psychologists to offer continuing education for psychologists. WSPA maintains responsibility for these programs and their content.

Session Descriptions

PREPaRE Workshop 1, Second Ed (2011). Crisis Prevention and Preparedness: Comprehensive School Safety Planning

Scott A. Woitaszewski, Ph.D., NCSP & Todd Savage, Ph.D., NCSP
(Wednesday All Day)

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.

Many Hats, One Spirit: Applying Motivational Interviewing to School-based Coaching and Interventions

Jon Lee, Ph.D.
(Wednesday All Day)

You wear many hats in your daily interactions with teachers, parents, and adolescents, facilitating behavior change to support success. One evidence-based practice, Motivational Interviewing (MI), might just be your toque blanche (chef's hat)! Both a clinical practice and conversational style, MI is founded on the belief that how one interacts with a client affects that client's motivations for change. Join us as we introduce and practice the fundamental skills and spirit of MI, then explore its

use in school-based coaching and consultation in an engaging atmosphere!

My Job is What Now Exactly? An Introduction to the role of the School Psychologist within a Comprehensive School Mental Health System **Elizabeth Cook, Ed.S.**

(Thursday All Day)

The rise of mental health challenges and the shortage of mental health providers seems a constant conversation these days. More and more school psychologists are called upon to lead changes in mental health from both a system and individual student level. Although this seems like a good idea, across the state School Psychologists are understandably wondering about the practical implications for their practice. Join Elizabeth Cook as she works with participants to start unpacking this question. This session will focus on moving from a theoretical frame of comprehensive school mental health into the practical operations of embracing the role as a school mental health providers. Participants will hopefully come away energized and relieved to understand that this is a role enhancement, not a role overhaul.

Student Session: You're hired! Tips to a Successful First Year as a School Psychologist

Christine Neddenriep, Ph.D., NCSP & Robert Dixon, Ph.D., NCSP
(Thursday AM)

A panel of school psychologists and current interns will answer student questions regarding getting and keeping their first job as a school psychologist. Panelists will discuss how to prepare to enter the job market and how to successfully interview for a position. Panelists will also discuss what employers are looking for in successful school psychologists, and they will offer strategies to succeed in

students' first year of employment. Opportunities to practice interviewing skills will be provided.

Developing Meaningful Social Skills with Adolescents on the Spectrum: The PEERS Program
Christine Peterson, Ph.D., Jessica Muszynski, Ed.S., & Amy Van Hecke, Ph.D.

(Thursday AM)

This session focuses on the importance of helping adolescents develop meaningful social skills. The speakers will review brain development, links between social skills development and mental health and instructional best practices. Participants will be introduced to the PEERS curriculum, an evidence based social skills intervention that helps students make and keep friends. This program shifts the focus from what skills adults think students should know to what actually works for students (ecologically valid skill development). The presenters bring their unique perspectives as researchers, academics and school-based providers.

Advanced School Safety & Crisis Response Skills
Scott A. Woitaszewski, Ph.D., NCSP

(Thursday AM)

This session will provide opportunities for attendees to gain advanced awareness, knowledge, and skills on timely school safety and crisis response topics. Specifically, two vital skills will be covered: (a) best practice considerations and cautions for armed assailant drills, and (b) harnessing the power of social media and other technologies before, during, and after a school crisis.

A Comprehensive Approach to Tier 2 Social-Emotional and Behavioral Interventions
Katie Eklund, Ph.D., NCSP & Stephen Kilgus, Ph.D.
(Thursday PM)

The session will provide attendees with an overview of a comprehensive approach to Tier 2 social-emotional and behavioral intervention. Topics of interest will include (1) interventions upon which Tier 2 service delivery is founded (including those relevant to both internalizing and externalizing concerns); (2) assessments that can be used to inform intervention implementation; and (3) problem-solving procedures that connect assessment results to intervention decisions. Participants will learn about evidence-based interventions that can be adapted to best meet specific student needs.

Trauma Sensitive Schools: Challenges and Considerations After Implementation
Travis Pinter, Ed.S.

(Thursday PM)

So, you've defined psychological trauma, introduced your staff to the ACEs study, and begun to recognize a perspective shift in your school. Now what? This seminar will facilitate discussion around the concepts of sustainability, maintaining momentum, and assessing capacity as they relate to trauma sensitive schools implementation. Lastly, we'll examine the term itself. Are we overusing "trauma sensitive" and misidentifying trauma in our schools? Content will be presented in an interactive format intended to prompt discussion.

Seclusion & Restraints in the Schools: Implications, Concerns, & Options
Marvin Nordeen, Ed.S.

(Thursday PM)

This session will review state/federal legal requirements, as well as the ethical responsibilities of our profession in regard to Restraint and Seclusion. The group will discuss the occasional realistic need to use these techniques, and the potentially unfortunate outcomes of them. Finally, we will explore alternatives to Restraint and

Seclusion and the attempts one segregated treatment program is making to avoid these techniques.

Culturally Responsive Problem Solving

Markeda Newell, Ph.D.

(Friday AM)

Participants will learn strategies to that will help teams reduce bias while also increasing the accuracy with which they identify problems, collect data, and design interventions to improve student outcomes. Participants will also learn how to recognize when bias is impacting decision-making, identify low-inference, alterable hypotheses, reframe inappropriate hypotheses, and develop data collection and interventions that align with culturally responsive practices.

School Psychology and 504

Matt Bell, Ed.S., JD

(Friday AM)

Participants will develop an understanding of the eligibility standards for Section 504 and what is a “substantial limitation.” They will also develop an understanding of what constitutes legally compliant evaluation procedures pursuant to Section 504. Additionally, recent federal guidance regarding Section 504 and ADHD will be discussed. Finally, participants will develop an understanding of Section 504 plans that go beyond extended time and preferential seating.

DPI Updates: A Crowdsourced Conference Session

Elizabeth Cook, Ed.S.

(Friday AM)

Have practice related questions? Wondering about what’s new from a legislative and policy perspective? Want to just be in a room where you get to connect with different colleagues? Then come chat with Elizabeth Cook for the annual ‘DPI updates’ session at WSPA. This session will cover a wide range of topics based on the needs of the participants. It will run similar to School Psychology Networking Events that occur throughout the year at CESA. Please submit your questions and Elizabeth will work hard to get accurate, useful and (let’s be honest) a few groan-inducing DPI answers: <https://goo.gl/forms/JG3KN7i6REIkoe0F2>

Expanding the Role of School Psychologists through Grant Writing

Deb Benish

(Friday AM)

In this session participants will learn the basics of how to research for available grants to align with district goals and initiatives, understand the importance of administrative buy-in and establishing a team, fundamental elements of a successful, competitive grant proposal, how to prepare the budget and identify allowable expenses, and grant reporting.

Presenter Biographies

Matt Bell, Ed.S., JD, is General Counsel for the Madison Metropolitan School District, the second largest District in the State of Wisconsin. Mr. Bell received his undergraduate degree from the University of Wisconsin-Madison, his graduate degree in school psychology from the University of Wisconsin-Whitewater, and his law degree from Michigan State University. Mr. Bell practiced as a school psychologist for eight years prior to receiving his law degree. After receiving his law degree, Mr. Bell practiced school and disability law as an associate with the Michigan law firm of LaPointe & Butler, P.C. Mr. Bell has presented nationally on the topics of special education, Section 504, student discipline, FERPA, FBAs/BIPs and restraint and seclusion in schools.

Deborah Benish, M.S.Ed., OT, TVI, has seven professional educational licenses and has worked for CESA 5 for 26 years in multiple capacities, including 14 years as Assistant Director of Special Education. She wrote more than \$800,000 in successful grant proposals over the past 10 years. These grants brought valuable resources to districts and allowed the successful launch of many school initiatives.

Elizabeth Cook, Ed.S., is a School Psychology Consultant at the Department of Public Instruction. She was trained as a school psychologist in Detroit, Michigan. She has practiced across Michigan and Wisconsin and has experiences spanning early childhood through high school in rural, suburban, and urban educational settings. In addition to consultation to the field, Elizabeth takes the lead on DPI's Trauma Sensitive Schools initiative and supports a variety of topics around special education and mental health.

Robert J. Dixon, Ph.D., NCSP, L.P., has been practicing school psychology for over 25 years. In the last 15, he has been teaching in and directing the School Psychology Program at the University of Wisconsin-La Crosse. In his role as Graduate Educator, he has developed several courses that reflect his interests in Response to Intervention (RtI), Research & Program Evaluation, and Supervision. Recently, he has been a member of school improvement efforts in La Crescent, MN, La Crosse, WI and Onalaska, WI. He keeps current in practice by volunteering his time with local school districts.

Katie Eklund, Ph.D., NCSP is an Assistant Professor in the School Psychology Program at the University of Wisconsin-Madison. She received her doctorate in Counseling, Clinical, and School Psychology from the University of California, Santa Barbara and her Master's degree in Social Work from the University of Michigan. Prior to entering academia, Dr. Eklund worked in public education for 10 years as a school administrator, school psychologist, and school social worker. She is currently a Nationally Certified School Psychologist and licensed Psychologist. Dr. Eklund's research focuses on school mental health, including early identification and intervention for children who have behavioral and/or social-emotional concerns, social emotional learning, school climate, and school safety. Dr. Eklund currently serves as Co-Director of the Madison Education Partnership, a research-practice partnership between Madison Metropolitan School District and the Wisconsin Center for Educational Research.

Stephen Kilgus, Ph.D., is an Associate Professor in the School Psychology Program at the University of Wisconsin-Madison. His primary research interest is in the area of school mental health, with a focus on social-emotional and behavioral intervention and assessment. Dr. Kilgus currently serves as an associate editor for the Journal of School Psychology. In 2016, he received the Lightner Witmer Award for early career scholarship from Division 16 of the American Psychological Association. Dr. Kilgus recently received

a \$1.4 million grant from the Institute of Education Sciences (IES) to validate a suite of brief measures that can be used in designing individualized interventions for at-risk students.

Jon Lee, Ph.D., began teaching in northern Colorado in 1987 and is a long time Early Childhood Special Educator and public-school administrator for early childhood programs, including child find services, and Even Start family literacy programs. Jon and the family moved to Louisville Kentucky in 2000 where he held appointments with the National Center for Family Literacy, Bellarmine University and the University of Louisville. Jon earned promotion and tenure during his six-year appointment with the University of Cincinnati, and is now an Associate Professor of Education at Northern Arizona University in Flagstaff. Jon's research and teaching focuses on issues relating to family impact on very young children's emergent literacy development; factors pertaining to children's social, emotional, and behavioral adjustment to schooling; and applications of Motivational Interviewing (MI) in educational contexts. Jon is a member of the Motivational Interviewing Network of Trainers, and his current research is funded by IES and includes adaptations of the First Step Next early intervention program for Preschool aged children and children with tertiary behavior challenges in primary classrooms, and the development of interventions utilizing MI in various contexts.

Jessica Muszynski, Ed.S., School Psychologist, Co-Director of PEERS Program, University of Wisconsin Stout, Certified Provider: School Based PEERS.

Christine Neddenriep, Ph.D., NCSP, is a Professor and Coordinator of the School Psychology Program at the University of Wisconsin-Whitewater. She also serves as the Professional Preparation and Training Representative to the WSPA board. Her areas of research interests include the implementation and evaluation of academic interventions in educational settings. Dr. Neddenriep teaches course work in the assessment of behavior and personality, academic interventions, school-based consultation, and research methods in school psychology. She also supervises practicum and intervention.

Markeda Newell, Ph.D., is an Associate Professor and Chair in School Psychology at Loyola University Chicago. Dr. Newell earned her B.S in Elementary Education from the University of Southern Mississippi, and she went on to earn her M.S. and PhD in Educational Psychology from the University of Wisconsin-Madison. The focus of her research is on multicultural training, school-based consultation in multicultural contexts, and social justice training for students.

Marvin Nordeen, Ed.S., has been a School Psychologist for more than 25 years. For the past 20 years, he has specialized in working with children whose behavior is so significant, they are no longer successful in their neighborhood school. He has served as a Behavior Consultant for 13 years and a counselor, providing direct service in a segregated program for 8 years. A primary goal has been to reduce the need for Restraint and Seclusion in schools. A major part of his work has been to facilitate professional development through in-services and trainings. His emphasis has been on PBIS and facilitating a paradigm shift from REACTIVE behavior intervention to PREVENTIVE, NEEDS-BASED and FACILITATIVE interventions. This concept has defined his career and culminated in involvement in writing Michigan's state Policy and Q & A on Seclusion and Restraint. He has also presented on; 1) Building Positive Communities, 2) CPI's Safe and Therapeutic Crisis Intervention, 3) Boy's Town Social Skills Curriculum & Administrative Intervention Model, 4) Violence in Media & its effect on youth and society, 5) Applied Behavior Analysis, 6) Approaching / Working with Oppositional and Defiant Students, 7) NASP's PREPaRE model for preventing and

intervening with crises such as school violence and self-harm such as suicide, 8) CHAMPS classroom management approach.

Christine Peterson, Ph.D., Associate Professor of School Psychology, Director of School Psychology Program, Co-Director of PEERs Program, University of Wisconsin Stout, Certified Provider: PEERs for Adolescents.

Travis Pinter, Ed.S., has been a Milwaukee Public Schools (MPS) school psychologist since 2004, serving children in pre-school through high-school settings throughout the city of Milwaukee. He is currently serving as the Manager of Psychological and Allied Health Services for MPS. Travis is particularly passionate about the impacts of psychological trauma on our children, and crisis response following death in the school community. He has been a member of the MPS Crisis Response Team since 2005, and a facilitator of the team since 2010.

Todd A. Savage, Ph.D., NCSP, is a professor in the school psychology program at the University of Wisconsin-River Falls (UWRF); he is also a past president of the National Association of School Psychologists (NASP). To date, he has co-facilitated over 40 PREPaRE core and Training of Trainers workshops. Dr. Savage's scholarly research interests include culturally-responsive practice; social justice matters in education; LGBTQ+ student issues; and school safety and crisis prevention, preparedness, and intervention.

Amy Van Hecke, Ph.D., Associate Professor of Psychology, Director Marquette Autism Clinic, Marquette University, Certified Provider: PEERs for Adolescents, PEERs for Young Adults, PEERs for Preschoolers, and School Based PEERs.

Scott Woitaszewski, Ph.D., NCSP, is the director of the School Psychology Program at the University of Wisconsin - River Falls (UWRF). His scholarly interests include the study of school crisis prevention and intervention, suicide prevention, threat assessment best practices, emotional and behavioral interventions in schools, and resilience in children and families. Since 2012, Dr. Woitaszewski has been a member of the National Association of School Psychologists (NASP) School Safety & Crisis Response Committee. He has conducted numerous PREPaRE and related school crisis and school safety trainings across the U.S.

Continuing Professional Development

General Information: One graduate credit is available to participants. You must attend ALL THREE CONVENTION DAYS to receive credit. Registration and payment can be made prior to the convention by contacting Briana Meuer at bmeuer@uwlax.edu or 608.785.6513. On Site Registration will be accepted on Wednesday morning only by Dr. Rob Dixon.

Course Information: SPY 796: School Psychologists: Explore the Possibilities. October 24 – November 30, 2018. 15 hours concurrently with the conference. Deadline to register: October 26, 2018. *UW-La Crosse online admission application, credit course registration form and payment must all be received by the deadline.* Links will be available on the conference website.

Contact Information: Rob Dixon, WSPA Chair of Professional Development, 608-785-6893, rdixon@uwlax.edu

Registration Contact: Briana Meuer, UWL Credit Coordinator, 608-785-6513, toll-free 866-895-9233; bmeuer@uwlax.edu

Hotel Information

Holiday Inn Manitowoc, 4601 Calumet Ave., Manitowoc, WI 54220

1-43 & Hwy 151, Exit 149

Phone: 1.920.682.6000 or 1.888.HOLIDAY

Fax: 1.920.682.0301

Please reference Group Code: WSP

Room rates: \$82 (sgl) \$92 (dbl)

Plus applicable state and local taxes

*****Reservations must be received by Sept. 30*****

Fall Conference Fees

	WSPA Member	Retired or Student Member	Non-Members
<u>Prior to October 1st</u>			
-Wednesday Only	\$140	\$60	\$210
-Thursday & Friday	\$230	\$90	\$300
-Wed, Thurs, & Fri	\$320	\$120	\$390
<u>After October 1st</u>			
-Wednesday Only	\$190	\$110	\$260
-Thursday & Friday	\$280	\$140	\$350
-Wed, Thurs, & Fri	\$370	\$170	\$440

Register online at: <https://wspa18.wildapricot.org/event-3067116>

POLICIES

Name Badge: Presentation of your name badge will be required to obtain admittance to all Spring 2017 conference related activities (including, but not limited to, workshops, posters, lunches). Seating at events is on a first come-first served basis.

Continuing Professional Development: A certificate of attendance will be provided to attendees that attend each workshop in its entirety. This means arriving no more than 15 minutes late, leaving 15 minutes early, nor having excessive absences during the presentation. Traffic, childcare issues, etc. do not excuse the ethical obligation to attend the entire session to receive the certificate.

Americans with Disabilities Act: WSPA and the conference facility want to ensure a fully accessible event to all participants. If you require special considerations or accommodations (physical, dietary, etc.) covered under the American with Disabilities Act, please advise the convention chair via email at least one month before the conference. Although attempts will be made to accommodate requests after the deadline, there is no guarantee.

Cancellations/Substitutions: Full refund less \$50 processing fee two weeks prior to event; No refunds thereafter. Substitutions welcome. All cancellation and substitutions must be made in writing to the convention chair. NO cancellations will be accepted by phone.

Workshop Content: Workshops and presentation are provided as an open forum and exchange of ideas and opinions on current issues in School Psychology. Opinions that are expressed by presenters and participants do not necessarily imply endorsement by WSPA. Please remain tolerant and respectful of opinions of others. Publishing companies may financially support certain educational sessions with author and/or publisher materials likely emphasized.

Children & Infants: Children and infants are welcome at the WSPA conference as long as they are accompanied by an adult at all times and do not present as a disruption to conference activities. WSPA does not encourage the presence of infants/children in workshop sessions. Attendees with infants/children in workshops are asked to sit near an exit.

Cell Phones: in consideration of others, WSPA requests your cooperation throughout the conference to silence cell phones and to limit distractions during sessions.

Grievance Procedure: WSPA is fully committed to conducting all activities in strict conformance with the National Association of School Psychologists Ethical Principles. WSPA will comply with all legal and ethical responsibilities to be non-discriminatory in promotional activities, program content and in the treatment of program participants. The monitoring and assessment of compliance with these standards will be the responsibility of the Chair of Continuing Professional Development in consultation with the members of the continuing education committee, the WSPA Professional Standards and Practices (i.e., Ethics) Chairperson and the Convention Chairperson. While WSPA goes to great lengths to assure fair treatment for all participants and attempts to anticipate problems, there will be occasional issues which come to the attention of the convention staff which require intervention and/or action on the part of the convention staff or an officer of WSPA. This procedural description serves as a guideline for handling such grievances.

When a participant, either orally or in written format, files a grievance and expects action on the complaint, the following actions will be taken.

1. If the grievance concerns a speaker, the content presented by the speaker, or the style of presentation, the individual filing the grievance will be asked to put his/her comments in written format. The Chair of Continuing Professional Development will then pass on the comments to the speaker, assuring the confidentiality of the grieved individual.
2. If the grievance concerns a workshop offering, its content, level of presentation, or the facilities in which the workshop was offered, the convention chair will mediate and will be the final arbitrator. If the participant requests action, the convention chair will: attempt to move the participant to another workshop or provide a credit for a subsequent year's workshop or provide a partial or full refund of the workshop fee.
3. Actions 2b and 2c will require a written note, documenting the grievance, for record keeping purposes. The note need not be signed by the grieved individual.
4. If the grievance concerns WSPA's Continuing Education program, in a specific regard, the WSPA Chair of Professional Development will attempt to arbitrate.

Please contact Dr. Robert J. Dixon, WSPA Chair of Professional Development (rdixon@uwlax.edu or 608.785.8441) to submit a complaint, or if you have additional questions.

President: Rene Staskal (restaskal@madison.k12.wi.us)

Convention Chair: Tammy Stowers-Tonn (tammy.stowers-tonn@westfieldpioneers.org)

Continuing Professional Development: Rob Dixon (rdixon@uwlax.edu)

WSPA Manager: Don Juve (wspamanager@gmail.com)

Save the Date...

WSPA Spring
Conference

March 27th-29th, 2019

Wisconsin Dells, WI